

CHAPTER IV

ANALYSIS AND INTERPRETATION OF  
THE DATA OBTAINED

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As indicated in the previous chapter, this chapter deals with the analysis and interpretation of the data obtained in the investigation.

Before attempting the main problem "Student Teaching and Evaluation" Programme, it is worthwhile to mention in brief the present teacher training programmes at various levels in the three University areas i.e. Osmania, Andhra and Sri Venkateswara which are serving the three regions of the State Telangana, Andhra and Rayalaseema respectively and the recent developments in this aspect in the state in general.

A. Teacher Training Programme in the State in generali) Elementary Teacher Education:

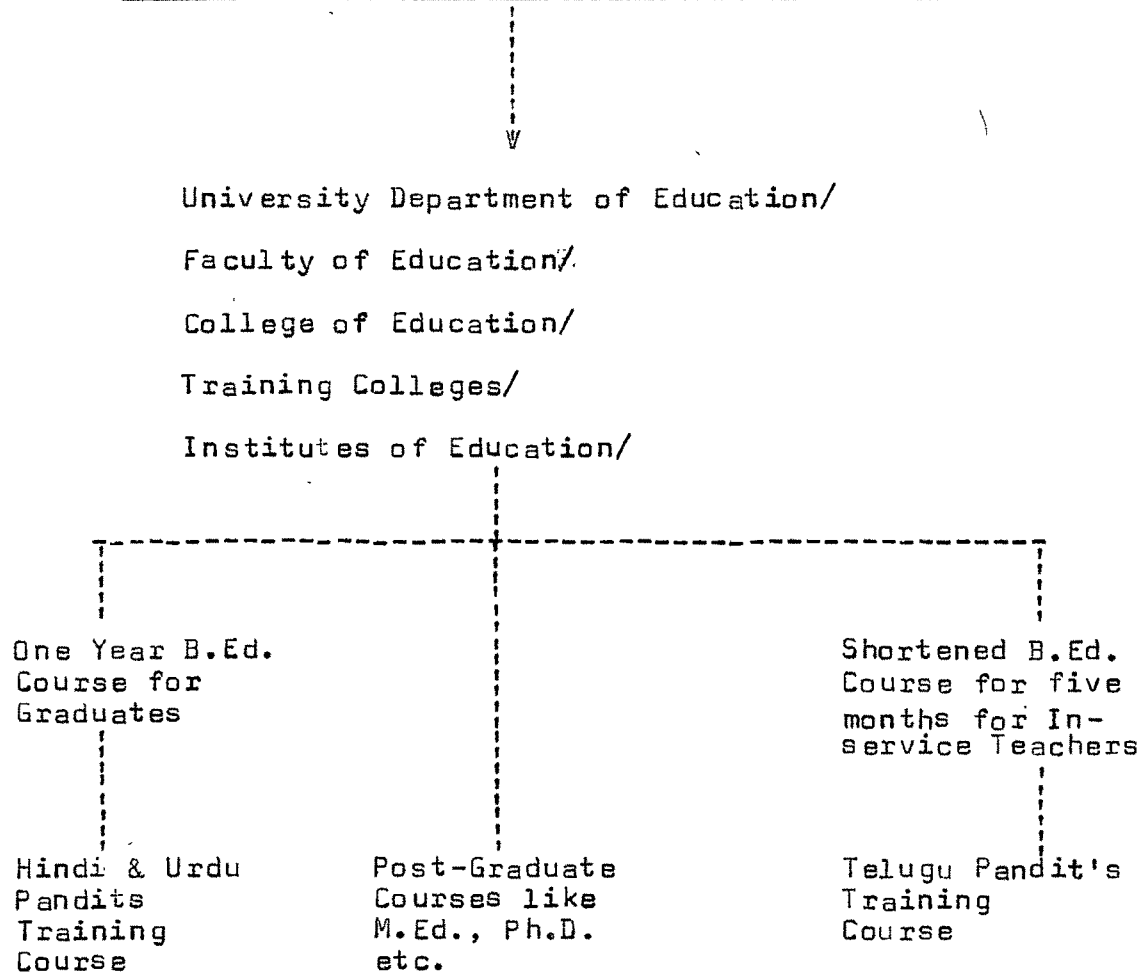
When Basic Education was accepted as the National Pattern of Elementary Education, Andhra Pradesh also started Basic Schools in the state along with other states. To ensure the supply of fully trained basic teachers for basic schools and to help in converting the traditional schools into basic pattern, all the schools in the state are converted into basic pattern. At the end of the third five year plan there were about 120 Basic Training Schools in the State. Since 1969 all the Basic Training Schools are kept in

abeyance due to un-balanced supply of trained teachers to the requirements of the elementary schools. Now, there is a proposal to revive the training schools, in the name of Teacher Training Institutions or Junior Training Colleges. The minimum entrance qualification, however, would, in the new scheme be a pass in the Intermediate Course.

ii) Secondary Teacher Training

With regard to the supply of teachers for the Secondary Schools, Colleges of Education are conducting B.Ed., course regular one year course for fresh candidates. Some Government Colleges of Education have conducted shortened B.Ed., course for five months for In-service teachers, who have got some teaching experience in schools and who have undergone Basic Training Schools Certificate Course already.

Besides B.Ed. Programme, some Colleges of Education and some University Departments of Education are conducting M.Ed. and Ph.D., Courses also. At present, there are 15 Colleges of Education and University Departments of Education in the State.

GENERAL PATTERN OF TEACHER TRAINING PROGRAMME

Recently, the State Government has expanded three Government Colleges of Education into Comprehensive Colleges of Education, one in each University area by upgrading the post of the principal and starting M.Ed. and other courses in them. They are situated at Hyderabad, Rajahmundry and Nellore respectively for the three regions i.e. Telangana, Andhra and Rayalaseema.

iii) Special Courses:

Besides B.Ed., Courses, Government Colleges of Education are conducting some special training courses for the teachers to meet the requirements of the Secondary Schools. Some Colleges are conducting Pandit Training Courses for Oriental Degree Holders in Telugu, Hindi and Urdu etc.

iv) S.C.E.R.T.

S.I.E. (State Institute of Education) which was established in 1963 as an academic wing in the Directorate of Education is expanded with more departments and became the State Council of Educational Research and Training and working as a miniature N.C.E.R.T. It is conducting many extension programmes for the benefit of Elementary and Secondary School teachers and has rendered yeoman service in the field of concept of, new evaluation programmes. It is also conducting orientation courses and refresher courses, seminars, group discussions and organising such other activities to keep the teachers abreast with the latest trends and techniques in the field of education.

a) Teacher Education in Osmania University Area (Telangana Region).

Osmania University was established in the Capital City of Hyderabad in 1919 by the then King Osman Ali Khan of the erstwhile Hyderabad State. Prior to the merger of Circars and Rayalaseema Districts of Andhra Pradesh in 1956 this

University was having Urdu as medium of instruction upto degree level in all faculties. The teacher training programmes for elementary and secondary schools were also in Urdu as that happened to be the official language under Nizam's rule.

i) Elementary Teacher Education:

Teachers for Elementary Education were prepared in the normal schools and it was traditional in nature.

- a) Middle Training: Candidates who had passed the Middle School Examination i.e. Seventh Class were given a Two-year Training.
- b) Tenth Class Training: Candidates who had passed Matriculation examination were given one year training.

The above courses were later on called E.G.B.T. & S.G.B.T. respectively in the Basic Education Scheme.

ii) Secondary Teacher Education:

To prepare teachers for secondary schools there were

- a) I.T.C. (Inter Training Class) for a period of one year after the candidate passes Intermediate examination. The test was conducted by the Department of Education.

b) Dip. Ed. (Diploma in Education) was given to graduates. This course was conducted by Osmania University. Prior to the introduction of this Course people were sent to Madras to undergo L.T. or B.T. Courses. Later on Osmania University started B.Ed., Course on its campus in 1934. Then the post-graduate courses like M.Ed., and Ph.D., were added to the Department and it offers courses for all teachers from the Telangana area. At present there are eight Colleges of Education in this University area - One run by the University, four managed by the Government and three run by private bodies.

b) Teacher Education in Andhra University Area  
(Andhra Region).

The seven districts of Andhra region are well advanced in many fields, particularly in the field of Education. A college was established at Rajahmundry, situated on the banks of the river Godavari, long back when it was in the Composite Madras State. Andhra University came into existence in 1926 and this College fell under the jurisdiction of this University. Andhra University is situated at Vizag, which happens to be a potential industrial City in India.

i) Elementary Teacher Education:

Middle Training: This course is conducted for students who pass VIII Class and the duration is two years.

T.S.L.C. This course is offered to students who pass matriculation and the duration is two years.

ig) Secondary Teacher Education

L.T. & B.T. Courses: Candidates with a degree in Arts or Science are eligible to undergo this course. The duration of this course is for one year only.

h) Teacher Education in Sri Venkateswara University Area (Rayalaseema Region).

This region was under the jurisdiction of Andhra University upto 1959 and on the establishment of Sri Venkateswara University at Tirupathi, a famous pilgrim Centre in India, it came under the jurisdiction of S.V. University, Tirupathi. This area is comparatively backward in educational and economic fronts. Efforts are being taken to improve this area.

i) Elementary Education: The responsibility of Elementary Education rests with the Department of Education.

E.G.B.T. & S.G.B.T. These courses are offered to students who pass VII and X Classes respectively and the durations are one year and two years respectively. The Education Department used to conduct the courses as well as the examinations. These courses are kept in abeyance as there is a surplus of these teachers.



ii) Secondary Teacher Education

The two training colleges viz. comprehensive College of Education, Nellore, Government Training College, Kurnool, offer one year B.Ed. Courses.

The Post-Graduate Department of Education at the University Campus of Tirupathi conducts Post-Graduate Courses.

B. GENERAL INFORMATION ABOUT THE COLLEGES OF EDUCATION.

To evaluate the work of the Colleges of Education, it is necessary to take into consideration certain preliminary aspects such as introductory data which includes year of establishment of the College, affiliation, management, nature of the institutions, their research wings, Extension Services, and a brief history of the institutions and their various stages of growth.

In view of the above facts a brief note on the Colleges of Education of the three regions is given below on the basis of the data obtained.

a) Brief History of Colleges of Education:

\*) Colleges of Education under Andhra University:

(i) Comprehensive College of Education, Rajahmundry:

On the basis of data collected one College of Education seems to be the oldest among all the Colleges. This is started in the year 1893, more or less on a basis comparable to that of a 'Comprehensive College' envisaged

by the Latest Education Commission with L.T. Secondary, Higher and Lower Elementary Grade Training Sections together with a Model School comprising Secondary and Primary classes for Practice-Teaching. Several changes have taken place in its growth. Now in addition to the regular B.Ed. Course, a Pandit Training Section, shortened B.Ed., M.Ed., Degree Courses are being run. It conducts in-service training through the Extension Service Department attached to it. Very recently a Science Workshop manned by experienced Science Teachers and American Peace Corps Volunteers has been attached to this College in order to give practical training to Science Teachers in improving equipment and aids, for better Science Education.

(ii) Andhra Lutheran College of Education, Guntur.

(iii) St. Joseph's College of Education for Women, Guntur.

These two colleges are established before 1956. They are fully equipped and are imparting good education since the year of establishment. The Lutheran College is meant for men and women whereas St. Joseph's College is meant for women only. Both are in Guntur District which is the most advanced district in education in the State. These two Institutions are run by Christian Missionaries catering to the needs of the Education Department in the State.

(iv) Maharaja's College of Education, Vijayanagaram.

(v) National College of Education, Masulipatam.

These two Colleges are established recently. The Maharaja College, Vijayanagaram is established with the donation of Vijayanagaram Maharaja. This is situated in the Eastern corner of the State. The other National College of Education is established very recently to cater to the needs of Krishna District on Private basis offering only B.Ed. Course. Thus, the five colleges of Education in Andhra University area are all well established and are functioning successfully.

