



# ***CHAPTER ONE***

## **INTRODUCTION**

# INTRODUCTION

## 1.0 Introduction

Preparation of quality teachers is great demand over the years. To prepare a quality teachers, teacher training programmes are need to be properly designed. Practice teaching is one of the most important practical activities in pre-service teacher education. Cohen and Garner (1963, p.11) observed that student teacher school practice is most vital part of his/her professional training. Cohen, Manion, and Morrisson (2004, p.1) opined that a student teacher is faced with the exciting but challenge task of assimilating a variety of contexts very rapidly when embarking upon teaching practice, whether during a course of initial pre-service education.

The Curriculum Framework for Quality Teacher Education, (National Council for Teacher Education, NCTE, 1998) observed that the practice teaching is now not merely confined to the teaching of certain subjects. Pedagogical analysis of the subjects offered for practice teaching has been made compulsory. The prospective teacher will analyse the subject before going to class and evolve a need-based pedagogy and transactional strategy. The teacher educators will now deliver model lessons of different types in actual classroom situation and the prospective teachers will not only learn the techniques but make its critical appraisal and evaluation to be subsequently discussed with the teachers. Teacher educators supervising the classroom performance, pupil teachers will discuss their observations with them for providing proper feedback to improve their performance. The practice teaching will, thus, require thorough preparation, detailed supervision and adequate time. Its gain would be acquisition of higher level of teaching competencies.

The National Curriculum Framework for Teacher Education (NCTE, 2009, p.40) observed that it is common knowledge that practice teaching which constitutes the most functional part of the teacher preparation has suffered severe neglect and

dilution in quality. The common complaint is that theory dominates the curriculum and practice teaching continues to suffer from inadequacies of different kinds.

Vision of Teacher Education in India Quality and Regulatory Perspective, Report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme Court of India, Justice Verma Commission (Ministry of Human Resource Development, MHRD, 2012, Volume 1, p.14) observed that School experience, based on the model of 'practice teaching' provides piece-meal experiences of functioning as a teacher, mainly because teaching is 'practiced' as a mechanical 'delivery' of a given number of lessons, rather than reflective practice.

The above discussion suggests that there is a need to critically review pre-service teacher education practice teaching programme.

## **1.1 Teacher Education**

The entire process of teacher education is changing very rapidly over the last decade of the years. To raise the quality of teacher education, various Commissions, Committee reports were formed from 19<sup>th</sup> Century to till today. The teacher education can be discussed broadly in two categories i.e. both pre-service teacher education and in-service teacher education.

Report of The Education Commission 1964-66 (National Council of Educational Research, NCERT, 1970, p.113) pointed out the significance of teacher education is that a sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. This Commission also observes the major weaknesses in the teacher education was that; unfortunately, the professional education of teachers has been comparatively neglected in the post-Independence period. Its significance was stressed by the University Education Commission (1949), the Secondary Education Commission (1953), and the Inter-national Team on Teachers and Curricula in Secondary Schools (1954). Several seminars were held and study groups were appointed to discuss improvements in elementary and secondary teacher education. But their recommendations have not yet been implemented in any large measure. By and large,

training institutions for primary and secondary teachers have remained isolated from the mainstream of the academic life of the University, as well as from the daily problems of the schools. The quality of training institutions remains, with a few expectations, either mediocre or poor. Competent staff are not attracted; vitality and realism are lacking in the curriculum and programme 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. A comprehensive programme of improvement is urgently needed in teacher education.

Report of the Committee for Review of National Policy on Education 1986 under the Chairpersonship of Acharya Ramamurti (RCRNPE, 1990, pp.266-67) had given the wider perspective that; there is need for revamping the existing teacher education programmes. The reasons are:

- The present teacher education programmes is theory-oriented.
- It is isolated from the school, colleges, Universities and community.
- Practice teaching period allotted is not adequate in terms of duration and experience gained and what is done during this programme is often stereotyped.
- Materials prepared during practice teaching have no relevance to the realistic conditions of the schools.
- Catering to all types of students during practice teaching is not taken care of.
- Demonstration or model schools are not under control of Colleges of Education.
- Inadequate infrastructures at the State and National levels.
- Evaluation system is not criterion-oriented.

National Policy on Education, 1986 (as modified in 1992), (MHRD, 1998, p.32) observed that teacher education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled. The new programmes of teacher-education will emphasise continuing education and the need for teachers to meet the thrusts envisaged in this Policy.

The Teacher and Society, Report of the National Commission on Teachers – I (NCT, 1983-85, p.82) observed that the training of teachers demands our urgent attention. What obtains now in the majority of our Teaching Colleges and Training Institutions are woefully inadequate and in the context of the changing needs of India today. The minimum requirement of any training programme is that it should enable the trainee to acquire the basic skills and competencies of a good teacher, such as; the capacity to manage a class with pupils of varying abilities; to communicate ideas logically and with clarity; to use the technology available to make teaching affective; to organize educative experiences outside of class and to learn to work with the community and help the students do so.

National Curriculum Framework (NCF) - 2005 (NCERT, 2005, p.107) observed that teacher education programmes today train teachers to adjust to a system in which education is seen as the transmission of information. Attempts at curricular reform have not been adequately supported by the teacher education.

Curriculum Framework for Quality Teacher Education (CFQTE), (NCTE, 1998) observed that teacher education is an integral component of the educational system. Consequently, education including teacher education largely remained isolated from the needs and aspirations of the people. During the last five decades certain efforts have been made to indigenize the system. The gaps, however, are still wide and visible. The imperatives for building the bridges may be as follows:

- To build a national system of teacher education based on India's cultural ethos, its unity and diversity synchronising with change and continuity.
- To facilitate the realization of the constitutional goals and emergence of the new social order.
- To prepare professionally competent teachers to perform their roles effectively as per needs of the society.
- To upgrade the standard of teacher education, enhance the professional and social status of teachers and develop amongst them a sense of commitment.

The NCF (2005) and National Curriculum Framework for Teacher Education – NCFTE, (NCTE, 2009, pp.11-12) described the current concerns of teacher education as follows:

- Experiences in the practice of teacher education indicate that knowledge is treated as ‘given’, embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teacher.
- Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.
- Teacher education programmes provide little scope for student teachers to reflect on their experiences.
- Disciplinary knowledge is viewed as independent of professional training in pedagogy.
- Repeated ‘practice’ in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
- It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers.
- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- Theory courses have no clear link with practical work and ground realities.
- The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness.
- Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating these aspects.

Vision of Teacher Education in India Quality and Regulatory Perspective, Report of the High-Powered Commission on Teacher Education Constituted by the Hon’ble Supreme Court of India, Justice Verma Commission (MHRD, 2012, Volume 1, p.95) recommended that teacher education should be a part of the higher education system, the duration of programme of teacher education needs to be enhanced, in keeping with the recommendations of the Education Commission (1966), the implementation of which is long overdue. This Commission also recommended that current teacher

education programmes may be re-designed keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCFTE, 2009) and other relevant material.

