

Evolving Rural Haryana through Effective Teacher Education: A Case Study

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Abstract:

To direct and sustain all round transformation of India socioeconomic evolution of its rural population is indispensable since it lays the foundation for harnessing development through a vision of democratic values and opportunities for equality of all. Haryana transpired transformation, shifting its well known agricultural base to varied levels of growth and development arenas, evolving as a flag bearer, in terms of per capita income. Haryana possesses total population of 25.4 million, bearing 1.3 percent of total area of the country but contributing 4 percent of nation's GDP, with per capita GSDP of 2459 USD. Urbanisation being a primordial issue needs 65 percent of rural Haryana population to get through effective programmes, practices and policies to attain objectives of technology application, building infrastructure and quality of life to rural India in general and Haryana in particular for advanced 21st century societies. Since development of any nation depends on growth of its economic system which in turn depends on sustainable development and application of its physical and human resources. Therefore, human resource development being the pivot of socioeconomic transformation of rural population in India can be designed, on the strong foundations of quality education. In this cyclic pattern of transforming rural learners, teachers with favorable attitudes, appropriate aptitudes, interests, personality traits, professional ethics, competencies, technological abilities, values, pedagogical and didactic skills will play significant role. Present case study belongs to,

Aggarwal college of Education, Hodal district Palwal Haryana, which caters the needs of prospective teachers abundantly from rural areas. Pedagogical advancements, innovative didactical approaches, application of technology, capacity and confidence building led to backward, female prospective teachers of D.Ed course, to achieve ranks in merit list of examinations conducted by Board of School Education Haryana Bhiwani with English as medium of instruction. Present study and approaches may be implicated because, it may certainly help these prospective teachers to empower the learners primordially residing in rural belts, belonging to schools run by both, Government or Private players, transforming their future socio-economically, through powerful tool of education, knowledge and skills with a notion to build modern India with 21 century skills.

Key words: Rural empowerment, Innovative pedagogy, 21stCentury skills, Creative drama, Marginalized groups

INTRODUCTION

Rural evolvement and transformation is the significant, fundamental and beneficial change that takes place in people either individually, and/or in families and communities, where individuals are empowered to make decisions and take action for improving their lives in almost all areas like economic, vocational, social, political, cultural, health and environmental. This furthers the great impact, in such ways that result in a broad positive impact on society to attain its broader developmental goals. It is therefore rural transformation is focused on individuals, at the community level, and on their impact on their society and environment (Shaw, 2005; Shaw, 2011a; Shaw, 2011b). Education, competency and capacity building and skill enhancement play vital role in the evolving and rising knowledge-based global economy of the twenty-first century, to mould the conditions for socio-economic growth , minimization of poverty and collaborative prosperity prominently for the most vulnerable rural population in India.

Presently, three out of every four poor people in developing countries live in rural areas, and most of them depend directly or indirectly on agriculture for their livelihoods (World Bank, 2008). To attain the goals related to rural and marginalized group empowerment, the interventions geared up through the participation of various stake holders' coordination approaches, in the form of a programme namely "Mission 2007: Every Village a Knowledge Centre". This has been transformed into Grameen Gyan Abhiyan (GGA). It has been found that there are numerous types of Village Knowledge Centres existing throughout India. These are governed by company, organization, NGO or corporate sector. Knowledge happens to be the core for all models, which cannot be static, giving rise to dynamic knowledge base and delivery model to benefit the poorest of the poor, marginalized, remote, discriminated class of population. The knowledge hubs can be generated by bringing knowledge producers and knowledge users to a common platform. This will need and enable varied levels of delivery devices through innovative partnerships, innovative capacity building programmes, and innovative content development approaches (Dileepkumar and Senthilkumaran, 2007)

