

A comparative study of urban and rural colleges of education towards teaching practice programme

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Abstract

The word "Education" has been derived from the Latin words Educare, Educatum or Educere. "Education and Educare" mean "to train, to bring up and to nourish", while 'educare' means "to lead out" the former implies that education is something external, to be imposed or put in from outside. The latter indicates growth from within. Aristotle defined education as "a process necessary for the creation of a sound mind in a sound body". Dewey, in twentieth century, defines education in these words: "Education is process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities".

Keywords: education, urban and rural colleges, teaching practice programme

Introduction

Education is of universal nature and concerns directly or indirectly, with every citizen. The society or the social classes of which it is composed cannot afford to adopt an indifferent attitude to it. It is of crucial importance not only domestically but also in fostering meaningful international exchanges and relationship. Education may be reflection of the economic, political and socio-cultural situation, but it is also a true investment in the knowledge and skills that will be the need of the future has to be realized. Goals of education in terms of future needs must be redefined in terms of economic, social and cultural factors of the society. Education in future has to help develop human inventiveness and creativeness and provide lasting scholarship as opposed to the fleeting knowledge acquired in learning a particular technique, or in training in manipulation.

Teaching

Teaching is one of the instruments of Education and its special function is to impart understanding and skill. We limit our outlook to the work of teaching, omitting those more important means of education which are involved in the school as a systematically organized social community, including its tone or general moral atmosphere, its discipline and that potent influence of the personality of teacher. While talking about teaching, we have in mind the teacher and students. Unless we think of their real needs and interests our teaching learning will be done in a vacuum. It is, therefore, clear that to make the teaching learning effective and educationally sound in our educational institutions; we must look into its various aspects very carefully and critically so that they contribute in making teaching learning successful and inspirational.

Teaching well means helping students learn well. Powerful learners have expended expertise of strategies for acquiring education. Models of teaching are designed to import those strategies while helping students develop as persons, increase their capacity to think clearly and wisely, and build social skills and commitment. Teaching is the process of building communities of learners who use their skills to educate themselves. Schools and classes are communities of students,

brought together to explore the world and learn how to navigate it productively. We have high aspirations for these little units of our society. We hope their members will become highly literate, that they will read omnivorously and write with skill and delicacy. We hope they will understand their social world, be devoted to its improvement, and develop the dignity, self-esteem, and sense of efficacy to generate personal lives of high quality. These fundamental goals of education are central to the study of teaching.

Teacher Training

Modern Education aims at education of the whole person. So every teacher should have a deep knowledge and understanding of children and skill in applying that knowledge and understanding. These cannot be acquired by rule of thumb and very often an untrained teacher has to learn the job by an arduous and long practice during which it is not impossible that young children might be exposed to irreparable harm, because the teachers have not used the skills and knowledge, which they should have. To argue that a few teachers are born and not made would have its counter, argument that one swallow does not make a summer and the overwhelming majority of men and women can only become good teachers if their training programmes are built on a sound foundation of theoretical knowledge and supervised practical work.

Teacher is truly the pivot of any educational system and educational standards are directly linked with the quality of teachers available in the field how knowledgeable, professionally trained and committed to their profession.

Teaching Practice

Teaching practice is the single most important experience in teachers' education in terms of influencing the classroom behaviour of prospective teachers. It should be a co-operative endeavour of the training institution as well as the school and college of education. Laboratory schools should be attached to all the training institution for practical work and experimentations.

Teaching practice will include observation of classroom teaching, special demonstration lesson, criticisms lessons and

full time teaching practice.

Practice teaching is one of a variety of terms applied to the part of a student teacher's professional training that involves the student in trying to teach pupils. Practice normally takes place in school and although arrangements are sometimes made for students to teach pupils in colleges, the use of the terms practice teaching implies that the activity takes place in school. Other terms used more or less synonymously are teaching practice, school experience, student teaching, field experience and practicum.

Teaching practice programme is carried on in schools. Its aim is to help the student teachers apply and perfect the skill on which they have been oriented at the preparation stage for teaching practice. Teaching practice is also known as "internship" 'teaching rounds' etc. teaching practice programme is undertaken in various ways. According to the type of activities undertaken by prospective teachers, teaching practice programme is mainly of two types, i.e.

- 1) In this type, the student teachers are left at the disposal of the school and they perform all the duties of teachers as required by the schools.
- 2) In this type, student teachers only take classes allotted to them by their training institutions.

