

An Ecological And Institutional Survey Of Teaching Practice Schools Of College Of Education, Morigaon: An Analytical Study

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Abstract

The purpose of this study is to examine the general condition and learning environment of the teaching practice schools at the College of Education, Morigaon, through an ecological and institutional survey. The survey looks at how institutional, social, and physical elements interact to influence the teaching-learning process. The results emphasise how crucial a supportive school environment is for encouraging good teaching methods and advancing the overall development of student teachers. Enhancing the calibre of teaching practice experiences, the study also emphasises the significance of teaching practices in teacher education.

Keywords: Ecological and Institutional Survey, Teaching Practice Schools.

1.1 INTRODUCTION

One of the key components of preparing students to be highly motivated and effective learners is teaching practice. In every educational program, the training of student teachers and their actual teaching are viewed as two sides of the same coin.

(Mahmood et al., 2023).

“Teaching practice is considered as an important component for becoming an effective teacher. It allows prospective teachers to experience the teaching-learning environment in the actual situation of the classroom” (Kasanda, 1995; Marais & Meier, 2004; Ngidi, & Sibaya, 2003; Perry, 2004).

The educational institutions operate from distinct philosophical stances about what constitutes effective teaching and learning, have different objectives, and have different accountability requirements. There are connections between the various factors that improve the institutional environment and structure. Effective teaching methods and a healthy ecological setting in educational institutions foster positive growth for both teachers and all students. (Buchanan, R. 2020).

1.2 Rational of the Study

The major aim of the present study is to examine the calibre of teaching-learning experiences can be informed by an understanding of the institutional and ecological elements influencing the teaching practice schools of College of Education, Morigaon. The present study may help create teacher education initiatives that are more successful. For the sake of student teachers and the educational system overall, ecological and institutional surveys of teaching practice schools can promote increased cooperation between these institutions and teacher education programs. This study can contribute to the body of knowledge already available on teaching in schools, offering scholars, educators, and policymaker’s insightful information. Therefore, a comparative analysis of the ecological and institutional survey of teaching practice schools at the College of Education, Morigaon is necessary for all members involved in the educational area.

1.3 Research Questions

1. What is the status of teaching practice schools of College of Education, Morigaon?
2. What are the major aspects of ecological environment of the teaching practice schools of College of Education, Morigaon?

1.4 Statement of the Problem

The present study is entitled as “an ecological and institutional survey of teaching practice schools of College of Education, Morigaon: an analytical study”.

1.5 Objectives of the Study

- a. To study the present status of teaching practice schools of College of Education, Morigaon.
- b. To examine the major aspects of ecological environment of the teaching practice schools of College of Education, Morigaon.

1.6 Operational definitions of the key terms

Ecological and institutional survey: In the present study ecological and institutional survey means all areas which encompasses and to be addressed from an ecological standpoint in the teaching practice schools of College of Education Morigaon.

Teaching practice schools: In the present study the teaching practice schools are especially concerned with the teaching practice schools of College of Education, Morigaon.

1.7 Delimitation

The present study is delimited to:

1. Only the teaching practice schools of College of Education, Morigaon is considered for the present study.

REVIEW OF RELATED LITERATURE

The present study specifies the ecological and institutional survey of teaching practice schools of College of Education, Morigaon: a comparative analysis. Various related literatures were reviewed which were conducted by different researchers to get a proper theoretical base about the area as how much is done in this area and how much is still left unexplored.

Buchanan, R. (2020) studied an ecological framework for supervision in teacher education. The study was carried out to learn more about the ecological processes of the institutions that function at different levels in forming new teacher training practices, as well as the analytical framework for ecological inquiry about teacher supervisors and their collaboration. To conduct the present study, the researcher used the observation method and the interaction procedure. The study made clear that the ecological framework had two objectives, one of which was to provide fresh conceptual tools for thinking about the role of teacher supervision. The second step was to establish remedies that would help lessen the difficulties associated with teacher supervisions.

Mahmood et al., (2023) studied on effects of teaching practice in shaping prospective teacher's professional identities: comparative analysis. The purpose of the study was to find out how instructors perceived the role that teaching practices had in forming their personal and professional identities. To gather information, the researchers employed a survey approach using a descriptive research methodology. The study found that teaching practice was a crucial activity that played a significant part in preparing teachers to face future difficulties in the classroom. Once more, it was discovered that their collaboration made teaching practice an on-going and successful process.

Sarma, A & Kumar, D. (2024) studied on exploring the role of educational ecology in fostering a positive classroom climate. The purpose of the study was to determine the impact of several educational elements on students' learning experiences as well as the crucial role that educational ecology plays in creating a healthy classroom atmosphere. To investigate the goals, the researchers employed a qualitative study design. The study found that the development of a pleasant classroom atmosphere has been greatly impacted by educational ecology. Once more, it was discovered that the educational elements were highly successful in fostering a supportive learning atmosphere.

