

PROFESSIONALISM OF TEACHER EDUCATORS IN RELATION TO THEIR AWARENESS ABOUT RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN (RUSA) IN TIRUNELVELI

Ms. S. Jebasheela Jenifer¹, Dr. E.C.Punitha²

¹ Asst.Prof , Physical Science, St.Ignatius College Of Education, Tirunelveli Tamilnadu , India

² Asso.Prof , English, St.Ignatius College Of Education, Tirunelveli Tamilnadu , India

ABSTRACT

Professionalism means consistency of quality. Teaching is a profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives. RUSA (Rashtriya Uchchatar Shiksha Abhiyan) is a comprehensive plan to bring pragmatic development of Indian Higher Education and as a long-term social investment for the promotion of economic growth, cultural development, social cohesion, equity and justice. The purpose of paper is to find out significant difference between professionalism dimensions like Professional skills, Professional knowledge and Professional relationship with Institutional , Academic and Infrastructure awareness of teacher educators about RUSA. Normative survey method was adopted and simple random technique was employed. The data was subjected to mean, standard deviation, t-test, ANOVA, chi-square and correlation. The results of the study shows that there is significant difference between professionalism and awareness of teacher educators about RUSA with reference to professionalism dimensions. This may be due to the fact that the teacher educators have basic awareness about RUSA

KEYWORD : Professionalism, RUSA (Rashtriya Uchchatar Shiksha Abhiyan) and Teacher Educators etc.....

1. INTRODUCTION

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Education mainly aims to perfect the individuals in all spheres. Education emphasizes the total development of the individual so that he can make an original contribution to the best of his capacity. Education includes three aspects of the child’s development. It should meet, firstly his physical needs, secondly his intellectual needs and thirdly his social and emotional needs¹. Education is a natural harmonious and progressive development of men’s innate powers” Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities. Education is a liberating force and in our age it is also a democratizing force, cutting across the barriers of caste and class smoothing out inequalities imposed by birth and other circumstances. Education serves as a social function when it seeks to respond to the demands of the individuals or communities for education suited to their particular needs, aspirations and cultural traditions. The concept of education is dynamic and it is still in the process of evolution and this process never come to an end⁴

1.1 SIGNIFICANCE OF THE STUDY

Teacher educators are who adequately prepare young teachers to be effective in all teaching areas and with teaching experience. They share their experiences and knowledge with current perspective educators along with the joys and tribulations of teaching/educating to help soon-to-be teachers and their purposeful effort to improve the quality of teaching of others. They are proficient and competent to impart knowledge.

Teacher educators are the Professionals, specialist having long periods of training, validated research knowledge and apply it constructively and intelligently according to the technical rules governing the conduct of the profession

The success of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has laid a strong foundation for primary and secondary education in India. However, the sphere of higher education has still has not seen any concerted effort for improvement in access or quality. RUSA aims to provide equal development to all higher institutions and rectify weaknesses in the higher education system

Rashtriya Uchchar Shiksha Abhiyan (RUSA). Union Ministry of Human Resource Development has launched its ambitious programme to revamp the higher education sector in the country, Rashtriya Uchchar Shiksha Abhiyan (RUSA). The government is looking at brining various reforms to improve the quality of higher education sector by creation of a State Higher Education Council, creation of accreditation agencies, preparation of the state perspective plans, commitment of certain stipulated share of funds towards RUSA, academic, sectoral and institutional governance reforms, filling faculty positions etc.

Greater emphasis will be laid on the improvement of the quality of teaching learning processes in order to produce employable and competitive graduates, postgraduates and PhDs. With respect to the planning and funding approach, some key changes are envisaged; (a) funding will be more impact and result oriented, (b) various equity related schemes will be integrated for a higher impact,(c) instead of unplanned expansion, there will be a focus on consolidating and developing the existing system by adding capacities and (d) there will be a greater focus on research and innovation. A paradigm shift proposed by the Planning Commission is in the arena of funding of the state higher education system. Strategic funding of this sector has been strongly proposed in order to make a marked difference in the overall resource endowment for the state higher education sector.

The purpose of the study is to find out the level of Professionalism and Awareness of the teacher educators about RUSA. Through this study we can understand how much this scheme reaches the people particularly the teacher educators. As the investigator belongs to the educational field and a keen observer of education schemes, concerning the field of education, the investigator chose this study.