## 2) Colleges of Education under Osmania University Area

(i) College of Education of Osmania University:

This College of Education is the oldest in Telangana area established before Independence. After many changes it has started its B.Ed. and M.Ed. Courses in the campus of Osmania University and very recently, it has started Ph.D. Courses also. It is serving the Department of Education by producing trained graduate teachers for the Secondary schools and conducting inservice training programmes with the help of its Extension Department. This is a University College under the direct control of Osmania University.

(ii) Government College of Education, Warangal.

This College was established in Warangal District Head Quarter by then the Government of Hyderabad before the formation of Andhra Pradesh in 1955 to provide training facilities for the inservice teachers to get the B.Ed. Degree to qualify themselves to teach in Secondary Schools in Telangana Area. This is the First Government Training College of erstwhile Hyderabad Government started in a District Headquarter even before starting a College in City Headquarters.

- iii) Government Training College, Hyderabad, 1959.
- iv) Government Training College, Mahabubnagar, 1970.
- v) Government Training College, Nagarjunasagar, 1970.
- vi) St. Ann's College of Education for women, Secunderabad, 1966.
- vii) A.M.S. College of Education for women, Hyderabad, 1971.
- viii) N.S.R. College, Hyderabad, 1972.

The above six colleges are established after the formation of Andhra Pradesh i.e. after 1956.

The first in this series is the Government Training College, Hyderabad, established in 1959 by the Government to train the in-service teachers and also fresh candidates for the requirements of Twin Cities and districts. After gradual development this College has expanded into a full-fledged Comprehensive College of Education in 1973 with many other courses besides the B.Ed. Course.

The two other Government Colleges of Education at Mahabubnagar and at Nagarjunasagar started in 1970 by the Government of Andhra Pradesh to prepare teachers for Secondary Schools. They conduct shortened B.Ed. Course also besides regular B.Ed. Course. These two Colleges are fulfilling the requirements of Telangana Region.

The three private Colleges of Education are established after 1966 among which St. Ann's College is the first of its kind started in Secunderabad and exclusively meant for women, preparing devoted women teachers for the girls schools throughout the Country. It has got a reputation of producing 100% results and Gold Medalists from Osmania University for six continuous years from 1967 onwards.

The next is the Andhra Mahila Sabha College of Education, Hyderabad, started in 1971. This is also meant for women. This Institution is also coming up. It is producing good results and serving the community by training able women teachers.

The last of the Colleges in Telangana Region which is very recently started in Hyderabad is the Neelam Sanjeeva Reddy College of Education under private management in 1972, which is preparing men and women teachers. These 8 Colleges of Education are working under Osmania University and preparing in all about 1200 teachers every year.

### 3) Colleges of Education under Sri Venkateswara University

#### i) Government College of Education, Kurnool.

This Government College of Education was established after the formation of Andhra Pradesh to cater to the needs of Rayalaseema Secondary Schools by offering the B.Ed. Course. Later on, other courses for Secondary Schools are started in view of the needs of the Schools. This is the first College in Rayalaseema Region. In the beginning, it was under the control of the Andhra University. Later on, after the establishment of Sri Venkateswara University in 1959 this College went under the jurisdiction of the Sri Venkateswara University.

#### ii) Government Comprehensive College of Education, Nellore.

This is the second college established by the Government of Andhra Pradesh in Rayalaseema area under the jurisdiction of the Sri Venkateswara University. This was in the beginning only a B.Ed. College. Later on, many courses were introduced in this College and very recently, it is expanded into a full-fledged Government Comprehensive College of Education along with the other Colleges, Government Comprehensive College of Education, Hyderabad with the facilities to start M.Ed. Course.

The two Colleges mentioned above are functioning successfully under the jurisdiction of Sri Venkateswara University. Thus a total of 15 colleges of Education are functioning in the State under the Jurisdiction of the three Universities.

b) ESTABLISHMENT OF THE COLLEGES OF EDUCATION.

TABLE NO. 2

Establishment of Colleges of Education

UNIVERSITY PERIOD	OSMANIA	ANDHRA	SRI VENKA- TESWARA	TOTAL
Before 1900	-	1 (1893)	-	1
Before 1947 (Independence)	1	-	-	1
Before 1956 (Formation of Andhra Pradesh)	1	2	-	3
After 1956	6	2	2	10
TOTAL	8	5	2	15

As evident from the table, one College is established before 1900 A.D. seems to be oldest one and is having good standing in the field of Education with its good reputation i.e. Government Comprehensive College of Education, Rajahmundry, established in 1893 which is the oldest College in the State and which was serving the Andhra Area in the Composite State of Madras. After a long gap of nearly 50 years, Osmania University started courses for secondary

teachers. Osmania University was established in 1919. However, B.Ed. Courses were started in its campus 15 years after its establishment. This is the second College of Education started before Independence in the erstwhile Hyderabad State and serving the entire state.

Three Colleges are started before formation of Andhra Pradesh, one at Warangal under Osmania University and two colleges of Education started by Missionaries in Guntur District. In the beginning, these two Colleges were one, but later they were bifurcated into two separate Colleges, one for men and another for women.

10 Colleges are established after the formation of Andhra Pradesh, out of which 7 Colleges are started after 1970 only. Among the 7, 6 colleges are in Osmania University area, and one in Andhra University Area. The other three which are established in Sri Venkateshwara University and Andhra University are having a standing of 15 to 20 years.

Thus, out of 15 Colleges of Education only 2 are old. 3 are established 20 years back and the rest of the 10 are very recently started. It means that 5 colleges out of 15 are old and 10 are new.

It may be concluded that the five old colleges might have developed some good pattern of Student Teaching and Evaluation, providing all facilities for it. The 10 new



colleges which are recently started might be considered as being still in the developing stage and trying for organising Student Teaching and Evaluation programme effectively.

### C. MANAGEMENT OF THE COLLEGES OF EDUCATION

To know the working condition of the Colleges of Education, it is necessary to consider the types of managements under which the colleges are working. As the managements are also responsible for the smooth running of colleges by providing equipment, men and material, data is collected in this regard.

TABLE NO. 3

#### Management of the Colleges of Education

UNIVERSITY MANAGEMENT	OSMANIA	ANDHRA	SRI VENKA- TESWARA	TOTAL
University	1	-	-	1
Government	4	1	2	7
Private Aided	2	4	-	6
Private Un-aided	1	-	-	1
TOTAL	8	5	2	15

According to the Table given above, only one college

out of 15 colleges in the State is under the management of University. 7 Colleges are under the Administrative Control of Government of Andhra Pradesh, i.e. 4 colleges in Osmania University area, 1 in Andhra University area and the remaining 2 colleges under Sri Venkateswara University area.

6 colleges are under private management and get aid from Government, Out of which 2 are in Osmania University area and 4 in Andhra University area. There is no private college in Sri Venkateswara University area.

There is only 1 college which is under private management and is un-aided by the Government. This college is under Osmania University.

The table reveals that if the 1 College of Education of Osmania University, which is a University College of Education is left out, the remaining 14 colleges may be divided easily half to half i.e. 7 and 7. 7 Colleges are under Government control and 7 colleges are under private management.

It may be concluded that 50% of Colleges of Education are under Government control, might not be in possession of good facilities like the other 50% of College of Education under private management.

According to the data obtained and on the basis of personal visits, the private colleges like St. Ann's College of Education, Secunderabad, Andhra Mahila Sabha College of Education, Hyderabad, Neelam Sanjeeva Reddy College of Education in Hyderabad City are having better facilities than the Government Colleges of Education. In the same way Andhra Lutheran College of Education and St. Joseph's College of Education in Guntur and the Maharaja College of Education, Vijayanagaram are also having very good facilities i.e. building, equipment etc.

It is clear that Government Colleges of Education are lacking in many ways in comparison with the Private Colleges. Naturally, these facilities will have their effect on the Student Teaching and Evaluation Programme.

#### B. NATURE OF THE INSTITUTIONS

TABLE NO. 4  
Nature of the Institutions

UNIVERSITY AREA NATURE	OSMANIA	ANDHRA	SRI VENKA- TESWARA	TOTAL
Co-Educational	6	4	2	12
For men only	-	-	-	-
For women only	2	1	-	3
TOTAL	8	5	2	15
Residential	-	-	-	-
Partly Residential	-	2	-	2
Non-residential	8	3	2	13
TOTAL	8	5	2	15

As the nature of the Institution also will have its effect on the College programme, it has been thought better to collect some information about this aspect. The Table No.4 reveals that out of 15 colleges in the State, 12 colleges are co-educational. Only 3 colleges are exclusively meant for women. Thus, it shows that majority of colleges are having co-educational classes where men and women can study and exchange their views and share their experiences, whereas only 3 colleges are exclusively for ladies and so they may not have chances of exchanging their views with their opposite sex.

It may be concluded that in the majority of Colleges of Education, men and women are studying together and have got the scope of exchanging their views, share their experiences. This is a good sign of mutual understanding of their Educational problems.

Further, the table reveals that no college is purely residential. This is a deficiency. Only 2 colleges are partly residential. This also seems to be not a good sign. 13 Colleges are non-residential. It means that the majority of Colleges of Education are non-residential in nature. This also is not a good sign for educational progress.

It may be concluded that there are no opportunities for the trainees to meet one another out of their college hours to discuss the problems of education and clear off their doubts during their stay in the Hostels.

e. EXTENSION SERVICES

To strengthen the instruction in Secondary Schools some Colleges of Education have provided extension service programmes in their Colleges. These extension service units or departments will conduct programmes of in-service training refresher-courses and action research relating to educational problems. They will undertake seminars, work-shops on important aspects of B.Ed. Programmes like student teaching and evaluation programmes which includes many practical items of B.Ed. Course. In view of the above objective, data is collected to know the extension facilities in the College of Education which has a direct influence and effect on the student teaching programmes.

TABLE NO. 5EXTENSION SERVICES

UNIVERSITY AREA	OSMANIA	ANDHRA	SRI VENKA- TESWARA	TOTAL
Extension Departments	2	1	1	4
Extension Service Unit	-	1	1	2
Separate Research Wing	-	-	-	-
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TOTAL	2	2	2	6
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The Table No.5 reveals that each University area is having 2 extension service wings. Out of 6, 4 are extension service Departments and 2 are Extension Service Units, functioning in the State. It, therefore, seems that less than half of the Colleges are having the benefit of extension services. As a matter of fact, it is essential that each and every College of Education should have either an Extension Department or Extension Unit, as a co-ordinating Body between the College of Education and the secondary schools with special reference to the development of teaching skills and have a rapport between the alumni of the Colleges.

It may be concluded that many extension service departments have to be started in Colleges of Education to look after the inservice programmes and extension work in education by providing atleast one extension unit in each College of Education to strengthen the Student Teaching and Evaluation Programme.

#### f) TYPES OF COURSES OFFERED

The Colleges of Education in the State are offering other courses also besides B.Ed. Programme. As these courses are also have an effect on the Student Teaching and Evaluation Programme and will strengthen. The data is collected and presented in Table No.6.

TABLE NO. 6TYPES OF COURSES OFFERED.

UNIVERSITY AREA	OSMANIA	ANDHRA	SRI VENKA- YESWARA	TOTAL
COURSES				
B.Ed.	8	5	2	15
M.Ed.	1	1	-	2
Ph.D.	1	-	-	1
Telugu Pandits Training	1	1	1	3
Hindi Pandits Training	1	-	-	1
Urdu Pandits Training	1	-	-	1
TOTAL	13	7	3	23

The above table indicates that 15 Colleges are conducting B.Ed. Course for one year. The other courses like M.Ed., Ph.D., Telugu, Urdu, Hindi Pandit Training Courses are conducted in Osmania University area, whereas Telugu Pandit Course is conducted under Andhra University and the Sri Venkateswara University.

The B.Ed. Programme and Telugu Pandits' Training courses are conducted in all the three University areas, while the M.Ed. Course is conducted in two Universities and

the Ph.D. in only one, i.e. the Osmania University. Urdu and Hindi Pandits' Training courses are also conducted in Osmania University area.

