



TEACHING PRACTICE: A REAL CHALLENGE IN TEACHER EDUCATION INSTITUTIONS

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Introduction:

Education is an active most process in every human life. The main aim of education is to manifest as a perfect man. Education involves three major aspects: teaching, learning and instruction. The development of any individual based on those three aspects. An individual as a social being is to inculcate social skills through education. Teacher plays an important role in moulding the shape of an individual in the classroom. Teacher is the only key to open the darkness minds and thoughts of students.

Student teachers in teacher education institutions should develop some teaching skills before entering into their profession. They should develop some pertinent teaching skills to produce their teaching ability. Becoming B.Ed programme two years help the student teachers to learn and develop those pertinent teaching skills in an advanced way. The common vision of teacher education institutions is to produce useful teachers to the society. For this, they have to make a proper arrangement for the development of teaching skills and should plan systematically for the execution of teaching practice course. Each and every teacher education institution faces many challenges in the execution of teaching practice course.

School internship according to NCTE:

School internship would be a part of the broad curricular area of 'Engagement with the field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student teachers shall be equipped to cater to diverse needs of learners in schools.

Teaching practice:

It is a tentative duration of teaching undertaken by the student in a school which will be under supervision, who is practiced to become a teacher.

Practice in teaching refers to the opportunity given to the student teachers to develop and improve his/her professional practice in the context of the real class room in form of guidance and supervision. School experience means the total experience of working in a school in which student teachers have when they are on placement in schools.(Wallac:1991, P/121).

Teacher educators explore student teachers' experiences and how these experiences influence their perception of the teaching profession. They identify both the positive and negative experiences of student teachers during teaching practice and suggest ways of assisting student teachers to achieve the desired outcomes from teaching practice.

Challenges of teaching practice:

1. Lack of knowledge about resource centers:

Now the school internship will be done in two phases. In the first phase, visit to various resource centers and in the second phase, regular practice in teaching. A real challenge is to identify the resource centers to send the student teachers to observe and make a report on it. A resource centre is of various Government Education Departments, special schools, NGO's, etc., Seeking permission to visit those resource centers will become a big challenge for the teacher education institutions. Before sending the student teachers to those resource centers, teacher educators should provide information about those resource centers and should provide proper observation tools to assess each resource centre. But the real fact is that our teacher educators will do not have much knowledge about those resource centers and this become a big challenge for teacher education institutions.

2. Dearth of human resource to manage two batch students:

Every B.Ed colleges will have either one unit or two unit admissions according to NCTE norms. B.Ed colleges will have to face a practical problem during teaching practice while a simultaneous batch will run in the second year. Teacher educators would be competent enough to handle both the students simultaneously. A definite challenge for the teacher educators is to manage and administer the students of both the batches. The supervision of one batch students and the handling of theoretical papers for the other batch will be done by the same teacher educators of the college.

3. Time management:

According to the regulation from NCTE for B.Ed colleges; the first phase of internship is for 4 weeks and the second phase of internship is for 16 weeks. During the semester period the two phases of internship should conduct simultaneously with the theory courses, which practically impossible to allot time for the same. Teaching practice schools will not allow our B.Ed college student teachers to stay for a long time in their schools, as they have their daily routine work and that will disturb them. So our student teachers do not get opportunity to practice and show their ability in teaching. The time table allotment for the teacher educators of simultaneous batches will

become a big challenge. Teacher educators should supervise the lessons of student teachers and simultaneously they have to teach theory course for other batch students.

4. Preparation of assessing tools to evaluate resource centers:

The problem of preparing assessing tools to evaluate resource centers will arise in the first phase of internship. Student teachers are allowed to visit various resource centers like BEO office, BRC office, DIET, special school, etc., and visit regular schools to observe classes of teachers. Before visiting all these resource centers, teacher educators role is to prepare an assessing tool to ask their student teachers to evaluate those resource centers, record the data collected from those centers and submit it to the college. It is very difficult and practically impossible to do all these things. Even though teacher educators facilitate the student teachers in the process of preparing the report about resource centers, student teachers are not aware of all these centers and will become a big problem in the course.

5. Availability of teaching practice schools:

The student teachers are sent to different schools to do practice their practice in teaching in their respective subjects. Every B.Ed colleges should allot their student teachers to do practice in teaching in their respective subject at nearby schools. There are insufficient number schools according to the student teachers ratio in B.Ed colleges. This will become another challenge for the teacher education institutions during the second phase of internship. Even though DDPI permits B.Ed college student teachers to does teaching practice in private schools, but private and aided schools will take a back step to permit to do practice in teacher in their schools. On other hand, permitted schools show a non co-operation towards practice in teaching. Supervision of practice teaching also becomes problems for both student teachers as well as teacher educators. After becoming two years of duration, B.Ed colleges will have to face a gigantic challenge during teaching practice.

6. Proper subject selection for teaching practice:

NCTE suggests to does teaching practice in different levels according the subjects of student teacher. Different levels are upper primary level (classes 6-8), secondary level (classes 9-10) and senior secondary level (classes 11-12). If any of the student teacher completed his/her master degree in his/her respective subject, institutions should allot them to senior schools as well as for another level. Here the selection of subject for other level will become a big problem for the institutions, while there is no clarification from the NCTE as well as from the State Govt regarding the selection of subject for other level for teaching practice for those student teachers. In the process of recruiting the teachers for Govt sector, student teacher face problem wherein grade sheet will be prepared on the basis of the subject practiced during practice in teaching. It is also one of the big challenges for teacher education institutions in this course.

7. Dearth of E-resources in teaching practice schools:

The NCTE suggests teachers to utilize proper ICT materials for their teaching. The lack of ICT materials in the teaching practice schools will become a big issue for our student teachers. Even though State Government is providing ICT materials for each and every Government and Aided schools, there is no human resource to guide and maintain all these ICT materials. If there is no computer teacher in those schools, our student teachers will face a challenge to render their innovative teaching using ICT materials like smart board, projector etc., the other problem faced is about internet connection. Providing internet facility for rural and remote schools is a big challenge for the Government. Even though ICT and internet facilities are provided, then the problem of the Government is to provide electricity. And also the maintenance of E- resources is very costly. All these issues affect as a challenge for teaching practice in teacher education institutions.

Conclusion:

The teaching practice component plays a major role in the B.Ed programme. The student teachers will learn the pertinent teaching skills during teaching practice. But the various factors which influence on their development of those skills. The observed factors have briefly explained in the article and the suggestion is to sit all the higher officers and study the pros and cons of the problem and solve it. This article is mainly focusing only the challenges observed during school internship.

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