CHAPTER II

REVIEW OF RELATED LITERATURE

CHAPTER - II

Review of the Previous Researches

As pointed out in the introductory Chapter this chapter deals with the past researches, experiments, Seminars and review of some works in this field. Several seminars were held and study groups were appointed to discuss the problem of improvement in teacher education and recommendations were made. But they have not yet been implemented in any large measure. By and large the training programme

of teachers remain poor with some exceptions. The Student Teaching problem which is the most important aspect of training programme remained as a problem. The same is pointed out by the James Report (U.K.) and Kothari Commission (India). Before attempting the problem of Student Teaching and Evaluation Programme, some experiments are mentioned here for the justification of the problem taken for investigation.

A. Allahabad Seminar (India).

For the first time in India the Department of Teacher Education N.C.E.R.T., Delhi has organised a preliminary seminar on "Student Teaching & Evaluation" in Allahabad in 1967, realising the importance of the problem. Work papers on various aspects of the problems were presented by educational experts of the country. Finally a decision was taken to organise Seminars on this problem in various regions of the Country and give an opportunity to the staff of the

Colleges of Education to discuss on the various aspects

of the problem as suggested by the Allahabad Seminar.

As per the decision taken in Allahabad Seminar,
the Department of Teacher Education (N.C.E.R.T)0 has conducted
several seminars in various parts of the Country. The
seventh Seminar on this problem for the Principals and
Staff in charge of student teaching, of Colleges of Education
in the State of Madras, Andhra Pradesh and Maharashtra was
organised at the Hyderabad Public School, Begumpet, Hyderabad-
A.P. from 23rd December 1968 to January 4th 1969 in which
the Investigator has actively participated. Some of the
group reports which are relevant for the present study are
mentioned as reference.

B. Some Seminar Group Reports on relevant aspects of
   Teaching Practice.

i)   School Co-operation.[1]

    1.   The Principal of the Training College or some
senior staff should attend the school functions organised
by the Practicing Schools.

    2.   The lecturers should not assume an air of superiority
when they visit the practising schools.

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1   Group Report of the Seminar on the paper presented
    by Dr. C.S. Subbarao, Field Adviser D.T.E. (NC.E.R.T.)
    Delhi on: "School Co-operation for Student Teaching"
    in the Regional Seminar held at Hyderabad-A.P. in
    January 1969.

3.   The Principal of the Training College should help the practising schools get priority in the matter of getting grant,selection of teachers for participation in Seminars etc.

4.   The Headmasters and teachers of the co-operating schools should be invited for all the training college functions.

5.   A conference or get together meeting of the Head-masters and teachers of the co-operating schools should be donvened before the starting of teaching practice programme in order to know their problems and difficulties.

6.   The school time-table should not be disturbed nor the final year class be included for teaching practice purposes.

7.   College complexes on the model of school complexes should be formed with the training colleges providing the right type of leadership in the field of secondary education.

8.   The practice of splitting up classes into various small groups so as to enable a large number of trainees to give their lessons should be given up as such practice tells upon the discipline of the school as well as disturb its normal working.

9.   Steps should be taken to ensure that the trainees
and the college supervisors observe punctuality and
attend to their work conscientiously during the period
of their internship.

II. Criteria for Selecting Practicing Schools:-

1.   Tone of the school;

2.   Availability of adequate physical facilities;

3.   Adequacy of fully qualified and experienced staff.

III. Role of subject teachers:

1.   All the subject teachers of the practicing schools
should be given an opportunity to attend a pre-student
teaching conference organised with a view to help them
play their role effectively in the intership programme
and payment of T.A. and D.A. should be made to them
immediately wherever Extension Services Departments are
functioning. It will be useful to start Extension Services
Departments attached to Training Colleges wherever necessary
or possible.

2.   Incentives should be given to the subject teachers
in the form of honoraria wherever possible.

IV. Role of Universities:

1.   The Universities as well as secondary schools should
play a greater role in the field of teacher education.

2.   State Boards of Teacher Education should be
established in all States as recommended by the Education
Commission.

3.   Selected secondary schools' teachers should be
nominated as members of Boards of Studies and faculties
of Education and Boards of Examiners also.

4.   The Universities should play a greater role in
the organisation or in-service programmes for secondary
schools teachers.

5.   Examiners for the University B.Ed. Practical
Examination should be asked to sit and observe the lessons
given by the trainees for as long a time as possible
and necessary.

6.   There should be internals as well as external
examiners for both the methodology subjects and High School
Headmasters and senior teachers should also be considered
for appointment.

7.   All the Universities should evolve and adopt
common pattern for conducting the B.Ed. Practical examina-
tions.

V. Role of Student Teachers:

1.   The student teachers should be sufficiently oriented
for their work before they are sent out for teaching
practice.

2.   They should also be instructed to take with them
all the necessary things like chalk, duster, etc., if
the schools cannot provide them.

3.   The student teachers should also be advised to
bear in mind the examination requirements of the classes
they are teaching without violating any of the fundamental
principles of good teaching.

4.   The student teachers should be asked to evaluate
periodically the progress of their classes by administering
tests during their internship period.

ii) Development of Lesson Plan[2]

At the outset the group attempted to define the
following concepts in clear terms so that there may not
be any confusion over the use of' these terms.

Unit is defined as a broad area of content with
underlying unity. The total syllabus may be devided into
such units of interrelated wholes, with various topics
included in them. Topics are sub-divisions in the units
which form parts of those units and may be taken up
separately. Topics again may be sub-divided into lessons

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2.   Group Report of the Seminar on the paper "Development
       of Lesson Plan" presented by Sri Syed Ali Bartar,
     Government Training College, Hyderabad (Osmania
     (University) in the Regional Seminar at Hyderabad.
     Organised by D.T.E.(N.C.E.R.T.) Delhi in January 1969.

which may be defined as a piece of work to be completed
within the period of say, forty five minutes of teaching-
learning.

For example, "Percentage" may be regarded as a
Unit which may be broken up into smaller sub-heads of
topics such as a) Profit and loss; b) simple interest;
c) compound interest etc. Any one of these topics again
may be stratified into number of lessons. For instance
the topic, "simple interest" may be taught in three
lessons i.e. 1) rate of interest; 2) number of years
and 3) calculation of interest.

Every piece of work or lesson again may be analysed
into further meaningful segments for efficient execution
of class teaching.

Main steps in lesson planning:

The group did not prepare the proforma of lesson
plan as another group was working in it. Its main concern
had been to locate the chief items the student teacher
should bear in his mind in developing a lesson plan and
where the teacher-educator may guide him.

There had been consensus among the group that the
objectives in a lesson plan should be formulated with
reference to the content. This point was raised from

discussion of a paper previously read and the group felt
that objectives cannot be developed in a vactum but must
be determined by the subject matter to be taught.

When the student teacher decides on the content or
material he is going to teach in the class he will note
down the preliminary informations regarding the class,
the time, the school, the topic etc.