Needs of the study

To develop the professional competency and skills in prospective teachers, teaching practice is a compulsory component in teacher training programmes at B.Ed. level in urban and rural colleges of education. Sometime teaching practice spreads over two phases, short-term phase of two weeks and long-term phase of four weeks. Colleges adopt different models of teaching practices.

So that study was developed to explore and compare the models, manual, ways of supervision, application of methods techniques and duration of both colleges. The study highlighted the problems of prospective teachers, supervisors and cooperating teachers concerned with teaching practice.

The basic purpose of pre-service training is to prepare prospective teacher to meet challenges that they have to face in future in the classroom. Thus, the results of the study will help the decision makers and organizers of teaching practices to overcome these problems for the smooth running and to make effective teaching practice in future, the purpose of study was to develop a model which is applicable for both colleges.

Objectives

1. To know about the teaching practice programme in urban colleges of Education.
2. To know about the teaching practice programme in rural colleges of Education.
3. To compare the teaching practice in urban and rural colleges of Education.
4. To find out the differences and similarities in supervision, implementation of methods and techniques in both colleges of Education.
5. To find out the problems faced by prospective teachers, supervisor and students.

Hypothesis

1. Teaching practice programme in urban colleges of Education is not significant.
2. Teaching practice programme in rural colleges of

Education is not significant.

3. There is no difference among similarities in supervision, implementation of methods and techniques in both colleges of Education.
4. There is no significant difference between urban and rural colleges of Education towards teaching practice.

Delimitation

Due to limited time and resources available help the researcher the study was delimited to 10 colleges of Education in district Bhiwani.

- The study has confined to a sample of 5 urban colleges of Education and 5 rural colleges of education.
 - The study has confined to a sample of 60 pupil teachers.
- The study has confined to a sample of 200 school students.

Research Methodology

The study was focused on a comparative study of Urban and Rural college of Education towards teaching practice programme in Distt Bhiwani. This study was a survey type. The following procedure was adopted for teaching practice programme at college level.

Sample

10 Govt. and Private Schools with semester system were randomly selected. Following schools were included in the sample.

Sample

The following schools were randomly selected as sample of the study.

S. No.	Schools	Teachers/ Educator	Students
1	K.N..Sec.School, Ch. Dadri	6	20
2	Govt. Girls School, Ch. Dadri	6	20
3	Govt. School, Mandoli	6	20
4	Govt. School, Mahrana	6	20
5	Vaish. Sec. School, Ch. Dadri	6	20
6	Adrash Sec. School, Ch. Dadri	6	20
7	Shiv. Sec School, Ch. Dadri	6	20
8	Govt. School, Mandola	6	20
9	Govt. School, Adampur	6	20
10	Govt. School, Samaspur	6	20
	Total	60	200

The researcher included Govt. and Private School in the study for collecting the relevant data 200 students and 60 teachers were consulted through Questionnaires.

Research Instruments

After going through the related literature consisting of books. Official documents reports, policies, plans and evaluation reports, the researcher prepared three Questionnaires.

- 1) A Questionnaire consisting of 10 items for the Teachers/ Educators.
 - 2) A Questionnaire for Students covering 15 items.
- The questionnaires were developed on three point likert scale.

Data Collection

The data collection was very difficult stage for the researcher. The researcher had to visit 10 sample schools again and again for this purpose. Two hundred questionnaires for the students

were distributed among the secondary level of students. Most of the students returned the properly filled in questionnaire. The researcher faced some difficulty in collection of properly filled in questionnaires from the teachers. After two or three attempts it was possible to collect the required number of filled questionnaires from the respective respondents.

Data Analysis

Data collected through the above mentioned research instruments were tabulated, analyzed and discussed category wise. Categories of the respondents included students and teachers. The questions were developed on three point likert scale.

The Weight age given to each point was as below:

Agreed	1
Disagreed	2
Undecided	3

For statistical treatment chi-square was applied the formula is reproduced below:

$$\chi^2 = \sum \frac{(fo-fe)^2}{fe}$$

Where:

- fo = Observed frequency
- fe = Expected frequency
- ∑ = Sum of

Results and Discussion

The next step in the process of research is analysis and interpretation of data. Analysis of data means studying the tabulated material in order to determine inherent facts or meaning. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.

The analysis and interpretation of data represent the application of deductive and inductive logic to the research process. The researcher cannot achieve the objectives without the interpretation of the data collected through the tools used for the study. Therefore, researcher can say that the raw scores have got their no value without their interpretation and generalization.

The primary data collected from the students and the teachers was analyzed extensively so as to provide a meaningful insight into the level of awareness and to get the viewpoint on comparison of urban and rural colleges of Education towards teaching practice programme in Distt. Bhiwani.