Report of The Committee on Faculty Requirements and Qualifications for B.El.Ed. and D.El.Ed. Programmes, Jangira Committee (NCTE, 2014, p.24) recommended that all teacher education courses should be revised in the light of NCFTE 2009 and as recommended in JVC report and the NCTE should take effective measures to enforce norms and standards about faculty requirements and qualifications in all institutions to arrest decline in the quality of teacher education.

Report of Committee constituted by NCTE to deliberate on Recommendation 8 and Recommendation 12 of JVC, under the Chairpersonship of Venita Kaul (NCTE, 2014, pp.9-10) recommended that in the light of JVC Recommendation 8 (a): First professional degree/diploma in teacher education to be in face- to- face mode. The Committee has on the basis of this situational analysis, identified the following implications/action points with regard to implementation of Recommendation 8(a). They are: (1) Adopt a phased implementation plan, (2) Develop quality standards and strengthen regulatory measures for Teacher Education Programmes (TEPs), (3) Adopt a blended mode, (4) Revise eligibility criteria for Open Distance Learning (ODL) programmes, (5) Create public awareness, and (6) Ensure evidence based decision making.

Subsequently Poonam Batra Committee submitted revised Report on Implementation of JVC Recommendations (NCTE, 2014. p.10). This Committee proposes that the restructuring of Teacher Education in line with JVC recommendations is to be done in a phased manner over five years. It will cover five academic cycles beginning with the year 2015-2016 and concluding with the academic year 2019-20.

- All Teacher Education Institutions (TEIs) must be affiliated to Universities.
- All existing TEIs shall obtain affiliations from local Universities by the academic year 2016-17. TEIs may be restructured as constituent/affiliated colleges of local universities and they must meet the requisite norms laid down by the affiliating institution.

- Faculty members in the existing TEIs will become part of the affiliating University in a phased manner.
- All TEIs must be part of multi and inter-disciplinary environments.

To enable the implementation of recommendation no. 3 and 4, of the JVC Report, the above mentioned Poonam Batra Committee (NCTE, 2014, p.28) suggested the following steps are necessary for Structural and Institutional Aspects:

- i. Stop admissions to 1-year M.Ed. and B.Ed. programmes in 2015. June 2014 should be last batch admitted - 2015 will be a 'gap' year for admissions which will be used to prepare for the 2-year M.Ed. and B.Ed. programmes to be launched in 2016. States may exercise the option of admitting the first batch of two-year programme in 2015, provided institutes are fully prepared to do so.
- ii. Offer the 2-year B.Ed. and M.Ed. programme in June 2016.
- iii. Offer integrated, inter-disciplinary long duration teacher education programmes at the elementary and secondary levels in June 2016.

The newly Telangana State is created by Government of India with Andhra Pradesh Reorganization Act, 2014, as a 29<sup>th</sup> State of Indian Union Government. Before bifurcation of the State, Position Paper on Teacher Education and Teacher Professional Development was prepared by State Council of Educational Research and Training (SCERT), Andhra Pradesh. According to SCERT (2011, pp.15-16), the design of the curriculum of teacher preparation should embrace following ideas:

- Provide scope for student teachers to reflect on their experiences.
- Increase the duration of School Experience Programme (SEP) and moving away from lesson planning and transaction to give the student teachers an opportunity to understand the child's learning process and background.
- Involve teachers from SEP schools in student-teacher assessment.
- How much the student teachers are able to incorporate theory into classroom practice should form an essential basis of assessment as it gives a practical demonstration of their understanding.

As a result of the above discussed various Committees recommendations and Curriculum Frameworks, finally The Government of India issued Gazette Notification on 1<sup>st</sup> December 2014. These regulations may be called the National Council for



Teacher Education (Recognition Norms and Procedure) Regulations, 2014. As a consequence of these new regulations, entire structure of Teacher Education Programmes has changed.

## **1.2 Pre-service Teacher Education**

The Curriculum for The Ten-Year School – A Framework (NCERT, 1975, p.48) observed that pre-service teacher preparation is necessary to meet the future needs of teachers. National Curriculum for Elementary and Secondary Education - A Framework (NCERT, 1988, pp.45-46) observed that the teacher training institutions generally rely on the subject matter competencies of the trainees which they possessed prior to their entry in the professional course. These training institutions as such are not equipped adequately to make up deficiency in the pre-service training so far as the content knowledge of the trainee teachers is concerned. The lack of real integration of the method of teaching with the content of the teaching subjects has still remained a major weakness in the pre-service training. The curriculum research, development, and evaluation component, and its linkage with pedagogy and learning theories in the training courses, is yet to be effectively established.

National Curriculum Framework for School Education (NCERT, 2000, p.110) stated that the pre-service teacher preparation curriculum will have to be relooked at and despite its having been revised recently, new concerns and issues will have to be incorporated therein. In the pre-service teacher preparation programmes adequate emphasis on the content knowledge of different subject areas and proper integration of methods of teaching with the content of school subjects and a strong component of 'Evaluation' will have to be ensured. Besides, understandings and competencies relating to different elements of curriculum development will have to be specially included in these programmes in both theoretical instruction and practical training.

The NCF (NCERT, 2005, pp.109-110) observed that major shift in teacher education programme would provide adequate scope for viewing a theoretical understanding and its practical aspects in a more integrated manner rather than as two separate components. It enables the student-teacher and the teacher in the class room to develop a critical sensitivity to field approaches. Thus, once tried out by self and others, it will lead to evolving one's own vision of an ideal setting for learning. Such

teachers would be better equipped for creating a learning environment, would try to improve existing conditions rather than merely adjusting to them with the necessary technical know-how and confidence.

The CFQTE (NCTE, 1988) stated that for teaching at secondary stage, the qualification most sought after is one year B.Ed. which is in fact B.Ed. for secondary stage. However, at present, there are several variations for first degree level qualification which are also available. Teacher education programme at this stage, like at all other stages, will include the theory, practice teaching in schools, and practical work in the light of contexts, concerns, profile of teachers and general and specific objectives. The specific objectives at this stage may include the following:

- To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.
- To develop among teachers an understanding of the psychology of their pupils.
- To enable them to understand the process of socialization.
- To equip them acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
- To enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.
- To develop skills for guidance and counselling.
- To enable them to foster creative thinking among pupils for reconstruction of knowledge.
- To acquaint them with factors and forces affecting educational system and classroom situation.
- To acquaint them with educational needs of special groups of pupils.
- To enable them to utilize community resources as educational inputs.
- To develop communication skills and use the modern information technology.
- To develop aesthetic sensibilities.
- To acquaint them with research in education including action research.

The NCFTE (NCTE, 2009, p.6) observed that the training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most states. Pre-service training needs to be improved and differently regulated both in public and private institutions, while systems for in-service training require expansion and major reform that allow for greater flexibility.

The JVC (MHRD, 2012, Volume 1, p.95) observed that around 90 percent of pre-service teacher education institutions are in the non-Government sector. So the Government should increase its investment for establishing teacher education institutions and increase the institutional capacity of teacher preparation, especially in the deficit States. Jangira Committee (NCTE, 2014, p.24) recommended that the country has a vast diversity having variety of geographical, demographic, and socio-cultural situations. So called single proven model is not the only alternative in a vast country like ours with so varied contexts. Therefore, the programmes like D.El.Ed. and B.Ed. need to be continued in stand-alone institutions to meet the acute shortage of trained teachers and also achieve the goals of RTE (Right of Children to Free and Compulsory Education Act).

