



NEW PARADGIM IN TEACHER EDUCATION AND SCHOOL EDUCATION: A COLLABORATIVE APPROACH

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Abstract

Teacher Education Institution supplies teachers to schools therefore they should collaborate with each other. Every school have 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 Teacher Education Institution 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 Teacher Education Institution. By doing this we can overcome most of the problems faced by Teacher Education Institution 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 minimized.

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



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Introduction

Today's world is changing at a fast pace and education plays a crucial role in keeping abreast with the transforming society. The changing socio-economic scenario has intense impact on various sectors along with education. Education which is the foundation of a progressing, prosperous and healthy nation, equips one with the essential knowledge and skill to stay updated. To be at par with the fast changing world, the student's need to keep pace with the latest skills, knowledge and information in all spheres. The dynamics of education and its role in social transformation and national development makes it important that the content and process of education are continuously renewed in order to make them in tune with the changing needs, aspiration and demands of the society. Teacher Education Institution and school do not work together they work in isolation. Sometimes Teacher Education Institution 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. Teacher Education Institution 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. Teacher Education Institution 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. Teacher Education Institution 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.

The Scenario of Teacher Education Programme

Teacher education in India has come a long way since its inception. The system is one of the largest in the world with the university departments of education and their affiliated colleges; government and government aided institutions; private and self-financing colleges and open universities. NCF 2005 has observed that our country engages nearly 55 lakh teachers spread over around 10 lakh schools to educate about 2,025 lakh children. Various committees and commissions, since independence have been working for the improvement of education system. But it seems to be insufficient in the face of social change we are witnessing today. A sea change is required in teacher education to maintain the compatibility between teacher education and school education. The teachers of today need to have familiarity with educational developments in the current scenario and keep pace with it. Curriculum reform is essential as a step towards the required reforms. The conventional curriculum and practices in the teacher education institutions needs to be reviewed.

As put forward in National curriculum framework for teacher education (2009), The profile and role of teacher educator are to be conceived primarily with reference to the philosophy and principles that govern the various aspects of school education – aims of education, curriculum, methods and materials and the sociocultural context in which the school functions – and the role of the teacher in translating educational intents into practical action. This emphasizes that teacher education and school education cannot exist in isolation as there exists a symbiotic relationship between the two. Teacher education curriculum (1978) also emphasized the significance of association between the school curriculum and the teacher education curriculum. In order to be a catalyst in the process of developing a citizen who is "productive, believing in social justice and national integration, and possessing values befitting a democratic, socialist and secular society, the teacher needs to become such a citizen through appropriate experiences."

Education of teachers plays significant role in transforming a lay person to a practitioner. The National Curriculum Framework for School Education (NCFSE, 2000) envisages the teacher education program as one of the most effective and comprehensive instrument of quality improvement in school education. "Perspectives of teacher education emerge from the objective of school education, which reflect concerns for fulfillment of individual's potential in harmony with collective human aspirations." It therefore becomes essential for the teachers and teacher educators to equip themselves with the required knowledge and skill to education

according to the needs of the society. The teacher educators at the core, needs to possess appropriate stage specific professional training. The irony is that although teachers are trained / appointed for specific levels of schooling teacher trainers are not. Thus it is a vicious circle which needs to be cracked. Pointing to the need to view the teacher as central to the process of change in school education, the Chattopadhyaya Commission (1983-85) had noted, "if school teachers are expected to bring about a revolution in their approach to teaching...that same revolution must precede and find a place in the Colleges of education." Preparing professionally competent teachers facilitates improvement of school education.

1978 curriculum framework has made a mention of the relevance of teacher education to the life, needs and aspirations of children and to the community to which they belong". It has also emphasized that "education must become an effective instrument of social change and, therefore the teacher has to be an agent for this transformation."

School Education –The Picture and Practice

Education is a powerful instrument of human resource development and desired social transformation and school as an institution plays a crucial role in it. It provides new opportunities to learners to discover themselves. The purpose of school education is to guide the children to recognize and foster their potential to its optimum and make them fit for the society as valuable citizens. The Education Commission (1964-66) professed, "The destiny of India is now being shaped in her classrooms".

Thus the school enables children to make their life meaningful identifying and developing their potential to define and pursue their aims and thus contributing in the upliftment of the society. This is only possible when schools impart such an education which enables a person to carry out these responsibilities. School education is crucial to both individual and national development processes. The rapid growth of knowledge and the emergence of new means of communication make it essential that the curriculum at the school stage is renewed continuously to respond to the future challenges.

Curriculum directs the course of education being imparted. It plays a vital role in deciding the future of a society. Curriculum is designed according to the needs of the society. In an agrarian society the curriculum focuses on agriculture and in an industrial society it is industrial based. To maintain its relevance in accordance to the societal needs the curriculum needs to undergo a continuous process of renewal. The change in the school curriculum in accordance with the changing educational priorities and national development goals is evident in the efforts made by the apex bodies of the school education by making a change in the National Curriculum Framework.

Apart from change in the curriculum, there are various other changes which can be seen in the education front today as an effort to cope up with the changing society. Technological advancements have introduced computer education at school. The students today are more techno savvy than ever before. Modern technology helps to enhance understanding and learning of students.

The knowledge base is changing with the rapid changing society. Teaching methodologies and strategies keep evolving with the new innovations and research in the field of education. The evaluation and assessment practices have gone through sea change in the past decade. The efforts put forward by statutory body of CBSE in the form of introduction of CCE, OTBA, ASL etc has transformed school education.

Problems faced by Teacher Education Institution

Teacher Education Institution 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 Teacher Education Institution 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 are great obstacles in the development of pedagogical skills.

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 Teacher Education Institution faces many problems. The following discussion discusses about solving such problems.

Collaboration of Teacher Education Institution and School

Teacher Education Institution 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. Teacher Education Institution 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 Teacher Education Institution.

Conclusion

1. Teacher Education Institution and school work in isolation, Teacher Education Institution is alienated from school education.

2. Practice teaching is very important part of Teacher Education but Teacher Education Institution 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. Teacher Education Institution and schools can work in collaboration with each other to solve each other's problem.

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