



Quality Concerns in Practice Teaching

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Abstract:

India is a developing country facing acute and chronic problem to produce high quality student teachers. At this juncture, it is necessary to evolve and concentrate on the strategies to expand quality of practice teaching programme in the teacher education institutions. This paper should aim at encouraging initiative qualitative practice teaching programme.

Keywords: *Practice Teaching, Quality*

1. Introduction

Teachers are the kingpins of any educational system. Our National Policy on Education (NPE , 1986/1992) says that no nation can rise above the level of its teachers .Enlightened ,emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life (NCTE ,1998).Therefore, Teacher Education to produce teachers of high quality , is of almost importance.

Teacher should not act merely as an information dispenser or communicator but he is expected to be a mobiliser, motivator and an enlightened link between the school and the society. Therefore, conscious initiatives are necessary to influence the quality of Teacher Education at various levels.

The present one year teacher education curriculum which prepares teachers for the secondary stage is supposed to follow the framework brought out by the National Council for Teacher Education in 1978 which was subsequently revised in 1988 .The curriculum transaction and evaluation in B.Ed. colleges are predominantly theory oriented with hardly any hand-on practical experience. Similarly, the existing, 'Practice Teaching' programme is stereotyped. In most of the cases, it turns out to be merely eyewash. The prospective teacher 'teaches' a fixed number of lessons to complete the university requirements. This means that we need to make a critical assessment of the existing theory and practice of Teacher Education and evolve a new framework for preparation of teachers appropriate to the level and subjects of specialization.

2. Suggestions

The following quality measures are suggested to deal effectively with quality concerns in practice teaching.

2.1 Effective Use of Microteaching

During microteaching session, there are no effective system of monitoring and providing feedback to the pupil teachers. There should be proper provision for providing feedback to the pupil teachers using questionnaire, CCTV, etc. Videos can be used classroom and process/product oriented portfolios that include technology applications to teaching and learning can be useful in measuring a student's teaching ability.

2.2 Adequate Number of Demonstration Lessons

Majority of Teacher Education institutions generally provides for one demonstration lesson per subject. This does not cover all types of methods followed in teaching a subject and all types of

content in a subject. Therefore, there is need to provides adequate number of demonstration lessons in each subject depending upon the components and strategies utilized for its teaching.

2.3 New Methods and Materials of Teaching-Learning

Teachers need to be trained and facilitated to handle learner-centered pedagogy. There have been tremendous advances in science and technology and more so in Information and Communication Technology (ICT). All these developments have brought about substantial changes in the methods and material of teaching and learning. Unfortunately, our Teacher Education Institutions have not been able to keep pace with these developments.

2.4 Provision for Teaching in a Variety of Situations

A good teacher trainee needs to equip him /her for teaching in a variety of situations. Schools differ in following courses-CBSC, ICSE, State Boards and universities like Vishva Bharti etc. There are also schools situated in urban and rural areas. There are special schools for tribal children, handicapped children etc. There should be, as for as possible, opportunity for teacher trainees teach in all types of schools.

2.5 Innovations in Lessons Planning

The student teachers are rarely trained to develop innovative lesson plans. They are not given opportunity to discover lesson planning. Rather they are trained in following the previously accepted lesson plan formats.

2.6 Observation of the Classes by Good Teachers

Teacher training can be more effective by making students teachers observe classroom teaching of effective school teachers. Such a provision will not only help student teachers in improving their own teaching.

MAXIMUM NUMBERS OF PRACTICE TEACHING LESSONS

Even forty lessons are not taken seriously by teacher training institutions NCTE document has specified block practice teaching of four weeks to enable student teachers to work as intern teachers in concerned schools .It should be extended to at least 12 weeks, as suggested by the University Education Commission.(1948-49)

TOTAL SCHOOL WORKING HOURS AND PARTICIPATION IN ALL SCHOOL ACTIVITIES

Student teachers are given a separate room and do not mix up with the school teachers. They do not take part in other programmes of schools such as morning assembly, mass games, drill, debating, cultural programme, etc. These malpractices should be removed during practice teaching.

IMPROVEMENT IN QUALITY OF SUPERVISION OF STUDENT TEACHING

In many institutions, the supervision is carried out with observation of lessons for three to four minutes .The observation is not followed by discussion resulting in irrelevant remarks and suggestions. This situation can be improved by employing school teachers with proper incentives for supervising the lessons in addition to the staff members from teacher education institutions.

PAYMENT TO SCHOOLS FOR PRACTICE TEACHING

The teacher education institutions need to pay in cash or any other kind to schools where their trainees get training. The school teachers need to be paid for their participation in supervision work. This can ensure their stay in the classroom and motivate them to observe the mistakes, if any, committed by the student teachers and take appropriate remedial action at subsequent teach

of continuously intelligent efforts. Quality is essentially the product of adequate investment of capital, talent and hard work. Quality is essentially the product of adequate investment of capital, talent and hard work. Quality is not destination: it is a continuous journey. We never reach there. We have to keep on upgrading the quality of Teacher Education on a continuing basis. Assessment and accreditation of Teacher Education Institutions for quality assurance has become imperative to help, maintain and further enhance the quality of Teacher Education. The joint effort of NAAC and NCTE to achieve this goal may be highly appreciated.

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