There has been great turmoil in Chinese economy which reflected during last month at abysmal level. If India needs to reach nearby attainment of its aim to classify amongst developed countries it is indispensable to ponder over the growth and empowerment of rural population. It is because more than seventy percent population still lives in modified environment with adverse conditions in almost every department. Further, poverty, growing population, inflation, desolating conditions of education, unemployment, poor health conditions due to malnutrition and poor infrastructure in almost every walk of life has been transpiring into monstrous devastating forms. Next Twenty years will be a significant and detrimental time period to decipher the road map for economically sound, democratically socialist, progressively

emerging and developing India. It is significant as an inference drawn on the basis of major events transpired, when twenty years back, India lighted its torch of social and economic reforms in 1991 under flagship of Dr. Manmohan Singh Prime Minister, Government of India (than finance minister) paving the way for realization of, Dr A.P.J. Kalam's (Former President of India) great vision to take India to more onto the success route of being superpower by 2020 competing with dragon in its neighborhood. Which ultimately depends on, 3 P's namely Programmes, Practices and Policies employed by Government to ensure the quality of its educational systems right from basic level to university level. Further, it is important to mention that India is also a signatory to both the Convention on the Rights of the Child (CRC) 1989 and Education for All (EFA) 1990. The later has postulated early childhood care and education as the very first goal to be achieved for 'Education for All', since "learning begins at birth" (Bhardwaj, 2013). The 2015 *EFA Global Monitoring Report* provides a complete assessment of progress towards the Education for All goals established in 2000 at the World Education Forum in Dakar, Senegal. As accordance with census 2011, India is home to the largest number of children in the world. Nearly every fifth child in the world lives in India. There are about 43 crore children in the age group of 0-18 years; It is estimated that about 40 per cent of children are in difficult circumstances or vulnerable which include like children without family support, children forced into labour, abused /trafficked children, children on the streets, vulnerable children, children affected by substance abuse, by armed conflict/civil unrest/natural calamity etc. Survival, growth, development and protection of these very large numbers therefore need priority focus and attention. This data becomes more important when, poor families mainly from rural India and those living in urban disadvantaged areas like shanties, are forced to deprive, extremely necessary basic enmities to their children in early years making them more

vulnerable to hazardous risks of malnutrition, pollution, stunted growth, physical, emotional and mental abuses and several types of crime. It is extremely important to point out that such poverty driven conditions abundantly become the root cause of endless cyclic chain reaction of poverty, illiteracy, and malnutrition (Bhardwaj, 2013).

Further, Education has been acknowledged a powerful tool for reducing poverty, unemployment and inequality, improving health and nutrition and promoting sustained human development led growth (World Bank, 2004). Success of education at all levels depend on quality education at rural level. Further, effectiveness in education is directly related to empowerment of marginalized and rural communities in various ways. Elementary education has been found to decline food insecurity in rural zones and is directly correlated to reduction in hunger (Soubbotina, 2004; Burchi and De Muro, 2007). In rural areas, mutual and strong networks at individual and household level between good levels of health, education, earning capacities are related to minimization of poverty. It has been investigated that the complete influence of education plus land, or education plus bullock-power, in reducing poverty effects considerably exceeds the sum of the individual impacts.

The Gender equality in India in general and Haryana in particular is, first and foremost, human right. Rural women empowerment is tremendously indispensable device to advance the development through minimizing poverty in country. Empowered women contribute to the health and productivity of whole families and communities and to improved prospects for the next generation. The importance of gender equality is underscored by its inclusion as one of the eight Millennium Development Goals (Waghamode and Kalyan, 2014). For centuries, women were treated as less-than-equal to men in many ways. Women were not allowed to vote, own property, or

work in many jobs. This situation is due to strong addiction to culture and tradition (Sharma and Afroz, 2014).

The same is pertinent in case of women belonging to Haryana state since they are bigger victims of discrimination right from the prenatal period in mother's womb exposed to conditions like female infanticides, gender discrimination at home and in rural society. Therefore education can provide great tools in hands of women to fight against such devastating treatment and malpractices prevailing in our rural Haryana.

Information and communication technologies play pivotal role in empowerment of rural and marginalized groups especially women in changing the concept of work and workplace, for the promotion of gender equality and the empowerment of women (Dalal, 2006); contribution of cultural factors in gender discrimination of internet use (Vijalakshmi and Bhavani, 2006); for rural development like women's literacy (Kumar and Sharma, 2012).

Effective elementary education enhances literacy and numeracy. It has also been found that generation of competencies, to read and work with numbers will benefit learners in future. The learners will develop to commence small scale business farming increasing their skills, education, learning and knowledge. It is quite clear to found on the basis of research that higher levels of education quality increased a country's rate of technological progress and national Income (Jamison et al, 2006).