Next he will list all the objectives that he may
keep in his mind in teaching this particular lesson. Some
general objectives are identified by the group as:

   a) Information or knowledge of facts.

   b) Understanding (including identifying, comparing
      and contrasting).

   c) Application (manipulation of information to
      use in a new situation).

   d) Appreciation

   e) Skill

   f) Interest and attitude.

It had been agreed upon that all lesson may not contain
all the objectives listed. The student teacher should
use his discretion in locating and spelling out his objec-
tives in a particular lesson he may have one dominant
objective while other objectives may be ancillary.

Next step in lesson planning is specification.
The student teacher should be able to translate his

objectives in specific expected learning outcomes at

the pupils' behavioural changes.

Lesson Plan [Ø]

Lesson No.......

School:

Standard:

Period:

Date:

Subject:

Topic:

Previous Knowledge:

Objectives:

Teaching Aids:

Reference Material:

Analysis of Content	Objectives & Specifications (Learning outcomes)	Learning Experiences (procedure)	Evaluation (Testing)

Assignments:

[Ø] Proforma for Lesson Plan, suggested by Proforma Group
    in the Regional Seminar at Hyderabad (India), Organised
    by Department of Education (NC.E.R.T., Delhi).
    Paper presented by D. Damodar, Lecturer, St. Ann's
    College of Education, Secunderabad on "Proformas for
    Student Teaching and Evaluation", January 1969.

The content will have to be taken into consideration
in a separate column and analysed into meaningful sections.
Pupil's previous knowledge in this content area should
also be borne in mind.

The method used by the student-teacher in developing
the content should be put under the head of <u>learning</u>
<u>experience</u> is obvious as here the learner is regarded not
as a passive recipient but as an active participant in the
teaching-learning situation for whose behavioral changes
any lesson should be planned. The group defined learning
experience as "activities" suggested by the student-teacher
with a view to involve the pupils to participate in teaching-
learning situation to bring out desired specifications. For
example the student teacher in planning a lesson will desist
from writing "the teacher shows a film" but instead should
state specifically the teacher shows a film on a particular
subject and sets tasks for the pupils to observe certain
points so that some definite objectives may be achieved".

After suitable learning experiences are mentioned there
should be a column under which the student-teacher should
note the <u>evaluation</u> tools or devices which he will use to
evaluate the pupils with reference to the specifications
set forth. This may include suitable questions to the test
the pupil's understanding of the material. This is synony-
mous with <u>review</u> or <u>recapitulation</u>.

Lastly, there may be some assignment with reference to the material given for enriching the knowledge gathered or for further exploration and ensuring more thinking in that area. There had been some discussion whether every lesson should contain an assignment at the tail and the group came to the conclusion that this will depend on the contents and topic i.e. when two lessons are given as parts of same topic, prescription of assignment may be necessary at the end of the second lesson only.

On the whole the group felt that any lesson plan is a guide to help the student-teacher to effectively teach a subject, therefore, he may not strictly adhere to the lesson plan but should feel free to deviate from the original plan when occasion call for i.e.for instance he may not evoke expected response from the students, therefore, he may have to change his teaching procedure to secure more pupil partici- pation. The lecturer should make him aware of such possibili- ties and prepare him in anticipation for any such situation. Should lesson plans differ subject-wise or class-wise, that is should the same format of lesson planning be used for teaching French and Geography? The group felt that the basic pattern should be followed for all lessons, though some items may not be included in giving a particular lesson. The student teacher would use his discretion in setting down the

details of his lesson plan. The group considered the problem
whether there should be different formats of lesson plan
for 1) preliminary practical teaching and 2) internship
lessons. The group felt that in both cases lesson plans for
his own optional subjects should be carefully and thoughtfully
prepared. The group did not discuss about the teaching notes
used for day-to-day teaching as it is felt to be outside
the purview of the teacher education.

iii) Supervision of Student Teaching[3]

Introduction

Teachers are not mere craft technicians hence a
good teacher-education programme has to provide for a
clinical classroom experience also. To achieve this, Colleges
have to provide close supervision of student-teaching.

The Supervision of student-teaching involves organiza-
tional or administrative considerations. For various
reasons the type of such supervisional programme varies from
University area to University area and from Colleges to
Colleges even in the same University area. The non-
availability of supervisors, the increased number of trainees

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3   Group Report of the Seminar on the paper presented by
       Sri M. Shankar Rao, Lecturer, Govt. Training College,
       Warangal (Osmania University) in the Regional Seminar
       at Hyderabad, organised by D.T.E. (N.C.E.R.T.),
       Delhi in January 1969.

in a College and the limited number of practising schools
do not permit solution to problems that can be uniformly
followed throughout the country.

A. Defects of Supervision of Practice Teaching

1)   The first defect as pointed out in the paper is:

"Failure on the part of the supervisor to bestow
proper attention to observe the lesson of pupil-teacher
due to heavy work load".

As pointed out in the beginning it is noted that condi-
tions vary from college to college and University to University.
Hence, it is not possible to spell out a uniformly acceptable
solution.

A specialist may work out the optimum work load that a
Lecturer can bear in supervising his trainees during the
prescribed period. On the basis of the report, lecturer and
trainees ratio may be workedout for the successful solution
of the problem.

2. The Second Defect is:

"Except that the remarks are written by the supervisor
in the notes of lessons of pupil teachers no proper attempt
is made to offer suggestions for rectifying such defects,
sometimes even remarks are not written".

The Committee felt that there should be remarks by
the Supervisors on the notes of lessons of the student
teachers. They should not be vague, general, repetitive
and merely negative. The lessons should be constructively
ctiticised with concrete and specific suggestions.

3. The Third Defect is:

"As the supervisor has to observe sometimes four to
five lessons within a period, he has to rush to each class
with the result that he cannot but devote 10 minutes to
each lesson."

We are of the opinion that normally not more than two
lessons be supervised in a period by the Supervisor.

4. The fourth defect is pointed out in the paper is:

"Lessons in social studies are supervised by some of
the non-social studies members of the staff. Similarly,
a supervisor not acquainted with a particular language is
asked to supervise that language medium class".

The Committee was of the view that it is more or
less a local problem and is therefore not considered here.

5.   The fifth defect is:-

"In a hurry to complete the lessons some of the
trainees are permitted to give daily even three or four

lessons. Some of the lessons are not supervised at all by the supervisor or by the class teacher".

With the help of the co-operating teacher the trainee may be permitted first to give to observe and then take up teaching work one period a day and two periods a day and so on. The motive should be not to complete the lessons but to get acquainted with the total school situations. The possibility of giving a variety of experience by posting the trainee to various standard may also be considered.

6. A. The sixth defect is:

"Unless the supervising teachers are paid any remuneration they will not have any interest to supervise. They simply put initials".

The question of paying remuneration to the supervisors may be considered sympathetically. This is being done in the Osmania University, Annamalai University and S.N.D.T. University. The group recommends that they may be paid suitably.

B. Consideration in appointing a person as the Supervisor of practice-teaching (Co-Operating teachers).

In selecting supervisor at least three years teaching experience as a teacher may be insisted upon.

How many of the lessons be supervised by the College Supervisor?

