



Research Paper

Practice Teaching Of B.Ed. Trainees In Schools: An Analytical Study

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Abstract

In the process of making education more meaningful, improving its quality, one thing that always prominently matters is the teacher, as the teacher is the heart of the school system. A teacher is a central figure in the formal teaching learning set up and the Teacher education is the mean of preparing a professional teachers. Practice teaching of teachers is key to quality enhancement of school education. Teaching practice is a period that a student teacher spends teaching at a school as part of his or her training. Practice teaching is one of the most important part of training of teachers. This full length paper highlights the impotents of teacher education and teaching practice is one of the ways to make our teacher education more effective. This paper also highlights the stages of practice teaching.

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I. INTRODUCTION

“Education is not the preparation of life; Education is life itself”

John Dewey

Education is most important among all of us. Education plays an important role in our life. For living a better life, one should be educated. Education is that which transforms a person to live a better life and enjoy his life completely. Education is one that doing something for our bright future.

Education itself is the basic human right and as a tool to make a sensitive about issues and problems. Education is the process to teach people to learn right actions and made them understand that freedom is not unrestricted. Education translates the meaning of authority and freedom. It teaches how to avoid punishment to live externally free and inwardly peace full with clear conscience, enriched mind without fear and worry. Education uses culturelization, conditioning, reconditioning, learning, learning techniques to bring people within redline zone to change behavior.

In the process of making education more meaningful, or a question of improving its quality or even making it more accessible to children, one thing that always prominently matters is the teacher, as the teacher is the heart of the school system.

The place and importance of teacher in a society can never be overestimated. A teacher is a central figure in the formal teaching learning set up and the Teacher education is the mean of preparing a professional teachers. It is not merely training of teachers, but it is acquisition of that type of knowledge skills and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits and personality of a teacher.

A teacher education is not just a graduate or post graduate or even one armed with a doctoral degree aspiring for a job to make his both ends meet. Teaching is a service oriented profession which requires a will to sacrifice. It is one of the common professions in our society. It is probably the most inspiring and complete profession for the very fact that unlike artisans and craftsman, a teacher deals with the most sensitive of subject matter, i.e. human child.

Practice teaching of teachers is key to quality enhancement of school education. The aim of education of taking the Nation into 21st century cannot be achieved unless teachers have the necessary skills and competencies. The skills and competencies can be developed through systematic approach to revitalize and modernize 'Teacher Education Programme'.

The National Policy on Education 1986/92 calls for the substantial improvement in the quality of teacher education. It is well recognized that the overall quality in education depends amongst other things on the quality of teacher and that a sound programme of profession education of teachers is essential.

The training of teachers assumes great significance in the educational system and teaching practice is an important vehicle to improve the quality of school education.

Concept of teaching

Teaching is an art in which teacher enters into the mind of the students at the time of teaching with intent to engage. Lesson planning is one of the best way to engage or participate the student during the process of teaching, because in lesson planning is the preplanning of the lesson which teacher are going to be teach in the class. Achieving specific objective is the result of activities in which students are engaged during the period of class spent with the teacher.

Practice teaching

A temporary period of teaching in a school undertaken under supervision by a person who is training to become a teacher. Practice teaching occupies a key position in the programme of teacher education. It is a culminating experience in teacher preparation. It provides opportunity to beginning teachers to become socialized into the profession. Performance during practice teaching provides some basis for predicting the future success of the teacher. Outgoing popularity and centrality of practice teaching is an important contributing factor towards the quality of teacher education programme. During practice teaching working with students in schools provides a high degree of emotional involvement of a mostly positive nature. Student teachers feel themselves grow through experience and they begin to link to a culture of teaching. During practice teaching, they feel engaged, challenged and even empowered.

Definitions of Practice Teaching

A number of terms such as the practice teaching, student teaching, teaching practice, field studies, infield experience, school based experience or internship are used to refer to this activity. The term practice teaching embraces all the learning experiences of student teachers in schools.

The term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies.

Practice teaching 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.

According to Akbar (2002) 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 liaise 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.

Stages in Practice teaching

Following are the stages in practice teaching

Primary Stage

It is necessary to make a trip of B.Ed trainees to that particular school, where they are going for practice teaching. The main aim of this visit is to see the concerned head teacher, class teachers and school staff in order to acquire information about school and its environment. On return from the respective schools B.Ed trainees must have the details about scheme of studies, age of the students, strength of the class, abilities and specific problems of the students, timing of the school, textbooks and teaching aids etc so that they are able to prepare their lesson plan for the allotted classes.

Preparation of Lesson

For the preparation of lesson student teachers must know the subject, the relevant books and audio visual aids. Which he / she are going to teach? Because already prepared lessons give confidence to the B.Ed trainees. B.Ed trainees and supervisor can reform the teaching learning process after its evaluation.

Teaching in Classroom

The stage of teaching in the classroom is known as practice teaching. B.Ed trainees while teaching in the classroom passes through different steps of his / her teaching (Introduction, presentation, presentation of teaching aids, recapitulation) and concerned teacher / supervisor assesses / observes his / her lesson.

An Analytical overview

Teaching Practice

In order to evaluate the teaching practice supervisor observe the student teacher while teaching in the classroom. Supervisor evaluates / observes the punctuality, lesson planning, teaching methods, use of audio visual aids, adequacy of audio visual aids, pitch of voice, dress, start and end of lesson, interest of the students, discipline of class, use of black / white board, students' notebooks and objectives of the lesson.

