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INTERACTION BETWEEN TEACHER TRAINING COLLEGE & CO-OPERATING SCHOOL



* Dr. Lata Shvaji Patil

* Assot. Prof, S.M.T.Govt. College Of Education, Kolhapur(M.S)

INTRODUCTION -

According to the Kothari Commission (1964-1966), a student-teacher needs to observe and participate in all the school activities as well as those out side the school, if the programme of teacher education has to be properly developed. If there is good co-relation between Teachers Training College and co-operating schools, all the Teacher Training Colleges objectives would be fulfilled. (Parasnis, N. R. 1995)

The status of Teacher Education can be increased by carrying out studies and experiments in Teacher's Training Colleges and in the co-operating school for which the school, college and principal should provide active encouragement. But in practice such a situation is not prevalent anywhere. Many Teacher Training Colleges do not have their own co-operating schools and therefore, new experiments innovations and action research can not be done. Teacher Training Colleges often complete their students training without the facility for carrying out innovations and experiments in their practical work.

In the present scenario Teacher Training Colleges and co-operating schools implement the teacher-education programme (TEP) without co-operation from each others, because of which Teacher Training Colleges face many difficulties. The student-teachers who are teachers of the future, remain as 'unwanted guests' and to find out the reasons for this treatment the present study has been undertaken. It is also essential to understand the reason why co-operating schools dissesst from giving the TEP the necessary co-operation. The teachers in the school system are not happy or willing for Teacher Training Colleges interference in their working system. Its total effect is that though the Teacher Training Colleges complete their training course, they are helpless in raising their own status. The objective of Teacher Training Colleges is to produce good teachers with good qualities and this they rarely achieve. Is the lack of proper interaction between the co-operating school and Teacher Training Colleges the cause of this failure? To identify the causes and derive at a realistic picture and suggest work able remedies the problem under study has been follows

OBJECTIVES OF THE STUDY -

.1 To understand the natures of programmed for the interaction. 2 To find out the problems that occurs in the Teacher Training Colleges & co-operating school administration as a result of the interaction between co-operating school Teacher Training Colleges. 3 To find out the educational problems that occurs in the Teacher Training Colleges & co-operating school as a result of the interaction between practicing schools and Teacher Training Colleges. 4 To find out the educational planning problems that occurs in Teacher Training Colleges & co-operating school as a result of the interaction between practicing schools and Teacher Training Colleges.

ASSUMPTION OF THE RESEARCH

" I'm completing the Teacher Education Programmed syllabus in Teacher Training Colleges; the colleges face many problems regarding educational planning. " In co-operating with Teacher Training Colleges the co-operating school systems face many difficulties in administration and planning. " Proper interaction between Teacher Training College and Co-operating school system raises the status of teacher and teacher education.

PROCEDUR--

The research work is related to the prevalent situation and hence survey method was used for collecting information pertaining to the present study. Tools for Research -The following tools were used to collect data for the present research work. Questionnaire -& Interviews

Sampling Selection -

Multi stage sampling selection method was used for this research work.

Stage No. 1 :All the nine Teacher Training Colleges affiliated to Shivaji University in Kolhapur district, Maharashtra were selected.

Stage No. 2 : Nine Principals, 65 lecturers and 432 student-teachers were selected.

Stage No. 3 : Twenty Five percent secondary schools were selected from the total schools, selected by the Teacher Training Colleges as co-operating schools, 18 Headmasters and 72 Teachers of the co-operating schools were included in the study.

FINDINGS & CONCLUSIONS -

Administrative Problems - The extent of administrative problems encountered by Teacher Training College was 61.55% of Co-operating School System it was 51.49% it shows Teacher Training College encountered more administrative problems than co-operating school system. Such as--

1. There is a lack of big size classrooms in school.
2. The tools of demonstration lesson were very expensive.
3. In school time the teacher are not allowed to work in educational colleges
4. The teacher did not understand a latest information about demonstration lesson.
5. The school is not available for practice teaching
6. There is no co-ordination Between school and educational colleges.
7. The teacher is not co-operate about subject units to teacher students.
8. The facility of toilets are not in well condition.
9. There is a problem to operate Audio visual aids.
10. The sufficient chairs are not available on school classrooms for lesson observation.

Educational Problems -

The extent of educational problems encountered by Teacher Training College was 58.07% that of co-operating school system was 30.78%. The Teacher Training College encounter more educational problem during Teacher Education Programme than the co-operating school system.

Educational Problem :-

1. The school teacher are not support or interest about B.Ed. practice lesson method.
2. The student were not obtain the experience of practice lesson in qualities school.
3. The 10th class students are not available to take practice lesson.
4. The school students are not followed the information given in practice lesson.
5. The unit repetition were done in practice lesson so school students are not serious about teaching.
6. The practice lesson is process on going that time teacher disturbed the teacher students about mistakes of lesson demonstration.

Planning Problems - The extent of planning prob-

lems encountered by Teacher Training College was 68.10 that of co-operating school system was 50.64%. Once again Teacher Training College encounter more planning problems during Teacher Education Programme than co-operating school system.

1. In school timetable and practice teaching time table are not match in a period. So school time table is not flexible about practice teaching.
2. The time limit is very short to observe one lesson at a time.
3. There is no sufficient to prepare a practice lesson for students.
4. The immediate feedback system is not properly followed in school time.
5. The school is not co-operate to internship and co-curricular activities.
6. There is no sufficient time for action research experiments.

RECOMMENDATIONS :

Observing the conclusions of the research the following recommendations are made -

Recommendation to U.G.C., N.C.T.E., N.C.E.R.T., Secondary School Section and Headmasters Association.

1. The Teacher Education Colleges should commence on 20th May, every year so that student-teachers will be able to complete their micro lesson in first week of May and go for practice lesson thereafter.
2. The Teacher Training College should have their own co-operating schools to enable experimentation.
3. There should be a committee for organising practice lesson at University level, its member should be selected from the Teacher Training College, Co-operating schools and Educational officer at secondary level to enable ease in organising practice teaching.
4. Teacher Education is a combined responsibility of Teacher Education at Colleges and Co-operating schools, this should be informed to all schools by an official circular.
5. The School intership programme's period should be increased and this programme should be arranged in month of June, July and August. Its extensive planning should be done by Teacher Training Colleges and Secondary Schools committee.

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