It is found that the trainees have to do at least ten or more lessons during the course. These lessons have to be supervised by the lecturer concerned. It is desirable that at least three of these lessons be supervised thoroughly by the lecturer concerned.

How to manage with the large number of students that has to be supervised by lecturer at a time?

If the lecturer and student teacher ratio of 1.10 is maintained then this problem will be solved.

How many students teachers should be entrusted to one supervisor per batch?

Not more than ten trainees may be entrusted to a College Supervisor per batch. This number may be adjusted in the case of the co-operating teacher taking into consideration his school-work load.

C. Functions of a supervisor -

(a) In certain places it is observed that supervisor is entrusted with the duty of guiding the trainees in preparing his lessons. Supervision commences when the lessons is taught. The supervisor should be thorough with the methodology of the subject.

(b)   A post-performance discussion should be done. The
supervisor should be able to criticise his trainee's
lesson, call for his explanations wherever necessary, accept,
those that are acceptable and in other cases should put the
trainee on the right lines by giving his valuable sugges-
tions.

(c)   A rapport should exist between the supervisor and
the trainee on the best possible lines. All the good
points in the trainee's teaching should be unhesitatingly
appreciated and wherever possible inspiration should be
given in case of weaker trainees to pick up work.

(d)   The trainee should be encouraged to evolve a teaching
style of his own based on the modern methodology and the
resources available in that school.

(e)   The Supervision of the ctiticism lesson must be
cautiously done. Criticism offered should be of a construc-
tive nature helping the trainee to gain knowledge of the
methods and securing confidence in teaching.

(f)   It is the duty of the supervisor to evaluate the
success of the lesson. It should be more sympathetically
done taking into view the potentialities of the progressive
nature of the trainee.

(9)   Finally, it is the duty of the supervisor to guide

the trainee in planning the lesson, evolve the objectives

of the Unit, check the accuracy of the content, suggest

the skills needed in passing on his knowledge to the student

and to help him in maintaining the right teacher-pupil

relationship.

        We have tried to suggest a few solutions to some

of the problems. With the co-operation of the practising

schools many of these problems can be easily solved.

iv) Evaluation of Student Teaching: [4]

A.   It has been formerly discussed and approved that

the term 'Student Teaching' connotes to all the experiences

provided to the student teaching in schools. The preparatory

experiences provided to him in the College were also in-

cluded in the term 'Student Teaching'. The school experiences

were classified under two broad headings as

            a) Actual teaching experiences; and
            b) Other experiences which have been detailed later
            _   on this report.

        Starting from the definition of the term, it was

decided that the evaluation also should take into account

these two aspects. Hence, the report has two parts, one

dealing with the evaluation of practice teaching and the

second dealing with the evaluation of other experiences.

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4   Group Report of the Seminar on the paper presented
        by Professor K. Vedanthachary. Osmania University:
        In the regional seminar at Hyderabad. Organised by
        N.C.E.R.T., D.T.E. (Delhi) in January 1969.

Another general aspect which came up for discussion in the group concerns with the mode of evaluation and the purpose. Is it for grading and declaring the results that we evaluate or is it for guiding the student teacher? It was felt that both these purposes should be served and hence it was decided that the evaluation must be both qualitative and quantitative in nature. The qualitative evaluation and the suggestions arising therefore will be useful in guiding the student teacher and the quantitative evaluation may help us in grading and other details.

B. Evaluation of practice teaching:

As this is the most important aspect of the student teaching programme, detailed discussion were held and the following points considered. In evaluating the teaching, there are four aspects to be considered asx follows:-

    a) Lesson Planning;

    b) Teaching Techniques;

    c) Class-management; and

    d) Teacher personality.

The following criteria was evolved for evaluating each of the above aspects

a)   Lesson Planning

    1)   Selection of content   - Adequacy
                                          Relevancy
                                        Sequency & arrangements
                                        (factual) accuracy.

2)   Statement of objectives - Adequacy

                                Clarity

                                Realiability

                                Relationship to content

3)   Instructional Material - Suitability

                                Presentability

        (Teaching aids, B.B.   Accuracy

          work, text books,etc.) Originality

(Instructional Material is defined to include Teaching
Aids, Text Books, References, B.B. Works etc., and all
other material that the student may use for his instruc-
tional purposes).

4) Use of previous knowledge -   Relevance

                                Sufficiency

5) Activities planned   -   Appropriateness

                                Adequacy

                                Organisation

                                Variety

                                Originality

6) Questioning   -   Wording

                                Type

                                Appropriateness

7) Plan for Review   -   Structure

                                Accuracy

                                Brevity
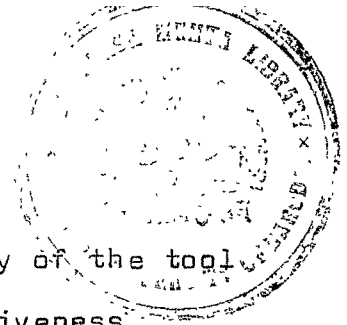
8) Evaluation	Suitability of the tool
	Comprehensiveness
9) Other aspects	Neatness of presentation
	Organisation of units
	Legibility - etc.

b) Techniques of Teaching:

This could be further analysed for the sake of convenience, into three aspects as follow:-

Introduction, Development and conclusion.

This analysis is more for the sake of convenience and it should always be the aim to see the evaluation of the lesson as a whole. The following points show how each of the three aspects should be evaluated.

1. Introduction	Effectiveness
	Appropriateness
	Adequacy
	Brevity
	Stating the purpose of the lesson.
2. Development	Mastery of the subject matter, expression (fluency, tone pronunciation etc.)

suitability of the
Language, Organisation of
ideas, handling of instruc-
tional materials, efficiency
in carrying out the activities
planned.

Appropriateness of the
technique of teaching,
Questioning - (form distribu-
tion, dealing with answers
etc.)

Dealing with doubts raised
by pupils, adherence to the
lesson plan, resourcefulness
in dealing with unexpected
situations, pupil participa-
tion, adequacy of explanation
and illustrations.

3. Conclusion

Review or recapitulation,
nature and quality of
assignments, adequacy of
drill
Stress on applications
Realisation of objectives.

c. <u>Class Management</u>　　　Budgetting of time,class-

control,recognition of

individual differences,

involvement of pupils in the

activities.

d. <u>Teacher Personality</u>:　　Attitude

confidence and earnestness

interest in the lesson

manners and mannerisms

punctuality

physical aspects (grooming

etc.)

It was also made clear that though certain criteria have been listed for the four categories it might be necessary to take the lesson as a whole and evaluate.

It was pointed out earlier, suggestions based on the qualitative assessments may be made to the student teacher. It was, however, felt that the final quantitative evaluation may be kept confidential.

Next, the question of attaching weights to these aspects was discussed and the following conclusions arrived at. Assuming a maximum of 100 points marks for the whole lesson, it was allocated as Lesson Planning 15%.

Teaching	- Introductory aspect	10%	
	Development	50%	70%
	Conclusion	10%	
Class Management			10%
and Teacher Personality			5%

It is felt that further re-allocation of these weights to the various aspects would be rather artificial. It may be good to use 10 points or 5 point rating scale and then convert these ratings to a mark; according to the weights attached.