Position Paper on Teacher Education and Teacher Professional Development (SCERT, 2011, p.6) emphasizes the pre-service teacher education as follows:

- Restructuring of teacher education curriculum towards orienting teachers for implementation of Andhra Pradesh State Curriculum Framework (APSCF-2011). Flexibility in the curriculum to ensure that it can be modified according to the context while following certain broad guidelines.
- Nature of guidelines:
  - i. The curriculum should redefine its theoretical component to inculcate in the student-teachers the habit of analysis, argumentation and synthesis of their experiences. **Practice of theory and field based understanding** should be given top priority.
  - ii. The curriculum should address the mind sets, assumptions and beliefs of the student-teachers regarding the nature of the child and her potential, about learning, subjects, and the teaching learning process.

- iii. The nature of school experience programme (SEP) and regular teacher learning process at teacher education institutions should be revised.

Finally the Government of India issued, The Gazette of India: Extraordinary, i.e. NCTE (2014) - Norms and Standards for bachelor of education programme leading to the Bachelor of Education (B.Ed.) Degree. They are: The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VII), secondary level (classes IX-X) and senior secondary level (classes XI-XII).

### **1.3 Practice Teaching**

#### **1.3.0 Introduction**

The Teacher and Society, Report of the National Commission on Teachers – I (NCT, 1983-85, pp.87-88) observed that the professional preparation of teacher education falls into three categories:

1. The study of education as a discipline.
2. Practice teaching or internship in a school system.
3. Learning other practical skills.

According to the CFQTE (NCTE, 1998), practice teaching is essentially a joint responsibility of teacher training institution and the school involving teacher educators, prospective teachers and school teachers. Teacher educators will help in facilitating and guiding the activities as implied by the pre-instructional, instructional and post-instructional phases through which a student teacher has to progress. The role of a school teacher in this joint effort lies in extending cooperation to the teacher educator and the intending teacher. Various aspects as referred to above will have to be suitably adapted to varying structures and designs at different stages of teacher education.

The Curriculum Framework for Teacher Education 2006 (NCTE, 2006, p.30) discuss the significance of feedback in practice teaching is that, availability, appropriateness and sufficiency of *feedback* to the practicing teacher/intern assume even greater importance in learning to be a reflective practitioner. Though the amount of practical experience in terms of the number of lessons taught by an intern is of

significance in deciding the sufficiency of learning experience in learning the complex art of teaching, more important is the *quality feedback* received by the interns. Visual feedback in the form of video recordings of the performance of student-teachers would be of immense help in providing quality feedback.

The NCFTE (NCTE, 2009, p.45) proposed the curricular provision of school internship is 4 (Four) days of teaching for a period of 12-20 weeks, including an initial one week of classroom observations; case studies, classroom research, development of learning resources.

The Education Commission 1964-66 (NCERT, 1970, p.117) observed that, yet another method of breaking this isolation is to make student-teaching a comprehensive internship in which trainees are able to observe the entire work of the school and to participate actively in all the important professional activities of a teacher, both in and out of the classroom. Such comprehensive and fruitful internship will be possible only when there is a systematic collaboration and cooperation between the schools and training institutions and when student-teaching is regarded as the joint responsibility of the producers (i.e., the training institutions) and the users (i.e., the schools and State Departments). Departments of Education should develop such collaboration by giving special recognition and status to schools selected for the programme as ‘cooperating schools’ and by providing them with adequate grants for equipment and maintenance (i.e. to meet the entire cost of allowances to the supervising teachers).

According to Srivastava (1997, p.100), practice teaching aims at placing the trainees in a position wherein they learn to use their theoretical knowledge effectively and in a confident manner for communicating the contents of his subject in classroom situation as well as in extra and co-curricular activities in and outside classroom situations. As such it is during this period that student teachers are expected to be actively engaged in extensive direct experiences in a school under the guidance of the staff of the teachers’ college and/or co-operating school to learn the dimensions of the profession of teaching and to acquire competencies required for entering the teaching profession. Practice teaching also provides the best situation for assessing the mastery of the knowledge and skills required of an effective teacher. It has, therefore, been rightly designated as the ‘Key Phase’ of the total teacher education programme where

attempt is made to prepare the student teacher for his multifarious responsibilities as a teacher.

Mohanty (2009, p.50) observed that school-college cooperation is an essential part of prerequisites of a successful student teaching programme, as it is in the school, the student teacher practices his/her skills acquired through the pre-practice teaching preparation given at the college. Hence the schools play a vital role in preparation of teachers. The importance of school-college cooperation has not been equally perceived by the college authorities, who are mainly responsible for student teaching programmes.

Richards and Farrell (2011, p.52) opined that the cooperating teacher will play a crucial role in practice teaching. The cooperating teacher will help student teacher to prepare for teaching, share teaching suggestions and strategies, provide feedback on student teacher teaching, help to deal with problems that may occur during teaching, and encourage and motivate during teaching learning. It is important to establish good channels of communication with cooperating teacher to ensure that the relationship is positive and constructive.

Rai (1995, pp.20-22) observed that cooperation from schools is expected at different levels. They are: (A) from the administrator or management, (B) from the principal, (C) from the teachers, and (D) from students. This study also found following are the some problems created by the practice teaching schools:

- Some schools do not give permission for arranging practice teaching at all.
- They insist that the practice teaching should be finished within a short duration of time.
- They are not willing to change the time-table and split the classes when required.
- The principals and teachers of the practising schools possess grumbling and grudging attitude towards student teachers.
- Some schools lack adequate accommodation, furniture's and equipment's. The subject teachers do not allow the student teachers to utilize various teaching aids and devices which are available in the school.

- The schools encourage only traditional type of teaching. Thus creativity and originality are suppressed.

### **1.3.1 Concept of Practice Teaching**

The term practice teaching, teaching practice, student teaching, school experience programme, school internship words are used synonym for referring practice teaching by various scholars. But most of the scholars recognize the term as practice teaching. Some of the scholar's prefers the term practice teaching, comprehensively as an internship. Some of the concepts of practice teaching are given below:

- Stones and Morris (1972, p.7): The term teaching practice (practice teaching) has three major connotations: The practising of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course, as distinct from theoretical studies.
- Souza and Chatterjee (as cited in Damodar, 1976, p.3): Practice teaching means a student is given actual experience of teaching and practical training in the elements of his craft.
- Perry (1977, p.1): Teaching practice (practice teaching) refers to the period of time in which you, as a student teacher, gain first-hand experience in working with children.
- Rai (1995, pp.26-27): The unitary concept of teaching practice refers to precisely a theory based activity which is not limited to the practice teaching in schools only. It has wider application in the life situations also. It includes all attempts which are made for putting the theoretical aspects into practical use. In sum, it brings rapprochement between theory and practice. Some educationists prefer the term student teaching to practice teaching. They advocate that student teaching is more comprehensive because it is not only concerned with practising some steps of lessons but with total tasks of the teachers. It aims at developing imagination, initiative, resourcefulness, and adaptability in student teachers.