In short out of 23 courses 13 courses are conducted in Osmania University area and 7 in Andhra University area and 3 in Sri Venkateswara University area.

It may be concluded that many other courses have to be introduced in Andhra University and Sri Venkateswara University areas which are also important courses in view of the development of teaching skills specially designed for language teachers.

As the chances of exchanging views and sharing experience and conducting programmes in Student Teaching and Evaluation are beneficial in nature, it is better to have such training facilities in each and every College of Education.

#### g) REQUIREMENTS FOR ADMISSION TO B.ED. COURSE

Due to the growing demand for B.Ed. Course and the rapid expansion of Secondary Education in the State many young graduates and post-graduates are coming for this course and seeking admission in B.Ed. Therefore, to know the requirements for the admission to these courses, information has been collected from the Colleges to know the admission procedures.



TABLE NO. 7REQUIREMENTS FOR ADMISSION TO B.Ed COURSE

UNIVERSITY AREA	OSMANIA	ANDHRA	SRI VENKA- TESWARA
<u>REQUIRED QUALIFICATION</u>			
Minimum Qualification	B.A./B.Sc.	B.A./B.Sc./ B.Com.	B.A./B.Sc./ B.Com.
Teaching Experience	Considered	Weightage is given to experience	Weightage is given to experience
Age	- Below Thirty years -		
Admission Test	No admission test is held but all the Universities follow merit system.		
Interview	All Universities conduct Interviews.		
Reservations	All Universities follow the under- mentioned pattern in reserving seats for various categories of peoples based on the G.O. issued by the Government of Andhra Pradesh*		

* Scheduled Castes	... 14%
Scheduled Tribes	... 4%
Backward Classes	... 25%
Women	... 20%
For outstanding Sportsmanship and participation in co- curricular activities	... 5%
Defence Services and Territorial Army	... 3%
Physical handicapped	... 5%

Table No.7 indicates that the minimum qualifications for admission to the B.Ed. Course in all the three Universities is a Bachelor's Degree in Arts or Science. But Andhra University and Sri Venkateswara University are admitting Commerce Graduates and Post-Graduates also for B.Ed. Courses. Only Osmania is not admitting Commerce Graduates. This may be because they may join commercial services even after completing B.Ed.Course as they may have good chances of getting job in banks and in other commercial firms. Thus, training them as teachers is wasting their time and the efforts of the College.

A candidate's teaching experience is considered by all the Universities and weightage is given for this while selecting the candidates for B.Ed. Course. This is a kind of encouragement for the experienced teacher to get admission. All the Universities are following age restriction i.e. a candidate seeking admission for the B.Ed. must be below 30 years. This seems to be reasonable.

Regarding the procedure for admission, besides the required minimum educational qualifications, some colleges are conducting an entrance test besides <sup>Considering</sup> the marks. The table reveals that almost all colleges are following the merit at the degree level. But very recently Osmania College of Education has conducted an entrance test and selected the candidates on the basis of performance in the entrance test.

Also all Universities are conducting Interviews before the selection to assess the personality and suitability of the candidates to the profession. Reservations in selection is followed as per G.O. issued by the Government of Andhra Pradesh by all the Universities.

It may be concluded that except Osmania University the other two Universities are admitting Commerce graduates in B.Ed. Course. Osmania also sometime back permitted the commerce graduates to the B.Ed. Course. It is better to revive the practice.

Entrance tests may be conducted by all the Universities to know the aptitude of the candidates for the profession and their general knowledge and language abilities as it is being done in Osmania College of Education to get suitable candidates for the Education Department.

#### h) STUDENT POPULATION

To know the actual strength and demand for the B.Ed. course in the present day, needs from various angles the data is collected.

TABLE NO. 8STUDENT POPULATION(1973-74)

UNIVERSITY AREA	OSMANIA	ANDHRA	SRI VENKATESWARA	TOTAL
No. of applications received	6500	4800	1500	12800
Sanctioned strength	1200	600	200	2000
Strength at the beginning of session	1200	600	192	1992
Strength at the end of session	1150	540	180	1870
No. of candidates deputed by Government	450	150	40	640
Deputed by Schools	170	80	50	300
Freshers	500	320	95	915
Others	80	50	7	137

It is clear from the above table that the applications received from the candidates are 12,800 as against the total of 2,000 available seats in all the College of Education in the State. This shows the demand is 6 times more than the number of seats available. Demand for admission is 5 times in Osmania University 8 times in Andhra University and  $7\frac{1}{2}$  times in Sri Venkateswara University, <sup>and</sup> totally 6 times of sanctioned strength, which is quite encouraging.

Out of 2,000 seats 1,992 are admitted, only 8 have not joined the course. As evident from the table, there is a difference of 122 between the beginning strength and ending strength. These 122 candidates will come under drop-outs. They might have left during the course, due to various reasons. The number of drop-outs is almost proportionately equal in all the three Universities.

Out of 1,992 candidates admitted, 640 candidates are deputed by the Government of Andhra Pradesh. Nearly one third of the sanctioned strength i.e. 300 candidates are deputed by schools. This is one by sixth of the total strength. 915 candidates are freshers. This is half of the sanctioned strength. 137 candidates are others. It is one by fifteenth of total strength.

It is revealed by the <sup>above</sup> analysis that demand from the fresh candidates for B.Ed. Course is more than from other categories. This indicates that many fresh candidates are willing to enter the teaching professions which is a healthy sign. Deputed candidates by the Government and other private schools make up half of the sanctioned quota. This is also quite a good number to enable teachers to qualify themselves and get acquainted with the latest techniques for teaching in secondary schools. The rest of the 137 candidates who are interested in teaching degree, join the B.Ed. Course preferring <sup>the</sup> teaching profession.

It may be concluded that there is a good demand for B.Ed. Course and that the rate of present strength seeking admission is equal from the fresh and the inservice candidates. ~~Some~~ More Colleges are required to meet the demand for the B.Ed. Course in the State.

i) B.Ed. RESULTS

TABLE NO. 9.

B.ED. RESULTS ( 1974).

UNIVERSITY AREA	OSMANIA	ANDHRA	SRI VENKA- TESWARA	TOTAL
NUMBER APPEARED				
A) Theory	1150	540	180	1870
B) Practicals	1150	540	180	1870
NUMBER PASSED				
A) Theory	925	520	150	1595
B) Practicals	1150	540	180	1870

To know the wastage in education separately in B.Ed. Course it is thought better to know the stagnation aspect. The table ~~above~~ shows the results of the B.Ed. Course according to the statistics supplied for 1974.

In all, 1870 candidates appeared for theory and practicals through Osmania, Andhra University and Sri Venkateswara Universities. In all the three University areas, 100% appeared for both the theory and practicals. But the results show that while all the candidates passed in practicals which is 100% pass, only 1595 candidates passed in theory and 275 candidates failed ~~in~~, 85% passed in theory and 15% failed.

It indicates that student teachers are good at practicals in all the three Universities and with equal proportion of failure in the theory aspect of B.Ed. Course. This shows that attention is required to be paid <sup>to</sup> the teaching of theory programme in B.Ed. Course which may be checked up <sup>for</sup> strengthening instruction in B.Ed. Course. On the whole, the total percentage of passes is quite encouraging.

#### j. STAFF POSITION.

To know the pattern of the staffing position of the three university areas which has ~~an~~ definite effect on the Student Teaching programme, the data is collected and presented in the table.

TABLE NO. 10

STAFF POSITION

CATEGORY	SCALE OF PAY	QUALIFI- CATIONS PRESCRIBED	NUMBER OF POSTS			TOTAL
			OSMANIA	ANDHRA	S.V.U.	
Principal	1300-1700/ 1100-1500	M.A./M.Sc.+ M.Ed.	8	5	2	15
Professor		M.A./M.Sc. M.Ed+Ph.D	2	1	1	4
Reader	750-1250	M.A.+M.Ed.	4	2	-	6
Lecturer	400-800	M.A.+M.Ed.	15	8	6	29
Asst. Lecturer	300-600	M.A.+M.Ed. M.A.+B.Ed.	50	40	20	110
Tutor	250-400	M.A.+B.Ed./	12	8	6	26
Demonstrators		B.A.+B.Ed/ B.Sc.+B.Ed				
Instructor	200-500	Diploma in the concerned Art/Craft	4	4	2	10
TOTAL			95	68	37	200

As evident from the table the staff position is almost the same in the three Universities. Principal will be the Head of the college with M.A., M.Ed. minimum qualification. Some are having Ph.D. degree. Professors posts are also created where there is M.Ed. and research



courses are introduced. They are given the grade of Rs.1100 to Rs.1500 or Rs.1300 to Rs.1700. In colleges which are having only the B.Ed. course, the principal is given only Rs.750 - Rs.1,250. The Readers in the University Education Department are also in the scale of Rs.750.1250. The lecturers in all the colleges and University Department are given Rs.400 to Rs.800 scale. Assistant Lecturers Rs.300 to Rs.600 scale and tutors and demonstrators and instructors are given Rs.250 to Rs.400 and Rs.250 to Rs.500 respectively. The total staff including tutors and instructors are 200 in the 15 Colleges of Education. The total strength of the colleges according to the table No.8 is 2000. The pupil teacher ratio will be 10 : 1 which is quite reasonable in the light of the workload of each lecturer in the College of Education. The minimum qualification for an Assistant Lecturer and Lecturer is prescribed as M.A., M.Ed. in all the three Universities. This will create efficiency in teaching which may yield good results in B.Ed. course.

#### 6. OBJECTIVES OF STUDENT TEACHING

To know the actual position of the working of any programme it is essential that the views of the respondents should be presented on objectives, theory and implementation of theory into practice, so that it may be known that upto what extent the actual field workers are aware of the purpose of the programme. It is also important to know whether the

various groups of respondents on the basis of their positions differ or agree on the objectives of the programme and according to them what is the order of importance of each objective.

Keeping in view, the above considerations, the data with regard to objectives are analysed and presented with a view to draw valuable inferences on the basis of discussions and interpretation made from various possible angles. First of all, a discussion on the objectives on the basis of the data is given.

a) Perception of Personnel involved

TABLE NO. 11  
(Perception of Personnel Involved)

S. No.	OBJECTIVES	TOTAL RESPONDENTS (430)		
		RESPONSE	PERCENTAGE	RANK
1.	(a)	352	82	5th
2.	(b)	430	100	1st
3.	(c)	355	80	6th
4.	(d)	430	100	1st
5.	(e)	430	100	1st
6.	(f)	322	78	7th
7.	(g)	430	100	1st
8.	(h)	410	95	2nd
9.	(i)	390	92	3rd
10.	(j)	370	86	4th

It is evident from the table given above that all the objectives given in the questionnaire were considered as important by all the persons involved in the programme because the range between the highest and lowest percentage of frequencies lies between 78 and 100. Hence, the difference is only in the extent of their importance. The order of objectives according to their degree of importance as viewed by all the persons involved are presented below. Besides, the objectives suggested, one staff member suggested two more objectives which are included at the end and these are also considered and written along with the given objectives but they may not come in the way of analysis and interpretations as only one teacher suggested them.

b) Discrimination of objectives

Discrimination of objectives on the basis of position of the personnel involved.

S.NO.	OBJECTIVES	RANGE OF PERCENTAGE	SCALE
1.	b) To provide the Student Teacher with an opportunity for theory to be applied in the practical situations.	100	Most Important
2.	d) To provide the Student Teacher with an experience of success in the teaching situation so that he acquires confidence	100	Most Important
3.	e) To provide an opportunity in the practical teaching situation for the extension and deepening of the student's self-knowledge	100	Most Important

4. g)	To provide the Student Teacher with opportunities for developing power of organization.	100	Most Important.
5. h)	To provide an opportunity for the student to develop and display qualities of adaptability and sensitivity appropriate to the school situation	91 - 99	More Important
6. i)	To provide the Student Teacher with an opportunity to becoming a part of the school community	91 - 99	More Important
7. j)	To provide for the interchange of ideas and methods between school and college staff and students	81 - 90	Very Important
8. a)	To provide the Student Teacher with an opportunity of establishing an appropriate teacher-pupil relationship with children	81 - 90	Very Important
9. f)	To provide the Student Teacher with practical experience in schools which will reveal some of the problems of discipline and enable him to develop personal methods of control	71 - 80	Important
10. c)	To provide an opportunity for evaluating the students' potentials as teachers and suitability for the teaching profession.	71 - 80	Important
11.	To develop a taste for teaching	1	considered.
12.	To overcome certain hurdles to become successful teachers	1	Considered.