It is also recommended that each supervising teacher and lecturer who evaluates the lesson should give both the qualitative and quantitative ratings. It is, therefore, suggested that due provision for the same may be made in the proforma evolved for this purpose.

It is also felt that if a manual can be prepared setting out objective criteria for purposes of rating, it may be helpful in making own evaluation more scientific and objective.

C. Evaluating other aspects of Student Teaching:

The other aspects of student teaching involve:

a) observation of lessons

b) understanding the school-situation

c) participation in co-corricular activities

d) maintaining cumulative record or case-study records.

e) construction and administration of a test (achievement, diagnostic).

f) preparation of audio-visual aids

g) any other similar activities.

The evaluation of these aspects of student teaching has to be used on certain documentary evidences such as:

1) The Records maintained by the students;

2) The Report of the subject-lecturers.

3) The Report of the supervising teacher;

4) The Report of the Headmaster of the School.

It is felt that even here, it is desirable to evolve a set of common criteria for evaluating the records. This was discussed at length and the following criteria is suggested.

D. Criteria for evaluation of the records:

1. Whether all the relevant items have been entered;

2. Whether proper justification has been (made) noted for not making any entry;

3. The detailed nature of the various entries (or superficial)

4. Whether the strong and weak points have been noted;

5. Whether the above points have been substantiated with specific illustrations;

6. Whether suggestions for alternative procedures have been made at relevant places;

7. Language and presentation aspects;

8. Submission of records in time.

Besides, the above criteria, it is also felt that it will be helpful if the other aspects mentioned above are spelt out in detail. An attempt has been made in this direction. (This is one area when there is overlap between the work of this group and the group on proformas). Only broad outlines have been mentioned.

a) Observation of Lessons:

This can be done almost on the same lines as suggested for the evaluation of lessons for practice teaching.

b) Understanding the school-situation

This involves study of school Assembly, time-table office routine, library and laboratory facilities, school buildings physical amenities, staff, work-load, curriculam and all other similar aspects.

c) Participation in co-curricular activities

This involves participation (and organisation) in debates association meetings, sports and other functions physical-education programmes and all other similar activities.

d) Maintaining cumulative record or case-study record:

This record has usually a prescribed form. The student may perhaps be interviewed after the filling up of the record, the purpose of that interview being to see whether the record has been properly filled and whether the significance of the work has been understood in the proper perspective.

e) Construction and Administration of test

This record may be evaluated on the evidence of the nature and structure of the question paper, the evaluated answer sheets, the interpretation of the results made by the student teacher and his final report, on diagnostic work.

f) Preparation of Audio-visual Aids:

This can be evaluated by the nature and quality of the aids, their suitability to class-room teaching, the accuracy with which the ideas are presented and the attractiveness of the aids.

These are just broad outlines and it will be useful if more detailed criteria for evaluating these aspects are evolved. This aspect perhaps needs more time and effort.

Self evaluation by the student, same format and consideration as for lesson evaluating.

E. Conclusions

On the basis of the discussion on the various points raised in the report, the following conclusions were arrived at the general session.

1. The proforma suggested by the "Proforma" group be accepted for the purpose of evaluation;

2. Instead of a 10 point evaluation, a 5 point evaluation may be used;

3. The weightage for the different aspects of practice lesson be as follows:

   1. Lesson Planning   —   15%
   2. Execution   —   70%
   3. Class Management   —   10%
   4. Teacher Personality   —   5%

4. Out of the total marks allotted for the practicals, it was decided that they may be allocated as

   60% for the practice teaching; and

   40% for the various other records

As an illustration, if the total for the practicals is 400, then 240 marks are allotted for teaching practice and the rest 160 marks for the other records. Out of the 240 marks, the allocation may be

40 marks for observation records (20 for each optional)

and 200 marks may be suitably distributed to the various records.

C. The Training and Education of Teachers in (U.K.).

The Report of an Enquiry into the Training and Education of Teachers 1970-71 by the University of Wales School of Education has reviewed many problem of Teacher Education and training. The review Committee while discussing the problem of "The Organisation and Supervison of School Practice" has made several suggestions for the improvement of School Practice. The following are mentioned as reference.

1) Organisation and Assessment of School Practice.[5]

In the first instance an attempt was made to define the aims and purposes of school practice and there was complete unanimity that the following constituted an adequate summary of the objectives;

> a) to enable the student to acquire first hand experience of classroom techniques;
>
> b) to familiarise the student with school routines;
>
> c) to help the student frame his own attitudes to the teaching situations;
>
> d) to encourage, on a long term basis, flexibility of approach and creative thinking.

Considerable attention has been given to the question of whether or not adapting or amending the existing pattern of school practice would help in the achievement of

these stated aims, within the distinctive spheres of the
primary and secondary school. The following matters have
been discussed.

ii) Teacher Involvement in School Practice

The information received from Colleges and
Departments of Education it was obvious that considerable
emphasis is already being placed on contract and discussion
with teachers before, during and after period of school
practice. In most cases the contract has been of an
informal nature, but a small number of Colleges and
Departments have sought to establish more formal machinery.
Conferences of teachers, regular meetings between specific
teachers and College tutors, the establishment of liaison
committees, preliminary visits to, and discussions at
schools, consultations concerning the specific requirements
of individual schools are all examples of how teacher
participation has been sought. All the reports indicate
that the association has been worthwhile, and it is thought
that such forms of contact have much to commend themselves
and should be encouraged on all counts. One way of
improving the existing relationships and placing them on
a more informed footing would be to utilise the existing

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5   University of Wales School of Education. "The Training
     and Education of Teachers" Report of an enquiry into
     the Training and Education of Teachers 1970-71.

framework of in-service courses when groups of teachers
and tutors meet to discuss common problems. Teachers
could thus be made more aware of the trends of thought
and the aims of Colleges and Departments, and tutors
given a better opportunity of appreciating the needs
and demands of schools. This in turn could lead to a
situation whereby College tutors could teach in schools
for one term on secondment, and thus be in a position
to give instruction in teaching method to students from
their own Colleges in the classroom. The converse would
be of equal benefit, viz., that teachers should also be
seconded and serve for a term at a College or Department.

iii) Teacher-Tutor or School-Based Tutor Schemes

The document prepared by the Headmasters'
Association and the Headmasters' Conference entitled
'Our Schools and the Preparation of Teachers' aroused
considerable interest especially Sections 18-25 which
deal with the question of establishing various categories
of school-based tutors linked to A.T.O.s. It was noted
that the schemes and categories defined were of more
relevance to the post-graduate work of University Depart-
ments of Education, but nevertheless it was obvious
that their introduction would have related implications
for Colleges of Education.