- Srivastava (1997, p.100): Practice teaching, we have observed, is a compulsory item of all teacher training programmes and it comes usually at that phase in the sequence of the professional preparation of teachers where attempt is made to bring theory and practice together.
- NCTE (1998): Practice teaching in pre-service teacher education for secondary stage mainly comprises three components, i.e., pedagogical analysis of two school teaching subjects, practice teaching in schools, and observation of model lessons.
- Mohanty (2009, p.15): Practice teaching programme is carried on in schools. Its aim is to help the student teachers apply and perfect the skills on which they have been oriented at the preparation stage for practice teaching. Practice teaching is also known as 'Internship', teaching rounds, etc.
- NCTE (2009, p.45): The curricular aspect of school internship deals with sustained engagement with schools; internship as a partnership model; teaching and participating in school activities; recording observation of learners, analysis and reflection on teaching; developing and maintaining teaching-learning resources; developing unit plans and maintain reflective journals.
- Batra (as cited in NCTE, 2014, p.30): School internship consists: 1. A sustained contact with the school through internship would help teachers to choose, design, organize, and conduct meaningful classroom activities. 2. Critically reflect upon their own practices through observations, record keeping, and analysis, and develop strategies for evaluating children's learning for feedback into curriculum and pedagogic practice, and 3. The school would benefit from such an alliance in terms of witnessing possibilities on non-conventional pedagogies.

Thus, on the basis of all above concepts, practice teaching is known as, "A student teacher who goes professional preparation course where theory and practice combined together under the supervision of experienced subject cooperating teacher and subject method teacher educator in a real school situation".



### 1.3.2 Objectives of Practice Teaching

The Education Commission 1964-66 (NCERT, 1970, p.123) opined that student-teaching should be provided in two stages. The objective of the first stage should be to orient the student-teacher to the entire school situation and to initiate him into actual teaching. He should have opportunities to observe good teaching and to become familiar with the school programmes as a whole. He should know the kind of service provided in the school library, the workshop, the art room, and on the playground, and the role played by teachers of different subjects, and the career-master or the counsellor. He should become acquainted with the school assembly programme and co-curricular activities in the school. He may begin his teaching practice with teaching individual children, then proceed to small groups and eventually learn to manage full classes having normal strength. The objective of second stage should be to enable him to do continuous teaching for a specified period of at least eight weeks, under actual school conditions, by working as a teacher in a selected school.

Stones and Morris (1972, pp.21-22) conducted “A Survey of Training Institutions in England, Wales, and Northern Ireland”. The study found following objectives of practice teaching:

1. To provide opportunities for the student to acquire and improve teaching skills.
2. To enable the student effectively to plan and prepare lessons.
3. To help the student develop desirable traits, attitudes and abilities.
4. To enable the student to acquire the characteristics of a teacher and to display appropriate behaviour.
5. To allow the student to evaluate his own and his pupil progress.
6. To enable the student to bring about learning in children.

Damodar (1976, p.225) found following objectives as “most important”. They are:

1. To provide the student teachers with an opportunity for theory to be applied in the practical situations.
2. To provide the student teacher with an experience of success in teaching situations so that he acquire confidence.

3. To provide an opportunity in the practical teaching situation for the extension and depending of the students self –knowledge.
4. To provide the student teacher with opportunities for developing power of organization.

The NCERT (as cited in Damodar, 1976, pp.10-11) “Student Teaching and Evaluation Handbook for Secondary Colleges of Education” given following objectives:

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 trainees.
2. To acquaint him different approaches to teaching and communication techniques and help him develop skills and competencies in using at least the basic ones (Narration, Questioning, Dramatizing, Blackboard writing, 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 experience in using the curricular programme of school to these ends.
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 appraising the growth of the child. (b) To give him 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.
11. To acquire 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 internalize in him, as far as possible, a favourable attitude 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 feedback the fundamentals of education and psychology into his tasks in the classroom in the school and his dealings with parents and community.

Pires (as cited in Srivastava, 1997, p.100) in his report on “Student Teaching Practices in Primary Teacher Training Institutions in Asia” states that the objectives of student teaching can be classified into the following broad categories:

1. Objectives relating to the development in student teachers of the general ability to translate theory into practice, especially in the area of teaching methodology.
2. Objectives relating to the development of a fuller and better understanding by student teachers of the Psychology of the school children.
3. Objectives relating to the development in student teachers of the necessary degree of self-confidence, initiative, and resourcefulness to do a creative job of teaching.
4. Objectives relating to the development in student teachers of as complete as possible an understanding of the varied roles that they will be called upon to assume when they become regular teachers by providing them with a variety of experiences related to such roles.

5. Objectives relating to the development in student teachers of a more realistic view of a more realistic view of their tasks as teachers by familiarizing them with the actual conditions and problems in the field.

According to B.Ed., Course Guidelines framed by Faculty of Education, Osmania University (2008-09, p.56), the objectives of practical record work (practice teaching) will enable student teachers to:

1. Get hands on experience in teaching lessons in the classroom.
2. Acquire proficiency in planning the lessons with respect to objectives, content, learning, experiences, and the teaching aids.
3. Acquire proficiency in transacting the lesson within the time slots allotted them.
4. Select methods relevant to the lessons.
5. Learn how to act as facilitator in the classroom.
6. Understanding the whole schooling process and functions.
7. Explore new possibilities of teaching learning.

### **1.3.3 Weakest Link in Practice Teaching**

The Education Commission 1964-66 (NCERT, 1970, p.123) observed that at present, student-teachers are commonly required to give a specified number of isolated lessons, many of which are often unsupervised or ill-supervised. The practice of continuous block-teaching, the duration of which varies from two to six weeks, is adopted only in a few institutions and its organization still leaves much to be desired.

Bhatnagar (as cited in NCERT, 1991, pp.925-926) analysed 39 studies and worthwhile documents in the area of teacher education during 1952-78. It was found that student teaching is the weakest link in teacher education programmes at primary as well as secondary level. It was also found that more emphasize need for a comprehensive network of school activities to be included in student-teaching and highlighted the negligence in organization of teacher-training institutions in their structures.

Report of the National Commission on Teachers – I (NCT, 1983-85, pp.87-88) observed that, another aspect of the course that is very weak goes by the nomenclature of ‘Methods of Teaching’ or ‘Content-cum-Methodology of Teaching’ school subjects. The intention of the course is to induct the trainee into the techniques of teaching a subject to a class and to offer him some remedial help, in the content of a subject where needed. Unfortunately this is weakest link in the chain. Mere lectures on ways of planning a lesson or techniques of teaching and testing however well do not lead the trainee far.

Report of the Committee for Review of National Policy on Education 1986 under the chairpersonship of Acharya Ramamurti (RCRNPE, 1990, p.270) observed that the linkage between theory and practice is rather weak in internship model of teacher training.

The CFQTE (NCTE, 1998) observed that practice teaching remains to be a weak link of curriculum transaction. This point of view has been substantiated and reinforced by field surveys conducted by NCTE at different places throughout the country.

