

Original Article

Connecting School and Teacher Education

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Abstract - The teacher is the architect of the future of the children. Therefore, it is necessary that the training of teachers should be done properly. In order to make a good teacher, B.Ed. NCTE has prepared a curriculum in such a way that children can get all kinds of knowledge. Continuous changes have been made in the syllabus to enhance his personality and inculcate all the qualities of a good teacher. Earlier, there was a one-year B.Ed. course, then it is done for two years; now, in National education policy 2020, it has been said to start the course only after standard 12th. This change is being done to enhance the potential of education. But is it enough? The techniques of proper teaching can be learned only by being among students. The right teaching process is very complex, just like human behavior. Many times the lesson plan made us becomes useless in front of the students. The environment of the classroom is far beyond our thinking. In adverse circumstances, only an experienced teacher is able to handle the class in the right way. Your experience and technique work the most in live classes. However, what about those teacher-student who are just entered right now, means they are taking the first step towards becoming a teacher. This study is a small effort to find out.

Keywords - School experience, Teacher education, Teaching practice, Practical knowledge.

1. Objectives

The objectives of this study are:

- To know the relationship between school and teacher education.
- To find out the problem teacher-student is facing regarding school.
- To establish a good association between school and teacher education.
- To find out the solution to the problem faced by teacher-student.

2. Research questions

The research questions for this study are:

- What is the relationship between school and teacher education?
- Which type of problem are teacher-students facing in the context of school?
- Through which method can we reconcile them?

3. Introduction

The responsibility of education is on the teachers. If we talk about our ancient teaching, their education completely depended on the teacher—any person who wanted to acquire an education used to go to the teacher and get an education. The teacher did the entire work of teaching. Even today, education is done only by the teacher; its outline has changed. With the advent of the internet, information and communication technology, artificial intelligence etc., the nature of getting an education has changed a bit. It can be

said that many sources have become available today to get an education. So, has the importance of the teacher ended? This question was in mind when this survey was done, but its results were shocking. Most of the children agreed that when the teachers explain, it makes more sense and time is not wasted. They further said that along with studies, teachers also tell us life skills from which we get to learn a lot.

In reality, the teachers give practical knowledge. Every person has an innate personality. Just like the diamond need to be polished, the quality of teaching also needs to be polished. For this, it is necessary to give them practical knowledge, which is possible only through live teaching or real teaching. On the quality of teaching, Benson (2021) said, "Good teaching includes attitude, presence, accessibility to students, learning spaces, relevant content, engaging pedagogies, effective use of technology, appropriate assessments and transparent standards."

The current B.Ed. the course consists of four months of internship and one month of observation. It means direct contact from students for teacher-student is of five months, which is not enough to gain practical knowledge. This study focuses on training those teacher-students, and an endeavor has been made to find answers to a related question. This study is an attempt to find out all these aspects.

4. Methodology

This study is based on the interview and observation of teacher-student of B.Ed. institute and the regular school teacher where the teacher-students go for their internship and observation. 20 teacher-students from five B.Ed. colleges,



four from each college and 10 regular teachers from the school, two from each school, were selected for this interview. The selection was based on random sampling. Five questions related to teaching and training were asked of each.

5. Result and Discussions

The teaching process is comprised of give and take. The teacher gives the knowledge, and students take that knowledge. It is desirable from both sides. In teaching, practical experience is very important. According to Vivekananda, "We may read books, hear lectures and talk miles, but the experience is the one teacher, the eye-opener. It is best as it is. We learn; through smiles and tears, we learn." Practice teaching is done to get this practical knowledge and experience from the teacher-student through internship and observation.

5.1. Summary of Teacher-students survey

In order to know what are the essential things for practice teaching and what problems they faced during the training, a survey was conducted in which teacher-student were interviewed. Internship-related questions have also been asked from the teachers of the school where the children had visited.

The following is their summary of key points:

- Being inexperienced, they are not given a higher class.
- Only repetition of text is asked for.
- Onerous assignments are handed out by regular teachers.
- Inhibit to do some innovative work.
- Not allowed to teach independently.
- Thinking they have come to teach for a few days, even the students do not give importance.
- Considering to be a student, students do not give respect, nor do they listen to words carefully.
- Some admitted that the students played pranks on them.
- Always remain under pressure so that no mistake is made.

