

CHAPTER I

INTRODUCTION

CHAPTER I

I N T R O D U C T I O N

There is a persistent demand from all parts of the world for improving the quality of education. The quality of education depends to a large extent upon the quality and efficiency of teachers. Increasing the efficiency of the teachers is the responsibility of teacher education. Unless the quality of teacher education is improved, it is rather difficult to improve the quality of education.

Student teaching is the most worthwhile requirement in the teacher education programme. "There is a high degree of positive correlation between the quality of student teaching and the success as a teacher."¹ Teaching is an art and skill. Hence development of teaching skill is a primary function of teacher training institutions. Teaching practice contributes to the development of teaching skills. That is why teacher educators have given a high priority to student teaching.

A. Education Commission's View

While pointing out some major weaknesses in teacher education Kothari Commission stated "The quality of training institutions remains, with a few exceptions, either mediocre or poor, competent staff are not attracted,

¹ Sapre: p.m. "Suggestions for Internship in Teaching", pp. 15, Regional College of Education, Mysore, India.

vitality and realism are lacking in the curriculum and programmes of work which continue to be largely traditional and set patterns and rigid techniques are followed in Practice Teaching with a disregard for present day needs and objectives."²

James Report in the Second Cycle has clearly pointed out that the present conditions of Practice Teaching are not satisfactory. While discussing the problem of three years Training Course and its effects on post graduate course the report stated:

"Such frustrations can be detected only too readily whenever teaching practice is discussed. Many students are vehement in asserting that teaching practice is one of the most valuable and one of the worst conducted parts of their training. The arrangement made for it are subject to severe strain and in some areas, approach breakdown. Many teachers in schools remain in ignorance of the purpose of Teaching Practice and even more important of the contribution to it expected of them. Tutors, as the number of students increased and their placements become more distant, have spent more time in travelling to and from schools and less in supervising students. They may find themselves trying to help students in a school situation with which they are themselves are unfamiliar. The result is sometimes that students may receive little professional guidance."³

2 Report of Education Commission 1964-66, Government of India, pp.67.

3 James Report 1972, "Teacher Education and Training", (3.7) U.K. pp.20..

B. Terms and Definitions

At present Teaching Practice is also termed as Student Teaching, Internship in teaching and School Experience etc. These terms are defined as below:-

"Practice Teaching": Means a student is given actual experience of teaching and practical training in the elements of his craft."⁴

"Student Teaching" Means the actual experience provided to student teacher or pupil teacher in real school situations."⁵

"Internship in Teaching": Designed to give the prospective teacher, supervised Laboratory experiences in a total school situation".⁶

"School Experience": "Teaching Experience of the Pupil Teacher actually gets under the guidance of "School Tutor" in the "Tutorial School" during his training period."⁷

"However, it is to be noted that the term Student Teaching has not yet gained much currency in India. The

4 D. Souza & Chatterjee: "Training for Education in India and England" pp.115..

5 G. Chaurasia: "New Era in Teacher Education" pp.69.

6. Sapre p.m.: "Suggestions for Internship in Teaching" pp.15

7 University of Sussex-Falmer and Brighton (U.K.) adopted by Department of Education-Educational Development Building.

beginning has been made through the efforts of National Council for Educational Research and Training (N.C.E.R.T.), Department of Teacher Education and some Leading Faculties of Education to use this phrase for Practical Teaching, but the nature of programme under the new title has not changed very much. It appears to be in the initial stages of development."⁸

If it is examined all the terms denote almost the same nature of work. It is the practical aspect of teacher training programme designed to provide the teacher with laboratory experiences of the work he has to perform in his career as a teacher.

C. Importance of Student Teaching:

Theory without practice is meaningless. Teacher must get opportunities to come into contact with children and understand their individual differences, their needs their problems and solve them by applying the principles and methods he has learnt. Thus Student Teaching becomes integral part of teacher education. In order to develop efficiency and skill in teaching, Student Teacher must get all sorts of laboratory experience of the activities which he has to perform as a teacher. This can be achieved through effective organisation of Student Teaching.

