



SCHOOL BASED EXPERIENCES IN TEACHER EDUCATION – ITS REALITY & PRACTICES



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ABSTRACT

National Curriculum Frame Work for Teacher Education 2009 (draft) made on the basis of NCF 2005 and other documents are updated and exhaustive. This can balance between the theory and practice of teacher education. The teacher education, being a professional education, much emphasis has been given on activity oriented works / sessional works. The quality of the Teacher Education has been improved and highlighted but practices of the NCF for teacher education seems to be problematic and difficult at this moment in our state.



KEYWORDS :*Paradigm, NCF, Gurukul, Internship, evaluation, shifting, Swamiji, Rabindranath, Sri Aurobindo, guide, barbarous, guidance.*

INTRODUCTION :

The teaching profession has undergone a sea change from the Gurukul system to the present McCaulay system of education. Teaching is now a profession rather than a passion and thus there is a paradigm shift in the perception of teachers. In the proposed NCF 2009 there is a shift of paradigm from the traditional teacher education to the new teacher education concept as felt in NCF 2005. The paradigm shifts in teacher education ultimately help school education.

In the scheme of study there are five broad areas viz. A, B, C, D, E. The author intends to focus his views on area D which concerns with school based experiences. It has two parts (a) Initiatory school experience and (b) Internship in teaching for which the marks (100+300) are allotted.

(A) Initiatory school experience of the student teacher is a newly added concept which definitely will be helpful for developing interest, attitude towards profession and the first hand experience with the teaching learning environment. For initiatory school experience one day per week school visit has been suggested. There are five task sets which student teachers are to perform.

SUGGESTIONS :

1. Initiation of school based experience is novel and useful but difficult to implement on the student teachers' side to attend schools time to time beyond their institutional routine works.
2. The student teacher may be allowed to attend a school of his option at his free time. Further such

programme depends on school's permission and co-operation in this regard.

3. Initiatory school experience comprises task-sets. The task-sets may be reorganized and a brief report from the student-teachers regarding school experience should be submitted for evaluation. The report will contain

- a) Schools name, address, its surroundings and the school environment
- b) Student population and its characteristics
- c) Teaching & non-teaching staff and their roles accountability & integrity to the institute
- d) School management & authority
- e) School & community relationship
- f) Quality of Teaching-learning & evaluation system
- g) Identifying positive & negative aspects of the institute
- h) Suggestions

During practice teaching period the trainees will be careful & watchful about studying the above issues which will help him to prepare his report.

(B) Internship in teaching : This programme is prevalent but presented in the curriculum in a modified form. Practice teaching is an essential and integral part of the teacher education programme where a student teacher acquires teaching skills and competencies, develops this professional interest, attitudes and values and understand the roles to be played by him. Internship in teaching carries 300 marks. 40 lessons each in two school subjects are suggested to perform. Other activities like case study, administering diagnostic test, organizing curricular and co-curricular activities, participating school activities etc. are also suggested.

SUGGESTIONS :

1. In the practising schools, 80 lessons as suggested are difficult to perform because of paucity of classes. So, 25 in each of the two school subjects can best be done.
2. In the evaluation and the scheme of assessment almost all aspects are categorically mentioned. But preparation of lesson plan and its approval by the supervisor shows no marks for evaluation. There should have marks for making a good lesson plan.
3. The period of practice teaching as suggested 8 weeks in the NCF for teacher education 2009 is difficult to avail. So the period of internship should be shortened.
4. As this curriculum is comprehensive and updated sufficient coordination, cooperation among University & Training colleges & schools be improved and assistance of D.I.s of the school department may be sought for.

It may be said in spite of novelty and richness of school based experiences (area D) as suggested by NCF T.E. 2009 the area D should be carried out as far as possible and practicable.

This paper intends to concentrate on paradigm shift which is from :

1. teacher centric stable designs to learner centric flexible process of teaching
2. teacher's direction, decision to learner's autonomy
3. teacher guidance & monitoring to the open area of facilitations, supports & encouragement of learning

4. passive reception in learning to active participation in learning
5. learning within the four walls to learning in the wider social context
6. disciplinary focus to multidisciplinary educational focus
7. linear exposure to multiple & divergent exposure
8. appraisal, short, few to multifarious, continuous

CONCLUSION :

These shiftings are nothing but the guiding principles of true teaching which have been prescribed and brought to our focus by the great educators in India. Swamiji thinks that the knowledge is covered and hidden. It is for us to unearth. Rabindranath laid great stress on having direct impact of Nature on the learners. Sri Aurobindo has highlighted three things – 1) the teacher is a helper, a guide, 2) the mind has to be consulted to its own growth i.e. the idea of hammering the child into the shape desired by the parents or teacher is a barbarous & ignorant superstition and finally 3) if anything has to be brought in from outside it must be offered not forced on them.

1. Sri Aurobindo, SABCL, Vol. 17, pp. 204-5.