The four basic types of tutor described in the
document are:

a) the co-ordinating teacher-tutor, who would
co-ordinate all student activities in a school
and take general responsibility for their
progress there,

b) the school-based joint tutor, appointed jointly
by the School and the A.T.O. to undertake a
dual role, spending some time in the school and
some time in one or more of the constituent
Institutions of the A.T.O.

c) the group-teacher-tutor, who would be a joint
tutor of the type described under (b) but who
would be concerned with one or more schools
in addition to his own.

d) the associate tutor who would be a practising
teacher capable of supervising and assessing
students working in his own specialist discipline,
or with a defined group of pupils.

In general there was a measure of support for the
establishment of schemes based on the above defined
categories of teacher-tutors, since they appear to offer a
sufficient number of possibilities to suit the varying

needs of different areas. Nevertheless, the following reservations were made:

a) For such a scheme to operate successfully adequate financial support either from L.E.As, the D.E.S., or the U.G.C. must be made available. The Committee also recognised that there were greater implications for rural areas, whose financial demands, of necessity, were likely to be far greater than those of urban areas. This was a problem that would affect large areas of Wales.

b) It was important that the arrangements were not over-formalised, since this could act as a deterrent to the involvement of other members of staff, who might possibly opt out of their normal responsibilities for certain aspects of the school practice in favour of official teacher-tutors.

c) It was thought that there was much to be said for ad-hoc, as opposed to permanent appointments, thus allowing the degree of flexibility necessary to cater for varying situations as they occured from year to year.

d) The appointment of such tutors would involve the establishment of elaborate machinery, which would

have to be very carefully thought out to ensure
the co-operation of all the interested agencies.
Some fears were expressed that such machinery
might introduce into the system such an element
of rigidity that it would reduce the necessary
degree of flexibility.

If such a system, however, were to be introduced
on a national basis, and given sound financial backing, it
is recommended that the A.T.O. in Wales, through its
Collegiate Faculties, should become a participant.

It was also noted with approval that certain
University Departments of Education were already using
teacher tutors. For example, the Department at University
College, Cardiff was conducting a pilot scheme and had
already established formal links with over forty schools,
all of whom provided teacher-tutors. Both student guidance
and assessment was carried out by the teachers, who,
at present, were only being paid a nominal sum per student.
Given sufficient resources the Department would wish to
extend the scheme, and to increase the fee paid to the
teacher tutors. Aberystwyth has also introduced a similar
scheme on a more limited front.

Students whose views were canvassed were unanimous
in their wish to see the closer involvement of teachers

in the supervision and assessment of school practice,
since they were of the opinion that the teachers saw their
whole range of activity during the period of practice,
and not the mere fragmentary sections which was all that
a College based tutor could hope to see during a limited
number of short visits.

iv) Ratio of time allocated to Teaching Practice

Colleges of Education in general arranged for
between 15 and 18 weeks out of a total course time of
approximately 105 weeks to be spent on school practice,
and University Departments of Education students spent
13 out of a 30 week course in the classroom. The Staffs
of Colleges and Departments were of the opinion that
this ratio was satisfactory. It was thought that any
considerable extension of any block period of practice
would result in staleness and diminishing returns, quite
apart from the effect longer practices would have on the
allocation of time for the academic and theoretical content
of College Courses. Another argument against any substan-
tial extension was the concern felt by members of staff
for the schools, their teachers and their pupils. For many
schools saturation point had already been reached with a
consequent dislocation of the normal school programme.
Student opinion, on the other hand, would appear to favour
an increase in the length of block practices to a minimum
of 21 weeks (i.e. 20% of the course).

Taking account of opinions expressed and having
special regard to the burden which school practice places
on schools, it is not thought advisable at this stage to
recommend an increase in the ratio of time allocated for
school practice.

v) Length and Timing of Practices

An analysis of reports received from Colleges and
Departments revealed a wide variety of pattern as far as
the length and timing of block periods of teaching practice
were concerned. There was no wish, however, to establish
a uniform formula for all colleges, since this would
merely impede the efforts of Colleges and Departments in
organising their time-tables according to their own indi-
vidual needs.

Attention is drawn, however, to the following points
which are considered worthy of further consideration by
Colleges and other interested bodies:

a) Research findings have shown that students benefit
   more from their second period of school practice
   than from the third and final practice. During
   this second practice they were free from the self-
   imposed inhibitions which were engendered by the
   feeling of being constantly assessed which appeared
   to influence their classroom activities during the

final practice. This would indicate that some benefit might be derived from lengthening the second practice at the expense of the third.

b)   Certain Colleges presented a strong argument for holding the third practice during the final term of the three year course. This would enable the academic and theoretical aspects of the course to have uninterrupted attention for two complete terms, and would also mean that a student would move directly from a teaching situation to a permanent position. This argument received a measure of support from the Committee.

c)   Some co-ordination between Colleges was absolutely essential since, in the opinion of teacher-members of the Committee, schools would wish to have at least one term totally free from students.

vi) <u>Assessment</u>

It was recognised in the first instance that the assessment of school practice had a dual function viz. (1) to provide an incentive for the student (2) to provide some help for the future employing authority. The existing

practice within the A.T.O. is to grade on a 5 point
scale, but some thought is being given, at various levels
to the possible adoption of a three point scale viz.
Distinction, Pass and Failure and thus recognising the
inherent difficulties of attempting to make an accurate
and objective assessment of teaching performance. There
was little support for the view expressed in the N.U.T.
document submitted to the James Committee and entitled
"The Reform of Teacher Education that assessment "should
be made only on a pass/fail basis, and that this should
be decided early on in the student's initial education".
(p.27). It was thought that the adoption of such a sugges-
tion would remove the incentive element for the potentially
good student and would not take into account the effect
that good tuition, both by tutors and teachers, could have
on a student who performed badly during the early stages
of the course. There was strong support, however, for the
adoption of a three point scale, as outlined above, which
would acknowledge the difficulty of making a detailed and
objective assessment of students on teaching practice, but
which would still allow the retention of the incentive
motive for the student of high potential. Confidential
reports to employing authorities could be provided, if
necessary, to supplement the actual grading.

D. Some Emperiments in Teaching Practice in the Developing countries 6

i) Curriculum

If considerable thought is being given to the revision of the curriculum of teacher education so also is attention being directed in all quarters to the purposes and organisation of teaching practice. This was the subject of A.Babs Fafunwa's paper in the Report of the Sixth Conference of the Afro-Anglo-American Programme (132) while E.A.Pires in Student Teacher Practices in Primary Teacher Training Institutions in Asia (78) covers every aspect from the objectives and scope to the planning, from the administration to evaluation. Similar comprehensive coverage is to be found in S.A. Adejummobi's 'Student Teachers and Practical Teaching' (1), but in this instance the background is West African. In the contebt of practice in the West Indies there are E.H. Walters' Teacher Training Colleges in the West Indies (104), her 'Freedom and Responsibility in Teaching Training - a Development in Jamaica' (105) and the Report of the Conference on Teacher Training (Trinidad, 1964) (154), all of which make reference to the importance and organisation of teaching practice.