⁸ Lulla B.P. "The New Concept of Student Teaching", N.I.E. Journal (India) May 1969, pp.32

Teaching Practice is the period of guided teaching in which the pupil teacher takes increasing responsibility for the work which he has to undertake in his career as a teacher. As such it should aim at providing opportunities to develop a high level of competence in all phases of teacher's work. Therefore, the scope of Student Teaching includes the following aspects.

"Preparation for Teaching Practice, getting acquainted with the teaching situations, studying the learners, planning for teaching, using effective methods, utilising instructional resources, managing the class-room, discipline, extra class activities, guidance, evaluation, in-service education, professional responsibilities, entering the profession and evaluating one's own growth".⁹

D. The concept of Student Teaching:

Student Teaching is an integral part of the B.Ed. Programme wherein theory is tested. It would mean verification of all the techniques and methods advocated in individual subjects and the process of the class rooms and school management advocated by the teachers' colleges and the evaluation procedures discussed there etc. It is no longer to remain as a sort of fulfilling the practical requirements for the university examinations. B.Ed. is a

9 "Encyclopaedia of Educational Research, Macmillan" -pp.1473.

professional programme and therefore most of it, if not all, the theory is meant for practical use and guidance to the teacher. It is not merely so much information. "In Student Teaching an attempt is to be made to see pedagogy in action, which will become the basis for creative teaching. As the University Education Commission said "It is impossible to achieve what should be the aim of course in Methods in Psychology and in Principles of Education, namely that they should be closely linked with what the Student Teacher is seeing for himself in school during the practical part of his course. The present practice teaching emphasizes only one aspect of school education, i.e. getting the children to know the content sufficiently to pass an examination. Everyone now knows that this is not full education. Student Teaching is to be more inclusive in giving practice in all those methods that are useful in educating the whole child and thus fitting him/her for the democratic set up. In this new sense, Student Teaching is a learning process that provides experiences for development towards good teaching."¹⁰

The Secondary Education Commission emphasized the same thing when it said "Teaching Methods should aim less at imparting the maximum quantum of knowledge possible and

10 The Report of "University Education Commission" 1948-49 Government of India Publication.

more on training students in the techniques of study and methods of acquiring knowledge through personal effort and initiative, and the teacher trainees should receive training in one or more of the various co-curricular activities".¹¹

In short Student Teaching is a more comprehensive term. It is a process through which a student teacher secures guided experience as a preparation for all aspects of his professional career.

E. Objectives of Student Teaching

It is remarkable that no serious and detailed study of the objectives of student teaching seems to have been carried out until quite recently. The College Lecturer who insists that the student teachers should have clear statement of lesson objectives felt, that they are not making clear to them the objectives of the whole programme of student teaching. Some are also influenced by external pressures from various sources to find out a need to state their objectives in behavioural terms. It is particularly important for student teachers to have a clear grasp of objectives, since it is for them primarily that student teaching is organised and their future depends on their satisfactorily fulfilling the objectives.

¹¹ The Report of "Secondary Education Commission", 1953
Government of India Publication.

The following objectives of student teaching as perceived by students, staff and teachers of the practising schools are mentioned in the research project of Bristol University U.K.¹²

1. To provide the student teacher with an opportunity of establishing an appropriate teacher-pupil relationship with children.
2. To provide the student with an opportunity for theory to be applied in the practical situation and to assist him where necessary to make the difficult discrimination between inappropriate theory and the inadequate implementing of sound theory.
3. To provide an opportunity for evaluating the student's potential as a teacher and suitability for the teaching profession.
4. To provide the student with an experience of success in the teaching situation so that he acquires confidence.
5. To provide an opportunity in the practical teaching situation for the extension and deepening of the student's self-knowledge.

12 Cope, E (1971) " School Experience in Teacher Education", Research Unit, School of Education, Bristol University (U.K).

