

CHAPTER V

INFERENCES DRAWN AND SUGGESTIONS GIVEN.

CHAPTER VINFERENCES DRAWN AND SUGGESTIONS GIVEN

As indicated in the last Chapter this is the last and concluding chapter of the Thesis. This Chapter consists of three parts. The first part will give a brief picture of what is dealt within the previous Chapters in connection with the investigation on the Student Teaching and Evaluation Programme. The second part will deal with the conclusions, inferences drawn on the basis of conclusions and suggestions made for the improvement of programme. The third part will deal with the implication for further research in this field on the basis of the present investigation.

A. A BRIEF SUMMARY OF THE INVESTIGATION

The quality of education depends to a great extent upon the quality and efficiency of teachers. Increasing the efficiency of the teachers is the responsibility of teacher education. Teaching is a skill and teaching practice contributes to the development of teaching skills. So, it becomes clear that Student Teaching is the most worthwhile requirement in the teacher education programme.

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

Competent staff are not attracted, vitality and realism are lacking in curriculum and programmes of work which continue to be largely traditional and set patterns and rigid techniques are followed in Practice Teaching with a disregard for present day needs and objectives".

a) Student Teaching:

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

b) IMPORTANCE OF STUDENT TEACHING

Theory without practice is meaningless. A teacher must get opportunities to come into contact with children and understand their individual differences, their needs and problems and solve them by applying the principles and methods he has learnt. Thus, teaching practice becomes an integral part of teacher education. Here the pupil teacher will develop the required skills in the co-operating schools. It is an action in pedagogy which is the basis for creative teaching. Student Teaching

is a process through which a student teacher secured guided experience as a preparation for all aspects of his subsequent professional career.

c) Evaluation of Student Teaching

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

The pros and cons of different forms of evaluation have been discussed for many years. Commonly used models such as rating scale and percentage marking system have both been subject to criticism. Further, the criteria for assessment of Student Teaching is also a matter which needs investigation.

d) Student Teaching and evaluation in Andhra Pradesh at present

After participating in some of the professional Conferences of teachers and teacher educators, the investigator has noticed a certain amount of dissatisfaction among the teachers over the deficiencies in teaching which have been traced to the defects in the Student Teaching Programme

organised by the College of Education. During the casual visits the investigator could find a certain amount of frustration on the part of persons involved in the programme resulting from defective Student Teaching. As some of the researches also revealed certain drawbacks of Student Teaching programme in vogue, the investigator has taken up the present investigation.

e) A Review

To establish the theory related to Student Teaching a brief review of books, reports of seminars and researches on the subject has been made. The review includes a discussion of the pattern and programme of Student Teaching in some advanced countries like U.K. and U.S.A., the resolutions and recommendations made by the Regional Seminars on Student Teaching and Evaluation organised by the Department of Teacher Education, N.C.E.R.T., Delhi and the findings of the researches at the Master's Level on this subject both in India and abroad. These also show that much remains to be done in this field and that there is a large scope for further research in this direction.

f) Methods and Procedures adopted

The investigator collected data on the questionnaire cum-interview, technique and survey method was adopted. The

tools and techniques used were the Mail Questionnaire, Interview and observation schedules and on-the-spot-study. The documents studied consists of the syllabi of the three Universities, lesson plans in different subjects and proforma for assessment, observation and criticism and other evidences available.

g) Returns

The Principals, staff and student teachers of all Colleges have co-operated with the Investigator in toto. The cent per cent response from the Principals, 85 to 95 per cent response from the members of the staff and 80 per cent response from the Student Teachers, is quite satisfactory.

h) Treatment of Data

After the collection of the data, the returns were tabulated on separate sheets according to the categories given in the Questionnaire. After the tabulation the data was transformed into (37) tables keeping in view the objectives of the study and for the sake of drawing conclusions.

i) Analysis and Interpretation of data

On the basis of the analysis and interpretation of data obtained, the following observations were made.

The pattern of Student Teaching in general and the perception of objectives, the general pattern of organisation of Student Teaching and guidance given are found to be almost similar in the three Universities of Andhra Pradesh. The difference is only in respect of certain minute details.

