

ROLE OF TEACHER'S IN ENHANCING THE QUALITY EDUCATION IN HOMOEOPATHY

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ABSTRACT

The teaching and training in Homoeopathy in India are identical with other medical systems. Registration with State or Central Register of Homoeopathy is essential to get legal protection to practice Homoeopathy. For this, one has to approach the Central/ State Council/ Board of Homoeopathy. In the forthcoming section, a teacher's role in enhancing the quality of homoeopathic education will be discussed. Teacher's role can be evaluated with the help of two variables viz. Teachers Remuneration and Teachers Training. Further assessment of these two will be done with the help of one sample t-test and analyzed through the various formulated hypotheses. This particular study has chosen the various educational institutions in different regions of India.

Keywords:

INTRODUCTION

Homoeopathy is viewed as a clinical treatment for the disease of the person. Homoeopathy has been adopted by many people and has been proved successful in treating many diseases. Homoeopathy treatment isn't just viewed as powerful to treat isolated arrangements of people, yet it has been ended up being successful in the treatment of the general population all in all. In India, homoeopathy is genuinely well known. An approach is being taken after where patients are offered different frameworks of therapeutic treatment under one rooftop, is currently being taken after as an issue of methodology in giving essential human services to the majority, this is called as 'cafeteria approach'. Indian Government scheme 'Homoeopathy for a Healthy Mother and a Happy Child', which was totally grounded in homoeopathy. Furthermore, private homoeopathic specialists are contributing to an incredible understanding in general public healthcare by means of their private or altruistic hospitals Manchanda (2016).

In Indian structures of medicine, & Homoeopathy medical education has usually been an extra cause of challenge. Five-and-a-half of years under-Graduate route and 3 years' post-graduate route have been introduced after the presentation of Indian medicines Central Council Act, 1970 and Homoeopathy valuable Council Act, 1973. Also, provisions for a satisfactory period of medical exposure and site are made. The discern of Indian systems of drugs & Homoeopathy faculties and universities has amplified highly to 404. The significant Assemblies have applied various instructional regulations to make sure minimal requirements of education for improvising exceptional standards. No matter all these efforts made by means of government of India, the sphere witnessed the mushroom increase of many low trendy faculties leading destruction to the standards of training and harm to clinical education and exercise in Homoeopathy education. Liberality in rules with the aid of the kingdom authorities, boundaries inside the present Acts and weak spot within the implementation of standards of education have subsidized up this kingdom of matters leading to the greater loss in quality education.

In March 2011, Department of AYUSH government of India in their file (F.No.R-13040/10/2011 -HD (Tech) disseminated their warning concerns as "The primary powers have also received objections and complaints, in current time offers apprehension that there can be the possibility of an established order of inferior training. Likewise, the survival of such substandard low-pleasant faculties may additionally generate an opportunity of embracing misconducts and unfair practices through those low-class colleges....It's miles consequently vital to undertake pressing actions to frequently manipulate and display the Homoeopathy scientific schools".

With the huge infrastructure and well-qualified human resource, India is said to be the world leader in Homoeopathy. There is a resurgence of interest in the benefit of Homeopathic medicine across the globe. This is creating a demand for well-qualified Homeopaths as practitioners, teachers or trainers in several countries. E-consultation, Tele-Homoeopathy, Webinar and so on are the new areas of career prospects to young doctors. Safety of the medicines, easy to administer even to infants and economic considerations are

the major attraction towards Homoeopathy. The individualized treatment options, especially for long-term diseases, are adding popularity of Homoeopathy.

REVIEW OF LITERATURE

Adams (1998) stated the unique meaning of pleasant schooling and the tune to the betterment of best are regularly gone unexplained. Inspected inside angle, training pleasant reputedly can also talk to all inputs (quantity of instructors, the quantity of trainer education, quantity of textbooks), tactics (quantity of direct education time, level of lively getting to know), outputs (examination ratings, qualification prices), and results (overall performance in successive occupation). Moreover, great schooling may also imply simply the undertaking of specified dreams and objectives. Further full-size views also are mounted, and information of schooling high-quality can be primarily based on an institution's or application's reputation, the diploma to which education has encouraged transformation in student information, attitudes, values, and conduct, or an entire philosophy or ideology of attainment and alertness of gaining knowledge.