3.0 RESEARCH METHODOLOGY

3.1 Nature of Research: Descriptive survey research method is used by the researchers for the present study.

3.2 Population and Sample of the Study: All the teaching practice schools of College of Education Morigaon are considered as the population for the present study. As the number of schools are limited hence the researchers have decided to consider all the population for investigation.

Table No 3.1: List of the teaching practice schools of College of Education, Morigaon:

Sl. No	Name of the School
1.	Morigaon Town HS School
2.	Morigaon Sankar Madhab Secondary School
3.	Baghara HS School
4.	Raha Girl's High School
5.	Dandua High School
6.	Gurukul Academy

7.	Bishnu Rabha Secondary School
8.	Morigaon Model Secondary School
9.	Nellie Barpayak Secondary School
10.	Charaibahi HS School
11.	Pranabananda Vidyamandir High School
12.	Motiram Bora Adarsha Secondary School
13.	Collegiate HS School

3.3 Tools and Techniques for the Study: The present study aimed at both qualitative and quantitative approach for collecting data and analysis of those data relied upon both primary and secondary data to arrive at the objectives formulated for the present study.

For primary data collection the researchers have prepared one self structured questionnaire for assessing the ecological and institutiinal survey of teaching practive schools.

3.4 Procedure of Data Collection: The researchers have personally visited the practice teaching schools in order to verify the data. With due permission of the school authority, the researchers have collected the required information for the present study.

3.5 Sources of Data:

- Primary Source: It provides raw information and first-hand evidence in research. In this research primary source includes all the data collected by the researchers through interviews and personal observation.

- Secondary Source: Secondary data are the data derived from primary data. In this research the secondary source of data includes all the information from the journals, books, internet, magazines and news papers etc.

4.1 Analysis and Interpretation of Data

Objective 1. To study the present status of teaching practice schools of College of Education, Morigaon.

To analyse this objective the researcher has framed one research question:

RQ 1. What is the status of teaching practice schools of College of Education, Morigaon?

For better understanding the researcher has divided the aspects of status cinto three broad categories.

These are:

- Institutional profile
- Physical infrastructure
- Teacher-pupil ratio

The details of the aspects related to the status of teaching practice schools of College of Education, Morigaon have been explained in the following points. With respect to the data collected by the researchers, they have gone through an in-depth observation and presented as below:

Institutional Profile:

According to the data collected for the present study 77% of the students in the College of Education's teaching practice schools were from government institutions, while 23% were from private schools. Again, the educational attainment levels offered in these institutions were 77% higher secondary, 15% elementary, and 8% primary education.

Physical Infrastructure:

According to the data collected for the present study, 8% of the institutions had classrooms that were deemed adequate for all students, 15% had classrooms that were deemed fairly adequate, and 77% had inadequate classrooms. 85% of the institutions had well-ventilated classrooms, 23 %had moderately kept classrooms, and 8% had poorly maintained classrooms. 54% of the institutions had adequate library facilities with books and digital materials, whereas 46% had minimal resources. 62 % of the institutions had both a science and a computer laboratory; 30% had only one laboratory facility; and 8 % failed to have any lab facilities. From the collected data for the present study it shows that while just one playground and indoor sports were accessible in 69% of the schools, both playground facilities were present in 31% of the schools. In 92% of the institutions, there were enough drinking water facilities for every student; in 8% of the institutions, there were available but unclean water facilities. 69% of the institutions had hygienic toilet facility for both boys and girls, whereas 31% of the institutions had toilet facilities but were not kept up. Again, 38.5% of the institutions had ramps and other CWSN facilities, 35.5% of the institutions had some facilities, and 23 percent of the institutions had no accessibility features for CWSN.

Teacher-pupil Ratio:

The data collected for the present study clearly shows that for 23% of the institutions, the teacher-to-pupil ratio was good (less than 1:30); for 69% of the institutions, it was moderate (between 1:30 and 1:50); and for 8% of the institutions, it was greater than 1:50. Again, it was clear that whereas 54% of the schools had enough teachers for every subject, 46% of the institutions had teachers for some subjects.

Regarding the use of ICT tools, it was found that 23% of the institutions regularly use them, 69% of the institutions use them occasionally in some classrooms, and 8% of the institutions use them in their classrooms infrequently or never. Again, it is clear from the data collected for the present study that while 62% of the schools regularly provide continuous professional development and training to their teachers, 38% of the institutions only sometimes do so.

4.2 Analysis and Interpretation of Data

Objective 2. To examine the major aspects of ecological environment of the teaching practice schools of College of Education, Morigaon.

To analyse this objective the researcher has framed one research question:

RQ 2. What are the major aspects of ecological environment of the teaching practice schools of College of Education, Morigaon?

For better understanding and analysis of the major aspects of ecological environment of the teaching practice schools of College of Education, Morigaon, the researchers has classified the major aspects of ecological environment of the teaching practice schools in to four broad categories. These are:

- Environmental and ecological aspects
- Community and social engagement
- First-aid facilities
- Awareness programs on hygiene and nutrition.