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6   Teacher Education in the Development countries of the Commonwealth. "A Survey of Recent Trends", Commonwealth Secretariat London, pp.18.

ii) New Trends

There are also a number of detailed accounts of experiments in introducing students to practical teaching activities. S. Vivan's 'The Early Stages of Professional Training' (102) describes the programme in the first year at a College of Education for primary school teachers, with guided observation and demonstration lessons in the first term, carefully supervised practice in the second term and further teaching in the third. John Bowles' 'Teacher Training through Team Teaching (Uganda)(12) describes an experiment at Kyambogo College in which team teaching was used at the crucial point when the student assumes responsibility for the education of children; "This turning point is so important that it is worth a lot of trouble to give the student a limited, but real, responsibility as early as possible in the course". Another kind of experiment is the subject of 'Description of Teaching Practice using Small Groups: Bornu Teachers College' (83) by Rowe and Anderson; in the pattern pupils were divided into "smaller groups in which each student would... be responsible for a group of seven or eight children". Yet another approach is described by Dr. David R. Evans' 'Micro-Teaching: An Innovation in Teacher Education'(23) the essence of which is peer group teaching amongst students. All these experiments relate to teaching practice in the initial course of professional education; but C.R. Gray in

'A Suggestion for a Crash Teaching Improvement Project
for Developing Countries'* (39) discusses the relevance
of teaching practice in courses for serving teachers,
describes a pattern of 'Group Practice Teaching' and gives
detailed examples of actual lessons.

iii) Laboratory School

In many of these accounts reference is made to the
value, and utilization, of a 'demonstration' or 'practising
school' attached to a College of education. Vivian (102)
bases his suggestions on its utilization; Bowles (12)
refers to the need "to create a school which is completely
integrated with a College, on the same campus and having
the same staff"; Pires (78) refers to each college having
under its wing "a laboratory school"; and the Reports of
the Committee of Investigation into the Working of Teacher
Training Colleges (140) recommends to the Government of
Ceylon that every college should have its own practising
school and should administer it. But the fullest description
of such schools is to be found in H.Creaser's "The Demons-
tration School in Teacher Training" (21) where it is suggested
that the basic needs are "an average quality school with
pupils of average intelligence and acceptance by the pupils of

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* An abbreviated version of this article is to be found in
Teaching, Vol. XL No.4, of June 1968 (38).

the comings and goings about them and complete sympathy
between the teacher and the tutor".

Teaching practice of a somewhat different order is
involved in the various kinds of 'Sandwich Courses' for the
initial training of teachers; these courses are the subject
of Section 12.

E. Abstracts of Recent Articles on Teaching Practice

Some of the latest articles on Practice Teaching
are mentioned as reference:

i) Experimental or Demonstration School

Most postgraduate students value highly their
teaching practice, but some feel ill-prepared for it at
first. A study at the University College of North Wales set
out to study 1) What students learn on Teaching Practice;
2) What their supervisors aim to teach them; 3) the relation
between the academic part of their teacher training course
and the practice period. These students do the whole of
the second term as block practice in a grammar or comprehen-
sive school; they taught about 15 lessons a week, were
visited weekly by their supervisorsaand had to keep written
records of their lessons. Initial observation periods were
usually short, but valuable - sometimes students said they
had learned what not to do. The results of the study are
fairly critical of both University Departments of Education

and of Schools and Mr. Maddox cautiously advocates experimental or demonstration schools attached to training institutions as are commonly found in other countries.[7]

ii) Joint Supervision by School and College Staff

Increasing numbers of students have brought new problems for teaching practice, in the deterioration of physical conditions, attenuarion of relations between Colleges and Schools and less clear-cut relevance of theory and practice. A survey carried out over several years at Worcester College of Education revealed widely differing attitudes among students, college tutors and school teachers; all of the latter, however, differed from the College Staff in their attitudes to fundamental teaching problems. College staff tended to support more progressive methods, more democratic means of class control than secondary school staff. This involved students in trying to reconcile conflicting attitudes and in adjusting to a culture different from the College culture. The tension was resolved by students by using two levels of professional value, one for college and the other for the classroom. Joint supervision by school and college staff offered one remedy, but Mr. Shipman points out that research in one college only should not be over-estimated and most ex-students maintain that they received

7   A descriptive study of teaching practice. H.Maddox
      Educational Review, Vol. 20, 1967-68, pp.177-190.

good preparation and were able to fit smoothly into
their school.[8]

iii) Functional Dependence

The concept of "functional dependence" in social
psychology is useful in understanding the importance of
the class teacher in the student's development of appropriate
skills and attitudes. In this theoretical analysis of 81
women students at a College of Education were asked about
(a) their own behaviour towards the children on school
practice; (b) their beliefs about what they should ideally
do as teachers; (c) their forecasts about what they probably
would do as qualified teachers; (d) their expectations about
the behaviour of their tutors, class teachers and head
teachers. From these were constructed a "school authoritarian
index" and a "student authoritarian index". The results of
the analysis suggest that the influence of the school exceeds
that of the college tutor and that while the College is the
primary source of ideas, these may soon be changed during the
actual practice in the school. This is an interesting finding
in the light of the conflicting roles revealed in the previous
Shipman article.[9]

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8 Theory and practice in the Education of Teachers.
     M.D. Shipman. _Educational_ Review. Vol. 9 June 1967
     pp. 208 - 212.

9 Functional dependence, exchange and power of influence
     L.Cohen. _Educational Sciences_. Vol. 3, No.1. May 1969
     pp. 47-51.

iv) Liaison between School and College

Many of the problems revealed by the Worcester
College Survey (Shipman, above) also emerge from an extensive
survey sponsored by the D.E.S. at Bristol University Insti-
tute of Education into the "functions of school practice".
These two articles describe this research investigation,
carried out at two colleges of education, one for women and
one mixed. Discussions were held with small groups of first
year students at every stage of their course, and their
reactions to school practice recorded - the article cites
many interesting verbatim reports. First year students
readily identified with the pupils and viewed problems from
their angle rather than a teacher's. Second year students
had obviously gained confidence from their first period of
Teaching Practice and knowing that a relationship with children
was possible, were able to discuss the nature and development
of this relationship with confidence. Already, students
were suspicious of the mechanisms of supervision and assessment,
but generally welcomed assessment and wanted more. Third
year students saw full time teaching looming on the horizon
and needed reassurance! Discussion of past Practices showed
some evidence of misplacing in situations were no student was
likely to be very successful (see Hall, below). The very
nature of assessment made the supervisor an examiner and so
hampered his relations with the student in a helping role.
There was no obvious awareness of a triangular relationship

between teacher, student and supervisor. Discussions
with College of Education staff produced a list of objectives
of School Practice. They saw the need for students to acquire
specific skills in College without restricting them from
adopting different methods later. Assessment problems did
not loom large with Education lecturers, but subject specialist
staff appreciated the dilemma of the dual role of supervisor
and examiner voiced by students. Stronger liason between
schools and college was desired by all. Finally, local
teachers were inter-viewed. Fears about interruptions in
children's learning were voiced, particularly amongst primary
teachers who even admitted to feelings of jealousy when
students took over "their" classes. Most welcomed students
and saw a professional responsibility to help in their
training and occasionally admitted too learning _from_ students.
Longer teaching practice periods were suggested to help both
students and school to benefit from the experience. The
problem of unprepared supervisors was mentioned - Lecturers
who had never taught in the type of school they were supervising.
Teachers, like lecturers, wanted closer liason between school
and college, particularly briefings between student and
teacher before a particular practice. [10]

v) Conflict between School and College

The author first considers the commonly accepted
objectives of T.P. - acquisition or development of personal