With regard to School Co-operation, half of the Institutions are not having their model schools and are depending on the local co-operating schools. The general opinion of the principals is that willing co-operation is not forthcoming from these institutions. Supervision is found to be a combined effort, but it is lacking in many ways. With regard to innovations and research, the position is not at all encouraging, there being almost very little done in this direction.

j) Evaluation

As regards evaluation, the criteria of assessment is found to be different in the three Universities and weightage of marks for various aspects varies. Subjectivity and impressionistic elements are found to be unavoidable. The record of evidence is found to be the same in all the three Universities.

- k) Difficulties faced and suggestions made for the improvement by the Principals.

While mentioning their difficulties the Principals have also suggested for improvement of the programme as follows:-

Firstly, required qualified staff should be provided to the Colleges of Education. The co-operating schools should come forward willingly and for this purpose, some incentives should be provided to them. Student Teachers and College staff should take activities seriously, and sincerely implement the programmes. They should not consider this aspect as a formality and ritual for fulfilling the syllabus requirements but do it effectively to realise the full spirit as outlined in the objectives of Student Teaching.

B. CONCLUSIONS, INFERENCES AND SUGGESTIONS FOR IMPROVEMENT

I. ACCOMMODATION

CONCLUSION

- i) Majority of Colleges of Education are lacking in facilities like accommodation and equipment etc.

INFERENCES

- i) In the absence of required accommodation the Colleges of Education might not be in a position to arrange classes to the trainees according to their convenience and display the items satisfactorily.

SUGGESTIONS

- i) The Government or the management should try to provide sufficient accommodation for the Colleges of Education providing sufficient grants for the building and equipment so that the Colleges may organise the programmes freely and effectively.

II. NATURE OF THE INSTITUTIONS

- i) Majority of Colleges of Education are found to be non-residential and co-educational.

INFERENCES

- i) Non-residential system of Education: There are little chances of the staff and trainees, meeting together to thrash out their

SUGGESTIONS

- i) Colleges of Education which are the pioneers of preparing teachers, giving practical training in the curricular and

problems during and out of College hours.

co-curricular activities in and out of the College hours should be residential in nature, so that trainees can learn all kinds of activities and try to put them into practice and make their school into a community centre. These practices are possible only when the Colleges become residential Colleges of Education. Therefore, the Colleges should become residential colleges as early as possible.

ii) Many Colleges of Education are found to be co-educational except a few meant exclusively for women. Due to the Colleges being co-educational in nature there are many advantages to the trainees of studying together, to

ii) This should be continued to maintain a healthy atmosphere in the Colleges and create facilities for boys, and girls for exchanging their views and solving their problems, if any, on Student Teaching and Evaluation.

exchange views and share their experiences in solving any educational problems that they may come across.

III. EXTENSION SERVICES

i) Half of the Colleges of Education are not having Extension Service Department or Unit attached to them.

INFERENCES

i) In the absence of extension Service Department or Unit the Colleges of Education may not be in a position to organize extension service programmes through the co-ordinator for the benefit of co-operating school teachers, which helps to create a rapport between schools and Colleges and finally helps in organising Student Teaching and Evaluation Programme effectively.

SUGGESTIONS

i) Government should start extension Service Department or Unit in each and every College of Education by providing Library facilities and appointing one of the Lecturers as co-ordinator with jeep facilities and funds for their activities such as giving proper guidance. Through this extension Service Department, atleast once in a year a programme should be conducted for

the inservice teachers, on Student Teaching and Evaluation Programme to develop the skills of the Alumni and also of the new teachers.

IV. COURSES OFFERED

i) Only a Few Colleges are conducting Language Pandit Training Course besides B.Ed. Course. Private Colleges are not conducting any other course except B.Ed.