Further it is important to point out the marginalized group of rural population does not get appropriate opportunities to come to main stream of development and therefore find themselves isolated to play any role in rural development. This further increases rural- urban divide, transpiring the problem to become obnoxious. This further turns to another divide between poor and rich, escalating the intricacy of societal capitalism. Amongst rural population many factors like gender, caste, culture, religion, socio-economic status play

prominent role to found the stereotype of population. The equality of educational opportunity and empowerment is quite classified for girls, backward classes, some religions and cultures. The well to do strata amongst rural population also does well as compared to those who find it extremely difficult to cope up with conditions for both times meet. It is very obvious that mostly rural prospective teachers, especially females, were not exposed to ample opportunities to lead a quality life. Even though they obtain Diploma in Education their chances to succeed further happen scanty due to drastic and traditional conditions at home, which pulls them back without any good hand of linguistic skill, pedagogy and theoretical principals and their applications in real life. This creates hydra shaped barrier in empowering rural females, poor and backward classes leading into a cycle of consistent marginalization as compared to those who are male, prosperous, urban counterparts. The vicious cycle may be brought to reduction by creating appropriate educational conditions, counseling, guidance and as a result of which enormous positive outcomes can come out from an adequately informed rural prospective teacher regarding career progression, financial empowerment and adjustments like loan and scholarships available, and a deeper understanding of the education system like passing Teacher Eligibility Tests.

In order to attain broader aims of rural empowerment there existed, a dire need to provide rural prospective teachers a needed piece of information and specialized hand on manual innovative pedagogical skills and technology applications and devices.

Empowerment of marginalized rural groups may play pivotal role in the development of India's economy and with enhancement of competencies needed in present world may create opportunities for themselves at global level, since there is dearth of competent teachers at international levels of appropriate attitudes. Indian rural prospective teachers may

lead out the system by strength of their culture which believes in 'Guru- Shishya Parampara'. It is very important to point out that in want of required awareness, knowledge, guidance, and information and readiness, mostly the talented rural youngsters remain isolated especially the marginalized ones.

In order to develop prospective teachers of elementary level, pursuing D.Ed. in Aggarwal College of Education holistically in all domains namely cognitive, affective and psychomotor the faculty parents and other stack holders needed to work in close coordination. There exists dire need to contemplate practical solutions to attain objectives related to rural transformation . The vital notion to cherish action plan employs methods and tactics for gearing up real learning outcomes of the prospective teachers belonging to rural belts especially from marginalized communities through combining instructional modules, learners and technology .

Further, Indian rural population needs digital or cyber awareness and application in addition to linguistic skill of international language. This will pave the way to cater the needs for holistic development of elementary level learners belonging to rural socio-economic strata which abundantly attend government schools in rural regions. This may help in providing quality education to rural India by inclusion of these competent and skillful prospective teachers to work on the challenge of holistic development of rural school learners by assimilating the skills and resources needed and providing teaching-learning conditions and networks in remote areas. These technology savvy prospective teachers will strengthen the elementary level education applying innovative strategies applying the digital classroom model and varied levels of gadgets like mobile and tablets to bring effectiveness in real learning outcomes of elementary learners in almost all subjects especially language and Mathematics empowering them with knowledge.

To bring effectiveness in teaching-learning conditions mostly countries endorsed paradigm shift towards Objective or task centred approach (Faouzi et al, 2003). Further, learning outcomes in the context of OBE are the observable and measurable performance of the students which can be effectively assessed through reflective journal writing and presentation, creative drama composition and organization, construction of innovative instructional designs etc. Board of School education Haryana Bhiwani in collaboration of SCERT Gurgaon designed and implemented advance curriculum which provides enormous flexibility for innovations , creativity, collaboration and knowledge and skill enhancement through varied level of course structures in theory and practicum. It is significant to point out that, the prospective teachers admitted are senior secondary certificate pass school students which more than 90 percent belong to rural areas of Hodal and nearby remote regions. Further more than 65 percent belong to Backward classes, scheduled castes and special categories which need the empowerment and education urgently to admit and adjust themselves in mainstreams. There is also extreme need to enable and empower socio-economically backward rural learners of general classes in present complex socio-economic conditions and period. It is therefore, present paper aims to investigate, the evolving and enhancement of creative, linguistic and didactical skills in prospective teachers undergoing training in D. Ed. From 1st semester to 4th semester, in session 2010-2012 regarding, attainment of cognitive, affective and psychomotor development objectives indispensable for their career as elementary teachers in elementary schools to empower marginalized learners of rural Haryana in particular.