Participation in Other routine Works of School

Teaching in the classroom is not only the objective of teaching practice, but also to provide training in all activities / work which student teachers are going to perform in future during their job. For this purpose they have to spend whole day in school as teacher. They have to participate in all the activities of school e.g preparation of timetable, preparation and maintenance of different registers, evaluation of class work and home work, arrangement of tutorial groups, sports / games, morning assembly, co-curricular activities, duty during recess, duty as day master, duty before and after school timing, decoration of classroom, preparation and maintenance of attendance board, news board, information board, look after and arrangements of A V aids room, home economics room, science laboratories and library.

How to deal with students' parents, officers of the school, school employees and guests are also the part of teaching practice. Duties as invigilators, preparation of question papers for examinations, evaluation of answer scripts and compilation of results is also part of teaching practice.

Lesson planning

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning.

In introduction there are at least 5-6 questions based on the previous knowledge of the student. Instead of welcoming the class in and starting the introduction it was delayed for around 5 minutes, so with that occurring the other sections of the lesson are affected. The timing has to be altered for this lesson as "generally speaking, lessons for younger students should be shorted in duration than for older students, as they have briefer attention spans and activities might be planned for fifteen minutes at a maximum" (Mc-Burney-Fry,2002, p71) .

Teaching aids

for effective teaching practice, B.Ed trainees is always free to choose effective teaching aids,(audio as well as audio visual) in the teaching learning process. B.Ed trainees should select the teaching aid according to the nature of the topic, age and interest of the students. As far as possible, the local material should be used in the preparation of aids. The B.Ed trainees must also receive training in the preparation of teaching aids and try to prepare teaching aid by himself/herself or can take help of their students.

During practice teaching B.Ed trainees must provide guidance to their students that they learn effectively. To do this demonstration and practice of new skills will be manipulated by the B.Ed trainees to best suit to the individual, skills and situations

Role of Supervisor in Teaching Practice

Supervisor has an important role in practice teaching as:

- i) A resource person
- ii) An adviser
- iii) A general morale booster
- iv) An interpreter of feedback
- v) An assessor

Supervisor's duty is not only to evaluate the lessons of teaching practice, but by using his / her all the abilities to make this experience (All the stages of teaching practice) result oriented. He / she should have all the planning beforehand. He / she should have meeting and conversation with teacher educators, experienced teachers of the institution, educationists, concerned school head teachers and other teachers.

The appointment of teacher educators should be increased so that at the time of practice teaching one supervisor would be able to supervise at least one or two students in one class period and each every aspect of their lesson plans.

II. SUGGESTIONS

Here are some suggestions to improve the teaching practice.

- i. In teacher training institutions teaching methods were not only teach but also practically demonstrated by the teacher educators.
- ii. The duration of teaching practice should be increased.
- iii. Teaching practice should not be consisted of classroom teaching only. Other aspects like attendance of students, collection of fee, calculation of fee, preparation of registers, conduct of morning assembly, conduct of co-curricular activities, preparation of question papers, marking of answer scripts, compilation of results, solution of students' problems and meetings with students' parents should be included.
- iv. Microteaching should be adopted in teacher training institutions and model lessons should be given before student teachers by experts as well as by video films.
- v. B.Ed is not given marks only for model lessons and all the aspects of teaching practice should be included in evaluation.
- vi. In order to make the evaluation of teaching practice more effective, appropriateness of lesson, teaching methods, teaching aids, practical organization of lesson, interest of students and teachers and students' answers should be included in evaluation.
- vii. It should be encouraged that B.Ed trainees make teaching aids ,audio visual aids by themselves and B.Ed trainees should be given / provided guidance about the teaching aid after every lesson.
- viii. In order to make teaching practice more interesting through teaching aids, B.Ed trainees should be trained in preparing and designing a variety of teaching aids and provided with proper feedback regarding the quality of their prepared aids..
- ix. In order to make teaching practice more effective, it is also proposed that B.Ed trainees should watch the lessons of experienced teachers
- x. It should be ensured that B.Ed trainees keep the sequence of lessons in such a way, so that they can teach all types of lessons and use different teaching methods.
- xi. Prior to macro teaching practice B.Ed trainees should practice with their fellows in micro teaching in order to build more confidence in them.
- xii. During practice teaching prospective teachers should be made habitual of preparing lesson plan on a daily basis.
- xiii. Practice teaching should be more realistic and suited to the actual class room situations.
- xiv. In order to make teaching practice more effective for B.Ed trainees, the lesson should be supervised daily.
- xv. Since it is not possible that one teacher can supervise four or five B.Ed. trainees in a period of 40 minutes, therefore the appointment of teacher educators should be increased so that at the time of practice teaching one supervisor would be able to supervise at least one or two students in one class period and each every aspect of their lesson plans.

III. CONCLUSION

Teaching practice is an activity, which can play an important role in the preparation of teachers. Its effectiveness is necessary for the nation. It is a milestone for professional adolescence. It is a combination of personality,

professional skills, knowledge and training, which is fuel for an endless journey. Now it is the duty / responsibility of teacher educators and teachers of practicing schools to make this fuel / expenditure endless. To be effective practice teaching, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other

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