According to **Mukherjee (2008)**, "Homoeopathy, a branch of medical science, continually offers significance to the mind and intellectual signs. Psychiatry, a department of medical science, offers with the instances of mental sickness and its techno outlook, immediately supports the ideology of Homoeopathy; for this reason, the branch has to also take the support of Homoeopathic mode of treatment." Aconitum-napelus, Anacardium, aurum- metallicum, Baryta-carbonica, hashish-indica, conium-macculatum, gelsemium, hyoscymus, ignatia, lac-can, lycopodium, nux-vomica, opium, pulsatilla are a number of the medicines used in Homoeopathy to treat with psychiatric issues.

Bell, (2008) the cause of this paper is to update the Homoeopathic community on the state-of-the-science in Homoeopathic studies. Emerging records and new theoretical paintings are growing a quiet revolution in Homoeopathy of which clinicians in practice won't as yet realize. These findings do not surely tilt on the windmill of looking to "prove" the validity of Homoeopathy to severe skeptics (who will in no way be satisfied), however, as an alternative, offer a modern basis for advancing the field common and improving the medical care available to patients. Well, sized references are furnished as resources for interested readers to use in rational discussions with now not simplest other homoeopaths, but additionally non-Homoeopathic colleagues currently surprising with research development in Homoeopathy. Skeptics and other individuals who are clearly unaware of the studies literature have the wrong belief that there is "no" research proof supporting the plausibility of Homoeopathy, biological results of treatments, or the clinical effectiveness of Homoeopathic treatment. On the opposite, the proof is posted and on hand.

RESEARCH METHODOLOGY

This study shall be restricted to the all Dean, Director, Principles, Professors, readers and to all good specialists of various medical colleges in India. The research design of the study shall be exploratory to be followed by causal and descriptive studies.

OBJECTIVE

To study the role of teacher's in enhancing the quality education in homoeopathy

ANALYSIS

Analysis of relationships between demographic variables of various groups of respondents like gender, age, profile and experience and work practices of academicians of an educational institution with various parameters on selections of the teaching faculty will be presented in this section of the research study.

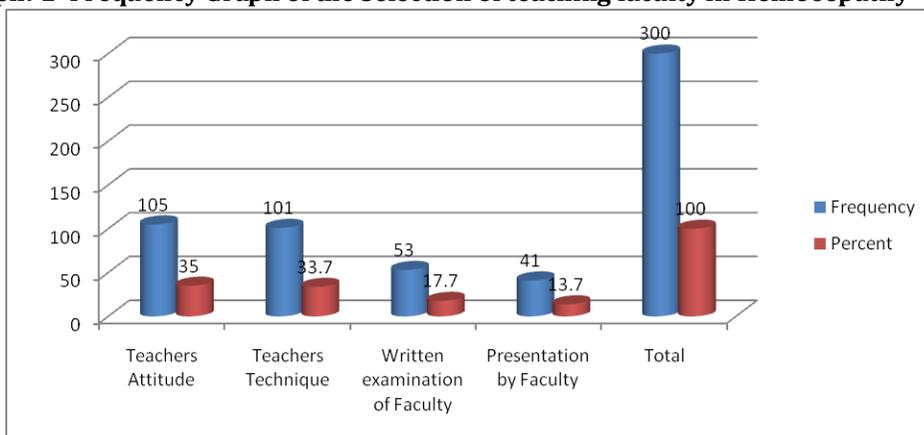
In order to investigate the relationship between demographic variables like gender, age, profile and experience towards the work practices to know about the parameters on the selection of Teaching Faculty, various hypotheses were formulated.