The JVC (MHRD, 2012, Volume 3, p.18) observed that practice teaching is concerned with the development of teaching competencies and skills in actual classroom situations. The issue here is about the mode of providing these field experiences and their duration and extent. According to one view, the application of theory to the field should not be restricted to the practice of teaching and related classroom skills alone but should cover the many dimensions of a teacher’s role. It should be a comprehensive experience that gives the student-teacher a feel of what it means to be a teacher. Such experience can be provided through a period of internship when the student-teacher will be apprenticed to a senior teacher and attached to co-operating school. However attractive the concept of internship is, it is built on certain assumptions like the willingness of the schools and teachers to accept the responsibility for guiding the student-teacher and their competence to do so.

#### **1.3.4 Recommendations of Various Committees for Practice Teaching**

The recommendation made by various committees in the light of practice teaching is presented as follows:

The Report of the University Education Commission 1948-49, Government of India (GOI, 1963, p.188) recommended that:

1. The courses be remodelled and more time given to school practice and more weight given to practice in assessing the students' performances;
2. Suitable schools be used for practical training; and
3. Students are encouraged to fall in with the current practice of a school and make the best of it.

The Report of the Secondary Education Commission (GOI, 1952-53, pp.137 & 197) recommended that in the secondary-grade training institutions for which a two year course, the first year will be devoted largely to general education. The student-teachers' interest in teaching should be stimulated by visits to schools, discussions and some amount of teaching practice under supervision. In second year, special subjects pertaining to pedagogy and the practice of methods of teaching should form a large part of the curriculum. The Commission also recommends that in order to popularize progressive teaching methods and facilitate their introduction, "Experimental" and "Demonstration" schools should be established and given special encouragement where they exist, so that they may try out new methods freely without being fettered by too many departmental restrictions.

Education and National Development, Report of the Education Commission 1964-66, (NCERT, 1970, pp.144-45) recommended that:

1. Practice-teaching for teachers under training should be organized in active collaboration with selected schools which should receive recognition from the Education Department as cooperating schools and special grants for equipment and supervision.
2. Periodic exchange of the staff of the cooperating schools and of the teacher-training institutions should be arranged.
3. Improving practice-teaching and making it a comprehensive programme of internship.

The Teacher and Society, Report of the National Commission on Teachers – I (NCT, 1983-85, p.91) recommended that in the case of one-year B.Ed. programme there should be minimum of 6 (Six) weeks of internship at school preceded earlier by

a general introduction to the life and work at school for about one week. This is to ensure that no time is spent on this during the six week internship. The emphasis in the one year B.Ed. programme has obviously to be on the practical elements of the professional preparation of a teacher. An attempt at restoring this balance between educational theory and practice was made by the NCTE when it put forth its “Teacher Education Curriculum A Framework” in the year 1978.

The NCT (1983-85, p.90) also recommended that internship has to be supervised closely. It has to be done both by the subject specialist and Education Faculty. So important is this task that, the committee would expect all the senior members of the college staff to participate fully and not relegate it to the junior staff alone. A supervisor can supervise some 10–12 pupil teachers well. Such supervision has to be thorough and provide for pre-lesson and post-lesson discussions enabling a daily feedback on pupil-teachers’ performance both in and out of class.

Report of the Committee for Review of National Policy on Education 1986 under the chairpersonship of Acharya Ramamurti (RCRNPE, 1990, p.267) recommended that the training programme should be competence-based and there should be an integration of theory and practice for situational applications.

The JVC (MHRD, 2012, Volume 1, p.95) recommended that in keeping with the recommendations of the Education Commission (1966), every pre-service teacher education institution may have a dedicated school attached to it as a laboratory where student teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practitioners.

Subsequently, Poonam Batra Committee Report on Implementation of JVC Recommendations (NCTE, 2014, p.38) recommended that:

1. An attached school is either located within the campus of the institute conducting pre-service teacher education or in close proximity to the institute. While it is considered that in all cases it might not be feasible for both institutions to be within the same premises, wherever feasible this should be encouraged.
2. The association between the school and the teacher education institution could be made on the basis of MoU (Memorandum of Understanding) that is signed by both institutes. The MoU could delineate specific aspects that allow both

institutions to benefit from the collaboration. It should clearly delineate modes of engagement between the two institutions including opportunities for the teacher education institution to visit the school, engage in collaborative research, for student-teachers to observe classrooms and participate in school activities.

#### **1.4 Present Scenario of Practice Teaching**

In collaboration with National Council of Educational Research and Training, NCTE prepared Curriculum Framework for Teacher Education – 2006. The Curriculum Framework for Teacher Education 2006 (NCTE, 2006, pp.29-30) discuss the scenario of practice teaching that, at present, teacher education programmes seek to provide a theoretical understanding through the ‘foundation’ and ‘methods’ courses and attempt to develop an ability to apply them in classroom through a rigidly planned ‘*practice-teaching*’ programme of various durations. For a novice teacher to imbibe the qualities required for performing the ‘*art*’ of teaching would necessitate a *critical observation* and *reflective analysis* of the practice of teaching. The curriculum of teacher education must provide for sufficiently extensive hours of observation of teaching being undertaken by regular teachers/teacher educators. Student teachers need to discern for themselves differences between ‘teachings by telling’ and ‘teaching through dialogue and reflection’. The formality of presenting one or two *demonstration lessons* before the indulgence called practice-teaching is woefully inadequate in enabling a process of reflection. Providing possibilities of witnessing ‘reflective practice’ is crucial to the process of directing the professional development of novice towards gaining proficiency and expertise in teaching. Modern technological facilities of video clippings of the performance of reflective teachers could be of invaluable use as curricular material for the education and professional development of teachers.

The JVC (MHRD, 2012, Volume 1, p.15) observed that an analysis of teacher education practice today reveals that the practice of teaching is usually no more than five to six weeks and that, too, piece-meal in approach. Foundational and skill inputs introduced earlier are expected to be integrated and applied during this period. Due to paucity of time, ‘lessons’ are planned with virtually no reflection on the content of subject-matter and its organization. There is, therefore, a need for a longer duration



programme, either an integrated model of a minimum duration of four years at the Bachelor's degree level or a two-year Bachelor's degree model after graduation. A transition to the new models will need to be done within a definite time frame keeping in mind the time required for the preparation of teacher educators as well.

The Poonam Batra Committee Report on Implementation of JVC Recommendations (NCTE, 2014, p.37) observed that currently in several teacher education programmes across the country, the practice of simulated teaching and/or micro-teaching is prevalent wherein the student-teachers 'deliver' lessons to peers who 'act' as children. This practice is contrived and ritualistic and fails to provide hands-on experience of working with students in naturalistic settings. The provision of an attached school with every pre-service teacher education institution would stand to address some of these crucial issues. The committee also observed that concerted relationship with a dedicated school is likely to help teacher education programmes to redefine their relationship with a cluster of schools where student-teachers 'practice' and acquire hands-on experiences during internship; and evolve mutually benefitting partnership between an education institute and schools.