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To know the extent of importance of the objectives of the Student Teaching programme more clearly, the opinions of all the persons involved have been divided into four categories. But as the data indicate, principals, staff and trainees do not agree in <sup>regard to</sup> the extent of importance of the objectives of the programme except in respect of the four (b, d, e, g) which have been considered most important by all, as the percentage and rank given to them on the basis of the principal, staff, trainees, separately tallies in toto. But in the case of other objectives all the other categories do not agree with each other. To show the agreement, of views of all the three categories, the objectives are again presented in a table.

b. Distrimination of Objectives:TABLE NO. 12.DISCRIMINATION OF OBJECTIVES ON THE BASIS OF THE  
POSITION OF THE PERSONNEL INVOLVED IN THE PROGRAMME

S. NO.	OB- JEC- TIVE	PRINCIPALS (15)			STAFF (165)			STUDENT TEACHERS (250)		
		RES- PON- DENTS	PER- CENT AGE	RANK	RES- PON- DENTS	PER- CENT AGE	RANK	RES- PON- DENTS	PER CENT- AGE	RANK
1.	a	15	100	1	165	100	1	172	70	5
2.	b	15	100	1	165	100	1	250	100	1
3.	c	15	100	1	165	100	1	142	60	5
4.	d	15	100	1	165	100	1	250	100	1
5.	e	15	100	1	165	100	1	250	100	1
6.	f	15	100	1	165	100	1	142	60	6
7.	g	15	100	1	165	100	1	250	100	1
8.	h	15	100	1	165	100	1	230	92	2
9.	i	15	100	1	165	100	1	210	84	3
10.	j	15	100	1	165	100	1	190	76	4

As is clear from the table given above objectives b, d, e, g, may again be considered as most important in view of the fact that Principals, Staff and Student Teachers have agreed separately. Hence, all these four may be considered on Top Rank. The rest of the seven objectives are agreed <sup>to</sup> by the Principals and staff in toto giving the same importance taking as important objectives. But, all the Student Teachers could

not agree to the same with regard to the other objectives. As the principal and staff who are more experienced and possess better understanding than student teachers who are supposed to be beginners, the ranking orders may be given to the rest as follows:

b, d, e, g; h, i; j, a; c, f;

c. Discrimination of Objectives on the basis of University areas.

After discussing the importance of the objectives given by the personnel involved in the programme on the basis of their ranks, University area-wise, the data is represented in the Table.

TABLE NO. 13

DISCRIMINATION OF OBJECTIVES ON THE BASIS OF  
UNIVERSITY AREAS

S. No.	OBJEC- TIVES	OSMANIA UNIVERSITY			ANDHRA UNIVERSITY			SRI VENKATESWARA UNIVERSITY		
		RES- PON- DENTS 227	PER- CENT- AGE	RANK	RES- PON- DENTS 140	PER- CENT- AGE	RANK	RES- PON- DENTS 63	PER- CENT- AGE	RANK
1.	a	227	100	1	92	66	5	33	55	5
2.	b	227	100	1	140	100	1	63	100	1
3.	c	200	90	2	92	66	5	30	50	6
4.	d	227	100	1	140	100	1	63	100	1
5.	e	227	100	1	140	100	1	63	100	1
6.	f	200	90	2	92	66	5	30	50	6
7.	g	227	100	1	140	100	1	63	100	1
8.	h	227	100	1	125	90	2	58	90	2
9.	i	227	100	1	110	80	3	53	85	3
10.	j	227	100	1	100	72	4	43	70	4

The above table indicates that the three university area, personnel have agreed on the importance of objectives. The Osmania University area response seems to be better than that of the other university areas and Andhra University area response is again found better than that of the Sri Venkateswara University area.



The previous table which has indicated that the principal and staff of all the three university areas have agreed in toto, but student teachers could not agree fully with the staff regarding the ranking of objectives. Only in the case of objectives c & f Osmania University trainees could agree with the principal and staff on the importance, whereas the Andhra University and Sri Venkateswara University student teachers could not agree with the importance of objectives a, c, f, h, i, j, in toto.

Thus, discussions have proved that all the personnel involved in the Student Teaching and Evaluation programme have <sup>a</sup>clear perception of the objectives of the programme and considered that almost all the objectives are important. All the principals and staff have agreed that all the objectives are most important. Only a few teacher trainees who are inexperienced could not agree with their elders in toto.

d) OBJECTIVES TO BE ATTAINED: (Through student teaching).

To know the perception of the personnel involved in the Student Teaching and Evaluation programme through which the objectives they have to attain during the period of student teaching are given and requested them to tick them on the basis of priority and the same is presented in a table. (Table-14)

TABLE NO. 14

OBJECTIVES TO BE ATTAINED.

S. NO.	I T E M	RESPONSE PERCENT	PERCENT- AGE	RANK
<u>I. Development of skills</u>				
1.	a. Skill in class teaching	430	100	1
2.	b. Skill in preparing instructional material	430	100	1
3.	c. Skill in effective oral presentation	430	100	1
4.	d. Skill in using appropriately the modern technique and device of teaching	410	95	2
5.	e. Skill in using effectively the A.V. Aids	390	92	3
<u>II. Development of Abilities</u>				
1.	a. Ability to communicate effectively	430	100	1
2.	b. Ability to direct thinking of pupils	390	92	2
3.	c. Ability to enlist cooperation of pupils and win their confidence	370	86	3
4.	d. Ability to apply his theoretical knowledge and ideas into practice	430	100	1
5.	e. Ability to represent and interpret facts correctly	430	100	1
6.	f. Ability to tackle class situations which require resourcefulness	370	86	3

S. NO.	I T E M	Response	Percent- age	Rank
<u>III. Development of knowledge.</u>				
1.	a. Knowledge of the subject matter	430	100	1
2.	b. Knowledge of methodology of teaching and goals to be realised	430	100	1
3.	c. Knowledge of the traits of an efficient and effective teacher	410	95	2
4.	d. Knowledge of the records to be maintained	410	95	2
5.	e. Knowledge of different types of tools for the evaluation of the pupils progress	430	100	1
6.	f. Knowledge of staff co-operation and co-ordination	410	95	2
<u>IV. Development of attitudes and interests.</u>				
1.	a. Development of proper attitude towards pupils and parents	430	100	1
2.	b. Positive attitude towards teaching profession and teacher's work	430	100	1
3.	c. Interest in teaching and improving professional competence	415	96	2
4.	d. Interest in guiding children in their growth	430	100	1

The Table No.14 reveals that Item (I) Development of Skills" and its (5) skills 'a, b, c, d, e, are almost accepted by all the respondents. Among these 5 skills, a, b, c, which are accepted in toto stand in first rank whereas d, and e stand in second and third ranks respectively.

With regard to Item (II) Development of Abilities, Abilities a, d, e are accepted in toto by all the respondents, whereas abilities b, c and f are not agreed to by all. Therefore, the order of importance will be as follows: a,d,e, first rank; b, Second rank; c and f third rank.

As for the Item No.(III) Development of knowledge, out of six points, 3 points a, b, e are agreed to by all and there is a slight disagreement with regard to the points c, d, and f. Therefore, the order of importance will be as follows:

a, b, c, I rank and c, d and f, II rank.

The IV item in the table is Development of attitudes and interests: It contains 4 points. Among the four, three points are agreed to in toto and one point is not agreed to by all. Thus, the sequence, will be on the basis of priority of importance of rank, will be as follows a, b, d, I rank and c 2nd Rank.

On the basis of analysis and interpretation made as above it may be concluded that all the four items and its points

are generally accepted by almost all the respondents and it is also agreed that development of skills, abilities, knowledge, attitudes and interests are attainable during student teaching programme.

#### D. PRE-STUDENT TEACHING ASPECTS

TABLE NO.15  
Pre-Student Teaching Aspects

I T E M	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY	TOTAL Percent- age
<u>a) Theoretical aspect</u>				
i) Lecturers on theore- tical aspects of lesson planning	8	5	2	15/100%
ii) Tutorials conducted for the lesson planning	8	5	2	15/100%
iii) Showing some specimen lesson notes	6	4	2	12/80%
<u>b) Practical aspects</u>				
i) Practice given in lesson planning	8	5	2	15/100%
ii) Preparation of aids relevant to the lesson	8	5	2	15/100%
iii) Practice in Blackboard work	6	3	1	10/66%
iv) Revision of content and review of referen- ce books	4	2	1	7/46%
v) School visits	8	5	2	15/100%

I T E M	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY	TOTAL PERCENT- AGE
vi) Simulations (arran- ging artificial training from among trainees)	2	1	1	4/25%
vii) Screening of films (any demonstration lesson given through screening of films on teaching)	1	1	1	3/20%
viii) Micro-teaching (any demonstration lesson showing on video tape)	NIL	NIL	NIL	NIL NIL

It is evident from the above table that in pre-student teaching the two important aspects, theoretical and the practical aspect are considered as important in the light of the response received from the Principals.

In the first aspect of theoretical side, two items (i) and (ii) are considered to be most important as they got 100% response. Only the last item i.e. (iii) aspect of showing some specimen lesson notes got 80% response, which therefore comes in the 2<sup>nd</sup> <sup>place</sup> in order of priority.

With regard to the practical aspect, out of 8 items, items (i), (ii), (v) are considered to be most important as 100% respondents agreed in toto. The rest of the five items are considered important by some of the personnel only, item (iii) i.e., practice in Black board work which is also one of the skills to be developed during the B.Ed. course got 4th rank, and item (iv) i.e., revision of content and review of reference books gets 5th rank. The other two items like simulations (vi) and screening of films (vii) got very poor response. The last item (viii) Micro-teaching (Use of Video tape) has got nil response. This makes it clear that the colleges are not using the modern techniques of teaching and making the student teachers to make use of modern instructional materials. Whereas in advanced countries like U.K. and U.S.A. some modern techniques like micro teaching, simulation, video tapes etc., are in use for the benefit of new teachers.

It may be concluded that the colleges are giving lectures, guiding in planning lessons and making the student teachers to prepare aids. They are asked to visit the co-operating schools to know the physical facilities etc., available in them, before starting actual student teaching programme.

a) Demonstration Lessons:TABLE NO. 16.Demonstration Lessons.

ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
a) NUMBER OF DEMONSTRATION LESSONS: PRESCRIBED	2	8	10
i) Before starting Student teaching	2	4	3
ii) During student teaching if needed		4	7
b) PLACE OF DEMONSTRATION LESSONS ARRANGED:			
i) In the college itself	2	1	1
ii) In the model school	4	2	1
iii) In the co-operating school	2	2	-
iv) Any other place	-	-	-
c) WHO GIVES DEMONSTRATION LESSONS:			
i) Method master of the College	8	5	2
ii) Other Lecturers of the College	-	-	-
iii) Subject tutor of the College	-	-	-
iv) School subject teacher	-	-	-
v) Any other school teacher	-	-	-
vi) Any others	-	-	-
d) Whether discussion takes place after the demonstration lesson is over	YES	YES	YES
e) Are the demonstration lessons open to all trainees or to the subject groups only	ONLY FOR SUBJECT GROUPS		



It is clear from Table No.16 that the number of Demonstration Lessons to be given are prescribed by the Universities as 2, 8 and 10 by Osmania, Andhra and Sri Venkateswara Universities respectively. These demonstration lessons are given before starting the student teaching programme. Except Osmania Colleges, other University Colleges are giving demonstration lessons in the beginning and during the Student Teaching programme in the B.Ed. Course. Whereas Osmania College demonstrate in the beginning and also whenever they feel it necessary for the benefit of the trainees. Fixing the number of demonstration lessons in their respective syllabi of all the three Universities is good. But it is essential, that whenever necessity arises, to give more demonstration lessons on the various aspects of subjects.