2. OBJECTIVES

1. To find out the significant difference between male and female teacher educators in their Professionalism
2. To find out the significant difference between urban and rural teacher educators in their Professionalism
3. To find out the significant difference between male and female teacher educators in their awareness about RUSA
4. To find out the significant difference between urban and rural teacher educators in their awareness about RUSA
5. To find out the significant difference between professionalism and awareness of teacher educators about RUSA

2.1 NULL HYPOTHESES

1. There is no significant difference between male and female teacher educators in their Professionalism
2. There is no significant difference between urban and rural teacher educators in their Professionalism
3. There is no significant difference between male and female teacher educators in their awareness about RUSA
4. There is no significant difference between urban and rural teacher educators in their awareness about RUSA

5. There is no significant difference between professionalism and awareness of teacher educators about RUSA

2.2 METHODOLOGY

For the present study, the investigator used the survey method in the view of the objectives of the study and the nature of the problem concerned. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 234 Teacher Educators in Tirunelveli district from 28 B.Ed colleges. Among them 93 are males and 141 are females. The investigator has used mean, standard deviation, t-test, ANOVA, chi-square and correlation.

PROFESSIONALISM SCALE constructed and validated by Jebasheela Jenifer S and Punitha .E.C, the guide and the investigator (2016). RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN (RUSA) scale constructed and validated by Jebasheela Jenifer S and Punitha .E.C, the guide and the investigator (2016)

3. DIFFERENTIAL ANALYSIS

3.1 HYPOTHESIS I

There is no significant difference between male and female teacher educators in their Professionalism

Table 1 : Difference between male and female teacher educators in their Professionalism

| Professionalism and its dimensions | MALE (N= 93) | | FEMALE (N=141) | | Calculated 't' value | Remarks |
|------------------------------------|--------------|-------|----------------|-------|----------------------|---------|
| | Mean | S.D | Mean | S.D | | |
| Professional Skills | 29.14 | 3.571 | 29.18 | 3.576 | 0.079 | NS |
| Professional Knowledge | 22.40 | 3.943 | 23.11 | 3.690 | 1.393 | NS |
| Professional Relationship | 34.02 | 4.316 | 33.85 | 5.369 | 0.268 | NS |
| Professionalism | 85.61 | 9.205 | 86.21 | 9.194 | 0.482 | NS |

(At 5% level of significance , the table value of ' t ' is 1.96 , S-Significant, Ns –Not Significant)

It is inferred from the above table that the Calculated 't' value(0.079,1.393,0.268,0.482) is lesser than the table value (1.96)at 5% level of significance. Hence the respective null hypothesis is accepted . It shows that there is no significant difference between male and female teacher educators in their professional skills, professional knowledge, professional relationship and professionalism.

3.2 HYPOTHESIS II

There is no significant difference between urban and rural teacher educators in their Professionalism

TABLE 2 : Difference between urban and rural teacher educators in their Professionalism

| Professionalism and its dimensions | RURAL (196) | | URBAN(38) | | Calculated 't' value | Remarks |
|------------------------------------|-------------|-------|-----------|-------|----------------------|---------|
| | Mean | S.D | Mean | S.D | | |
| Professional Skills | 28.84 | 3.526 | 30.84 | 3.333 | 3.362 | S |
| Professional Knowledge | 22.67 | 3.860 | 23.66 | 3.403 | 1.603 | NS |
| Professional Relationship | 33.64 | 5.090 | 35.37 | 4.043 | 2.308 | S |
| Professionalism | 85.22 | 9.082 | 89.84 | 8.833 | 2.939 | S |

(At 5% level of significance , the table value of ' t ' is 1.96 , S-Significant, Ns –Not Significant)

It is inferred from the above table that the Calculated ' t ' value (3.362, 2.308, 2.939) is greater than the table value (1.96) at 5% level of significance. Hence the respective null hypothesis is rejected. It is inferred from the above table that there is no significant difference between teacher educators in rural and urban areas in their professional knowledge. While comparing the mean scores of teacher educators in rural areas and urban areas , teacher educators in urban areas have more professional skills, Professional Relationship and professionalism.