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| <p>i) In the absence of facilities of Pandit Training Courses to prepare teachers in languages like Telugu, Hindi & Urdu, the language teachers will become backlog and cannot develop teaching skills in their respective languages. These programmes also will have a positive effect on Student Teaching Programmes.</p> | <p>i) (a) Government Colleges should have training courses for all oriental degree holders who are willing to qualify themselves in their respective languages.</p> <p>i) (b) Government should provide facilities for starting Pandit Training Course in all the private Colleges also to encourage the teachers. This will have a direct effect on the Student Teaching and Evaluation</p> |
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Programmes as it is also necessary for the language teachers to develop teaching skills.

- i)(c) The University should create new Diploma Courses in Special Subjects like Child Development, Teacher Education and Work Experience etc., to qualified M.A., M.Ed., staff for improving their efficiency in the subject concerned and encourage the private Colleges also to adopt the same course in their respective colleges.

V. ADMISSION PROCEDURES

- i) B.Com., B.Sc., Home Science students are not admitted into the B.Ed. Course by some of the Universities.
- ii) Besides merit of marks and interviews, an entrance test is conducted by one University College of Education and some private colleges for admission into B.Ed. Course.

- i) With the restriction on the admission of commerce graduates into B.Ed. Course some of the talented and interested graduates in that subject may not have a chance to choose the teaching profession as their career.
- ii) Conducting Interviews and considering merit of marks is good for selection in B.Ed., Course. But due to non conducting entrance test, which includes the testing of personality traits and general knowledge it may not be possible for the Colleges of Education to get right and deserving candidates to the B.Ed. Course.
- i) Universities should encourage the Commerce Graduates and Home Science Graduates also by providing facilities for admission into B.Ed. Course as was being done previously.
- ii) Besides considering merit based on marks and conducting interviews an entrance test also has to be conducted by the Colleges of Education to test the personality traits and general knowledge and attitudes towards teaching profession of the candidates seeking admission.

VI. STUDENT POPULATION AND DEMAND FOR THE B.ED. COURSE.

i) Demand for the B.Ed. Course from the fresh candidates is more than half of the total number ^{of applicants} for the Colleges and the total demand is 6 times more than the seats available in the Colleges.

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| <p>i) All the 15 Colleges are not in a position to provide seats according to the demand. Many able and suitable qualified fresh candidates who are interested are lost to the teaching profession by not providing seats to all the suitable candidates.</p> | <p>i) To encourage the young graduates to choose teaching profession as their career, the Universities and Government should start more colleges of education by either themselves starting new colleges or encouraging private managements in this aspect. They may also increase the strength where there are facilities of accommodation and sufficient staff available.</p> |
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VII RESULTS.

i) B.Ed. Theory results are found to be less than practicals, i.e. 100% practicals, 85% theory - 15% failure.

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| <p>i) Failure of 15% in Education does not seem to be a good sign. This might be due to slackness in Theory teaching due to non-availability of required and qualified staff.</p> | <p>i) The Education Department or managements should provide required and qualified staff in the Colleges of Education and see that teaching aspect in B.Ed. course is done properly to get good results ^{and} thus prevent needless failures and stagnation.</p> |
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VIII. STAFF POSITION

i) Many Colleges are short of sufficient and qualified staff members to make the Student Teaching and Evaluation Programme a success.

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| <p>i) In the absence of required and qualified staff, the Colleges of Education are not able to organise Student Teaching and Evaluation Programme effectively and supervise the lessons properly.</p> | <p>i) The Education Department and the management should provide the required and qualified staff in the Colleges of Education, to make B.Ed. Course successful and conduct the Student Teaching and Evaluation programme effectively to realise the full benefit as outlined in the objectives of Student Teaching.</p> |
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IX. OBJECTIVES OF STUDENT TEACHING.

i) All the respondents of the questionnaire considered the following objectives as "most important".

1. To provide the student teacher 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 acquires confidence.
3. To provide an opportunity in the practical teaching situation for the extension and deepening of the Student's self-knowledge.
4. To provide the student teacher with opportunities for developing power of organisation.

The following objectives are considered by them as "more important".

5. To provide an opportunity for the student to develop and display qualities of adaptability and sensitivity appropriate to the school situation.
6. To provide the student with an opportunity of becoming a part of the school community.

The following objectives are taken as "very important".