6. To provide the students with practical experience in Schools which will reveal some of the problems of discipline and enable him to develop personal methods of control.
7. To provide the student with opportunities for developing powers of organisation.
8. To provide an opportunity for the student to develop and display the qualities of adaptability and sensitivity appropriate to the school situation.
9. To provide the student with an opportunity of becoming part of the school community, familiarising himself with its practices and entering into appropriate professional relationships with its adult members, the most significant of which is his relationship with the class or subject teacher.
10. To provide for interchange of ideas and methods between schools and college, by college staff and students perceiving new ideas, materials and equipment in use in schools and by college staff and students introducing new ideas materials and equipment into schools.

The ten points evolved at in the research are still deficit of the following abilities which are insufficiently

developed and which at their face value appear to be of little practical significance to the student teachers.

Developing powers of observation, acquiring understanding of children, making good relationship with children etc.¹³

The objectives of Student Teaching, listed below as mentioned by the N.C.E.R.T. in the Hand Book - Student Teaching & Evaluation (for Secondary Colleges of Education) should be to develop nationally accepted democratic way of life which the student Teacher is expected to pass on to his pupils and provide assistance according to their needs.

1. To expose the student teachers to a variety of teaching learning situations so that he develops into a good class-room teacher according to his capacity and zeal. In other words, trainees should get experience of different kinds of school situations which will provide scope for resourcefulness on the part of the teacher trainee.
2. To acquaint him with different approaches to teaching and communication techniques and help him develop skills and competence in using atleast the basic ones

13 E.Stones & S. Morris, "Teaching Practice (Problems - Prospectives)".

(Narration, Questioning, Dramatising, Black Board Writing, Sketching, use of aids etc.)

3. To build up in him an awareness for imparting knowledge and skills as well as for developing desirable attitudes and interests in pupils and provide him experiences in using the curricular programme of school to these ends. (Study skills and abilities like consulting Library, consulting a book, reading with speed and no comprehension, expression with enough ~~but~~ more detail and to the point, discussion with conviction and arguments, proper and expressive language, healthy aesthetic and intellectual interests to explore and determine one's own interests. An important attitude is the democratic attitude which includes national and emotional integration, tolerance and open-mindedness).
4. To develop in him the competence in relating learning materials techniques of teaching and teaching aids to the needs of individual pupils and those of the local community particularly in rural setting.
5. To impart to him minimum essential technical know-how and skills in preparing simple teaching aids.
6. To provide trainees practice in different kinds of lessons e.g. knowledge, skill and appreciation lessons at both the middle and high stages.

- . 7. a) To introduce him to different evaluative devices and tools and their uses in appraising the growth of the child.

b) To give him a reasonable competence in designing good question papers and tools for internal assessment and to use them with fair objectivity and

c) To equip him for interpreting evaluation results and for reporting pupil's progress.
8. To develop in him the ability to budget the syllabus according to the purposes and the time available.
9. To prepare him for performing his other professional duties in the school, to the parents and the community.
10. To help him develop a good understanding of how to identify the talented pupils, slow learners and low-achievers and of how to assist them to meet their needs (Remedial teaching and guiding the gifted).
11. To acquaint him as fully as possible, with the problems which a teacher usually faces in real school situation and indicate to him possible ways and means of dealing with them effectively.
12. To internalise in him, as far as possible, a favourable

12. attitudes to a democratic way of life and to introduce him to the ways and means of building up the same in pupils.
13. To enable him to feed back the fundamentals of education and psychology into his tasks in the classroom in the school and his dealings with parents and the community.¹⁴

F. Scope of Student Teaching:

To realise the above objectives, the Student Teaching Programme shall comprise of the following aspects:

1. Pre-student Teaching (Lectures, theoretical aspects on lesson planning, tutorials conducted, practice given in lesson planning, preparation of aids, school visits, simulations etc.)
2. Demonstration lessons: Observing demonstration lessons given by the Method Master, Co-operating Master, Co-trainees.
3. Guidance given in Lesson Planning and Execution - Approaches, Objectives of Lesson Planning, Selecting Instructional Material, Teaching Technique, Using Community Resources, Giving Assignments.

