

International Multidisciplinary
Research Journal

Golden Research
Thoughts

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RNI MAHMUL/2011/38595

ISSN No.2231-5063

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

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ISSUES AND REMEDIES OF OFF-CAMPUS IN PRACTICUM IN TE



A L Nisarta

INTRODUCTION

The Integration between theories and practical work in Practice teaching is widely needs in current scenario. Universities are required to enhance the recruitment prospects of graduates, to follow their employment, to maintain contacts with alumni and alumnae and to promote their feedback of study programme, as well as to examine employers' responses to programmes (see e.g. Green 1994; Kell and Stenqvist 1995; Sanyal 1987). Practice teaching is also emphasizing on knowledge transition among student-teachers through experience based work. This can lead more effective result in practice teaching. "giving students the tools with which to reflect and learn from experience" (Thorne 1995, p. 184). In the field of practice teaching it is considered extremely important to provide student-teacher with off-campus experiential training like class-room activities, teaching experience in various subject and also different level, assignment works, organize such kind of competitions for the students, other experience

Abstract

Teacher education is a core part of education system and it is established fact that if we want to bring quality in education it is must to bring quality in teacher trainee programme. All the activities carried as a training part of teacher training are important, but off campus has its own value. Now a day, off-campus is facing problem for its existence. Keep in mind this thing, some issues regarding off campus programme are discussed in this paper. Moreover, some remedies also suggested. It can be a helpful step to solve some problems in the field of practicum in TE.

Keywords : Issues and remedies, off-campus, practicum, TE,

Short Profile

A L Nisarta is working as an Assistant Professor at Department of Education in Maharaja Krishnakumarsinhaji Bhavnagar University, Bhavnagar (Gujarat). He Has Completed M.A., M.ed. GSLET. and Ph.D. He Has Professional Experience 9 Years and Reserch Experience 7 Years.

work placements where neither appropriate tasks nor competent supervision were available. The purpose of practice teaching is to increase skills among student-teachers related to teaching, training, learning and administration of the institution. The role of teacher education and practice teaching is to maintain quality and increase innovative techniques in both of above and also to make qualitative work in the said field. The conceptual and theoretical learning made under various courses would not transfer to the real classroom/school context unless one

like administration of a school etc. According to Valo (1999) almost all the students felt positively about their practicum as a whole. Most commonly they reported that the practicum had provided a challenging and rewarding learning experience. They appreciated the opportunity to work with 'real people' on tasks of real value. They had enjoyed the practicum and learned a great deal. The few utterly critical voices arose from unfortunate

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makes specific attempts at applying them in relevant contexts. The school based practical would also include opportunities for planning and implementation of learning experiences and strategies and reflecting on their appropriateness and effectiveness NCTE (2010).

The aims of the paper is to discuss on the practice teaching issues, and suggest some remedies for the suggested problems in terms of off-campus activity. The main purpose was to identify critical factors affecting student-teachers' experience and learning outcomes of a practice period (off-campus) naturally the study was also determine some effective remedies for experience based suggestions from teacher educators and student-teachers regarding off-campus.

WHAT IS MEAN BY OFF-CAMPUS?

We all know that teacher education is now widely indentified as professional preparation of teachers and practice teaching is a part of the process. Preparing one for a profession is a challengeable task it involves action multiple skills and prospective. A profession is characterized by sufficiently long period of academic training. The off-campus is scheduled in second term from the students point of view, experience based learning should at applying the knowledge and skill of teaching, learning and class-room management in off-campus work, gaining insight into the real experience related to school activities, career prospects in teacher education, increasing contacts with teachers, and motivation to further teaching work.

In practicum of TE, students learn skills and knowledge different from those they learn in on-campus university courses. According to Eraut (1988), they learn, for instance, situational knowledge and knowledge of people, as well as process knowledge (i.e. how to things and get them done). They also gain control knowledge (i.e. self-management, self-awareness, sensitivity, self-knowledge of courses of action

that might be appropriate in work). During a practice fragments of information may be integrated in to whole, tacit knowledge may be imparted, and previous knowledge may be appropriated in the most holistic manner. (Lonerger and andreser 1988).

Teacher training is providing some learning spaces through practice teaching. It is related to self identity, human relationship, assumptions, beliefs and attitudes. They could explore the meaning of ethics and values for teaching profession, analyze and observe the impact of competition in personal and social life, observe the role of a teacher in establishing relationship with children and as a communicator. Hence off-campus is very useful task work for all student-teacher which now undergoing as trainee.

Reflection in practice teaching is a useful method of enhancing the off-campus experience for pre-service and in-service students. Obviously, off-campus is designed to offer students in professional degree programs experience prior to entering their careers. However, the classroom component that accompanies off-campus can have value for in-service students as well. The course can require a systematic and structured consideration of a career position and daily professional practice that does not usually take place on a regular basis once individuals become involved in their careers. Reflection in practice is recognized as a useful problem-solving tool, which it is. However, its usefulness can go far beyond that and assist in enhance performance when used appropriately. The off-campus experience offers the perfect learning environment in which current and future public administration professionals can learn a performance enhancement technique that can serve them well throughout their careers.