Table: 1- Frequency table of the selection of teaching faculty in Homoeopathy

1 (The selection of teaching faculty in Homoeopathy)		Frequency	Percent	Cumulative Percent
Valid	Teachers Attitude	105	35.0	35.0
	Teachers Technique	101	33.7	68.7
	Written examination of Faculty	53	17.7	86.3
	Presentation by Faculty	41	13.7	100.0
	Total	300	100.0	

Source: Primary Data

Graph: 1- Frequency Graph of the selection of teaching faculty in Homoeopathy



Source: Primary Data

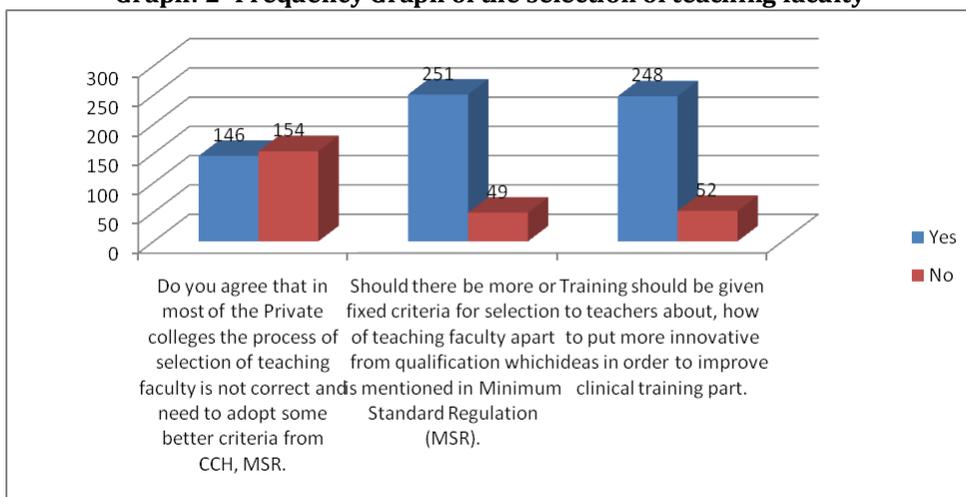
From the above **table 1** and **graph 1**, the Frequency Graph of the selection of teaching faculty in Homoeopathy presents the four factors relating to the selection of teaching faculty : teachers attitude 105 (35%), teachers technique 101 (33.7), written examination of faculty 53 (17.7), presentation by faculty 41 (13.7). From this, it can be seen that the majority of respondents are of the opinion that apart from qualification teacher’s attitude and teacher’s techniques should be considered and given priority for the selection of teaching faculty in homoeopathy.

Table: 2- Frequency table of the selection of teaching faculty

Selection of Teaching Faculty	Yes	No
Do you agree that in most of the Private colleges the process of selection of teaching faculty is not correct and need to adopt some better criteria from CCH, MSR?	146	154
Should there be more or fixed criteria for selection of teaching faculty apart from qualification which is mentioned in Minimum Standard Regulation (MSR).	251	49
Training should be given to teachers about, how to put more innovative ideas in order to improve clinical training part.	248	52

Source: Primary Data

Graph: 2- Frequency Graph of the selection of teaching faculty



Source: Primary Data

The above **table 2** and **graph 2** represents the parameters on the Selection of Teaching Faculty. In this section of analysis three main question statements are given to the respondents out of which majority of the respondents shows the agreement level ‘NO’ for the first statement that is in most of the Private colleges the process of selection of teaching faculty is not correct and need to adopt some better criteria from CCH, MSR and for this respondents feels that that selection of teaching faculty is appropriate and there is no need to adopt some better criteria from CCH, MSR. In the second question of this section, respondents

were asked about their responses towards the criteria for selection of teaching faculty apart from qualification which is mentioned in Minimum Standard Regulation (MSR) and the majority of the respondents respond for 'yes'. They said that there is still a need to improve the criteria of selection for teaching faculty so that there should be the right person in the right place. Then the third question focuses on whether for Training should be given to teachers about, how to put more innovative ideas in order to improve clinical training part and for this majority of respondent responds for 'Yes' which also means that proper training should be arranged for the teaching staff so that they are able to provide good and innovative clinical training to the students.

In the forthcoming section, a teacher's role in enhancing the quality of homeopathic education will be discussed. Teacher's role can be evaluated with the help of two variables viz. **Teachers Remuneration** and **Teachers Training. Further assessment of these two will be done** with the help of one sample t-test and analyzed through the various formulated hypotheses.