Objective

To study the effectiveness of innovative didactics on empowerment, education and enhancement of linguistic, creative and pedagogical knowledge and skills of prospective elementary teachers pursuing D.Ed. in Aggarwal College of Education Hodal, Palwal(Haryana).

Method

Instruments

Following instruments were employed to carry out present study:

- a) Oral achievement tests to assess listening, speaking, reading and writing, reading and writing linguistic competencies in English as International language and pedagogical subject.
- b) Paper and pencil achievement tests to assess listening, speaking, reading and writing, reading and writing linguistic competencies in English as International language and pedagogical subject.
- c) Prospective teachers' profiles
- d) Discussions with teacher-educators.
- e) Innovative pedagogical plans employed by teacher-educators, to attain specifically determined competency and mastery level in accepted elementary prospective teachers.

Sample

Present case study was carried out keeping in view the objective to investigate the effectiveness of innovative pedagogy employed on fifty prospective teachers of D.Ed. every year, to generate their listening, speaking, reading and writing competencies in English as international language and pedagogical subject. The study was also conducted to

investigate the progress of development of 21 century skills, awareness and knowledge of Information Communication Technology and application of various gadgets and pedagogical procedures. The sample of the study comprises 49 accepted prospective elementary teachers every year primordially from rural areas bearing varied levels of linguistic competency, admitted for their Diploma in Education (DEd) in Aggarwal College of Education Tehsil Hodal, District Palwal, (Haryana). The difference of the scores achieved by every accepted prospective teacher on oral and written achievement tests, initially and after employment of innovative pedagogy was used to determine the difference between initial behaviour and terminal behaviour respectively which was further applied to assess the effectiveness of innovative pedagogy used on the learners at different linguistic competency levels in English as a subject of communication and pedagogy.

Delimitations

Present study was delimited to 49 prospective elementary teachers pursuing their Diploma in Education (DEd) every year admitted in Aggarwal College of Education Hodal (Palwal) Haryana. The study was also delimited for the innovative conditions created and pedagogical instruction developed by teacher-educators and further, the achievements tests and scores endorsed by the prospective teachers on these tests and observations.

RESULT AND INTERPRETATION:

Present study deals with the investigation of effectiveness of Innovative pedagogy developed and employed teacher-educators on 49 prospective elementary teachers primary level learners, to develop their oral, written and reading, linguistic competencies in English as a communication and pedagogical subject. The study also dealt with assessment of generation of

ICT and other creative skills. From 99 prospective elementary teachers, studying in Aggarwal College of Education, Hodal palwal Haryana, in present study 49 prospective elementary teachers belonging to session 2012-2014, bearing varied levels of linguistic competency levels in English, were accepted.

Table 1, shows that out of 49 accepted prospective elementary teachers 15 prospective elementary teachers belonged to backward classes whereas, 12 belonged to scheduled castes. Further in this study out of 49 prospective teachers 31 belonged to rural area which is primordially the remote villages nearby Hodal block in district Palwal of Haryana State. Total number of female prospective teachers accepted in this study was 34 out of 49

Table I: No. of Prospective Elementary Teachers Category Wise for Session 2012-2014

No of BC Prospective Teachers	No of SC Prospective Teachers	No of Female Prospective Teachers	No of Rural Prospective Teachers	No of General Prospective Teachers	Total No of Prospective Teachers
15	12	34	31	22	49

Table II: Percentage Measurement of Prospective Elementary Teachers' Initial and Terminal Behaviours in Competency of English Comprehension and Application

Scores of Prospective Teachers' Initial Behaviour			Scores of Prospective Teachers' Terminal Behaviour		
Score Range	Frequency	Percent	Score Range	Frequency	Percent
0-30	23	46	0-30	4	08
31-60	21	42	31-60	29	58
61-100	05	10	61-100	16	32
TOTAL	49	98.0	TOTAL	49	98.0

