

Qualitative School Education: Teaching Competencies and Teacher Preparation Programme

Dr. Waqar ul Nisa¹, Dr. Syed Javed Kamili², Dr. Tabasum Nazir³

¹Faculty in Distance Education at University of Kashmir

²HOD Commerce and Management Gandhi Memorial College Srinagar Kashmir

³Assistant Prof Department of Commerce (ICSC)

ABSTRACT

The growth and development of any society and region is directly or indirectly attributed to its educational system and its efficient way of handling. Acquiring knowledge and for its end use is indispensable for every region nation and for society at large. . It is with this understanding that teaching should enable students to learn in relevant, real world twenty-first century contexts (e.g., through project-based or other applied work). Also going by Albert Eisenstein's understanding of scientific temperaments, 'imagination is more important than knowledge'. The understanding of Knowledge and its way of dissemination has changed with the development of technology and changes in attitudes and behaviors among people. Today's students need to develop thinking skills, content knowledge with social and emotional competencies and teachers are responsible for setting of high expectations and directing student learning towards measurable ends. In this study attempt has been made to review Teacher Education in Jammu and Kashmir with policy perspectives of various establishments from time to time.

Keywords: Teacher Education, Teaching, , College Development Council, Private B.Ed. Colleges

INTRODUCTION

Education is viewed as powerful sector in any society and it is considered as an indispensable tool for bringing positive change in the social, political, economic and cultural life of people. The teacher is playing a central role in education. In the light of this teachers orientation for the teaching profession is conceived as being a higher priority in any country growth and progress in the different fields. in the changing situations , education has great importance in building strong and developed societies, and the teacher is key instrument to achieve this. Keeping their involvement into view they need to receive adequate educational and professional training to possess adequate knowledge and teaching skills and to be able to dedicate themselves to the teaching profession.

In the recent years teachers training institutions have multiplied and presently temporary affiliation is granted to a number of non-government; unaided colleges every year. Recently in the year 2016, the duration of Teacher Education programme has been raised to two years (earlier which was one year) as was recommended by our Education Policy- a Draft Statement of 1955 proposed by the then Prime Minister of Jammu and Kashmir and also by the Yashpal Committee Report of 1993. "The Yashpal Committee laid emphasis on learning without burden and suggested that the content of the programme should be restructured to ensure its relevance to the changing needs of school education. It also emphasized on enabling the trainees to acquire the ability for self-learning and independent thinking". Most important also is the fact that, if provided to teachers, programs of training and professional development have to be introduced, mentored and evaluated, on a regular basis, by experts in the field. Technology is changing the way classrooms operate and students learn at an incredible rate. This requires that the facilitator, the teacher, possess a certain set of knowledge and skills to understand how and when various tools best support their curricula. It is in this backdrop training institutions have been established from time to time being organized by Govt. and non-Govt. organization. In the light of this observation the present is carried with the following objectives in to view.

Since this profession is considered as being challenging and critical, and may lead to nations'

<http://exp-pedago.ens-oran.dz>- Numéro 1- octobre 2016
« Evaluer l'enseignant »

Objectives:

1. To ensure Teacher Education programme in Jammu and Kashmir State.
2. To know the development of curriculum of Teacher Education in Jammu and Kashmir State.
3. To understand the problems related to Teacher Education in Jammu and Kashmir State.
4. To study a view to find out solutions related to Teacher Education in Jammu and Kashmir.

Purpose:

The state of learning outcome of primary and secondary school students raises concerns about the declining quality of school education. The objective of this paper is to assess the effectiveness of current teacher education programme in order to nurture needed teaching competencies as perceived by pupil teacher.

Methodology:

Stratified Random Sampling procedure has been used for the selection of the sample. The size of the sample consists of 30 males and 30 females of government and private colleges of Teacher Education in the state. Data has been collected by survey method by using questionnaire tool of the study.

REVIEW OF RELATED LITERATURE

Mohanty, Susandhya (2011) “Teacher Educators, Their Academic and Professional Profile”

This book deals with academic and professional background of Teacher Educators working for Teacher Education improvement. A detailed discussion has been made on theoretical perspectives of Teacher Education with special reference to its aims and objectives, pre-service and in-service teacher education including various modes of teacher education. The writer has dealt with the historical perspectives and the study is based on Academic and Professional characteristics of Teacher Education, working at the Elementary Level. The findings of the study that the author has conducted, throw light on various aspects of Teacher Education.

Rasool, G. and M. Chopra (1986) “Education in Jammu and Kashmir”

This valuable book offers documentary material on education. It was for the first time; an attempt was made to provide important aspects in Jammu and Kashmir State that touched the development of education at almost all stages providing the policies and schemes of education with their recommendations.