H₀₆:- There is no exploitation of teachers in private Homeopathy colleges.

H₁₆:- There is an exploitation of teachers in private Homeopathy colleges.

H₀₇:- Teacher's remuneration is not directly affecting the quality of education in homeopathy.

H₁₇:- Teacher's remuneration is directly affecting the quality of education in homeopathy.

H₀₈:- Most of the private colleges do not have remuneration discrepancies among the staff.

H₁₈:- Most of the private colleges have remuneration discrepancies among the staff.

H₀₉:- Discrepancies among teaching staff does not put any negative impact on quality education in Homeopathy.

H₁₉:- Discrepancies among teaching staff put a negative impact on quality education in Homeopathy.

H₀₁₀:- The primary aim of most of the private colleges is not only making money.

H₁₁₀:- The primary aims of most of the private colleges are only making money.

H₀₁₁:- Teacher's training is not required for combining clinical subjects with homeopathy for better understanding.

H₁₁₁:- Teacher's training is required for combining clinical subjects with homeopathy for better understanding.

H₀₁₂:- The team of experts should not be appointed by colleges for developing a specialized skill set in the trainer teachers.

H₁₁₂:- The team of experts should be appointed by colleges for developing a specialized skill set in the trainer teachers.

Table 5.23:- One-Sample Statistics about the Remuneration and Training for the teachers

One-Sample Statistics					
	Parameters	N	Mean	Std. Deviation	Std. Error Mean
C.3.1	Except for government College, there is exploitation of teachers in private Homeopathy colleges.	300	4.13	.686	.040
C.3.2	Teacher's remuneration is directly or indirectly affecting the quality of education in homeopathy.	300	3.98	.807	.047
C.3.3	Most of the private colleges have lots of remuneration discrepancies among the staff.	300	3.72	.769	.044
C.3.4	All discrepancies among staff ultimately put a negative impact on quality education in Homeopathy.	300	4.19	.656	.038
C.3.5	The primary aim of most of the private colleges is making money only	300	4.38	.742	.043
C.3.6	There is a necessity for training for combining clinical subjects with homeopathy for better understanding.	300	4.13	.686	.040
C.3.7	The team of experts should be appointed by colleges to develop a specialized skill set in the trainer teachers.	300	4.14	.713	.041

Table 5.23 presented the total number of respondents was 300. The mean, standard deviation with standard error mean has been given in the table. Table above depicts that the mean score value of the Except government College there is exploitation of teachers in private Homeopathy colleges is (mean = 4.13 & standard deviation = 0.686), Teacher’s remuneration is directly or indirectly affecting the quality education in homoeopathy is (mean = 3.98 and standard deviation = 0.807), Most of the private colleges have lots of remuneration discrepancies among the staff is of mean = 3.72, standard deviation = 0.769), All discrepancies among staff ultimately put a negative impact on quality education in Homeopathy is (mean = 4.19 standard deviation = .656), The primary aim of the most of the private colleges is making money only is (mean = 4.38, standard deviation = .742), There is a necessity of training for combining clinical subjects with homoeopathy for better understanding is (mean = 4.13 & standard deviation = .686) and The team of experts should be appointed by colleges to develop specialized skill set in the trainer teachers is (mean = 4.14 standard deviation =0.713).

Table 5.24:- One-Sample t-test about the Remuneration and Training for the teachers

One-Sample Test						
	Test Value = 0					
	t	df	Sig (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
C.3.1	104.376	299	.000	4.133	4.06	4.21
C.3.2	85.326	299	.010	4.133	4.07	3.88
C.3.3	83.688	299	.032	3.521	3.63	3.80
C.3.4	110.668	299	.000	3.251	4.12	4.27
C.3.5	102.221	299	.000	4.377	4.29	4.46
C.3.6	104.376	299	.000	4.133	4.06	4.21
C.3.7	100.532	299	.000	4.140	4.06	4.22

Table 5.24, shows that the mean difference in the population means for C 3.1 to C 3.7 are 4.133, 3.977, 3.717, 4.193, 4.377, 4.133 and 4.14 ("Mean Difference" column) and the 95% confidence intervals (95% CI) of the difference are 4.06 to 4.21, 4.07 to 3.88, 3.8 to 3.63, 4.27 to 4.12, 0.46 to 4.29, 4.21 to 4.06 and 4.22 to 4.06 ("Upper" to "Lower" columns respectively). For the measures used, it will be sufficient to report the values to 2 decimal places.