As accordance with their competency levels, profiles and teacher-educators discussions the prospective elementary teachers were recognized and classified. Their previous knowledge was assessed on the basis of their entry behavior. The prospective teachers accepted in semester one were

categorized as accordance with their linguistic competency levels on the basis of previous behavior observed and assessed by teacher-educators. To investigate the effectiveness of innovative pedagogical approaches on learners' linguistic competency levels, percentage measurement was performed for differential analysis. Table-II depicts the scores of initial and terminal behavior regarding English comprehension and application competency of prospective teachers. It was found that 46 prospective elementary teachers belonged to score range of 0-30 whereas 42 percent and 10 were classified in score ranges of 31-60 and 61-100 score range.

After application of innovative pedagogies like journal writing, reflecting and presenting individually and in groups, creative drama, selecting the area and problem, content and dialogue writing, coordinating, organizing and presenting in collaboration through participatory method the terminal behavior of accepted prospective teachers were assessed.

The scores of terminal behavior showed a remarkable rise in the score ranges of accepted categorized and identified prospective teachers. 8 percent learners were found in bottom class score range of 0-30 whereas 58 percent and 32 percent were found in score ranges of 31-60 and 61-100 respectively.

Table III: Percentage Measurement of Prospective Elementary Teachers' Initial and Terminal Behaviours in Competency of English as Pedagogical Subject

Scores of Prospective Teachers' Initial Behaviour			Scores of Prospective Teachers' Terminal Behaviour		
Score Range	Frequency	Percent	Score Range	Frequency	Percent
0-30	26	52	0-30	5	10
31-60	23	46	31-60	27	54
61-100	00	00	61-100	17	34
TOTAL	49	98.0	TOTAL	49	98.0

As indicated in Table-III the prospective teachers were recognized and classified accordance with their competency levels, profiles and teacher-educators discussions regarding

their levels in pedagogy of English the subject taught in semester IV in DEd. Their previous pedagogical knowledge was assessed on the basis of their entry behavior. The prospective teachers accepted in semester four were categorized as accordance with their linguistic pedagogical competency levels on the basis of previous behavior observed and assessed by teacher-educators. To investigate the effectiveness of innovative pedagogical approaches on learners' linguistic pedagogical competency levels, percentage measurement was performed for differential analysis. Further, Table-III shows the scores of initial and terminal behavior regarding pedagogical English competency of prospective teachers. It was found that 52 percent prospective elementary teachers belonged to score range of 0-30 whereas 46 percent and 00 percent, were classified in score ranges of 31-60 and 61-100 score range.

The accepted and classified prospective elementary teachers were exposed to innovative pedagogical tools and techniques like eclectic plans based on system approach. The instructional designs applied were based on Task or objective centered approach in which prospective teachers determined objectives to be cherished in behavioural terms applying bloom's Taxonomy. The focus was centered on continuous and comprehensiveness in evaluation so that would be learners' real learning outcomes in all areas may be assessed to attain all round development. After application of innovative pedagogies the terminal behavior of accepted prospective teachers were assessed.

The scores of terminal behavior showed a great rise in the score ranges of accepted categorized and identified prospective teachers. 10 percent learners were found in bottom class score range of 0-30 whereas 54 percent and 34 percent were found in score ranges of 31-60 and 61-100 respectively.

Table IV: Percentage Measurement of Prospective Elementary Teachers' Initial and Terminal Behaviours in ICT and Creative Competency

Scores of Prospective Teachers' Initial Behaviour			Scores of Prospective Teachers' Terminal Behaviour		
Score Range	Frequency	Percent	Score Range	Frequency	Percent
0-30	42	84	0-30	02	04
31-60	07	14	31-60	36	72
61-100	00	00	61-100	11	22
TOTAL	49	98.0	TOTAL	49	98.0

Table-IV depicts, the initial and terminal behaviours regarding ICT and Creative Skills of prospective elementary teachers accepted for this study. Prospective teachers were recognized and classified according to their profiles, competency levels, and teacher-educators' discussions regarding their levels in ICT and other creative skills. Their previous knowledge was assessed on the basis of their entry behavior. The prospective teachers accepted, were categorized as accordance with their ICT and creative skills and competency levels on the basis of previous behavior observed and assessed by teacher-educators. To investigate the effectiveness of innovative pedagogical approaches on competency levels of prospective teachers, percentage measurement was performed for differential analysis.