14 "Student Teaching and Evaluation" (For Secondary Colleges of Education) Hand Book, N.C.E.R.T.-Delhi 1970 pp. 15

4. **Observation and Criticism:** Observing the lessons given by the experts and criticising their Co-trainees' lessons and pre-paring notes on the merits and demerits of the lessons given.
5. **Organisation of Student Teaching:** Following the syllabus prescribed giving lessons, in co-operating schools, completing their lessons with the help of the co-operating teacher and gaining experience in their real school situation.
6. **Innovations and Feed back:** Any novel approaches in the teaching technique adopted by the student teacher, their failures in getting expected results and to get feed back for gaining their objectives.
7. **Evaluation of Student Teaching:** This includes supervision by the various supervisors, evaluation tools, Reports from various individuals involved in the programme and external examiners.
8. **Results:** Finally the success of the Student Teaching in the B.Ed., programme includes their theoretical performance and their practical assessment throughout the B.Ed. Course.

G. Evaluation of Student Teaching:

Evaluation of student teaching is a process of estimating and appraising the skills in educational practice developed by the new teacher. In other words, it is a process of appraising the application of educational theory to practice.¹⁵

For the evaluation of student teaching the supervisors generally use a proforma which is prescribed by the University or College.

"After going through them, some proformas are found explicit and some others implicit in nature. Generally the supervisors who use these proformas are prone to limit themselves to certain aspects only. This factor will be predominant when they are to observe two or three pupil-teachers in one period. As such the evaluation is based on a general estimate of the pupil-teacher and not on the different aspects of the proforma."¹⁶

Morris and Stones expressed their views on Evaluation of Student Teaching as follows:-

"How can we tell a good teacher when we see one"? A

15 Dave. R.H. "Evaluation of Student teaching" Appendix I Allahabad(India) Seminar report on "Student Teaching and Evaluation".

16 Damodar D: "Proformas on Student Teaching and Evaluation" - Work Paper presented in the Seminar at Hyderabad-India Organised by D.T.E. (N.C.E.R.T.) Delhi.

questionnaire sent to colleges and Departments of education revealed an enormous variations in the criteria used for evaluating student teaching, different institutions are rewarding quite different student behaviours so that some standardisation of evaluation is obviously desirable. Criteria used proved to be vague and subjective, if indeed lecturers were able to clearly identify them, many institutions had no written guidelines for evaluation.¹⁷

Commenting on Student teaching programme Kothari Commission (1964-66) has observed that "Student Teachers" are commonly required to give a specified number of isolated lessons, many of which are often unsupervised or ill-supervised."¹⁸

Suggesting for the improvement of student teaching and its evaluation James Report has stated that: "In the first year of the second cycle practical experience should be included. It is, however, hoped that the approach could at once be more precise and more flexible than at present. Practical experience during this year should be devised with three clearly defined objects. First it should provide a basis for the illustration and reinforcement of theoretical studies.... The second object of practical experience should

17 Stones E and Morris S. "The assessment of Practical Teaching. Educational Research", Vol. 14 No.2 February 1972 pp.110-119.

28 Report of Education Commission, Govt. of India pp.74 (1964-66)

be to satisfy regional bodies of students' suitability to undertake the next stage of training. Teaching competence should no longer be the subject of a graded assessment but should be assessed on a simple pass/fail basis.¹⁹

The pros and cons of different forms of evaluation have been discussed for many years. Commonly used modes such as rating scale and percentage marking system have both been subject to criticism. The three to fifteen point scale is the one still in widespread use. Which of these practices would be more practicable for teaching is a matter for discussion. Apart from the above points the question as to who should evaluate the Student Teaching is also important. It is possible to discuss this issue from the view points of the following evaluators.