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10 Students and school practice. E.Cope. _Education for_
     Teaching, No. 80, Autumn 1969 pp.25-35 and
     No.81, Spring 1970 pp. 30-37.

qualities desirable in a teacher; of teaching techniques;
of the professional role of the teacher, and finally the
fusion of theory and practice. However, when considered
in practice, serious conflicts between these objectives
are obvious. The main conflict areas discussed are the
relation of theory to practice; the conflict between training
institution and school, largely arising out of theory vs.
practice; conflict within the student and between him
and external pressures. Suggestions for reducing these
conflicts include school-centered practice where the school
bears the main responsibility for T.P. rather than the
training institution; use of the casework approach where
the tutor does not visit the student in school, but helps
the student analyse his own report of his work in discussions
back in college; greater liason between school and college
to allow a more flexible use of the school situation to
illustrate theoretical work covered in College as the need
arises; and the more gradual introduction of students into
particular schools.[11]

vi) Joint Responsibility of School and College

Many of the suggestions outlined in the previous two
articles have been carried out in an experiment at Balls
Park College where 5 local primary school Heads were 'co-opted'
into College one day per week to take joint responsibility

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11   Teaching Practice: Objectives and conflicts.
       S. Morrison. Educational Review, Vol. 21, 1968-69
       pp.120-129.

for an education group of 20 students with an Education
Lecturer. These same students would have their first period
of T.P. in the Head's School, being gradually introduced
by him to his school and staff, ultimately taking over
classes in groups of 2 & 3. Heads not only knew the students
personally, but knew what preparation the College had given
them, so helping to overcome the theory vs. practice conflict.
Visits by College Lecturers were greatly reduced, becoming
little more than courtesy visits rather than assessment
sessions. All sides benefitted from the experiment, which
it is hoped to expand into the secondary sector.[12]

vii) Group Teaching May bring better results:

This article illustrates how students can enable
a school to carry out a programme which would otherwise
have proved impossible - students really can be welcome
and useful. Three students took charge of a group from
a 3rd year junior class to carry out an integrated English
Project "The seven ages of man", involving as much creative
work as possible, including drama, visits and interviews
using tape and film, with resulting written presentations.
Continuous assessment was applied by students and class
teacher, culminating in each group presenting a 40 minute

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12   School Experience - A College experiment in
       Co-operation. P.E. Sangster. Cambridge Journal of
       Education, Vol. 2, No.1, Lent 1972 pp. 25-30

programme of their best work. The students had virtually

full responsibility for a "class" of children pursuing a

wide range of activities and the work produced was far

beyond the scope of a single class teacher.[13]

viii) Correlation of T.P. in relation to good teacher

What do supervisors look for when assessing

T.P. and is there any correlation between T.P. Grades and

those gained by the students on the rest of his course? Studies

have not shown any real relationship between T.P. grades

and ultimate success in the teaching profession, or revealed

any measurable qualities in a student which correlate

with his T.P. performance. A survey carried out by the

author reveals no clear agreement between lecturers as to what

is a "good teacher", though a knowledge of and feeling for,

children's emotional needs' and 'an enduring enthusiasm

for the task of teaching' were rated high. There was very

little relation between measured performance on T.P. and

academic success in the College course. More research is

certainly needed into what supervisors look for when assessing

"good" teachers.[14]

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13   Group teaching as a part of teaching practice.
        K. Wollard. The Use of English, Vol. 21, No.3
        Spring 1970.

14   What do we mean by a good teacher? D. Fontana. in
        G. Chanan, ed. Research Forum on teacher education.
        N.F.E.R., 1972. pp. 72-77 (FROZEN & ASC)

ix) Ratings in Assessment of T.P.

Mr. Woodman suggests that the confusion in teaching practice assessment revealed by previous research arises out of a disregard for the complexities of the pupil-teacher-task interactions being assessed. Following a study where teacher ratings were applied to different school age groups (personality, attainment of pupils, teaching techniques, personal relationships, and preparation applied to secondary junior and infant levels) the authors conclude that pupil age group does have a significant effect on what should be assessed. Attempts to find models of successful teachers should therefore take this into account. Other factors, like subject specialisms, may similarly affect models and more research is needed to unravel the complexity of inter-acting criteria before looking for a single model of a "good teacher".[15]

x) Role of College Supervisor

In contrast to research revealing the confused state of T.P. assessment, this article is a serious attempt to relate 'open' and 'closed' theories in modern systems research to Bernstein's eloboration of Durkhem's concepts of "Mechanical" and "Organic" solidarity and so formulate

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15   Multiple and task-specific models in the assessment
     of teaching. D. Sharples and P.F. Woodman. Durham
     Research Review, Vol. VI No.28, Spring 1972.

two contrasting models of supervisory behaviour with particular reference to the role of the college supervisor. An appendix gives a prescriptive formula for Teaching Practice supervision. As articles abstracted above have shown, many supervisors get no specific guidance on how and what to assess. Further research into this difficult area is vital when, as Mr. Jones concludes, a student's final assessment mark can be determined significantly by the particular supervisor, who may be a consistently high or low marker.[16]

xi) Justification in Gradation in Teaching Practice

In considering whether supervisors really can be objective in assessing T.P., and so cancel out the affects of a 'bad' school on a student's performance. Mr. Hall suggests the abandonment of the common A to E marking scale, often with subtle - or - points. Instead, he would like to see a simple Pass/Fail 'akin to the Driving Test', indicating whether or not a student is fit to teach on his own.[17]

F. The Assessment of Practical Teaching

After mentioning some of the reviews on relevant aspects of the problem, it is worthwhile to mention the

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16 Some possible approaches to the role of the College Supervisor with particular reference to the assessment and allocation of teaching grades. R.K. Jones. Human Relations Vol. 24 No.4, August 1971 pp.315-330.

17 School placement and teaching marks. E. Hall. Education for Teaching, No.82, Summer 1970, pp.55-57.

latest investigation's findings by E. Stones and

S. Morris on "The Assessment of Practical Teaching".

The authors have realised the importance of
Practical Teaching and made a critical investigation
attempting the following important aspects of the practical
teaching.

i) The Form of Assessment

ii) Evidence used in Assessment

iii) The Assessors

iv) Criteria

v) Feed Back to Student.

vi) Contribution of Final Teaching mark to
total assessment.