3.3 HYPOTHESIS III

There is no significant difference between male and female teacher educators in their awareness about RUSA

TABLE 3 : Difference between male and female teacher educators in their awareness about RUSA

| Awareness About RUSA and its Dimensions | MALE (N= 93) | | FEMALE (N=141) | | Calculated 't' value | Remarks |
|---|--------------|-------|----------------|-------|----------------------|---------|
| | Mean | S.D | Mean | S.D | | |
| Institutional awareness | 26.25 | 2.922 | 26.35 | 3.450 | 0.239 | NS |
| Academic awareness | 30.75 | 2.737 | 29.96 | 4.279 | 1.718 | NS |
| Infrastructure awareness | 27.24 | 3.678 | 26.65 | 3.719 | 1.198 | NS |
| Awareness About RUSA | 84.27 | 7.318 | 83.03 | 8.288 | 1.203 | NS |

(At 5% level of significance , the table value of ' t ' is 1.96 , S-Significant, Ns –Not Significant)

It is inferred from the above table that that the Calculated 't' value(0.239, 1.718, 1.198, 1.203) is lesser than the table value (1.96)at 5% level of significance. Hence the respective null hypothesis is accepted . It shows that there is no significant difference between male and female teacher educators in their Institutional awareness Academic awareness Infrastructure awareness and Awareness about RUSA

3.4 HYPOTHESIS IV

There is no significant difference between urban and rural teacher educators in their awareness about RUSA

TABLE 4 : Difference between urban and rural teacher educators in their awareness about RUSA

| Awareness About RUSA and its Dimensions | RURAL (196) | | URBAN(38) | | Calculated 't' value | Remarks |
|---|-------------|-------|-----------|-------|----------------------|---------|
| | Mean | S.D | Mean | S.D | | |
| Institutional awareness | 26.22 | 3.326 | 26.76 | 2.775 | 1.068 | NS |
| Academic awareness | 30.27 | 3.811 | 30.32 | 3.504 | 0.072 | NS |
| Infrastructure awareness | 26.87 | 3.765 | 26.92 | 3.436 | 0.079 | NS |
| Awareness About RUSA | 83.40 | 7.941 | 84.13 | 7.916 | 0.519 | NS |

(At 5% level of significance , the table value of ' t ' is 1.96 , S-Significant, Ns –Not Significant)

It is inferred from the above table that the Calculated 't' value (1.068, 0.072, 0.079, 0.519) is lesser than the table value (1.96)at 5% level of significance. Hence the respective null hypothesis is accepted . It shows that there is no significant difference between teacher educators with respect to locality in their institutional awareness academic awareness, infrastructure awareness and awareness about RUSA

3.5 CORRELATIONAL ANALYSIS

There is no significant difference between professionalism and awareness of teacher educators about RUSA

TABLE 5 : Difference between professionalism and awareness of teacher educators about RUSA

| Relationship between Professionalism and Awareness about RUSA | df | Calculated 'γ' value | Remarks |
|---|-----|----------------------|---------|
| Professionalism | 232 | 0.307 | S |
| Institutional Awareness | | 0.241 | S |
| Academic Awareness | | 0.161 | S |
| Infrastructure Awareness | | 0.320 | S |

| | | | |
|----------------------------------|------------|--------------|----------|
| Awareness About RUSA | 232 | 0.260 | S |
| Professional Skills | | 0.229 | S |
| Professional Knowledge | | 0.241 | S |
| Professional Relationship | | 0.320 | S |

(At 5% level of significance for 232 df, the table value ‘ γ ’ is 0.113, S-Significant)

It is inferred from the above table that the calculated ‘ γ ’ value (**0.307, 0.241, 0.161, 0.320, 0.260, 0.229, 0.241, 0.320**) is greater than the table value (0.113) for the df **232** at 5% level of significance. Hence the respective null hypothesis is rejected. Thus the result shows that there is significant difference between Professionalism and Awareness of Teacher Educators about RUSA with reference to professionalism dimensions and RUSA dimensions