The item (b) is the place of demonstration lessons. Here, all the University Colleges differ from each other in this aspect. 4 Colleges are restricting themselves to college premises only. 7 Colleges are giving lessons in the Model Schools. 4 Colleges are demonstrating in the co-operating schools. It indicates that out of 15 Colleges only 7 Colleges are having their model schools, the rest are making arrangements in their respective colleges and nearby co-operating schools.

In Item (c) in the tables, the personnel who give demonstration lessons is the matter for consideration. The table reveals that all University Colleges in toto are following only one procedure. The Method Master of the College in the concerned subject is giving demonstration lessons as he is the concerned person under whose guidance the student teachers will complete their student teaching programme.

This seems to be a healthy practice. Of course, the Method Master is the guiding man, but any other experienced teacher, head teacher or any other college staff member who is interested in teaching can also give a demonstration lesson. This will involve all the teachers and make the programme rich and a combined effort.

The last items in the table (d), (e) relate to, who will observe the demonstration lesson either all the trainees of the college or only subject concerned group and whether any discussion will take place after the demonstration is over. The response for the (e) item is that only subject group trainees will observe the lesson as they are going to adopt the same method and specialize in it. No other subject students will attend the demonstration. The item (d), discussion after the lesson to clear the doubts of the students, all the colleges of the three

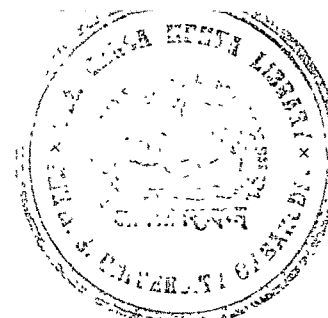
Universities are providing time to raise their doubts and get them clarified by the Method Master.

With regard to item (e), instead of permitting only the concerned trainees of one group to observe the lesson, it is desirable that other trainees of the College may also be permitted to observe the lesson to know the techniques of teaching even though it may not be their subject, because methods and techniques are common to all while only the subject matter differs.

By the above discussion, it may be concluded that besides fixing of the number of demonstration lessons to be given as high as possible additional lessons may be given as and when necessary. Many other college teachers and other experienced teachers from the Model or Co-operating Schools may be requested to demonstrate the lessons in the subjects in which they have specialised and are interested.

b) Guidance given in Lesson Planning:

Guidance which is the most important item in student teaching programme, specially in lesson planning, is taken into consideration and data is collected to that effect. To what extent guidance is given and what method or approach the trainees are asked to follow is presented in the following table.

TABLE NO. 17Guidance given in Lesson Planning.

ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
a) THE APPROACHES			
i) Herbartian	-	-	-
ii) Matter and method	-	-	-
iii) Activity/Project	-	-	-
iv) Objective and evaluation based	8	5	2
v) Any others	-	-	-
b) WHO CORRECTS AND APPROVES THE LESSON PLAN			
i) Method Master concerned	8	5	2
ii) Any other master of the College	-	5	2
iii) Subject tutor	3	3	2
iv) Subject teacher of co-operating school	-	-	-
v) Any others	-	-	-
c) Time provided in the regu- lar college time-table for discussion and approval of lesson plans	YES	YES	YES

Table No. 17 reveals that item (a), Approaches for the lesson planning, consists of 5 items. Among the five, the fourth item which is the latest approach, the objective and evaluation based, is followed by all the College of Education in the three Universities. Unit (b), who corrects and approves the lesson Plan, contains 5 items. The first item, i.e., the Method Master concerned corrects the lessons and approves the plan, stands first in the list, the (iii) item relating to subject tutors stand 2nd and the (ii) Item relating to any other master of the college correcting the lessons stands 3rd. This is good in one aspect. Method Master's correction in the beginning is quite essential. The subject tutors and later on, any other college staff member's correction is permissible. This is a kind of co-ordination among the college staff which facilitates the Student Teaching Programme in successful functioning. In the later stages the trainees need not wait for the Method Master, but can get it approved by some other staff members.

The last item in the table (c) is that whether time is provided in the college time-table to discuss the lesson plans and get them approved. All the Colleges have mentioned that they are providing time for tutorials and during that time lesson planning discussion, corrections are made and the lesson finally approved.

It may be derived from the conclusions that colleges are following the latest approach of objective based and evaluation method in lesson planning. Correction of lesson plans seems to be a co-ordinated approach, which is a good sign. Providing time for the discussions and correction of lesson <sup>plans</sup> is also a good system.

c) Objectives in Lesson Planning:

TABLE NO. 18.

Objectives in Lesson Planning

ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY...
<u>a) Objectives of the teaching Unit.</u>			
i) Spelling out general and specific objectives in relation to the teaching unit	8	5	2
ii) Defining the specific terms and objectives	8	5	2
<u>b) Knowledge of subject matter.</u>			
i) Knowing subject matter	8	5	2
ii) Analysing the concepts of the lessons	8	5	2
iii) Understanding the relationship among the various concepts	8	5	2
iv) Knowing the application of these concepts in daily life	8	5	2

ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
<u>c) Selection and Organisation of subject matter.</u>			
i) Selecting relevant concepts	8	5	2
ii) Arranging the selected concepts suitably	8	5	2
iii) Organising the content around the concepts	8	5	2
iv) Selecting suitable illustrations to exemplify their application in daily life	8	5	2
<u>d) Instructional material</u>			
i) Selecting the relevant ready-made teaching aids such as charts, models, filmstrips etc.	8	5	2
ii) Preparing the required improvised teaching aids	8	5	2
iii) Planning blackboard work	8	5	2
iv) Planning experiments suitably	8	5	2
v) Selecting the relevant reading material for the students	8	5	2
vi) Consulting relevant reference material	8	5	2

ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
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e) Teaching Technique:

i) Selecting suitable portions for teaching unit	8	5	2
ii) Planning suitable learning experiences	8	5	2
iii) Planning adequate and appropriate questions	8	5	2
iv) Preparing suitable and particular techniques of teaching	8	5	2

f) Community resources

i) Knowing the resources available in the community from the point of view of teaching	8	5	2
ii) Selecting resources relevant to the teaching	8	5	2
iii) Collecting adequate information about the selected resources	8	5	2
iv) Utilising the information suitably in planning the lesson	8	5	2



ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
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g. Assignment:

i) Knowing the purpose and characteristics of assignment	8	5	2
ii) Knowing different types of assignments	8	5	2
iii) Selecting suitable assignment for the lesson	8	5	2
iv) Planning the assignment	8	5	2

The above table reveals that all the colleges in the three university areas have agreed with the objectives of lesson planning given in the questionnaire. They have no difference of opinion in accepting the objectives in toto. All the items included in the table together with their specification are considered most important as all have agreed on this point. This is revealed by the fact that the objectives of lesson planning are agreed in toto by all the principals.

d) Observation and Criticism

In the programme of Student Teaching and Evaluation, observation and criticism have an important place. Therefore, time is given to the trainees to observe keenly lessons given by their fellow trainees and thus gain experience. Therefore, observation and criticism lessons are fixed by the Universities in their respective B.Ed. syllabi. In view of the objectives mentioned above, data is collected from the colleges to know to what extent the observation and criticism aspects are followed in their respective colleges.

TABLE NO. 19

Observation and Criticism

ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
a) Are trainees required to observe lessons	YES	YES	YES
b) Whose lessons:			
i) Demonstration lessons given by lecturers	8	5	2
ii) Demonstration lessons given by teachers	8	5	2
iii) Lessons given by trainees for simulations	8	5	2
iv) Any other	-	-	-
c) Do they observe with the help of any proforma	YES	YES	YES

ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
<b>d) Criticism of lessons:</b>			
How many criticism lessons are individual trainee required to give in each subject	5	10	15
i) During the course of student teaching	5	10	10
ii) Towards the close of student teaching	-5	-	-
iii) Before the final examinations	-	-	-
iv) At any time during the academic year	-	-	-
<b>e) How many lessons each trainee has to criticise of his own fellow trainees and in how many subjects</b>	5 (each subject)	5	40 Total
<b>f) Is there any proforma for criticising the lessons</b>	YES	YES	YES
<b>g) Are all these criticism lessons discussed in the classrooms</b>	YES	YES	YES
<b>h) Purpose of criticism lessons:</b>			
i) Diagnostic as well as remedial for the student teachers and professional growth during practice	8	5	2
ii) Appraisal of the student's achievements	8	5	2
iii) Any others	-	-	-

The above table indicates that item (a) is observed by all the colleges of Education. All trainees are required

to observe lessons. In item (b) all the colleges are making their student teachers to observe lessons, given by lecturers, teachers and also lessons given by their fellow student-teachers. As for the item (e) all the colleges are of the same opinion and <sup>are</sup> following the procedure that trainees will observe the lessons with the help of a proforma suggested by the Universities. This will help the trainees to fill up the proforma by observing the lesson very keenly and in an interesting manner and note the merits and demerits of the lessons observed by them.

Criticism of lessons by the trainees under Item (d) and points given, therein, all the colleges are following the number of criticism lessons as prescribed by their respective universities. Osmania has fixed 5 lessons, Andhra University 10 lessons and Sri Venkateswara has fixed 15 lessons. The trainees will observe and criticise the lessons as prescribed during the teaching practice period, before completing their lessons. Each trainee has to criticise (5) lessons of his fellow trainees in each method, in Osmania University and Andhra University, whereas a total of 40 lessons have to be criticised by the teacher trainees in S.V. University. The trainees are given a proforma for criticism and in which various aspects of the lessons are mentioned. This will guide the trainee in

the proper way of criticism. All the criticism lessons are discussed by the trainees after the lesson is over. This practice is followed by all the three Universities.

The purpose of criticism which has a diagnostic as well as remedial value for the student teacher and his professional growth and the appraisal of student's achievements, <sup>is</sup> ~~are~~ accepted by all the 15 colleges in toto.

Therefore, it is concluded that the observation and criticism, purpose, procedure and the number of lessons provided for it seems to be adequate and good. The only problem that remains is to follow them sincerely by the personnel. During the spot study and interview with some of the Student Teachers & Staff, it is learnt that they are filling the proformas as a ritual for the sake of formality and completing the record, submitting them to the college as a requirement without achieving any real goal. This seems to be a sad affair in our Colleges of Education.

#### E. ORGANISATION OF STUDENT TEACHING:

Organisation of student teaching is an important aspect in B.Ed. Course which is the practical aspect of the course. The results of the Student Teaching will depend mostly on the effective organisation of the Student Teaching. Therefore, complete data is obtained and presented in Tabular form for the <sup>purpose of</sup> interpretations and to draw<sup>ing</sup> inferences.

TABLE NO. 20a) Number of Lessons Fixed for Student Teaching.