The details of the aspects of ecological environment of the teaching practice schools of College of Education, Morigaon have been explained in the following points. With respect to the data collected by the researchers, they have gone through an in-depth observation and presented as below:

Environmental and ecological aspects:

According to the data collected for the present study, 77% of practice teaching institutions have a lot of trees and greenery environment on their campus as well, 23% have little greenery, and 0% has no significant greenery at all. Again, it was found that 46% of the schools used basic waste disposal techniques without segregation, 46% of the schools used proper waste segregation and recycling, and 8% of the schools did not use any proper waste management techniques. Again, it was revealed that 15% of teaching practice schools employed renewable energy sources substantially, 0% used them moderately, and 85% did not. 15% of the institutions had a positive reaction to rainwater harvesting, 0% had it partially implemented, and 85% had no such provision at all.

Community and Social Engagement:

According to the data collected for the present study, 69% of the practice teaching schools reported holding parent-teacher meetings on a regular basis, 31% reported doing occasionally, and 0% reported doing it rarely or never. Again it was revealed from the collected data for the present study that when it came to community outreach initiatives, 46% of schools were found to be actively involved, 54% to participate occasionally, and 0% to be not participating at all.

First-aid facilities:

According to the data collected for the present study, 46% of practice teaching schools have enough medical supplies and trained personnel, 46% have little medical supplies and no trained personnel, and 8% lack first aid facilities.

The data gathered for this study once more showed that 38% of practice teaching schools regularly offer first aid training, 46% occasionally offer it, and 16% never provide first aid training provision. According to the data for the present study, 46% of practice teaching schools lack full-time health professionals, 46% have no such facilities, and 8% of practice teaching schools have a dedicated nurse or other health professional at the medical room or health care unit. Regarding medical emergencies, it was found that 69% of practice teaching schools have doctors and first aid available right away, 31% have staff members who are teachers but lack a structured system for providing these services, and 0% of the schools had no clear protocol in place for dealing with medical emergencies.

Awareness programs on Hygiene and Nutrition:

Based on the data collected for this study, it was found that 38% of practice teaching schools regularly host workshops on nutrition and healthy eating habits, 54% occasionally host workshops on these topics, and 8% never host any workshops on these topics. It was found again that 38% of the practice teaching schools regularly conducted sanitation and safe drinking water courses and activities. Regarding hygiene facilities, it was found that 69% of the practice teaching schools in Morigaon have soap-filled, clean, and well-maintained hand washing stations, 31% have simple stations without a regular supply of soap, and 0% has inadequate or insufficient hand washing facilities. Regarding mid-day meals or nutrition supplements, it was found that 69% of practice teaching schools regularly provide nutritious meals, 31% provide meals, but they are not always nutritious, and 0% do not provide any meals at all or have any nutrition programs in place.

5.1 FINDINGS OF THE STUDY

The findings of the present study reveal that:

1. Government schools make up the majority of teaching practice institutions of College of Education, Morigaon and most of them offer higher secondary education.
2. The majority of teaching practice schools of College of Education, Morigaon were considered to have adequate physical infrastructure.
3. There are enough teachers in the majority of the institutions to teach all subjects. However, the way ICT tools were used in the classroom was seen as inadequate.
4. The majority of the teaching practice schools of College of Education, Morigaon considered various ecological and environmental factors to be unsatisfactory.
5. The majority of teaching practice schools of College of Education, Morigaon were considered to be moderately satisfactory in terms of social and community engagement.
6. The majority of teaching practice schools of College of Education, Morigaon were considered to be moderately satisfactory based on awareness campaigns about nutrition and hygiene.

5.2 CONCLUSION OF THE STUDY:

The aim of the present study is to understand the institutional and ecological aspects of the teaching practice schools at the College of Education in Morigaon. The majority of the teaching practice schools of College of Education, Morigaon were considered to have adequate physical infrastructure, according to the data collected for the study. There are enough teachers in the majority of the institutions to teach every subject. However, the way ICT tools were used in the classroom was found inadequate. The majority of the teaching practice schools of College of Education, Morigaon considered various ecological and environmental factors to be unsatisfactory. The majority of teaching practice schools of College of Education, Morigaon were considered to be moderately satisfactory in terms of social and community involvement. The majority of the teaching practice schools of the College of Education, Morigaon, were found to be somewhat satisfactory based on awareness activities regarding nutrition and hygiene.

5.3. Suggestions of the Study:

1. To guide various environmental, ecological, and personal health and hygiene issues in the teaching practice schools of College of Education, Morigaon, the government should arrange guidance and counselling programs for both teachers and students at least once a month.
2. More vocational courses and extracurricular activities should be offered in accordance with each student's comfort level and needs.
3. To meet the demands of every student in meeting their educational requirements, there should be more government-aided classroom resources.

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