

A Study of Prevailing System of Practice Teaching for B.Ed Students

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Abstract

With the ever increasing influence of science and technology bringing faster changes not only to the material environment to the world but also to the mental outlook attitudes and ideas of its members. It has become the major task of teacher's education to produce the future literates enlightened citizens who are capable of critical thinking, problem solving and intelligent decision making with the socio scientific technological context. A creative learning needs creative teaching, which is being demanded as one of the primary needs for the reform in education system. Evidences also proves that a teacher if trained properly can easily use creative integration of teaching skills in classroom without using excessively costly behavior.). It follows that an appropriate pre service training based on training in developing the creative ability to integrate teaching skills will produce significant positive result. Keeping in mind the investigator had opted to make a research on – “A Study of prevailing system of practice teaching for B.Ed Students”.

Keywords-Pre - service training, practice teaching, creative learning, and teaching skills

Introduction

Teachings always occur in the social context and involve the interaction of two or more persons. Each individual generates stimuli, which together with those arising from the surrounding environment, impinge on the other. An individual from this process of interaction should fulfill the basic characteristics, if he/she is a teacher. All human activities, including course teaching but they are also provided general information, a teacher is required to make both kinds of decisions professionally as well as in private. At the same time they are also made aware of the chronological development of education of the country and of the merits and demerits of the education system, of specific time period and in this way an insight is developed among them in education and teaching which help them to become a good teacher. In order to improve the quality of

teacher education NCTE (National Council of Teacher Education) was given the constitutional status in 1993. In 1996 NCTE prepared a new document related to teacher education which was published by NCERT in 1998 in the title “Curriculum framework for quality education”. This time different aims were fixed for different levels of teachers education such as, to make the teachers aware about the fundamental basis of education and teaching and to develop among them and insight and foresight toward education and teaching, to make teachers about psychology of students of different age groups, specifically of those whom they have to teach and training them in methods to behave accordingly, to provide to the teachers a clear knowledge of the subjects to be taught and activities to be conducted in the school and to train them in a new and

effective methods and techniques of teaching the subjects of teaching and conducting the activities, as it is well known that a teacher education

Globally there is an overwhelming concern over the quality and relevance of education. Undoubtedly quality of school education is the direct consequence and outcome of the quality of teachers and teacher education system. In this context, quality improvement of our teacher education system is one of the indispensable needs. The education system (1964) pointed out, “the quality competence and character of teachers to be the most significant factors influencing the quality of education and its contribution to national development”. In recent years the whole edifice of quality of education had crumbled with global deterioration of teaching, teachers and teachers education system (Panda, 2000). The quality of education and especially teacher’s education had been deteriorated due to pandemic and lockdown process (Khatoon, 2020). There is a growing feeling that teacher education is not effective in churning out efficient teachers so it is the need of the hour to refashioned the system of teachers education to meet the need of the school and colleges in the new social and economic context in which they are functioning in respect of NPE 2020.

With the ever increasing influence of science and technology bringing faster changes not only to the material environment to the world but also to the mental outlook attitudes and ideas of its members, it has become the major task of teachers education to produce the future literates enlightened citizens who are capable of critical thinking, problem

solving and intelligent decision making with the socio scientific technological context. A creative learning needs creative teaching, which is being demanded as one of the primary needs for the reform in education system.

Study show that the highly significant results of creative teaching ability in terms of creative learning by the students. Evidences also proves that a teacher if trained properly can easily use creative integration of teaching skills in classroom without using excessively costly behavior (Zoller, 1998- Gilbert 1978). It follows that an appropriate pre service training based on training in developing the creative ability to integrate teaching skills will produce significant positive result. Keeping in mind the investigator had opted to make a research on –

“Study of prevailing system of practice teaching for B.Ed Students”.

Objective of the study was to study the views of B.Ed. students on the prevailing system of practice teaching in B.Ed. course.

The sample of the study was confined to 100 pre service pupil teachers of B.Ed. of self-financed colleges. The tool was a 3 point questionnaire prepared for this purpose. The investigator has constructed the questionnaires on the basis of four criteria i.e.-**content, teaching methodology, supervision and practices helpful in future and target achieved.** The data was analyzed by using percentage.