7. To provide student teacher with opportunities for the interchange of ideas and methods between School and College staff and students.
8. To provide student teachers with an opportunity of establishing an appropriate teacher-pupil relationship with children.

The following two are considered as "important".

9. To provide the student teacher with practical experience in schools which will reveal to him some of the problems of discipline and enable him to develop personal methods of control.
10. To provide an opportunity for evaluating the students' potential as teachers and suitability for the teaching profession.

Two objectives not included in the original list but mentioned by one staff member are also included here for sake of completeness of records.

11. To develop a taste for teaching.
12. To overcome certain hurdles to become successful teachers.

- i) The priority of the perception of the objectives by the personnel involved are arranged according to their order of preference as they are all considered important objectives. Objectives 11 and 12 gave scope for more objectives for the Student Teaching Programme.
- i) The Personnel involved are requested to see that Student Teaching Programme should be effectively organised to realise the full spirit of the Programme.

X. PRE-STUDENT TEACHING ASPECT.

i) Lectures on theoretical aspects of Student Teaching, conducting tutorials and showing specimens of notes of lessons are found common in all the three Universities.

- i) The theoretical aspects before starting of Student Teaching, is found common in all the colleges, & seems to be a good practice. This will help the trainees in getting an insight into the theoretical aspects to be put into the actual practice.
- i) This practice of theoretical instruction has to be continued and strengthened. The staff and Method Master should explain each and every item of the specimen lessons in the tutorial class and create interest for the practical aspect of the programme.

ii) Practice in lesson planning, preparation of aids, school visits are found common in all the Colleges.

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| <p>i) Giving practice in lesson Planning, preparation of aids, instructional material to the trainees is a good practice. This will help the trainees to understand the practical aspect of the programme and apply the same in the real situation in the Student Teaching period.</p> | <p>i) The Method Master and the College staff should guide and help the trainees in preparing the instructional material, give practice in simulations, creating artificial teaching situation from among the trainees and make them apply the theory to practice.</p> |
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iii) Practice in Black Board Work is found only in one College of Education, Simulations, screening of films, Micro teaching (Use of video tape) found nil in all the Colleges of Education.

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| <p>i) Black Board practice in the case of fresh candidates is quite essential. This will help the trainees to develop the writing skill and legible writing on the Black Board. Simulations and screening</p> | <p>i) All Colleges should provide time to the trainees for Black Board Writing practice before starting Student Teaching to create confidence in writing on the Black Board before</p> |
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of films and use of video tape will also help and create interest in teaching aspect, if it is introduced, subject to availability.

the school children. Whenever possible, modern equipment such as video tape may be shown to the trainees and used at the time of giving demonstration lessons to Student Teachers.

XI. DEMONSTRATION LESSON

i) Except Osmania College of Education, all the other Colleges are demonstrating lessons before and after the starting Student Teaching Programme, fixing the number of lessons at 8 to 12 in the Syllabus.

i) Giving a large number of demonstration lessons as is done in Andhra University for the guidance of the trainees is good. But Osmania University is giving one Demonstration lesson only in the beginning of the course and not in between and has also not fixed the number of lessons.

i) As is done in Andhra University, and Sri Venkateswara University all Colleges of Education in Osmania University area also should give Demonstration lesson in all aspects of subject, before and after starting Student Teaching and also whenever found necessary for the guidance of the trainees. The number of lessons also should be fixed.

ii) Only one method master is giving demonstration lesson, no other personnel are involved in it.

- ii) Giving demonstration lesson by the method master is good in the beginning. But in this method, trainees may not get a chance to see other persons handling classes and learn something more from other experienced teachers either in the co-operating school or in College of Education itself, if provision is ^{not} made for it.
- i) (a) Besides method masters' demonstration lesson, some other experienced persons in the College or in the co-operating schools may be requested to demonstrate lessons for the benefit of the trainees.
- (b) Trainees may be given a chance to observe for their benefit demonstration lessons of other method masters as the technique of teaching and methodology ~~are~~ the same except subject matter.

XII. GUIDANCE GIVEN IN LESSON PLANNING.

i) All the Colleges of Education are following objective based lesson planning and mostly the method master and sometimes the subject tutors are correcting the lesson plans.