The significant value of all parameters under consideration viz. Except for government College there is exploitation of teachers in private Homeopathy colleges, Teacher’s remuneration is directly or indirectly affecting the quality of education in homoeopathy, Most of the private colleges have lots of remuneration discrepancies among the staff, All discrepancies among staff ultimately put a negative impact on quality education in Homeopathy, The primary aim of most of the private colleges is making money only, There is a necessity of training for combining clinical subjects with homoeopathy for better understanding and The team of experts should be appointed by colleges to develop specialized skill set in the trainer teachers are of good quality.

On interpreting the results of the data analysis, for, C 3.1, C 3.2, C 3.3, C 3.4, C 3.5, C 3.6, and C 3.7 all significance values are less than the p-value 0.05 (p-value). This means all null hypotheses are rejected for all of them and accepted alternative hypothesis.

This means there is an exploitation of teachers in private Homoeopathy colleges. Teachers are not getting sufficient remuneration for their services. Also, there are remuneration discrepancies among the staff and the other existing discrepancies are impacting the quality of education negatively. Hence from this it can be interpreted that teacher’s remuneration in the prevailing conditions are responsible for the quality deterioration in homoeopathic colleges and hence this factor needs to be focused much. Furthermore, though teachers are not getting sufficient salary, yet the primary aim of most of the private colleges are only making money which they achieve by doing cost cutting on teachers training aspect. Private colleges consider teacher’s training as less required and did not show any concern on combining clinical subjects with homoeopathy for a better understanding of students. Also, they do not focus on appointing any team of experts for developing a specialized skill set in the trainer teachers for their advancement. This will impact the quality of education in homoeopathy negatively.

FINDINGS AND CONCLUSION

In light of the worldwide changing healthcare environment, it has become abundantly clear that there is need for a comprehensive policy review of traditional, complementary and alternative systems of medicine and for individual nations to share information about their experiences with policy, legislation, regulation, research, development, financing, training and professional development, quality control and safety regulations of these systems of medicine.

At the time when higher education in Homoeopathy, it is facing enormous challenges. In such a situation we need to revisit our policies and programmes with a view to making them deal effectively with the emerging realities. Simultaneously, we need to understand that development can best be ensured by freeing the higher education systems in Homoeopathy have unnecessary controls and regulations and withdrawing avoidable state interventions.

Since autonomy of higher education institution of Homoeopathy goes hand-in-hand with its accountability, the delegation and devolution of power and authority concomitant with responsibility should flow not only from the external environment to the higher education institution but should be given at different levels within the higher education institution itself. There should be a charter of responsibility and devolution and delegation of authority defined for different levels within the university system and both should be monitored together objective and continuous improvement rather than being punitive or judgemental so that all institutions of higher education in Homoeopathy are empowered to maximize their resources, opportunities, and capabilities. Assessment is accomplished through a process of self-study and peer review using defined criteria. The main purpose of assessment and accreditation is the improvement and enhancement of quality, recognizing excellence, accountability, the information providing and benchmarking. The process is aimed at strengthening and sustaining the quality and credibility of higher education in Homoeopathy making it worthy of public confidence and minimizing the scope of external control.

Therefore, through the conclusion of the analysis it is come to know that for enhancing the quality of education following point to be improved:

- Selection of Teaching Faculty for teaching education in Homoeopathy.
- Teacher's remuneration for improving the quality of education in Homoeopathy.
- The team of experts should go to colleges and should impart such type of training to the teachers
- There is a strong and urgent need to review the central council policies at different levels in order to increase the quality of education in Homoeopathy.

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