S.No	Item no	Views of B.Ed Students			Total no of students
		Agree	undecided	Disagree	Total
1.	Theoretical aspect of practice teaching is taught	06%	07%	87%	100
2.	Steps of lesson plan of all chapters should be same	45%	18%	37%	100
3.	Steps of lesson plan of all subjects should be same	22%	8%	70%	100
4.	Presentation is of appropriate size	55%	20%	25%	100
5	Demonstrations of model plan is given by teachers/seniors	25%	15%	55%	100
6	Microteaching helps in practice teaching	45%	05%	50%	100
7	Training is given for how to use teaching aids	13%	15%	72%	100
8	Lesson is not completed due to excessive use of teaching aids	50%	15%	35%	100
9	Distribution of supervisors according to subjects	9%	6%	85%	100
10	Due to more students, supervisors do not pay attention individually.	70%	15%	15%	100
11	Supervisors evaluate different steps/part of lesson plan	70%	20%	10%	100
12.	Teaching aid for each lesson is expensive.	50%	25%	25%	100
13.	Difference in Evaluation of supervisors	88%	10%	2%	100
14.	Supervisors observe ,how much suggestions have been incorporated	58%	35%	7%	100
15.	Evaluation of black board summary varies by diff.supervisors	5%	25%	50%	100
16	Objectivity in Evaluation of supervisors	55%	25%	20%	100
17	In criticism lessons ,supervisor completely observes/supervises the lesson	70%	15%	15%	100
18	Every weekend supervisors discuss with students	60%	25%	15%	100
19	Observations of school teachers by B.Ed. trainees help them	90%	5%	5%	100
20	Supervision by supervisors help in teaching in future	85%	10%	5%	100

Interpretation: As the first criteria questionnaire deals with the content of the lesson plan which the B.Ed trainees have to deliver in the class while practice teaching. Item no 1-4 deals with content part. Item

05-08 deal with teaching methodology, Item no 09–18 deal with supervision and last two items ask about practices helpful in future and target achieved.

An observation of the table reveals that respondents (more than 50%) have agreed with 12 statements. These includes presentation is of appropriate size, , Lesson is not completed due to excessive use of teaching aids, Due to more students ,supervisors do not pay attention individually, Supervisors evaluate different steps/part of lesson plan , Teaching aid for each lesson is expensive. Difference in Evaluation of supervisors , Supervisors observe ,how much suggestions have been incorporated , Objectivity in Evaluation of supervisors , In criticism lessons ,supervisor completely observes/supervises the lesson, Every weekend supervisors discuss with students , Every weekend supervisors discuss with students, Observations of school teachers by B.Ed. trainees help them, Observations of school teachers by B.Ed. trainees help them.

However,there are 7 statements on which the respondents had shown clear disagreement.These include -Theoretical aspect of practice teaching is taught, Steps of lesson plan of all subjects should be same , Demonstrations of model plan is given by teachers/seniors , Microteaching helps in practice teaching, Training is given for how to use teaching aids, Distribution of supervisors according to subjects , Evaluation of black board summary varies by diff. supervisors.So far as remaining 1 items is concerned ,no clear cut picture has emerge .This include ,Steps of lesson plan of all chapters should be same .

On the basis of these results, it may be suggested that some more attention is needed on the part of supervisors, so that they can help their students in developing various teaching skills necessary for making them an effective teachers.

Suggestions

In the light of these results, some suggestions are given in order to make the practice teaching process more effective-

- Before starting practice in teaching in school,some theoretical aspect of lesson planning should be taught
- After that the supervisor or senior students should give demonstration of model plan to make the steps clear to all B.Ed trainees.
- In order to make the teaching teaching more effective, training should be given in related use of teaching aids in effective manner.
- It is also suggested that distribution of supervisors should be done according to subjects in order to make the teaching more effective.eg- supervisor specialized in English subject can guide the student in English teaching more effectively and develop the skills within their students in effective manner.
- In self –finance colleges running B.Ed. course ,more teachers according to different subjects should be appointed in order to fulfill the NCTE norms and min
- Different supervisor supervises the different steps differently .eg-some give importance to voice, modulation, some appreciate writing and some give importance to blackboard work and summary.
- So training should be given to all teacher trainers in order to bring uniformity in supervision and minimizing the chaos and confusion among students.

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