- (a) Self Evaluation by the student teachers themselves
i.e. what they feel.
- (b) Evaluation by their fellow student teachers who
observe the lessons.
- (c) Evaluation by Method Master, Supervisors,
Co-Operating Teacher and Head Teachers.
- (d) Evaluation by outside observers (The external
assessor) either for guidance or for the
examination.

¹⁹ James Report U.K. "Teacher Education and Training".

These issues require careful consideration so as to arrive at a suitable schedule and proformas for each category of evaluator.

Further the criteria for assessment of student teaching is also a matter which needs investigation. While presenting a paper in Associate Seminar on "The Assessment of Practical Teaching" Mr. D. Damodar (the present Investigator) has presented the following significant aspects for consideration.

1. Preparation of Lesson

- (a) Objectives and their specifications.
- (b) Content: Adequacy and relevance
- (c) Teaching aids: relevance and practicalities.
- (d) The skills of handling the class-elicitation, demonstration, questioning etc.
- (e) Facing the Psychological problems in the class; self-confidence, ability to cope with unforeseen situations etc.

2. Presentation:

- (a) Tone and pronunciation, pitch of voice.
- (b) Motivation of the class, creating curiosity, sustaining motivation etc.
- (c) Co-operation of the class, questioning, & response discussion and curiosity.

- (d) Assignments-Childrens' experiments and explorations, providing learning experience.

The above analysis is an attempt under the preparation and presentation aspect of teaching to clarify the nature of the criteria for the assessment schedule to be evolved by the supervisors from the evaluation point of view.²⁰

Besides, the above factors of evaluation, the important matter is whether the students are to be informed of the criteria that are being used by the assessors in their evaluation of student teaching. Are assessors to give any written comments or suggestions for the improvement of student teaching? Is there any provision for discussion of lessons? What arrangements made to provide feed back when they are in teaching situation? All the above factors are matters for investigation.

H. Organisation and Evaluation of Student Teaching: in A.P.

The Colleges of Education under the three universities of Osmania, Andhra and Sri Venkateswara in Andhra Pradesh are having Student Teaching Programme in the B.Ed.

20 A paper presented by Mr. D. Damodar in the Associateship Seminar "The Assessment of Practical Teaching". University of London Institute of Education (1973 Jan).

Course. They are following their respective syllabi and prescribed lessons and internship etc., for Student Teaching Programme.

When the Investigator participated in some of the professional conferences of teachers and teacher educators, he has noticed a certain amount of dissatisfaction among the teachers over the deficiencies in teaching which have been traced to be the defects of Student teaching programme organised by the Colleges of Education.

During the casual visits of the investigator to the College of Education and the discussion with the teacher educators and student teachers also revealed a certain amount of frustration on their part resulting from defective Student Teaching.

Some of the researches also revealed certain draw-backs of the Student Teaching programme in vogue.

Therefore, it is a matter for investigation to know how far the pattern of organisation of student teaching which includes pre-student teaching period, teaching period, the supervision, guidance, the feedback innovations, carried out, and finally the evaluation aspect of Student Teaching is, being implemented in the Training Colleges of Andhra Pradesh.

I. The Problem:

In view of the present problem.

"A critical investigation into the practice of Student Teaching and Evaluation Programme in the Colleges of Education of Andhra Pradesh".

is taken up in order to make a thorough investigation into the various aspects of student teaching in the three university areas of Andhra Pradesh in relation to the established theory of Student Teaching.

J. Delimitation:

This investigation is confined to all the Colleges of Education in Andhra Pradesh under the jurisdiction of the three Universities, Osmania, Andhra and Sri Venkateswara which are serving the three regions of ^{the} State, — Telangana, Andhra and Rayalaseema respectively.

The study is delimited to the field experience, provided in school situations to student teachers as distinguished from the theoretical instruction provided on the campuses of the colleges of Education.