Further, Table-IV shows the scores of initial and terminal behavior regarding ICT and creative skills and competencies of prospective teachers. It was found that 84 percent prospective elementary teachers belonged to score range of 0-30 whereas 14 percent and 00 percent, were classified in score ranges of 31-60 and 61-100 score range.

The accepted and classified prospective elementary teachers were exposed to innovative pedagogical tools and techniques like mobile learning, educational soft-wares, computer based instructions, digital class management in addition to basics of computers and projection devices applications. Creative drama and reflective journals were also

found important devices in addition to various other methodologies. After application of innovative pedagogies the terminal behavior of accepted prospective teachers were assessed.

The scores of terminal behavior showed a remarkable enhancement, in the score ranges of accepted, categorized and identified prospective teachers. 04 percent learners were found in bottom class score range of 0-30 whereas 72 percent and 22 percent were found in score ranges of 31-60 and 61-100 respectively.

DISCUSSION AND SUGGESTIONS

Present study was conducted to investigate the linguistic, Creative and ICT skill enhancement, knowledge construction, effectiveness in pedagogical procedures and didactics in English in prospective elementary teachers pursuing D.Ed. in session 2012-2014. It was found that application of innovative pedagogies like reflective journals, creative drama, individualistic and collaborative instructional designs, eclectic lesson plans and task and objective centered approaches in addition to advanced evaluative and technological devices lead to remarkable enhancement of creative, linguistic and pedagogical skills in every accepted prospective elementary teacher. It is very important to point out that the prospective elementary teachers will discharge their responsibilities in various elementary schools run by both Government and private players to shape and mould the future of 21 century elementary level learners. It is conspicuous that education, empowerment and national growth at all levels depend on elementary education which in turn depends on competent elementary teachers.

Further, a rural learner empowered with appropriate education and needed skills may have tremendous opportunities to employ himself or herself in individual growth

and development and consequently further his role to develop rural society, playing pivotal role in development of India. Educational empowerment provides vertebral column to shape and support the holistic development of personality traits of learners which further founds their development in cognitive, affective and psychomotor domains. The cognitive development to rural learners helps them to know, understand and apply the curricular and extracurricular knowledge indispensable for their empowerment. This also helps in development of analytical, synthetic and critically evaluative skills further leading to enhancement of creativity in D.Ed. prospective teachers, which is extremely necessary for 21 century elementary level learners on which these prospective teachers will practice in future to attain their holistic development. Affective development leads to appropriate inculcation of varied levels of favourable attitudes, aptitudes, interests, motivation especially intrinsic and helping them to further their level of aspiration. Psychomotor development in DEd prospective teachers led enhancement of varied levels of skills like communication skills namely listening, speaking, reading and writing. It is pertinent to point out that in addition to mastery over local dialect bridge mixed rural Haryanvi in this region and national language of Hindi the prospective teachers of said strata built their potential to apply English at varied levels of communication seeking its important role of international understanding and broadening their employable horizons. Appropriate conditions in educational environment helped learners to enhance their capacities of various other skills like innovations in TLM development, lesson planning, Pedagogy, collaborative instruction which associates to the vision of policies framed by Government of India. Government of India in leadership of Prime Minister Sh. Narendra Modi implemented Skill enhancement programme Educational empowerment to rural learners pave the way to build their capacities enhancing their confidence levels and leadership qualities.

Mostly, the scholars at global level reached to consensus that quality elementary education is extremely necessary and strongly correlated to poverty reduction, economic growth, prosperity and career selection, good health and living conditions almost all the developing countries (Dalal, 2006; Jamison et al, 2006; Vijalakshmi and Bhavani, 2006; Kumar and Sharma, 2012). These findings may be implicated for empowerment of rural India especially Haryana through effectiveness in elementary teachers' training to attain quality education and empowerment objectives of learners at elementary levels. The elementary teachers of favourable linguistic, creative and ICT competencies will pave the way to educate, enable and empower rural and marginalized elementary learners belonging to backward classes, physically challenged, females, scheduled castes and socio-economically deprived, isolated from main stream due to cultural and religious factors, for gearing up economic growth of Haryana in particular and consequently national growth in general.

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