The application of Chi- square test to the data of present research inevitably leads to varying conclusions. The important findings of the study are interpreted.

Findings and Suggestions

The primary data collected from the students and the teachers was analyzed extensively so as to provide a meaningful insight into the level of awareness and to get the viewpoint on comparison of urban and rural colleges of Education towards teaching practice programme in Distt. Bhiwani.

The application of Chi- square test to the data of present research inevitably leads to the following conclusions. The important findings of the study are interpreted below:

- According to the data, majority of educators agree that lesson plan was well prepared by the pupil teacher of urban colleges of Education. And they disagree for the same in

case of rural colleges of education.

- According to the data, majority of educators agree that content presentation was good in urban college of education. And majority of educators disagree for rural colleges of education.
- Majority of educators agree that school students were taking keen interest in the lesson in urban college of education. While most of the educators disagreed for the same in case of rural colleges of education.
- According to the data, majority of educators agree that teaching aids were used during teaching in urban college of education. But majority of educators do not agree for the same for rural colleges of education.
- According to the data, majority of educators agree that black board writing of teachers of urban colleges of education was neat and clean. But majority of educators do not agree for the same for rural colleges of education.
- According to the data, majority of educators agree that pupil teacher of urban colleges was well confident during teaching. But majority of educators do not agree for the same for rural colleges of education
- According to the data, majority of educators agree that lesson plan was checked and marked by the supervisor in urban colleges of education. While most of the educators disagreed for the same in case of rural colleges of education
- According to the data, majority of educators agree that class discipline was good in urban college of education. And majority of educators disagreed that class discipline was good in rural colleges of education.
- Majority of educators agree that students of urban colleges were taking keen interest in the lesson in urban college of education. While most of the educators disagreed for the same in case of rural colleges of education.
- According to the data, majority of educators agree that latest instructional techniques and methods were used during teaching in urban college of education. But majority of educators do not agree for the same for rural colleges of education
- Majority of school students agree that school teachers of urban colleges of education welcome the pupil teachers in their school for teaching practice. While majority of students do not agree for the same in case of rural colleges of education.
- Majority of school students agree that pupil teachers of urban colleges of education were well dressed. While majority of them do not agree for the same in case of rural colleges of education.
- Majority of school students agree their voice and gestures of teachers of urban colleges of education were appealing. While majority of students do not agree for the same in case of rural colleges of education.
- Majority of school students agree that pupil teachers of urban colleges of education take interest in the teaching but rural colleges do not think so. While majority of students do not agree for the same in case of rural colleges of education.
- According to the data, Majority of school students agree that teachers of urban colleges of education develop the communication skills in the students. While majority of students do not agree for the same in case of rural colleges of education
- According to the data majority of school students agree that

teachers of urban colleges of education apply educational psychology in the class room. While majority of students do not agree for the same in case of rural colleges of education.

- Majority of school students agree that teachers of urban colleges of education used audio visuals aids properly during properly. While majority of them do not agree for the same in case of rural colleges of education.
- Majority of school students agree that teachers of urban colleges of education used they used projector during teaching. While majority of them do not agree for the same in case of rural colleges of education
- Majority of school students agree that teachers of urban colleges of education used they give home task to the students. While majority of students do not agree for the same in case of rural colleges of education
- Majority of school students agree that teachers of urban colleges of education evaluate the work of students regularly. While majority of students do not agree for the same in case of rural colleges of education
- Majority of school students agree that teachers of urban colleges of education diagnose learning difficulties. While majority of them do not agree for the same in case of rural colleges of education.
- Majority of school students agree that teachers of urban colleges of education motivate the students during teaching. While majority of them do not agree for the same in case of rural colleges of education.
- Majority of school students agree that teachers of urban colleges of education come and leave class in time. But majority of them do not agree for the same in case of rural colleges of education.
- Majority of school students agree that teachers of urban colleges of education maintain discipline in the class room. But majority of them do not agree for the same in case of rural colleges of education.
- Majority of school students agree that teachers of urban colleges of education give individual attention towards student. But majority of them do not agree for the same in case of rural colleges of education.

Teaching practice is a compulsory component in teacher training Programme at B.Ed. level in Urban and Rural colleges of education in Haryana. Teaching practice is a segment, which provides opportunity to prospective teachers, applies theoretical knowledge practically in real situation. According to Brown and Brown opinion the teaching practice exercise should help student teachers to integrate theory and practice and to resolve some of these apparent discrepancies.

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