Report of the Committee for Review of National Policy on Education 1986 under the chairpersonship of Acharya Ramamurti (RCRNPE, 1990, pp.266-67) had observed the wider perspective that practice teaching period allotted is not adequate in terms of duration and experience gained and what is done during this programme is often stereo-typed, materials prepared during practice teaching have no relevance to the realistic conditions of the schools, catering to all types of students during practice teaching is not taken care of, and demonstration or model schools are not under control of Colleges of Education.

Report of the National Commission on Teachers – I (NCT, 1983-85, p.89) observed that the insufficient time and attention being paid to the actual practice of teaching in schools is evident. It is common knowledge that the trainee is required in most parts to give 40-60 lessons, a small proportion of which are supervised. It is also common knowledge that the examiners appointed to test their skills are able to view each lesson for a few fleeting moments, unable as they are to find the time for leisurely assessments. Practice teaching as it exists now in most instances is totally inadequate and is not considered the most essential part of the preparation of teacher. Most schools resent having to 'co-operate'. The system needs a thorough review. The

commission also observed that in the first place the prevailing isolation between the Colleges of Education and the schools must end. The preparation of a teacher must be regarded as a joint responsibility of the co-operating school and the College of Education. This recommendation was first made by the Education Commission (1964-66) nearly twenty years-ago but no attention has been paid to it.

According to Arora and Panda (n.d., p.81), reform of practice teaching and evaluation, The NCTE (non-statutory) prepared, First Curriculum Framework for Teacher Education – 1978 recommended that practice teaching should be more realistic and suited to the actual, class-room situation as a pre-requisite to task oriented teacher education and the rigid system of the year wise courses will have to be replaced by the semester system. To concretize this recommendation, the Curriculum Framework further suggested reduction of weightage for theory courses, development of a training package for core skills and special skills in different subjects, orienting practice teaching towards the development of competencies and skills, and encouraging innovative practices, experimentation and research.

Arora and Panda (n.d., p.88), also stated that, Teacher Education for Secondary Stage Curriculum Framework – 1978 prepared by NCTE (non-statutory) had given the weightage (a) Pedagogy (20 percent) (b) Working with Community (20 percent) and (c) Content-cum-Methodology and Practice Teaching Related Practical Work (60 percent). The NCERT, revised version Curriculum Framework – 1988 had given the weightage (a) Foundation Courses (20 percent) (b) Stage Relevant Specialization (30 percent) (c) Additional Specialization (10 percent) and (d) Practicum and Field Work (40 percent). The NCTE (statutory), First Curriculum Framework for Quality Teacher Education – 1998 had given the weightage (a) Theory (40 percent) (b) Optional Courses (includes in theory) (c) Practicum: Teaching (20 percent + 20 percent) and (d) Practical Work (20 percent).

The CFQTE (NCTE, 1998) had observed the in light of present scenario of teacher education that the integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. Organized and stipulator learning experiences whenever available, rarely contribute to enhancing teacher's capacities for self-

directed lifelong learning. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programmes. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system.

The NCFTE (NCTE, 2009, p.48) suggest bring new modalities for practice teaching, the school internship should be: 1. Visits to Innovative Centres of Pedagogy and Learning, wherever feasible. 2. Classroom-based Research Project. 3. School Internship of 4 (Four) days a week for a minimum period of 6-10 weeks, including an initial phase of observing a regular classroom. 3. Developing and maintaining resources in the Internship schools. 4. Developing Unit Plans and maintaining Reflective Journals.

#### **1.4.1 NCTE (2009) - Norms and Standards for B.Ed. and for Practice Teaching**

When the researcher conducted the present study, NCTE (2009) Norms and Standards are commenced effectively. According to the NCTE (2009, Appedix-4, pp.51-58), Norms and Standards for Bachelor of Education Programme leading to Bachelor of Education (B.Ed.) Degree for practice teaching are presented below:

- 1. Duration:** B.Ed. programme shall be of duration of at least one academic year or two semesters.
- 2. Working Days:** There shall be of at least two hundred working days each year exclusive of the period of examination and admission, out of which at least forty days shall be for practice teaching or skill development in nearby schools.
- 3. Instructional:** The institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. Not more than ten and twenty student teachers shall be attached with a school having pupil strength up to 1000 (One thousand) and 2000 (Two thousand) respectively. It is desirable that the institution has an attached school under its school.

#### 4. Curriculum Transaction

##### (A) Practical work to be performed by each student

A practical work to be performed by each B.Ed. student teacher is presented in Table No: 1.1

**Table 1.1 Practical Work to be Perform**

S. No.	Item	Essential (Numbers)
1	Lesson Planning and teaching in real school situation including internship	Thirty lessons-fifteen lessons in each subject
2	Lesson planning and teaching in simulated situation	Ten lessons-five lessons in each teaching subject
3	Observation of lessons taught by fellow students	Ten lessons-five lessons in each teaching subject
4	Action Research Project	1 (One)
5	Standalone experience of school organization	Two days
6	Field-specific community experience	Five days

*Note.* Table adapted from NCTE (2009, p.57)

##### (B) Supervision of Practice Lesson

Out of prescribed practice teaching lessons at least fifty percent lessons would be supervised fully by the teacher educators and feedback given to the students orally as well as comments in writing. Record of lesson planning, teaching and supervision would be maintained.

#### 1.4.2 NCTE (2014) - Norms and Standards for B.Ed. and for Practice Teaching

As a result of various Committee recommendations and Curriculum Frameworks designed by NCERT and NCTE, the entire structure of teacher education has been changed. New modality of NCTE – 2014, Norms and Standards for all stages of pre-service teacher education programmes had issued in the month of December – 2014.

According to THE GAZETTE OF INDIA: EXTRAORDINARY dated 01.12.2014, (Part III-Sec.4, 2014, pp.114-120), The NCTE (2014) – Norms and Standards for bachelor of education programme leading to the Bachelor of Education (B.Ed.) Degree for practice teaching are presented below:

**1. Duration:** The B.Ed. programme shall be of duration of two academic years, which can be completed in a maximum of three years from date of admission of the programme.

**2. Working Days:** (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission, (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue, and consultation as and when needed, and (c) The minimum attendance of student-teachers shall have to be 80 percent for all course work and practicum, and 90 percent for school internship.

**3. Engagement with the Field/Practicum:** The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community, and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad (Perspectives in Education and Curriculum and Pedagogic Studies) curricular areas through its three components: (a) Tasks and Assignments that run through all the courses, (b) School Internship, and (c) Courses on Enhancing Professional Capacities.

**4. Assessment:** For Perspectives in Education and Curriculum and Pedagogic Studies, at least 20 percent to 30 percent marks may be assigned for continuous internal assessment and 70 percent to 80 percent marks for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching.

**5. Instructional:** The institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs. Not more than ten and twenty student-teachers shall be attached with a school having

pupil strength up to 1000 (One thousand) and 2000 (Two thousand) respectively. It is desirable that the institution has an attached school under its control.