S. NO.	ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1.	Number of subjects a trainee teaches during teaching practice	2	2	2
2.	Number of lessons in each subject	10+5	10	15

The table shows that the trainee will have to teach 2 subjects compulsorily in the B.Ed. Course and the number of lessons to be given in each subject varies from 10 to 15 lessons. Both Osmania University and Andhra University are having only 10 lessons in each method, whereas Sri Venkateswara University is having 15 lessons in each method. These items are mentioned in their respective syllabi. Therefore, these are all compulsory items to be followed in the B.Ed. Course. It is observed that these lessons are completed by the trainees as a formality and in a routine manner without achieving any objective. This has to be viewed seriously and the reasons for this have to be ascertained.

b) Organisation pattern of Student Teaching:TABLE NO. 21.Organisation pattern of Student Teaching

## Osmania University Area

PRACTICE IN VOGUE	DURATION OF THE PRACTICE	HOW IT IS ORGANISED	ACTIVITIES PERFORMED	PERSONS INVOLVED
1. Teaching Practice (dispersed lessons)	4 to 5 months	2 periods weekly in a co-operating school	--	College Staff
2. Block Teaching Practice	-	-	-	-
3. Internship	One month	15 lessons	All activities of School as a regular Teacher	College Staff & School Teacher
4. Any other Practice	-	-	-	-

Organisation pattern of Student Teaching

## Andhra University area

PRACTICE IN VOGUE	DURATION OF THE PRACTICE	HOW IT IS ORGANISED	ACTIVITIES PERFORMED	PERSONS INVOLVED
1. Teaching Prac- tice (dis- persed lessons)	5 months	One hour weekly in co-opera- ting School	--	College Teacher
2. Block Teaching Practice	2 Weeks	One period daily Teaching in any School of locality	Partici- pation in School activi- ties.	School Teacher, College Staff
3. Internship	-	-	-	-
4. Any other Practices	-	-	-	-



Organisation pattern of Student Teaching

Sri Venkateswara University  
Area

PRACTICE IN VOGUE	DURATION OF THE PRACTICE	HOW IT IS ORGANISED	ACTIVITIES PERFORMED	PERSONS INVOLVED
Teaching Practice (dispersed lessons)	5 months	1 hour weekly in each subject in co-operating School	-	College Staff
Block Teaching Practice	2 months	The Students will have to teach for 1 hour to complete the lessons	Observation and teaching practice and participation in school activities	School teacher and college staff
Internship	-	-	-	-
Any other practices	3 or 4 days	The teachers teach in the model school.	Teaching and observation	College Staff and teacher

It is clear from the table No.21 that the pattern in the three Universities seems to be similar in the organisation of Student Teaching. All the Colleges are having one or two periods weekly for Student Teaching in their time tables. This is spread over a period of 5 months from the beginning of the course. For this the College Method Master or Tutor or any college staff member will be involved for the supervision.

Block teaching practice is provided for 2 weeks in Andhra University and Sri Venkateswara University Colleges to complete the prescribed lessons in two methods and gain some experience while teaching daily one hour in the allotted co-operating schools.

In Osmania Colleges this kind of Block Teaching Practice, has been dispensed with and Internship for one month is introduced. During this one month the trainees have to teach 15 lessons as prescribed by the University. During this internship or 14 weeks Block teaching period the trainees have to participate in all the activities of the school to which they are attached. Broadly, during internship the trainees have to work as unpaid teachers in the Institution. And, in the end they should get a Certificate from the Head of the Institution that this internship is successful or satisfactorily completed by them.

This certificate will be a pre-requisite to appear for the final examination. During internship period all the concerned staff of the College and school staff will be involved in the programme to observe the activities of the trainees in the Institution and give guidance in learning many things in real school situations and thus see that the objectives of the internship are realised.

Going through the pattern of organisation of student teaching in the B.Ed. Course, it is found that everything prescribed is good. But during the spot study, it is seen that many trainees were not found serious about the programme. Some of the staff members of some colleges could visit only once or twice during the one month or 15 days period and complete the formalities and go away, treating the rest of the internship period as vacation, as the college classes are suspended during internship period. This is not good on the part of the lecturers who are entrusted with the work of supervision. This has to be checked up by making all of them conscious about their duty to make the programme a real success. Here integrity and sincerity are required for the personnel involved in it.

c) Nature of Schools available for Student TeachingTABLE NO. 22.

## Osmania University Area.

TYPES OF SCHOOLS	PURPOSES FOR WHICH USED		
	PRACTICE TEACHING	INTERNSHIP OR BLOCK PRACTICE	OBSER- VATION
1. Model School or Experimental School	YES	YES	YES
2. Practising School	YES	YES	YES
3. Co-Operating School	YES	YES	YES
4. Any other School	---	---	---

## Andhra University Area

TYPES OF SCHOOLS	PURPOSES FOR WHICH USED		
	PRACTICAL TEACHING	INTERNSHIP OR BLOCK PRACTICE	OBSER- VATION
1. Model School or Experimental School	YES	YES	YES
2. Practising School	YES	YES	YES
3. Co-operating School	YES	YES	YES
4. Any other School	---	---	---

## Sri Venkateswara University Area

TYPES OF SCHOOLS	PURPOSES FOR WHICH USED		
	TEACHING PRACTICE	INTERNSHIP OR BLOCK PRACTICE	OBSER- VATION
1. Model School or experimental school	YES	YES	YES
2. Practising School	YES	YES	YES
3. Co-operating School	YES	YES	YES
4. Any other school	---	---	---

As evident from the table No.22, model schools, practising schools and co-operating schools are used for the purpose of Student Teaching, Block practice Teaching or Internship or for observation. The three types of schools are used for the three purposes of student teaching. This is because one model school or practising school and one single co-operating school will not be sufficient to arrange all kinds of practical work for all the trainees of the college. Even if a college is having its own model school or practicing school, it may not cater to the needs of the college to implement all the different kinds of activities in that institution.

Therefore, the colleges are depending on 10 to 15 other co-operating schools in the locality.

At the time of interview with the Principals of Colleges of Education, it is revealed that many colleges are not having their own model or practising high school where they can do some experiments in student teaching. They are all depending on the local schools who are reluctantly allowing their trainees for all the practicals of B.Ed. Course.

It shows that these practical aspects of the programme in the various schools still remain as a formality. Therefore, some concrete work has to be undertaken by the authorities or managements to have their own model schools or adopt any local school as co-operating school, by providing facilities to it.

d) Nature of Assistance given by the co-operating schools.

Co-operating schools: Co-operation is one of the important aspects for the successful organisation and functioning of Student teaching and evaluation programme in the B.Ed. Course. These co-operating schools have to play an active role in this programme. They should give full co-operation to the colleges in allowing the trainees

to their schools as they are prepared for their schools only. Therefore the Heads of co-operating schools and staff of the Institution should be actively involved in the programme by giving all kinds of help and make the programme a success. The data collected to know the extent of co-operation that is being received from them is presented in the table below.

TABLE NO. 23

Nature of Assistance given by the Co-operating Schools

S. NO.	ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1.	Allowing trainees to their school for teaching practice	8	5	2
2.	Readily providing required subjects and classes for teaching	8	5	2
3.	Supervising the lessons	8	5	2
4.	Guiding the trainees in their lesson plans and other preparations	7	5	-
5.	Giving demonstration lessons	-	-	-
6.	Any others (Please specify)	-	-	-

The table reveals that all the colleges of the three University areas have mentioned that the co-operating schools are allowing the trainees to their schools for Student Teaching and providing required subjects and classes for teaching and helping in supervising the Lessons. For the above ~~tho~~ aspects in the table all the Principals mentioned that the co-operating schools are giving co-operation is quite reasonable on the part of the co-operating schools.

The 4th item, guiding the trainees in their lesson planning and other preparation, Osmania University and Andhra University Colleges mentioned that the co-operating schools are helping, whereas Sri Venkateswara University has returned a nil response in this aspect. The 5th aspect of giving Demonstration lessons and any other help is also found to be nil. Thus except in respect of the three items the schools are not co-operating in any other ways.

During the on the spot study and observation it is learnt that the co-operating schools are unwilling to allow the trainees. But only due to the orders of the Director of Public Instruction they are allowing the trainees reluctantly. The Heads of the Institutions expressed the view that Student Teaching will dislocate the school timetable and disturb in their school routine work as the trainees come there only to complete their rituals which does benefit either the trainees or the student of the schools. The Head Masters desired that while providing facilities for



Student Teaching, the schools should get some benefit with the latest techniques of teachings by the trainees for their school staff & children and some kind of novel things to their schools.

Therefore, it is better to provide some attractions to the staff and children of the schools, involving them in the programme on a reciprocal basis. This kind of reciprocal aspects are discussed later.

e) Nature of Orientation Given to the Co-operating School Teachers.

Before starting Student Teaching Programme, the Colleges of Education generally arrange some visits to the Schools for the trainees to know the whereabouts of the Institutions. This is not enough because this is a one-sided approach. Therefore, in the recent days it is customary to organise a conference or meeting of the co-operating school staff in the college to orient them in the programme in which they are going to be involved.

The table No.24 reveals the same.

TABLE NO. 24.

Nature of orientation given to the co-operating  
School Teachers

S.NO.	ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1.	Arranging orientation course or the conference in the College for the co-operating school HM and other co-operating teachers	1	-	-
2.	Providing with necessary forms required during student teaching including evaluation	8	5	2
3.	Providing information about each student	8	5	-
4.	Explaining their assignments well in advance	8	5	-
5.	Any others	-	-	-

It is evident from the table, that Item No.1, arrangement of orientation course or the conference in the college for the co-operating school, Head Masters and other co-operating teachers, is not at all done by the Colleges except by one college in Osmania University. This is not at all good on the part of the colleges.

Regarding the 2nd item of providing with necessary forms required, during student teaching, including evaluation, all the colleges are doing it. This aspect is very good. The 3rd and 4th items, providing information about each student teacher and explaining their assignments well in advance are followed by Osmania University and Andhra University Colleges of Education but Sri Venkateswara Universities is not having such a practice.

It seems that arranging a conference for all the co-operating school staff, which is most important, is not being done by <sup>any of</sup> the colleges except one and in the case of Sri Venkateswara University, <sup>it</sup> is not having practice of any of the items except one i.e. 2nd item. Therefore, it is found necessary that all the training colleges should arrange many programmes to involve school teachers and give them orientation in the aims and objectives of Student Teaching and evaluation programme and make them feel that this programme will benefit them in the long run and create rapport between <sup>the</sup> co-operating schools and <sup>the</sup> college.

f. Incentives provided for the co-operating teachers for their Assistance.

Incentives play a great role in any programme. The field workers have to be induced to make them get involved in the programmes and make it a success. As everybody wants incentives for the work he renders towards any venture, some

colleges are providing some sort of incentives either in cash or kind to those who are co-operating in <sup>the</sup> Student Teaching programme.

TABLE NO. 25.

Incentives provided for the Co-operating Teachers  
For their assistance

S.NO.	ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1.	Monetary incentive for supervision	1	-	-
2.	Paying TA & DA for visiting the College	-	-	-
3.	Arrange to appoint them as practical examiners	Rarely	-	-
4.	Encouraging for their academic and professional growth, by way of	-	-	-
5.	i) Providing college library facilities	-	-	-
	ii) Inviting them for extension lectures in the College	-	-	-
	iii) Providing chances to participate in seminars, workshops organised in the College	-	-	-
	iv) Any other	-	-	-

It is clear from the table No.25 that except one or two Colleges in the Osmania University area, no college is providing any kind of incentives. One University is providing a chance of giving examinerships which fetch some monetary gain to the co-operating teacher. Only one aspect is followed by all the Colleges, providing chances to participate in seminars and workshops organised in their respective colleges. This aspect will depend on the taste and interest of the co-operating school teachers.

During the interview and spot study the investigator came to know from the co-operating school teachers that some colleges treat them as their subordinates and demand services without giving any kind of incentives and think only of completing the programme as a formality. On the other side, the Principals explained their position that they are not in a position to pay for them either by way of remuneration for supervision or T.A. & D.A. Very few co-operating teachers attend the College and participate in the extension activities. This shows that something is lacking on both the sides which should be eliminated.

It is evident from the table that the Osmania College of Education is giving remuneration to the co-operating school teachers who are entrusted with the duty of the supervision of the lessons from University Funds. Such provision may be made by all the Colleges even though it may

be little but as an incentive to encourage the co-operating teachers. They can help them <sup>in</sup> many other ways ~~win~~ academic matters for their professional growth.

g) Contribution of the College for the Betterment of the co-operating school;

Student teaching has to be organised in the co-operating schools on a reciprocal basis. When co-operating schools are providing us some facilities in allowing our trainees to their schools and helping us in organisation and supervision and making our programme successful, it is the duty of the college to provide some facilities to them on a reciprocal basis. Previous to this, it is seen that co-operating schools are helping the Colleges in B.Ed. Practical programmes. As such, in what way the Colleges are contributing for their betterment is a matter for consideration.

The table No.26 shows that all the Colleges are helping the co-operating schools, by way of providing facilities and giving a helping hand in their requirements and by inviting the Head of the Institution and teachers of co-operating schools to the College functions and in the same way, the co-operating schools are inviting the Principal and staff to attend their functions on a reciprocal basis.