Jalali, G.S. (April 1967) “Reform and Reorganization of Schools in the State of Jammu and Kashmir from 1938 to 1960”

It has discussed the educational system prior to 1938 giving a description of different educational committees that were set up during the period from 1938 to 1960, to look into the problems of educational system and reforming them.

METHODOLOGY

A well planned descriptive methodology with a sound logical basis was of utmost importance in the present study. A representative sample consisted of thirty teachers from Srinagar district out of which fifteen were male and the other fifteen were female. Out of these thirty teachers, there were eighteen teachers with B.Ed. degree and twelve teachers with simple graduation. Their ages ranged from twenty-nine years to forty-five years. The data used for the study was collected with the purpose of getting classified data regarding the number of Government Institutions for General Education and number of Trained Teachers in Government Institutions for District Srinagar. A 5-point Scale was used in order to conduct interview (Semi structured) with teachers and students. The secondary source of data has been collected through the State Education Department (J&K) and Deputy Commissioner's Office (Srinagar). The data thus obtained has been put to statistical treatment by using percentage devices.

DATA INTERPRETATION

As far as trained teachers are concerned, the interpretations given below have been analyzed by the investigator for Srinagar district. So far as trained female teachers are concerned, its percentage varies between 69 per cent in 2004-05 to 78 per cent in 2013-14. The percentage of trained male teachers varies between 68 per cent in 2004-05 to 75 per cent in 2013-14. The secondary data suggested that the trained teachers in Government Schools of Srinagar have increased consistently with a

large expansion of females. Also the number of total government institutions¹ numbering from 740 in 2005-06 declines to 532 in 2013-14.

Table 1: Number of Government Institutions for General Education, District Srinagar

Academic Year	Colleges		Hr. Sec. Instt.		High Schools		Middle Schools		Primary Schools		Total Institutions	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
2005-06	9	3	33	12	71	24	219	66	417	292	740	394
2006-07	6	2	24	9	49	19	136	53	242	59	451	140
2007-08	6	2	25	9	54	19	181	53	219	65	485	148
2008-09	6	2	25	9	54	19	181	53	219	65	485	148
2009-10	6	2	25	9	54	19	181	53	219	65	485	148
2010-11	6	2	25	10	56	22	198	53	200	61	485	148
2011-12	6	2	30	13	73	25	203	65	220	70	529	173
2012-13	-	-	30	13	73	25	216	65	223	70	542	173
2013-14	-	-	30	13	73	25	211	64	218	70	532	173

Source: Chief Education Officer, Srinagar.

Table 2: Percentage of trained teachers in government Institutions, District Srinagar

Academic Year	Hr. Sec. Instt.		High Schools		Middle Schools		Primary Schools		Total Institutions	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2004-05	72%	75%	72%	75%	77%	78%	54%	48%	68%	69%
2005-06	72%	75%	72%	75%	77%	78%	54%	49%	68%	69%
2006-07	79%	74%	74%	74%	54%	45%	54%	66%	63%	61%
2007-08	88%	88%	80%	80%	75%	75%	71%	70%	81%	82%
2008-09	88%	88%	80%	80%	75%	75%	71%	70%	81%	82%
2009-10	88%	88%	80%	80%	77%	76%	73%	71%	82%	82%
2010-11	88%	88%	80%	80%	77%	76%	73%	71%	82%	82%
2011-12	90%	90%	82%	82%	80%	80%	75%	73%	83%	83%
2012-13	91%	90%	84%	83%	81%	81%	77%	74%	83.25%	83%

¹ Here the word 'Institutions' includes Primary Schools, Middle Schools, High Schools, Higher Secondary schools and colleges of Srinagar district.

2013-14	92%	90%	92%	90%	81%	82%	74%	76%	75%	78%
---------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Source: Chief Education Officer, Srinagar

Findings:

Pupil teachers learned more teaching methods during Teacher Education course and curriculum development improved methods of Teacher Education in Jammu and Kashmir.

CONCLUSION

The study concludes that there is need for improvement of Teacher Education such as quality of print media, timely provision of syllabus and course material etc.

REFERENCES

- [1] Aggarwal Y. (2000). An assessment of Trends in Access and Retention. DPEP, District Primary Education Programme.
- [2] Armstrong & Mc Gowan, E. C. (1996). A study of the attitudes and practices of elementary and middle school teachers towards parent involvement. Dissertation Abstracts International- The Humanities & Social Sciences, 57(3).
- [3] Bhagwan Sahaya Committee Report, 1972
- [4] Bhatt, B. D. (1995). Modern Indian Education (Planning & Development) New Delhi: Kanishka Publishers, Distributors
- [5] Yashpal Committee Report, 1993