### 1.4.3 Present Scenario of Practice Teaching in Telangana

The Telangana State Universities which having Education Department and Affiliated Regular B.Ed. colleges are namely, Osmania University, Kakatiya University, Mahatma Gandhi University, Palamuru University, Satavahana University, and Telangana University. Osmania University is acting (Resource) as a parental University for Mahatma Gandhi University, Palamuru University, Satavahana University, and Telangana University. All the Telangana State Universities practice teaching programmes will be almost similar to Osmania University. The Osmania University academic schedule for B.Ed. during the academic year is presented in Table No: 1.2

**Table 1.2 Osmania University B.Ed. Almanac – (2011-12)**

S. No.	Curricular Activities	Number of Working Days
1	Workshop on Teaching aids	2
2	Micro Teaching	12
3	Macro Lesson demonstration by the Faculty in the Co-operating School	2
4	Orientation on Scholastic Achievement (Method I & II)	2
5	School Visit by Student Teachers & Lesson Planning	1
6	<b>Phase – I:</b> Teaching Practice cum Internship (Each student has to complete eight lessons in each method along with the lesson plan)	10
7	Feedback Session (Student teacher interaction with regard to Phase – I: Teaching Practice)	2
8	<b>Phase – II:</b> Teaching Practice cum Internship (Each student has to complete 12 lessons in each method along with the lesson plan)	28

According to the B.Ed., Course Guidelines framed by Faculty of Education, Osmania University (2008-09, pp.56-57). The course content for Teaching Practice cum Internship is presented below. They are:

1. Methodology wise lesson plan formats may be evolved by Faculty members with mutual negotiation. 18 lessons shall be taught by the student teachers in a conventional mode and two lessons may be taught in any innovative manner. Every student teacher shall teach 20 lessons in each method in 32 working days during the Teaching Practice cum Internship Programme. The student teachers shall write the lesson plans, as per the format and prepare relevant teaching aids before entering the class.
2. The candidates are expected to observe the demonstration lessons under taken by the members of the staff of college. In addition to this, they are expected to complete five micro lessons in each method before going for Macro Teaching i.e., Teaching Practice cum Internship. Every candidate shall have to undergo an internship of one full month (32 working days) in a cooperating school as “Teaching Practice cum Internship”. During this period the candidate’ shall be attached to a school and he/she shall have to undertake such duties as are assigned to him/her by Headmaster/Headmistress of the school in both curricular and co-curricular activities. During this period, the candidate shall and at least 40 periods in the school, taking equal number of lessons from each of his/her methods of specialization, under the supervision of the Headmaster/Headmistress or any of the trained teachers in the school who are referred to here as “Supervised Teachers”. During the Teaching Practice cum Internship period the concerned lectures of the College of Education will go round the schools and observe the lessons of each student teacher along with the supervising teachers.
3. Teachers of the College of Education will give demonstration lessons in the concerned subjects at the practising schools as and when necessary, in addition to the demonstration lessons given at the beginning of practice lessons, for the guidance of student-teachers.
4. Teaching Practice cum Internship will be of 32 days duration and conducted in 2 (two) Phases. In Phase I (five days), the candidate is expected to complete six lessons (Three lessons in each method) and in Phase II (27 days) the

candidate is expected to complete remaining 34 lessons (17 lessons in each method). During Phase II the candidate is expected to participate and undertake the activities assigned by Headmaster/Headmistress of the school. A certificate, of satisfactory work by the Headmaster/Headmistress of the cooperating school should be given to the candidate, to be pasted in Macro – Teaching record. A detailed format of Teaching Practice cum Internship may be worked out College/University level.

5. Out of 20 lessons taught by the student teachers, 15 lessons shall be assessed by the school supervisors and four (4) marks per lesson (60 marks for 15 lessons) will be awarded by collecting the information related to the background, hard work, and performance of the candidate from the concerned teachers handling methodology subjects.
6. During phase – II of Teaching Practice cum Internship, out of 20 lessons, the teacher educators of the respective college has to supervise/observe five lessons in each method and assess each lesson for 10 marks, thus making it 50 marks in each method. This shall be considered as final practical examination.
7. At the end of the Teaching Practice cum Internship programme all the student teachers shall showcase the teaching aids prepared in both the methodologies and also submit at least five teaching aids to the principal of the concerned college.

According to the B.Ed., Course Guidelines framed by Faculty of Education, Osmania University (2008-09, p.13). The cooperating school Headmaster/Headmistress of practising schools are expected to:

1. Maintain the attendance of B.Ed. trainees both for the Forenoon and Afternoon.
2. Give strict instructions to supervisors and monitor the classroom performance of the students and also to record their remarks in the lesson plan books of the candidates.
3. Instruct all the B.Ed. students to stay in the school from morning first bell to evening last bell.
4. Assign any activity related to clean and green programmes, conducting Science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and



literary programmes, decoration activities, remedial classes, parent teacher meetings, field trips, excursion, etc.

5. Sign on the records/project reports carried out by the students in their school.
6. Instruct the B.Ed. students to participate in School Assembly and also to present different value added activities in the assembly session.
7. Acquaint the B.Ed. students with records maintained by the school, such as admission record, accounts, staff attendance, stock register, cumulative record, progress reports, etc.

## **1.5 Rationale of the Study**

Vision of Teacher Education in India Quality and Regulatory Perspective, Report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme Court of India, Justice Verma Commission (MHRD, 2012, Volume 3, p.14) observed that it is a common cry against current teacher education programmes that they are dominated by theory with relatively less attention paid to the practical function of the classroom teacher. It has been felt that a drastic cut in the weightage for the theoretical component will help in making teacher education more task and performance oriented. Proceeding on this suggestion, some efforts have been made to revise teacher education programmes in the country but the exercise has not been smooth. There are many who think that reduction of the theoretical component would take away from teacher preparation the 'education' focus and reduce it to a narrow job 'training'.

The Justice Verma Commission (MHRD, 2012, Volume 1, p.14) also observed that current teacher education programmes fail on two counts: Lack of engagement on each of this in depth and in a meaningfully integrated manner. School experience, based on the model of 'practice teaching' provides piece-meal experiences of functioning as a teacher, mainly because teaching is 'practiced' as a mechanical 'delivery' of a given number of lessons, rather than reflective practice. Further, current teacher education programmes pay more attention to the forms of the arrangement of courses rather than content. As a consequence, student-teachers spend hours decorating their lesson plans rather than reading and reflecting on what to teach, why and how?

Report of the National Commission on Teachers -I, (NCT, 1983-85, p.94), opined that the most crucial part of the training which, we sorry to note, is the most neglected, is that of practice teaching. The practice largely is to prescribe a set number of lessons to be given 15 lessons or so in a subject. Our considered view is: That the concept of training through stray lessons must give way to one of internship in teaching. Ample use must be made of the demonstration school for observation of lessons, and for demonstration lessons by teacher educators, and the trainee should be expected to teach in a co-operating school for not less than 6-8 weeks in the first year and 12 weeks in the second. The skills listed above are best learnt on the job. These lessons must be supervised properly and pupil teachers guided each day. They may start with one or two lessons a day but are gradually expected to stay the whole day during internship and take on the full, responsibility of a regular teacher taking several classes during the day and learning community related skills as well. Internship should be well-planned and thorough and form the core of the training programme.