TABLE NO. 26.

Contribution of the College for the betterment of the  
Co-operating school

S.NO.	ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1.	Inviting Headmasters/ Headmistresses and other co-operating staff to the college function	YES	YES	YES
2.	Principals and Lecturers visiting the co-opera- ting schools and attending their functions and other activities	YES	YES	YES
3.	Providing A.V. aids and films and other equipment for the use of the Schools.	YES	YES	YES
4.	Any other	-	-	-

This is a co-ordinating factor and a good symbol of co-operation; which contributes a lot for the co-operating schools and colleges for their educational improvement.

These aspects may be strengthened to create a healthy rapport between the school and college and making all college practical programmes successful.

**F. Supervision & Feed Back.**

**a) Objectives of Supervision:**

Supervision plays an important role in the Student Teaching programme. The objectives of supervision are given in the questionnaire to know the perception and agreement of the Principals to that effect.

**TABLE NO. 27.**

**Objectives of Supervision**

S. NO.	ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1.	To help the student teacher to grasp the principles and techniques of organising subject matter and map out his approach to teaching	YES	YES	YES
2.	To diagnose his teaching as fully as possible.	YES	YES	YES
3.	To help the student teacher develop a style of teaching of his own.	YES	YES	YES
4.	To help him to establish a rapport with students through teaching and make learning an interesting and an active affair for them.	YES	YES	YES
5.	To recognise individual difference in the capacity, temperament and background of trainees and to help them accordingly.	YES	YES	YES
6.	To evaluate continuously the lesson planning and methods of teaching and provide a feedback from his observation.	YES	YES	YES



The table No.27 reveals that the items stated by the investigator are accepted in toto by all the Principals of Colleges of Education. The 6 items included in the table are found to be most important and find a place in the theoretical construct.

Now the responsibility of the supervisor is to make the trainees to understand and digest the objectives and follow the same scrupulously and become a good teacher. If it is not done sincerely, the whole objective of the programme of supervision will fail. Therefore, the supervisors responsibility is to be sincere in this aspect.

b) Persons involved in the Supervision work:

Supervision is a joint venture in Student Teaching and Evaluation programme. One single method master cannot supervise all his trainees' lessons. Therefore he has to depend on his fellow lecturers, tutors and co-operating school teachers.

TABLE NO. 28

PERSONS INVOLVED IN THE SUPERVISION WORK

S. NO.	ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1.	College Method Master	8	5	2
2.	College other lecturers	8	5	2
3.	College tutor	7	5	2
4.	School; subject teacher	8	5	2
5.	School; other teachers	-	-	-

The above table indicates that all the 15 Colleges of the three Universities are following almost the same procedure in involving the personnel in supervision. College Method Master and other college lecturers, college tutors, school subject teachers are all involved in supervision by the three Universities. This shows that supervision is a co-operative and combined effort and a joint venture. There should be co-ordination in this aspect to make supervision effective.

c) Supervision of Trainees Lessons by Method Master.

It is seen in the last table that among the persons involved in the supervision of lessons, the Method Master

is also included in it. The Method Master has to play his key role in supervision and in guiding the trainees from the beginning to end..

TABLE NO. 29.

Supervision of Trainees Lessons by Method Master

S. NO.	ITEM	OSMANIA UNIVER-SITY	ANDHRA UNIVER-SITY	S.V. UNIVER-SITY
1.	How many lessons does the method master supervise?	15	3	5
2.	Does the method master supervise			
	i) The lessons of his own subject	8	5	2
	ii) Other subjects also	YES	YES	YES
	iii) Only one lesson in one period	YES	YES	YES
	iv) Two or three lessons in a period	8	-	-
	v) More than three lessons in a period	-	-	-
3.	Does the supervisor use any proforma for supervision?	8	5	2
4.	Does the supervisor write his remarks on the lessons notes only?	-	-	-
5.	Does your college have the modern techniques of supervision (Microteaching, use of vedeo tapes... etc.)	-	-	-
6.	Are the supervisory remarks discussed at any stage with the individuals or in a group	8	5	2

The table reveals that method master has to supervise the maximum number of lessons given by trainees. These number of lessons are prescribed by the University. The lessons which the method master has to supervise is also prescribed by some Universities & are followed by the Colleges of Education. Besides his subject, the method master will also supervise other subjects whenever he gets time, as he knows the general principles of supervision.

Generally the method master, will supervise only one lesson in one period. This system is followed by <sup>all the</sup> three Universities. Sometimes in view of the increased strength in the subjects and due to arrangements of student teaching in ill-equipped co-operating schools and to finish the lessons in time, a class is divided into two or three groups and engaged by two or three trainees for teaching practice. In such situations the method master has to supervise two or three lesson in one period, giving 10 to 15 minutes in each class and supervise only <sup>a</sup> few aspects of the lessons. In such cases, the supervisors may not be in a position to see the complete lesson and do full justice ~~it to~~. Even in the above situations no teacher will supervise more than three lessons in one period.

While supervising the lesson, the method master will use a proforma for writing his comments on the merits and demerits which will help the trainees as feed back. This procedure is followed by all the Colleges of Education in the

State. Sometime ago and probably even today some supervisors write their remarks on the lesson notes of the trainees. No college has mentioned the fact that they are following <sup>a</sup> new proforma for it. No college has introduced the latest and modern techniques of supervision as they are not having modern appliances, like vedeo tapes etc.

All the colleges of education have made provision for the supervisors remarks to be discussed with the individuals or in a group to clarify doubts. This will help the trainees to rectify the defects and proceed on right<sup>1</sup>liness as directed by the supervisors in future.

At the time of spot study, the investigator realised the work load aspect of the method master which is affecting the student teaching programme. This has to be looked into.

d) Innovation, Research and Feed back in Student Teaching

To know the innovations if any, introduced in the Colleges of Education and if any small research projects are undertaken by the college staff and the activities arranged as feed back in the Colleges, a request is made in the questionnaire. The same is presented in the table on the basis of data collected.

TABLE NO. 30

Innovations and Research and Feedback for Student  
Teaching

S. NO.	ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1.	i) Has your College/model School/co-operating School devised any new method of teaching through practice teaching.	-	-	-
	ii) Any organisation in the College to keep track of innovations and research that would lead to change in Methodology of teaching	-	-	-
	iii) Are the trainees encouraged to conduct small action re- search projects and case studies etc.	YES	YES	YES
	iv) Any projects undertaken in your college by individual staff or group	-	-	-
2.	Steps taken by your college to follow the training college methodology by school teachers			
	i) By demonstrating new tech- niques of teaching in co- operating school for school teachers	YES	YES	YES
	ii) By arranging free meetings and discussions with college teachers for school teachers	YES	YES	YES
	iii) By arranging orientation courses for school teachers in methodology of teaching	YES	YES	YES
	iv) Any other method	-	-	-

The table reveals that no college in the State is doing any innovated practices in their co-operating schools or in the colleges either by the individuals or by the group. But they have mentioned that the trainees are encouraged to take up action research and case studies etc., during the B.Ed. Course.

With regard to the follow-up programme of <sup>Spreading</sup> training college methods in the schools, almost all colleges are giving demonstration lessons with the new techniques of teaching, arranging meetings and discussions with the college staff and school teachers and organising orientation courses for school teachers through the extension units.

This shows that the Colleges of Education during the one year B.Ed. Course are not in a position to pay their attention towards research work, innovations and feed back programmes as the B.Ed. syllabus itself is so heavy that the colleges have to rush up to complete the course in time.

At the time of spot study the investigator could find that where there is an M.Ed. Course also conducted in the college, innovation and research projects are taken by M.Ed. students as part of their regular study as prescribed in their syllabus.

It may be concluded that the other colleges are lagging in this aspect of research and innovated practices. Atleast a humble beginning has to be made by the college staff with the help of trainees in their respective colleges.

#### G. Evaluation of Student Teaching

In the B.Ed. Course student teaching and evaluation programme is the most important practical aspect. It is seen in the previous pages how the programme is organised. It is also important how it is evaluated. Therefore evaluation has an important position in the course. To realise the objectives of the student teaching, all kinds of learning experiences are provided to the trainees during the course. To check up whether these objectives are achieved on the basis of programmes arranged, is the part of the Evaluation Programme. Therefore, it is an attempt in this direction. The following tables will reveal the evaluation procedures, criteria of evaluation, weightages given for each aspect of student teaching and finally the examination and results.



TABLE NO. 31.a) The Assessors.

S.NO.	ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1.	College Method Master	8	5	2
2.	College other lecturers	8	5	2
3.	College tutor	7	5	2
4.	Co-operating school subject teachers	8	5	2
5.	School other teachers	-	-	-
6.	External examiners	8	5	2
7.	Any others	-	-	-

As it is clear from the table, evaluation is a combined effort of all the persons who have supervised the lessons of teaching practice and assessed their performances and recorded in the proformas supplied to them plus that of the external examiner, also included in the assessors' panel. Almost all the colleges of the three university areas are following the same panel of assessors involved in the evaluation. College method master is the first person who is directly concerned with the evaluation of his subject. Next the other college lecturers and the College tutors, the subject

teachers of the co-operating school are concerned, though indirectly, as they also supervise the lesson now and then. Lastly, the external examiners who evaluate the Student Teaching by testing the final lesson and finally come to a conclusion with the help of method master in fixing trainee's rank in the final lesson.

On the whole it is observed that weightage of method master will be more on the board of evaluators and finally he is the man to fix the rank in the total programme. Here it is found that the element of subjectivity and impressionistic aspect plays its role in final assessment which seems to be unavoidable in the present set up of evaluation.

b) Evidence for evaluation.

After knowing the assessors of student teaching, it is worth while to know the evidence on which they are assessing trainees and putting them in a particular rank or class. The following table will show the evidences for evaluation.

TABLE NO. 32.

Evidence for Evaluation

S. NO.	ITEM	OSMANIA UNIVERSITY	ANDHRA UNIVERSITY	S.V. UNIVERSITY
1.	Records for assessment of various aspects.			
	i) Observation lessons	8	5	2
	ii) Practice lessons	8	5	2
	iii) Criticism lessons	8	5	2
	iv) Final Lessons	8	5	2
	v) Any other lessons	-	-	-
2.	Tools for Assessment:			
	i) Prescribed proforms on Practice lessons	8	5	2
	Criticism lessons	8	5	2
	Observation lessons	8	5	2
	ii) Reports from:			
	Headmaster of co-operating School	8	5	2
	Co-operating teacher			
	College; other lecturers			
	iii) By staff and teachers meeting together for assessment	NO	NO	NO
	iv) Any other tools for assessment	NIL	NIL	NIL
3.	Provision for encouraging student teachers for self-evaluation	NO	NO	NO

By Observing table No.32 it is clear that all the colleges of Education are following the same procedure in keeping the records as evidence for evaluation and on the basis of them the assessors are awarding marks and fixing the ranks of the trainees. The first evidence is records of assessment of various aspects, like observation of lessons, practice lessons, criticism lessons. Final lessons are kept as record in the college after getting the opinion of the supervisors who maintained them. The second evidence is tools of assessment which includes again practical lessons criticism lessons, and observation lessons and reports from the head of the co-operating schools, co-operating teachers and other college lecturers. In spite of all the evidence it is observed that our assessment is rather impressionistic or subjective in certain cases than analytic.

There is no provision in our colleges for the staff meeting, but their opinion will be taken by the method master if required. There is no provision for encouraging student teachers for self-evaluation, that is, giving rank which they feel they deserve.

#### c) Distribution of Marks for Student Teaching

The three Universities have fixed some marks for the Teaching practice. After studying their respective syllabi, the information gathered is presented in a tabular form.

TABLE NO. 33Distribution of Marks for Student Teaching

S. NO.	ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1.	Observation lessons	-	-	-
2.	Practice lessons	150	100	100
3.	Criticism lessons	10	-	-
4.	Final lessons	100	100	100
5.	Any others	-	-	-

As is evident from the table, the three universities have fixed 100 marks for practice teaching lessons and 100 marks only for final lessons, which is assessed by the external examiners. Only Osmania University has allotted 10 marks for the criticism lessons, whereas other Universities <sup>have</sup> not allotted any marks for it.