ISSUES DURING OFF-CAMPUS

Training for teachers is quite more difficult in terms of time duration, practical work

of class-room and some other problems is affected to whole training programme. But in current time we all know that our educational pedagogy has been move on practical based work in all kind of curriculums. In western countries they are more emphasis on practical work in each training programme. Hence they are more effectively done a good work in their field. But we are failed on said effective work because of our system is not properly work for it. Teacher education is basically integrate with all kind of subjects hence some of good impact on whole education system and some factors are affected to much worry for teacher training and practice teaching. In present paper I have determine some issues of practice teaching which has been suggested by student-teachers and teacher educators. They all are connected with teacher training. This issue has been suggested after finished off-campus programme in various colleges for teacher education.

The several problems are come-out from the point of practice teaching issues. Like policy development, contractual relationship, institutional control, financial arrangements, transportation considerations, in-service training of co-operating school system and followup service for graduate teachers chabe (1959). That's problems are come from the off-campus related issues in undergoing teacher education practice.

- Co-ordination between schools and teacher education institutions is note good
- Why it is important activity for student-teacher perspective? Different kind of understanding, lake of intimacy among teacher education institutions
- There is no accuracy in time duration for off-campus in training programme. Different kind of time duration has been choosing by the institutions.
- Lake of support from local society and local staff towards student-teacher acceptance, activities

and planning

- Irresponsibility's of teacher educators
- Lake of maturity among teachers and trainees
- More expectations from school teachers to student-teachers
- All teacher are free when off-campus is going on in any school
- During the off-campus programme limited activities has been done by student-teachers like class-room activities but can impart more activities for batter understanding among trainees.
- There is no availability any evaluation planning related trainees work

The above said issue is shown in undergoing training programme of teacher education. The above issues are come-out from the teacher educators which are working now as teacher educator in different colleges and also student-teacher prospect is also simulated in those above issues. There are many other problems is also we can search but here only off-campus activity related problems are directed.

REMEDIES FOR OFF-CAMPUS

Practice teaching activities are most important part of any institution which is concern with teacher training. It's like a heart of whole training programme. Every institute is now trying to establish relation to society concern peoples, organizations for its batter development. Off-campus is one of the batter techniques for evaluation process of any institution.

Co-ordination between schools and training colleges every teacher education institute has to need any schools for practice teaching. But there is no coordination among both institutions. We have to develop such kind of administration which can be work on both effectively.

Determine the important of the programme key elements of that prectica is to impart real teaching skills among students, to

develop better understanding related the basic issues in school atmosphere, trainees have to realize that original school situation. For that we can develop one guideline for this kind of practical work done in teacher education colleges. That can be very useful for batter understanding regarding off-campus.

Informality in timing in off-campus for all institutions time duration and selection of time is quit affecting to practice teaching many universities and colleges are determining to chosen time upon school management. On this matter we can find appropriate time which is suitable for both of schools and teacher education institutions and it would be the useful for us to maintain accuracy in thus activities.

Supportive activities for trainees during off-campus many students are feel unsupported from the local staff and local community. Teacher educators have to provide all type of information related to off-campus place it can be very appropriate for all trainees. Some local place related activities have been also developing in terms of teaching profession.

Responsibilities of teacher educators teaching of trainees is best business for teacher educator's but sometimes they have to deliver work from student-teachers and other people. During this different task many teachers take too lightly for that effectiveness is poor down from any work. Teacher training institute have to train their teachers to be a responsible in experience based teaching experience. Unfortunately some students also had unpredictable behavior during this practica. To remove this problem from off-campus it is mostly need to joint all local teachers those are work in any schools.

More expectations from school staff this issue basically come out from the student-teachers during off-campus programme many teachers are expect more teaching experience do to teaching context. Some activities should be given to school teacher that's they can feel their usefulness in this programme. Many other expectations are also from trainees like to do co-

curricular activities during practice period, some of teachers have distributes some units. It can be limited from trainee's point of view. When practice is going on in any school the teacher should be observe to all the trainees how going on with her experience? Teacher should give some suggestions on the basis of their experience.

Evaluation of the programme this is very important factor of core off-campus programme. We have not developed any clear indicators for batter evaluation during the programme of trainee. It is depend on teacher educators. We have to develop some indicators to evaluate core programme as objective evaluation and it is the basic need for quality maintain in practice teaching. The teacher should be aware from the specific evaluation strategy. It is also very helpful for sustain objectivity in trainees related evaluation in practical work.

All above remedies has been determine by the discussion based and also collected opinion from teacher educators and student teachers who is working with this field and students who is currently part of this programme. These suggestions can be applying in our institutions for deliver good training to the all student-teachers.

CONCLUSION

Teacher training programme is a very complex programme compare to other, and off campus is a very effective activity in the training. It carries many aims itself. In this paper, author has discussed regarding some burning issues related to off-campus and showed some remedies about it. Off campus has its own value to give training to the teacher trainee. If we want to exist off campus in our present setup of teacher trainee programme, it is must to solve the issues given before.

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