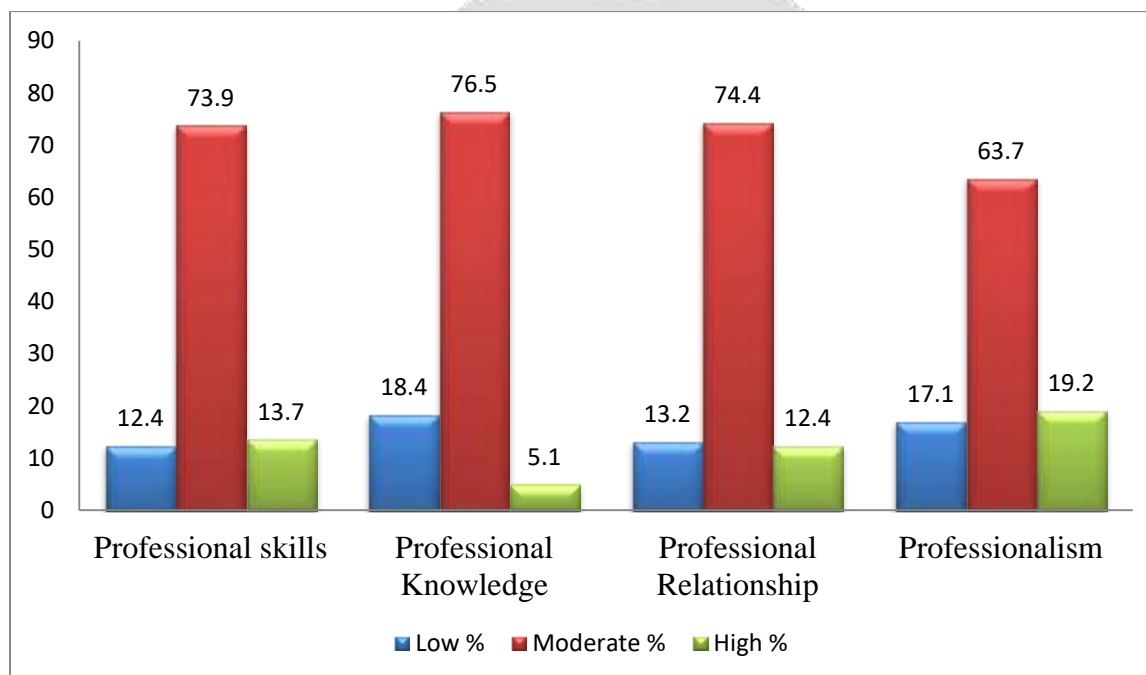


Chart 1 LEVEL OF PROFESSIONALISM OF TEACHER EDUCATORS

3.6 Interpretation and Discussion

The ‘ γ ’ test result reveals that there is significant difference between Professionalism and Awareness of Teacher Educators about RUSA with reference to professionalism dimensions and RUSA dimensions. This may be due to the fact that the teacher educators using modern tools of educational technology to achieve higher standards and greater creativity, meet their additional and special needs of teacher educators by conducting Orientation and re-training of teachers, Workshop and seminars for developing professional knowledge, skills of teacher educators . Teacher educators spend time in professional development and their activities focus on high-quality subject-matter content. Extended opportunities to better understand student learning, curriculum materials and instruction, and subject-matter content can boost the performance of teacher educators.

This may be due to the fact that the teacher educators have basic awareness about RUSA. Teacher educators know the basic objectives such as improve access, equity and quality of higher education across India and implementation of RUSA in the sphere of higher education will add to the initiatives brought forward in formal education sector in India.

4 CONCLUSION

In the present study significant found in teacher educator's professional skills, professional knowledge, professional competency and professionalism and also significant in professionalism and awareness of teacher educators about RUSA. The investigator has a strong belief that the recommendation given in this study will help to develop professionalism of teacher educators and awareness towards RUSA. The government should take steps to make teaching more and more attractive like other professions and to create awareness about RUSA.

5 REFERENCES

1. Aggarwal J.C (2001), *Teacher and Education in a developing society*, Vikas Publishing House, Delhi.
2. Bhatnagar. A.B, Meenakshibhatnagar and Anuragbhatnagar (2004), *Development of learner and teaching learning process*: Vinay publishers Pvt. Ltd.
3. Ganeshram B (2014). A sociological study of sarva shiksha Abhiyan in Haridwar district, *Shodhganga : a reservoir of Indian theses @ INFLIBNET* 24-Apr-2014
4. Dash B. N (2013), *A New Approach to Teacher & Education in the emerging Indian society*, Neelkamal Publications Private Limited, Hyderabad
5. Neelayathakshi, N(2014). A study on the performance of primary education in Tamil Nadu under Sarva Shiksha Abhiyan, *Shodhganga : a reservoir of Indian theses @ INFLIBNET* 24-Apr-2014.
6. https://en.wikipedia.org/wiki/Rashtriya_Uchchatar_Shiksha_Abhiyan
7. <http://www.teindia.nic.in/js/Towards-Professional-Preparation-TeacherEducators-Intel-CII.pdf>

