

Symbiosis of Teacher Education and School Education

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Abstract: Teacher education institution (TEI) supplies teachers to schools therefore they should collaborate with each other. Every school has different needs their motto, objectives are different. Need is not uniform it differs from institution to institution and even from place to place. Need differs from state to state. Common curriculum will not serve the purpose. Seventy five percent of the courses can be made common but twenty five percent should be flexible. In this twenty five percent TEI can collaborate with school and structure the syllabus accordingly. This part should be specifically designed for institutional needs. Schools also differ children come from different socioeconomic background, different culture etc. Therefore teacher should be groomed accordingly. Student teachers should be sent to the school for internship and practice teaching to these schools so that they can gain hands on experience. Data related to probable future vacancies in different subject teachers can be collected in advance. Schools can decide salary and perks in consultation with TEI. By doing this we can overcome most of the problems faced by TEI like getting permission for practice teaching and non-cooperation from school. Schools spend huge amount to conduct interview, to appoint teachers but after collaboration these expenditures can be minimised.

Keywords: Collaboration, objectives, institutional needs, socioeconomic background and expenditure

1. Introduction

Teacher education institution (TEI) and school do not work together they work in isolation. Sometimes TEI face many problems like non-cooperation from school like they do not give permission for practice teaching. Schools spend hefty money to conduct interview to select teachers but after selection they are not satisfied. They should train them according to their needs. This scenario can be changed by collaborating with each other. TEI should supply teachers according to the needs of school and in turn school should give permission for practice teaching, test lessons etc without any hesitation. Society has become complex organization and complex interaction therefore needs of different schools are different. Subjects taught in school and teaching processes should be linked. Student teachers and school teachers' interaction should be encouraged. TEI can arrange in service training to school teachers and during this period student teacher should get chance to interact with them. This should create a platform to exchange ideas and specific needs of the school can be conveyed to the student teachers. TEI can also organize seminars and conferences to have more interaction with school. In this way schools will be benefitted and strong partnership can be established.

2. Problems faced by TEI

TEI need schools' help for practice teaching session, internship and test lessons. But getting permission from school is very difficult. Most of the schools are not willing to give permission and they have their own reasons. This problem is faced because there is no collaboration and they do not get any benefit by giving permission. This problem can be solved by working in partnership. By helping each other and understanding about each other can solve many problems. Society is a complex system with different interaction therefore

TEI responsibility increases. (Association for Teacher Education in Europe 40th Annual Conference 2015: Glasgow, 2015) There is growing recognition that the complex, diverse and changing contexts in which teachers work means that they need to revise, add to and enhance their knowledge and skills continually throughout their careers and engage in different forms of professional development according to their own and their pupils' needs. However, for many teachers, their development paths remain disjointed with no sense of teacher education as a progressive journey of professional learning. Realising a vision of a continuum of teacher career-long professional learning that meets teachers' individual learning needs and is balanced with school, local, national and international needs means re-conceptualising teacher education and the role of teacher educator.

Students are indifferent about practice teaching. They feel that it is some exercise and getting grade but the importance is not understood. (Ms. Salma Naseem and Ms. Noorain Anas, 2011) The ratio of marks between theory and practice generally remains of 5:2 although teaching practice plays a significant role in B.Ed. programme. In spite of all kinds of elaborate arrangements regarding practice in teaching, student teachers are non-serious to the task of teaching, deficient in sense of duty irresponsible, aimless, indifferent to children, lacking innovative measure in teaching which is great obstacles in the development of pedagogical skills.

3. Meaning, Importance and Objectives of Practice Teaching

During teaching practice student teachers get hands on experience. (Aijaz Ahmed GUJJAR, 2010) Teaching practice is the name of the preparation of student teachers for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice / exercise of different activities of daily school life. Therefore practice teaching is very important part of teacher education. The following paragraph discusses about objectives of practice teaching.