The Curriculum Framework for Teacher Education 2006 (NCTE, 2006, p.66) pin pointed that the existing concept of internship of teaching/practice teaching needs be reformulated. Field experiences/Internship/school attachment observations and practical's need to be organized in a way that these are useful in evaluating teachers ability, support socialization within the profession, stimulates development of teaching skills, provide a protected field for experimentation, allow insights into new perspectives and enhances motivation to continue learning. During observation, field practice and practical's, the student-teachers may learn in variety of ways. These are: by reflecting upon their own teaching practices (introspection), by reading journals, books, magazines, by observing children/ learners, by studying a case, by observing other professionals/peer at work, by undertaking skill development exercise, by working with hands, etc. Internship should focus methodology of school improvement instead of 40 or 50 lessons. There is a need for longer duration school attachment programme (for example 5/6 months) in one year B.Ed. programme.

The MHRD (2010, p.9) observed that, the School Experience Programme (SEP) or School Internship is an important component of teacher preparation aimed at giving student-teachers an actual experience of working in schools. This period is meant to provide them a chance to put into practice what they have learnt in the class. However, SEP remains teacher performance focused: School syllabus and textbooks

are taken as 'given' and trainees are expected to adjust to the needs of the existing school system and plan lessons in standardized formats. There is a lack of coordination between the trainees and the school teachers in developing an overall plan of transacting specific parts of the syllabus or linking their lesson plans with the on-going classroom transactions. The student-teachers transact a pre-defined number of isolated lessons as part of their curriculum. This is considered sufficient practice for their future work in the schools. Examining their biases and beliefs and reflecting on their own experience is not a part of classroom discourse and enquiry. Further, they do not get either the time or opportunity to observe and interact with children in a free, leisurely and unrestrained way to understand them better.

The NCFTE (NCTE, 2009, p.40) observed that it is common knowledge that practice teaching which constitutes the most functional part of the teacher preparation has suffered severe neglect and dilution in quality. The common complaint is that theory dominates the curriculum and practice teaching continues to suffer from inadequacies of different kinds such as: It follows a mechanical routine (observation, micro teaching, teaching practice, and examination), operates with rigid lesson plan formats, inadequate mentoring and supervision; exhibits no original thinking, lacks variety and context specificity in teaching. There is no attempt made towards comprehensive, qualitative evaluation covering professional attitudes and values and provision of sustained engagement with schools. The major drawbacks of the current model of practice teaching are:

- Current practices in teacher education take the school curriculum and textbooks as 'given' and train teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats, fulfilling the ritual of delivering the required number of lessons.
- Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- Theory courses have no clear articulation with practical work and ground realities.

- The evaluation protocol is too theoretical, excessively quantitative and lacks comprehensiveness.

The NCFTE (NCTE, 2009, p.10) also observed that there is also a dire need to critically review the secondary teacher education system. The one-year second Bachelor's degree (B.Ed.) model seems to have outlived its relevance. With the proliferation of B.Ed. colleges, particularly with privatization and commercialization, B.Ed. programmes have become weak both in theory and practice. Even the few institutions, which keep struggling to make this programme meaningful, find it difficult to overcome the structural constraints that the short duration of the programme poses.

The NCF (NCERT, 2005, p.107) in the light of present concerns in teacher education, the National Curriculum Framework observed that experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question. Curriculum, syllabi, and textbooks are never critically examined by the student-teacher or the regular teacher. Language proficiency of the teacher needs to be enhanced, and the existing teacher education programmes do not recognize the centrality of language in the curriculum. It is assumed that links between instructional models and teaching of specific subjects are automatically formed during the programme. Most teacher education programmes provide little scope for student-teachers to reflect on their experiences and thus fail to empower teachers as agents of change.

State Curriculum Framework 2011 was prepared by State Council of Educational Research and Training (SCERT), Andhra Pradesh. According to the SCERT (2011, pp.18-98), the existing pre-service teacher training programmes are outdated and irrelevant. The whole system needs complete overhauling. The present day teacher education programmes instead of developing sound attitude among teachers for the skills like critical, creative and reflective thinking, develop stereotypes, rigid nature and autocratic practitioners. These teachers are trained in rigid formats of lesson plans and Teaching Learning Materials (TLMs) which encourages rote learning. They fail to appreciate the linguistic and cultural diversity available in their classrooms. A large number of private institutions have come up recently for both elementary and secondary education. This has resulted in deterioration of standards of pre-service education due to lack of monitoring and

regulatory mechanisms. It is required to assess the functional aspects of these institutions and focus on professional preparation of teachers to ensure quality education for all.

According to the Position Paper on Teacher Education and Teacher Professional Development (SCERT, 2011, p.13), the School Experience Programme (SEP) is the practical component of the pre-service programmes, introduced with the idea of providing prospective teachers hands-on experience of the school situation they would be facing in the near future. But it is disjointed from the school functioning and consists of teaching of a specified number of isolated lessons. This does not give the student-teachers an opportunity to overcome their biases about the education process or gain an insight about the learning process of children. The school authorities are not involved in the evaluation of SEP and there are no provisions which could capture the efforts being made by student teachers to engage children and construct knowledge. There is no inbuilt process of internal assessment which could bring about the various skills and capacities required from a student-teacher in the course of teaching and map the development of her ability to engage students. Experiences in the practice of teacher education indicate that apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in teachers. The present evaluation protocol has no place for evaluating their aspects.

The above discussion suggests that there is a need for research on study of practice teaching programme and few questions are raised with regard to practice teaching.

## **1.6 Research Questions**

1. How far the practice teaching programme fulfils the objectives of practice teaching?
2. What extent the school cooperate/support the practice teaching programme?
3. What are the problems faced by student teachers during practice teaching session?
4. How far feedback helps student teachers during practice teaching session?

5. What are problems faced by school management to organize practice teaching session?
6. What are the supervisory practices in the organization of practice teaching programme?

### **1.7 Statement of the Problem**

A Study on Practice Teaching Programme in Teacher Education Institutions of Osmania University

### **1.8 Objectives of the Study**

1. To study the process of practice teaching programme with respect to
  - a. Preparation of lesson
  - b. Cooperation from the school
2. To study the transactional process of the prepared lesson plan by student teachers
3. To study the feedback mechanism followed by the supervisor during the practice teaching session
4. To study the problems faced by school Headmaster/Headmistress for the organization of practice teaching

### **1.9 Explanation of the Terms**

- 1. Practice Teaching:** A student teacher who goes professional preparation course where theory and practice combined together under the supervision of experienced subject cooperating teacher and subject method teacher educator in a real school situation.
- 2. Cooperation from the School:** A cooperation from the school subject teachers will be in terms allotting the time table, allotting the classes, managing the students, selection of topics/units, preparation of lesson plan, correction of lesson plan, providing teaching aids, feedback, providing lab

facility, and cooperation from school Headmaster/Headmistress will be in terms of allotting the time table, allotting the classes, managing the students, giving extra periods when needed, and cooperation from school students in the classes.

3. **Student Teacher:** A student of college of education who is practice his teaching under the supervision of an experienced teacher, is known as student teacher.

The collected Review of Related Literature is discussed with greater detail in proceeding chapter.