K. Limitations:

This investigation being handled by a single researcher, in conformity with the requirement of Doctoral Course of a University, cannot be conducted in a sophisticated

manner due to heavy expenditure on field experiments or investigations. Hence, suitable methodology of research has been adopted to find out the truth about Student Teaching on scientific lines.

L. Objectives of the Study:

The following are the objectives of the study:

- 1) To find out the priority of perception of the personnel involved on objectives of Student Teaching.
- 2) To study the organisation and method of evaluation of the Student Teaching.
- 3) To identify the difficulties and problems faced by the teacher education personnel.
- 4) To analyse the problems and make suitable recommendations to face the same, taking into consideration the various suggestions made by the personnel directing the student teaching.

M. Assumptions:

The investigator assumes that:

- 1) The Student Teaching Programme in Andhra Pradesh Universities is organised atleast in three phases-
 - a) Pre-Student Teaching experience
 - b) Student Teaching
 - c) Evaluation and Feedback

- 2) The teacher Educators have understood the practical implications of the theory of student teaching.
- 3) Student Teachers have taken full advantage of the personnel, Library and systems of resources.

N. Theoretical Construction:

The last theoretical position in relation to the problem under investigation is, if the Universities adopt the best pattern of student teaching the same will contribute to the better teacher preparation.

O. Hypothesis:

However, the best pattern of student teaching may be the same would fail if there are administrative and organisational defects and insincerity among the personnel.

In view of the above factors the investigation and the whole matter of the findings will be organised as follows:

P. Organisation of the Thesis:

Chapter I: Introduction:

The first Chapter of the thesis which is the introductory part deals with the preliminary part of the investigation comprising of the views of various Education Commissions, importance of student teaching, the concept and

objectives of student teaching, the scope of Student Teaching, the present trends in evaluation of Student Teaching, the problem, delimitations and limitations, theoretical construction and hypothesis and the organisation of Thesis.

Chapter II. Review of the Previous Researches

The review includes a discussion of patterns and programmes of Student Teaching in some advanced countries like the U.S.A. and the U.K., The resolutions and recommendations made by the regional seminars on student teaching and evaluation organised by the Department of Teacher Education - N.C.E.R.T., New Delhi, and the findings of the researches at the Masterlevel on this subject both in India and abroad, and the characteristics of good student teaching programme as revealed from a review of related literature. This also comprises of aspects like Pre-student Teaching, Student Teaching, evaluation and feedback etc.

Chapter III. Plan of work:

This chapter deals with the manner and method adopted in carrying out the investigation work, ^{with} a detailed plan of work along the following lines:

Nature of data collected, method adopted for investigation, techniques made use of, tools employed, documents studied the sample population, the questionnaire, returns and treatment of data.

Chapter IV: Analysis and Interpretation of data

On the basis of the analysis, the data is interpreted from all possible angles and the following conclusions would reveal all the aspects of Student Teaching and evaluation.

1. Perception of objectives on the priority of objectives of Student Teaching.
2. Organisation of student teaching, arrangement, guidance, school co-operation, supervision, feed back, innovations and evaluation aspect.
3. The general pattern of organisation in the method of evaluation.
4. The student teaching and evaluation programme as followed by the three universities in the State of Andhra Pradesh and the recent developments in this direction.
5. The difficulties stated and the suggestions made for the improvement of the same are discussed in detail.
6. Conclusions drawn based on the discussions.

Chapter V: Inferences drawn and suggestions made

In this chapter a brief summary of the previous chapters is given. The suggestions ^{are} based on the conclusions

and inferences drawn covering all the aspects of student teaching and evaluation which include Organisation of student teaching, evaluation of student teaching, difficulties faced and suggestions made for improvement, general remarks, and topics suggested for further research.

Thus, it is seen in this Chapter the present conditions of Student Teaching, its need and importance, its evaluation programme, its objectives of study the delimitations and limitations, the theoretical construction and the Hypothesis and the organisation of thesis in five Chapters.