Objectives of Practice Teaching According to Akbar (2002) referred from (Aijaz Ahmed GUJJAR B. N., 2010) Following are the objectives of practice teaching:

1. To provide the prospective teachers with an opportunity of establishing an appropriate teacher pupil relationship.
2. To provide an opportunity for evaluating the student potential as a teacher and suitability for the teaching profession.
3. To develop personal relationship with others: administrators, teachers, parents and students.
4. To provide the future teacher with practical experience in school to overcome the problems of discipline and enable him / her to develop method of control.
5. To provide with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implication for learning.
6. To enable the student teachers effectively to plan and prepare lessons.

7. To develop skill in the use of fundamental procedures, techniques and methods of teaching.

8. To develop desirable professional interests, attitudes and ideas relative to teaching profession.

9. To enable student teachers to acquire desirable characteristics / traits of a teacher and to display appropriate behaviour.

10. To provide student teachers with an opportunity to have teaching evaluated and to gain from the benefits of constructive criticism.

11. To provide an opportunity for self-evaluation and to discover own strengths and weaknesses.

12. To develop skills in future teachers related to teaching like fluent speaking, meaningful reading, using blackboard and other teaching material.

13. To provide an opportunity to liaison with school environment, its functioning and with community and its resources.

14. To provide for the exchange of ideas and methods between practicing school and teacher training institution, by teacher training institutions' staff and students, perceiving new ideas material and equipment in use in practicing schools and introducing new ideas, material and equipment's into the school.

From the above objectives we can understand that practice teaching an important part of teacher education but during this session TEI faces many problems. The following discussion discusses about solving such problems.

4. Symbiosis of TEI and School

TEI faces many problems during implementation of practice teaching especially the non-cooperation of school. Schools have their own problems like their regular sessions are disturbed, the lessons covered by student teachers should be revised by regular school teachers because they cannot do their job with perfection, because of CCE they have less time for teaching and FAs get disturbed. These are genuine reasons to some extent. After lot of hesitation they give permission but after permission they will complain about so many things. These problems we can overcome by collaboration with them. Every school is different because for their students come from different socioeconomic background, culture and parents position in society. TEI can select schools and discuss with them about their specific needs and their future vacancies for teachers in various subjects. These needs can be included in the curriculum, educate their students according and supply teachers to them. Therefore seventy five percent can be kept for common curriculum and rest can be kept for specific needs of school. Student teachers can be sent to that school for practice teaching and internship. So student teachers can be groomed according to the specific needs of school. By doing this schools will have no objection in giving permission to TEI.

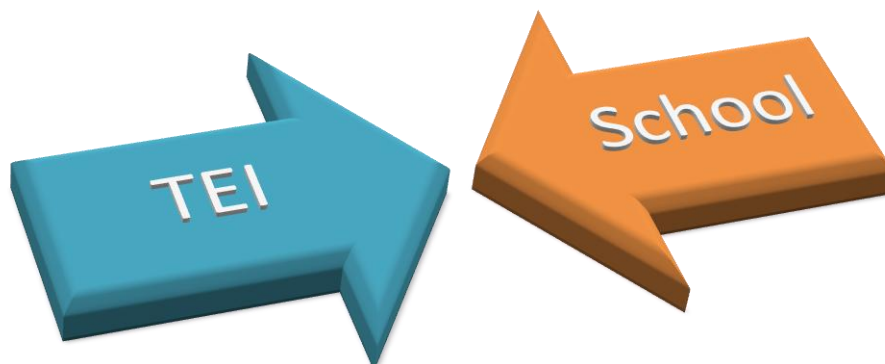


Figure 1: Symbiosis of TEI and School

5. Conclusion

1. TEI and school work in isolation, TEI is alienated from school education.
2. Practice teaching is very important part of Teacher Education but TEI face problem in getting permission from school.
3. School spend hefty money in advertisement, conducting interview and training them according to their specific needs.
4. TEI and schools can work in collaboration with each other to solve each other's problem.

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