This shows that the Universities seem to be rigid in fixing marks only for certain aspects of Student Teaching but not all its other aspects.

The rest of the work of assessment will be with the method master. How these marks are divided into various forms of practical work is a matter for discussion and what

weightage is given for marks for the various aspects of the practice teaching, lessons has to be taken into account.

Therefore the next discussion will be on the weightage of marks and assessment on both internal and external side.

d) Weightage of Marks and the Criteria for assessment of Practical lessons.

TABLE NO. 34.

S.NO. ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1. Preparation of lessons			
i) Objectives of the teaching unit.	YES	YES	YES
ii) Knowledge and organisation of the Unit.	YES	YES	YES
iii) Preparing instructional material.	YES	YES	YES
2. Execution of lessons:			
i) Teaching climate	YES	YES	YES
ii) Teaching technique	YES	YES	YES
iii) Teacher personality and appearance	YES	YES	YES
iv) Use of language and delivery	YES	YES	YES
3. Assignment.			
i) Planning	YES	YES	YES
ii) Suitability	YES	YES	YES

S. NO.	ITEM	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
4.	Method of consolidation of internal assessment of teaching practice of each trainee	YES	YES	YES
5.	External assessment of teaching practice:			
i)	Composition of external examiners.	YES	YES	YES
	A panel of examiners	✓	✓	✓
	One examiner	—	—	—
	No. of examiners in the panel	—	—	—
	External	—	—	—
	Internal	—	—	—

The table indicates that the weightage to marks for the assessment of teaching practice lessons are given accordingly. Here the three universities have developed their own assessment proforma with weightage of marks. But according to the items mentioned in the table all the Universities have considered all the aspects of lesson plan and marks are allotted for them. The considerations for internal assessment are almost the same in the three Universities. The internal assessments is included the

teaching practices and form a separate part in the total internal assessment of practicals. The final lesson which carries 100 marks is assessed by both the internal and external examiners. Both the Examiners will give their assessment separately. The University will take the average of the both and declare the final lesson marks separately in the B.Ed. Memo of Marks.

The internal practical marks will be included in the other practical record marks of the trainee and the result of the practicals will be declared separately, which include even the final lesson marks in total.

On the basis of total performance in the practical side in the B.Ed. course, results will be declared by the University as pass in the practicals, which is quite separate from the theory results of B.Ed. Course. A separate pass for theory and practicals is essential in B.Ed. Course. This is discussed in the next page.



e) Scheme of examination and declaration of Results:TABLE NO. 35.Scheme of examination and declaration of results

S. NO.	ITEM	OSMANIA UNIVER- SITY		ANDHRA UNIVER- SITY		S.V. UNIVER- SITY	
		TH.	PR.	TH.	PR.	TH.	PR.
1.	Distinction	-	-	-	-	-	-
2.	I Class	60%	65%	60%	70%	60%	70%
2.	II Class	50%	55%	50%	55%	50%	55%
4.	III Class	40%	45%	40%	40%	40%	40%

The table reveals the scheme of Examination of the three Universities in the State according to their B.Ed. Syllabus. As B.Ed. programme consists of theory and practicals, separate result for theory and practicals is discussed. The above table gives the picture of theory and practical side of B.Ed. Examination Scheme.

All the three Universities are following their respective schemes of examination which is similar to each other except with <sup>a</sup> few differences in percentages of marks in

awarding division in practicals. In theory there is no difference at all, as they are following the same pattern i.e.:

60%	...	I Class
50%	...	II Class
40%	...	III Class

Even in the practicals II Division percentage of marks is the same for all Universities i.e. 55%. The difference is only in the case of I Class and III Class. There also Andhra University, Sri Venkateswara Universities are common in awarding division i.e. I Class for 70%, III Class for 40%. Osmania University is differing here by reducing 5 marks for I Class - 65%, and by increasing 5 marks for III Class, making 45% a pass.

This makes no difference. All are following theory course. The results are declared on the basis of performance in the theory and practicals separately. There is no combination of result of theory and practicals. The trainees should pass theory and practicals separately. Then only results will be declared as pass in B.Ed. Course. If a candidate fails to secure pass marks either in theory or in practicals, the results will be declared to that effect only, as

Pass in Practical	...	Class
Pass in Theory	...	Class

H) Difficulties faced and suggestions given for improvement of the programme.

a) Difficulties faed by the College:

After getting the required information for the investigation of the Student Teaching and Evaluation Programme, the researcher has given an open hand question to the principals to express their difficulties in the organisation and evaluation programmes of Student Teaching on suggested areas with a request to suggest ways and means to overcome the same and for the improvement of programme. The two items are presented after consolidating their difficulties and suggestions.

TABLE NO. 36.

Difficulties faced

S. NO.	AREA	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1.	Organisation	No Model School for Practi- cals. No facilities. Suffi- cient schools are not found in the locality.		
2.	Trainees	Trainees are taking the programme as easy, not serious, as yet - treating it as a formality.		
3.	Schools co-operation	No willing co-operation. Reluctant in allowing trainees to their schools.		
4.	Co-operating teacher	As no incentives are given not showing interest in the programme.		
5.	Supervision	Due to increasing strength, Supervisors are not in a position to supervise each and everybody strictly.		
6.	Evaluation	Supervisors are assessing with subjectivity and impresionistic aspect found.		
7.	Any others	Qualified staff is not there. Many posts are vacant.		

Table No.36 has given a picture of the difficulties in the areas suggested<sup>and</sup> which the investigator has observed during his spot study and at the time of interviews conducted.

1. Organisation: No model school or practising school.  
If ~~there~~<sup>there</sup> is, there is no proper accommodation. Sufficient schools are not in the locality to organise student teaching. No sufficient number of staff for supervision.
2. Trainees: Student Teachers take Student Teaching Programmes easy and are not serious about it. They are taking it as a formality. They desire to complete the lessons as early as possible, get themselves free without obtaining teaching skills.
3. School Co-Operation: No school is willing to offer their services. They are reluctant in allowing the trainees. Some schools are ill-equipped and not suitable.
4. Co-operating Teacher: They want incentives for Student Teaching and facilities from the College. They are not co-operating willingly.

5. Supervisors: Due to increased strength, Method Master is unable to correct and supervise the 40 lessons of all the trainees. Qualified Staff is not posted in the Collages.
6. Evaluation: All rigid patterns, formalities are being followed and impressionistic, element and subjectivity find a place.
7. Any other: Qualified staff and accommodation in the College itself is lacking. Strength is increasing day by day. No proper facilities provided.

b) Suggestions given for the improvement of the Programme.TABLE NO. 37.Suggestions for Improvement of Student Teaching.

AREAS	OSMANIA UNIVER- SITY	ANDHRA UNIVER- SITY	S.V. UNIVER- SITY
1. Weightage of marks allotted to student teaching in the syllabus	YES	YES	YES
2. Model School or Practising School	YES	YES	YES
3. Guidance and Supervision	YES	YES	YES
4. Evaluation			
a) Internal	YES	YES	YES
b) External	YES	YES	YES
c) Any others	---	---	---

Table No.37, reveals the suggestions made by the Principals in the areas suggested. The same has been discussed by the investigator at the time of the interviews conducted with them.

AREAS	SUGGESTIONS
1. Weightages of Marks allotted to student and teaching in the syllabus.	All have expressed their opinions for raising the marks for the Student Teaching in the total programme of practicals in the B.Ed. Course.
2. Model School or Practising School	Many Government Colleges are not having practising High Schools. Therefore, they expressed the desire to have a Model School and <sup>to</sup> provide <sup>in</sup> to the Budget to give remuneration for the co-operating teachers for their supervision.
3. Guidance and Supervision	Sufficient qualified Staff members to be posted in the Colleges. Work load to be reduced to enable the masters to give more guidance and make the supervision effective.



AREAS	SUGGESTIONS
4. Evaluation	
a) Internal	Internal evaluation should be made more objective, making it as a combined effort of all the College Staff including co-operating teacher.
b) External	External examiners preference to be reduced and marks for the final lesson also to be reduced, making it 50 marks and only one lesson to be given as final lesson.
5. Any others	Government should permit the Principal to adopt a co-operating school in the locality by providing all facilities and encouragement for it.

Thus, it can be seen that the Chapter deals in detail with the analysis and interpretation apart from the Student Teaching and Evaluation Programme in all the Colleges of Education in Andhra Pradesh.

The next Chapter, which is the last and concluding one, will give a brief summary of the whole programme and the inferences drawn in this Investigation, together with the recommendations made thereto in view of the problems discussed and suggestions taken from the various personnel involved in the programme.

#### I. SUMMARY OF CHAPTER IV

In any scheme of Research, collection of analysis and interpretation of data and drawing right conclusions is the most important part. Hence, the investigator has devoted a good deal of time, space and attention to this aspect. The mass of data collected has been, as seen earlier, arranged suitably in 37 tables under appropriate headings. From the frequency of responses, as revealed from the tables and the replies given at the time of on the spot studies, a number of significant points concerning the subject under study, i.e., Student Teaching and Evaluation Programme stand out clearly.

a) General Observations

It is heartening to note, first and foremost, that there is a broad uniformity in the pattern of organisation of the B.Ed. Programmes in the three Universities and even more heartening, to note that the principals, teachers and the Student Teacher are in agreement over the majority of the objectives of the Student Teaching Programmes. The responses, however, reveal that the position in regard to guidance, co-operation from the co-operating schools and supervision and feed back and innovation aspects of the programme is not quite satisfactory.

b) Co-Operation from schools

With regard to the co-operation, the major difficulty is that the Colleges of Education do not have their own practising schools and so have to depend upon schools in their neighbourhood. These schools offer their co-operation un-willingly as they think that the Trainees disrupt their normal working and make no positive contribution to the school teaching improvement programme.

c) Supervision and Feed Back

As regards the supervision aspect, even though it is a co-operative effort, with the methods master and

other lecturers and even tutors sharing the supervision work and they duly write remarks on a proforma or on notes of lessons itself, the overall position in this respect is not satisfactory, as often a number of lessons have to be supervised in one teaching period, by one member of the staff due to shortage of staff. Under such circumstances, naturally some lessons are ill-supervised and some totally unsupervised.

d) Evaluation of Student Teaching

As regards evaluation, while the principles followed in regard to allotment of weightage of marks in different aspects of Student Teaching programme vary in the three Universities, the record of evidence on which they are based is found to be the same in all the three Universities.

e) Difficulties faced:

During the course of the on-the-spot study to supplement the information obtained by the answers to the Mailed Questionnaires, the persons interviewed naturally elaborated their responses and came out with some of the main difficulties, they encountered in the Student Teaching Programme. <sup>AU</sup> While the principals and the lecturers complained about the lack of sufficient staff to supervise the lessons and the consequent heavy work load which left

little time for them to devote attention to arrange effectively feed back and innovation programmes. All this lead to a feeling of frustration among the staff as they felt that they could not do full justice to their work. Another important point made out by the principals and staff of the Colleges was that willing co-operation was not forthcoming from the Heads and Teachers of the Co-operating schools. As against this the Heads and Teachers of these schools expressed a sense of dissatisfaction, that the student teachers did not take the programme seriously, but only as a formality to be completed and as such, the programme only disrupted their normal working without making any positive contribution to the improvement of the teaching programme.

f) Suggestions for the improvement of the programme.

With regard to the suggestions for improvement of the programme, the principals expressed their desire to have their own practising schools. Government and managements should permit them to adopt the nearby local school as their model schools to do some innovations. For this certain facilities are to be provided and funds allotted to make the Student Teaching and Evaluation programme a successful. Further, even with the limited resources, if staff and trainees take interest and sincerely implement the programme,

the objectives will be achieved. Otherwise no programme will be successful. Therefore, introspection on the part of the personnel involved, for the success of the programme is found to be essential.

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