Since the investigation is on the programme of student teaching and evaluation the investigator has reviewed some works and researches in this direction and after review of the same, come to conclusion to take up the investigation in hand. As such, a review of some worthwhile researches made in this field in India and other countries are given in the next chapter to make out the case of the problem.

Q. Summary of Chapter I.

The quality of education depends to a great extent upon the quality and efficiency of teachers. Increasing the efficiency of the teachers is the responsibility of the teacher education. Student Teaching is the most worth while

requirement in the teacher education programme. Teaching is an art and skill. Teaching practice contributes to the development of teaching skills.

Education Commission's View:

Kothari Commission pointed out that our present practice of teaching Practice in training institutions remains with few exceptions, either mediocre or poor.

Terms Used:

At present teaching practice is also termed as Student Teaching, Internship in teaching and school experience. Dr. B.P. Lulla pointed out that the term student teaching has not yet gained much currency in India. But this term is gradually being used by N.C.E.R.T. and other leading faculties of education in the place of teaching practice, but nature of the work is the same for all the terms.

Importance of Student Teaching:

Theory without practice is meaningless. Teacher must get opportunities to come into contact with children and understand their individual differences, their needs, their problems and solve them by applying the principles and methods he has learnt. Thus teaching practice becomes integral part of teacher education. Here the pupil teacher will develop the required skills in the co-operating schools. For this a well organised teaching practice programme has to be organized.

Scope of Student Teaching:

The scope of student teaching will include the preparation of student teaching, getting acquainted with the teaching situations, the learners, planning for teaching, using effective methods with the available resources, managing the class-room, discipline, co-curricular activities, guidance, evaluation and professional responsibilities etc.

Concept of Student Teaching:

Student teaching is an integral part of B.Ed. programme wherein theory is tested. It is a verification of all techniques and methods advocated in individual subjects. The theory is meant for practical use and guidance to the teacher. Student teaching is a learning process, that provides experiences for development towards good teaching. It is the period of training student teachers in the techniques of study and methods of acquiring knowledge through personal efforts and initiative. Student teaching is a process through which a student teacher secures guided experience as a preparation for all aspects of his professional career.

Objectives of Student Teaching:

It is important that the student Teacher should have a clear grasp of objectives of Student Teaching. As their

future depends on the satisfactorily fulfilling the objectives, some of the objectives which are perceived by the persons involved in the field of teacher education are mentioned below:

To provide Student Teacher ^{with} the opportunity of establishing an appropriate teacher-pupil relationship with children, theory to be applied in the practical situation, to evaluate the students' potentiality, to acquire confidence, to develop self-knowledge, to develop personal methods of control, to develop power of organization, to develop display the qualities of adaptability and sensibility for becoming part of school community and to provide for interchange of ideas and methods between schools and colleges.

Evaluation of Student Teaching:

Evaluation of Student Teaching is a process of estimating and appraising the skills in educational practice developed by the new teacher. It is nothing but putting the educational theory to practice. Commenting on Student Teaching Programme Kothari Commission has observed that "Student Teachers are commonly required to give a specific number of isolated lessons, many of which are often unsupervised or ill-supervised".

The Pros and Cons of different forms of evaluation have been discussed for many years. Commonly used models

such as rating scale and percentage marking system have both been subject to criticism. Further, the criteria for assessment of Student Teaching is also a matter which needs investigation.

Organisation and Evaluation of Student Teaching in A.P.

After participating in some of the professional Conferences of teachers and teacher educators, the Investigator has noticed a certain amount of dissatisfaction among the teachers over the deficiencies in teaching which have been traced to the defective student teaching programme organised by the Colleges of Education. During the casual visits of the investigator, he could find a certain amount of frustration on the part of persons involved in the programmes resulting from defective Student Teaching. As some of the researches also revealed certain drawbacks of Student Teaching programme in vogue, the investigator has taken the present investigation.

The Problem:

"A Critical investigation into the practice of
'Student Teaching and Evaluation' Programme
in the Colleges of Education of Andhra Pradesh."