5.2. Summary of Regular teachers of the school survey

Regular teachers also accepted all the points mentioned above and said that teacher-student does not have the experience to teach, and we do not want to tarnish the image of our school, so they are not given independent classes.

When asked the question that teacher-students have come here only to gain experience in teaching, how will they learn if you do not give them a chance, they said:

- Ours is not an experimental school.
- It was not any problem if it was a matter of a few days; we could not afford to miss classes for four months.
- They do not know how to teach, due to which our syllabus lags far behind.

When they were asked if they could keep teacher-student under the supervision and train him to teach properly, his answer was:

- We do not have much time; we have a lot of work.
- It is not our responsibility to teach them.
- Should we take care of our students or your students?
- Your students asked a lot of questions.

5.3. Relationship between School and Teacher Education

Schools provide experience to all the teacher trainees. If we look at the school and teacher education objectives, it will be known that both are complementary to each other. If the 'teacher education' is 'theory', then the 'school' is 'practical'. Theory gives us knowledge, and practicality introduces that knowledge to right or wrong. First, let us see the objectives of both of them:

5.3.1. Objectives of school education

The main objectives of school education are:

- Continuity and progression in one's life
- The balance between outer and inner lifestyle
- Recognition of the individual
- Variety of experiences, skills, attitudes, concepts, and knowledge to fully develop each child's potential
- To create a caring, secure environment so that all in school feel a sense of worth
- To develop a caring attitude toward the environment
- To build each student's resilience and self-esteem.

5.3.2. Objectives of Teacher Education

The main objectives of teacher education are:

- To help students acquire knowledge
- To shape character and behavior
- To nurture creative thinking
- To develop social skills
- To know the child psychology
- Appropriate use of instructional facilities
- Improve the pedagogical skills

If we compare the objectives of both school and teacher education, we will see that there is no difference between them. Their objectives are pairing with each other.

6. Reflection

The B.Ed. training institute gives theoretical knowledge to teacher-students to become a teacher. On the other side, the school provide them with practical knowledge. Teacher-students go to a school for their practical knowledge. There is a provision of one-month observation and four months of internship in the syllabus. Schools do not give real information considering them as outsiders. Many times the teacher-student has said that during the observation, the information given by the school's teachers does not look

correct. If every teaching education institution had its own school, then all these problems would be removed. Teacher-student will get the right practical knowledge.

Apart from this, if they remain connected with the school throughout the session, then along with their experience, their real knowledge will also increase. Practical teaching should be for a whole session and not for a few months.

The teacher-student also had to say that every professional course gets a stipend during the internship, so they should also get it. Teacher-students should also get a stipend. If practice teaching is mandatory in their curriculum and syllabus during the entire academic session, then such demand will not arise.

Many teacher-student have different qualities like they are good in music, art, painting, dance etc. School students get benefits from them.

The schools are committed to brightening the children's future and enhancing their talent through the teachers.

7. Conclusion

School is considered a miniature form of society. Suppose the responsibility of making children cultured and earthly-minded is on the family and society. In that case, the responsibility of grooming and making their future life progressive is on the school and the teachers who teach there.

Every parent wants to see their children moving forward, so they send their children to study in more expensive and popular schools than they can afford. If the school does not meet their expectations, then they get them tutored separately or send them to coaching classes. Now call it their

compulsion or desire, physically, mentally, emotionally and socially, bearing pressure from all sides, they try to improve the children's future. In this way, we can say that the children's future is in the hands of teachers. Well-trained and experienced teachers play an important role in shaping children's futures. Benson (2021) said, "What and how we teach needs to build upon how content is presented and assessed and how students learn as they progress along their educational journey."

Teaching is an art which is honed through training. We have always given importance to experience in education. On this, Vivekananda said, "It will not do merely to listen to great principles. You must apply them in the practical field, turn them into constant practice." Experience provides the right direction and condition for learning. They need to impart practical knowledge during the whole process of teacher teaching. For this, it is necessary to maintain constant contact with the schools and engage in the teaching process. No school will allow experimenting forever, so all teacher-educator colleges should have their own school. It would be right to keep the practical teaching of teacher-student throughout the session. The 'Model school' run by 'Regional Institute of Education' is a little bit living example of this concept.

8. Implications

We have divided the subject into theory and practical. Teaching can never be theoretical. It is experience based. Mainly two aspects emerged from this study:

- The training of the students doing B.Ed. should be done during the entire session.
- Every B.Ed. Institute should have its own school.

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