Based on the results of the investigation the
authors have made the discussion as follows:

Discussion

If we were to attempt to draw a profile of the
typical procedure for the assessment of practical teaching
we could sketch with confidence only some of the broader
organisational aspects of the operation. We can say that
in the majority of cases institutions award a final
teaching mark of an impressionistic nature on a five point
scale after the student has been visited on about seven
occasions by his supervisor and other college staff. The
student's final teaching mark will come up before a meeting

of the staff but it is unlikely to be the subject of close

scrutiny unless it is borderline distinction or fail in

which case the external examiner is likely to be asked

to adjudicate. The number of failures likely to result

from the assessment procedures is very low since unsatis-

factory students will have left earlier in the course. The

number of distinctions awarded, on the other hand, will

depend upon the institution but the most likely percentage

will be about ten. The note of uncertainty introduced by

our reference to the award of distinctions pervades most

of the rest of our findings. There is no uniformity in the

distribution of marks, the use of profiles, or the use of

external evidence. The sceptical note struck by some

respondents when asked whether they take into account the

difficulty of the practice school and whether they make

allowance for the student's future development provides

an interesting counterpoint to the many respondents who

claim to make such allowances, but again there is no distinct

pattern. Nor can we find a clear pattern when we consider

the nature of the criteria used as the basis for assessment.

Here the factor analysis confirmed the findings of our

scrutiny of the questionnaires. The conceptual strain

involved in identifying the common elements in factors that

sorted together such things as standard of lesson notes,

use of aids and appearance and dress was too much, and we

concluded that there was little evidence of coneptual unity

in the factor analysis. This conclusion was, of course,

strengthened by the general lack of :clearly identifable
groupings in the analysis. One other very important feature
of some of the criteria was the vagueness of expression.
Probably few would disagree with the desirability of
'fostering the development of integrated personalities'
or of being able 'to grasp essential principles', or even
'the possession of a sense of direction'; precisely how
to decide when these criteria are met is another thing to
being able to decide, when awarding a distinction, whether
or not a student has 'extra dazzle'.

Scrutiny of the returns relating to the criteria
used in assessment reveals that approximately half of
the institutions replying to the questionnaire do not
use a written schedule or list of criteria and cannot, or
will not, say what there unwritten criteria are. One can
only conclude that in these institutions informal discus-
sion between tutors and formal staff meetings for assessment
of teaching practice perform a normative function in
developing broad sets of values against which students'
practical teaching is subjectively assessed. And yet the
emergence of no clear pattern from the factor analysis
raises doubts as to how far this development of sets of
values takes place.

Three important features arises from the analysis
of criteria. First, their extremely wide variety; a variety
that seems to arise from idiosyncratic selection with few

attempts at standardization within area training organiza-
tions. Second, the criteria as presented by many insti-
tutions lack logical arrangement or structure although
much work has clearly gone into the drawing up of many of
the schedules (see the comments on the factor analysis).
In a handful of institutions only is there evidence of a
taxonomical approach. Third, very little attention is paid
to what the children actually learn from students and even
less to the ability of students to evaluate what the children
have learned. While teaching performance receives overall
the overwhelming number of mentions as a general criterion,
this crucial aspect of teaching performance is strangely
neglected.

In sum, a reasonable conclusion, based on this
survey of criteria, seems to be that individual institutions
and area training organisations are looking for, and
assessing, different behaviours and qualities in their
students.

Whatever criteria may be adopted, the question
of informing students about their performance as assessed
by those criteria is clearly of importance. Nearly one
sixth of all respondents said they did not communicate
the assessment of individual lessons to students. Despite
the fact that the distinction was clearly made in the

questionnaire between assessment and teaching mark, it
may well be that some of the respondents confused the
two.

The fact that 23 per cent of respondents did not
inform students of the criteria on which the assessment
was based somewhat weakens the effect of the impressive
number of respondents saying that they fed back the assess-
ments of individual lessons. And it will not have escaped
the notice of the observant reader that although eighty-
eight respondents said that they informed students of the
criteria used, only sixty-six respondents could, or would,
specify their criteria.

We do not feel that we can conclude this section
without referring to the question that poses itself insis-
tently as one considers the evidence in the returns: the
question of comparability. The wide diversity of assess-
ment patterns among institutions, the variety and vagueness of
many criteria and the idiosyncratic nature of their selec-
tion by institutions suggest to us that the certificates
of the different area training organisations may be
rewarding quite different students behaviours.

We remarked in the beginning that we are not
interested in joining in the sniping at the colleges and
departments of education which is currently fashionable and

which we think is in general quite uninformed, and we are convinced that many of the snipers are equally if not more vulnerable. The problems our survey exposes are not unexpected, but we hope that by providing some detail, institutions will be helped in their grappling with a very difficult problem and that discussion about the problem will be more informed and more lively than it has been hitherto.[18]

In view of the above review it is realised that much is to be investigated and improved in this field, and gave scope for further researches in this aspect. In the next chapter the method and procedure to deal with the problem will be presented.

Summary of Chapter II

Several Seminars were held and study groups were appointed and the education commission too has pointed out the problem of Student Teaching and suggested improvement in Teacher Education and morale. But they have not yet been implemented in an effective measure. By and large the training programme of teachers remain poor with some exceptions. The Student Teaching Programme which is the

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18   Stones E. and Morris S. "The Assessment of Practical
       Teaching". Teaching Practice, Problems and Pros-
       pectives. Methuen and Co. Ltd., 11, New Fetter Lane,
       London, EC4, pp.160-163.

most important aspect of Training Programme has remained as

a problem. The same is pointed out by Education Commissions

in our country and other advanced countries also.

Allahabad Seminar

For the first time the Department of Teacher Educa-

tion, N.C.E.R.T., Delhi has conducted a preliminary Seminar

on Student Teaching and Evaluation Programme in Allahabad

in 1967. Based on that many Regional Seminars have been

conducted in our country. Many decisions were taken for

the improvement of Student Teaching.

The highlights of the discussions were on the topics

like

1. Lesson Planning
2. Supervision
3. School Co-operation
4. Innovations, feed back
5. Evaluation etc.

The Training and Education of Teachers in U.K.

The report of an enquiry into the Training and

Education of Teachers (Wales) & the James Report in 1972 have

reviewed many problems of Teacher Education and Training.

The highlights were:

1. Organisation and assessment of School practice
2. Teacher Involvement in school practice
3. Teacher-Tutor or School based Tutor Scheme.
4. Ratio of Time allotted to teaching practice.
5. Length and timing of practices.
6. The Assessment.

Some other Experiments in Teaching Practice in the Developing Countries.

Which includes, New Trends, Laboratory School or experimental or Demonstration School, Joint supervision by School & College staff, functional dependence, Liason between School and College and conflict between School and College, joint responsibility of School and College, Group teaching may bring better results, correlation of Teaching Practice relation to good Teaching, Rating in assessment of Teaching Practice, Role of College Supervisor.

The Assessment of Practical Teaching.

The authors, Stones and Morris, realised the importance of practical Teaching and made critical investigation and attempted the following important aspects of practical teaching.

    i) The form of assessment.
   ii) Evidence used in assessment.
  iii).The Assessors.
   iv) Criteria.
    v) Feed back to students.
   vi) Contribution of final teaching marks to total
       Assessment.

After a detailed discussion on their finding they could come to the conclusion that the results were not unexpected but they hope that by providing some detail, institutions would help in understanding the problem in a more informed way and in a more lively way than it has been hitherto.

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