- i) Following the latest method of objective based evaluation ~~followed~~ in
- i) It is ^a known fact that a teacher with a good lesson plan may fail miserably in

lesson planning is good. But it is seen that while teaching, realisation of objective aspect is neglected and talk and chalk method (traditional method) is followed.

the class room teaching and a teacher with a sketchy lesson plan on hand successfully conveys his ideas to the children. Therefore, execution of lesson is more important than lesson planning. As such a minimum of planning and effective execution is most essential.

ii) Correction of the lesson plans by the method master and subject tutor is good, but it is seen that due to the increased strength of trainees in each method the staff is unable to correct the lesson plans properly and give sufficient guidance to their trainees. This may lead to the adoption of wrong methods by the trainees.

iii) In view of the increased strength in all methods, the required qualified staff may be posted and they should give full guidance to the trainees in lesson planning as well as in execution to realise the objectives of the programme and make full and good use of the allotted time for it.

XIII. LESSON PLANNING.

i) Objectives of lesson planning as set forth by the Investigator are agreed to in toto by all the Colleges of Education. The broad outline of the lesson plan is given below:-

- (a) Objectives of the teaching unit.
- (b) Knowledge of subject matter.
- (c) Selection and organisation of subject matter.
- (d) Instructional material.
- (e) Teaching technique.
- (f) Community resources.
- (g) Assignment.

i) The above objectives in lesson planning are found to be good in view of the latest methods of teaching in secondary schools.

i) The objectives mentioned in the lesson planning have to be attained by preparing the lesson plans suitably in order to execute the lesson effectively in the class-room.

XIV. OBSERVATION AND CRITICISM.

i) Student Teachers are provided an opportunity for observation and criticism of the lessons given by College Method Master and other trainees with a proforma for their guidance.

i) Before starting actual teaching in the schools, trainees are given an opportunity to observe the lessons given by Method Master. This is a good practice. To note ^{down} the merits and demerits of the lesson in the given proforma will also give an insight to the trainees about the actual class room dealing in future.

i) But on the basis of spot-study it is seen that it is not being done properly. The trainees are not attentive and do not observe the lessons and write down the merits and demerits of the lesson in the given proforma sincerely. This has to be done properly and sincerely and the trainees should learn many things before starting actual student teaching.

ii) The trainees criticism of the lessons of their fellow trainees lessons is good for developing criticism aspect and creative thinking

ii) It is found that trainees are completing the criticism of lesson: proformas, even without observing lessons, as a formality and submit-

and obtain feed back for their future lessons to be given on right lines

-ting them to the College as a record. This kind of attitude has to be checked up and criticism of lessons has to be done in a true spirit to attain power of reasoning, find out the merits and demerits of the lessons and take it as a feed back to them.

XV. ORGANISATION PATTERN OF STUDENT TEACHING.

i) Organisation pattern of Student Teaching in all the Colleges of Education in the three Universities of A.P. is found to be similar.

ii) Weekly one or two days teaching practice is common to all the three Universities.

iii) 2 to 4 weeks of either block-practice teaching or internship is also found to be the same.

iv) Trainees participating in all school activities during block practice teaching or internship is found to be ^{of} the same nature.

v) College Staff, co-operating teachers all are involved in the programme during internship period in all the three University areas.

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| <p>i) Similarity in the pattern of organisation of Student Teaching programme in all the Colleges is a good feature. More or less all the Colleges have fixed 10 to 15 lessons and 2 to 4 weeks internship compulsory for each method, during the course. As such all trainees are completing the prescribed lessons in the fixed period. This fixation of lesson seems to be rigid and gives scope for completing a formality without attaining real skill in teaching.</p> | <p>i) The important factor in this aspect which has to be seen is to what extent this pattern has developed teaching skills. Only if they do it sincerely, the objectives laid down for this purpose can be attained.</p> |
| <p>ii) All the College staff and trainees and co-operating school staff are engaged in completing the prescribed quota of lessons during</p> | <p>ii) Involvement of all the personnel in the Student Teaching Evaluation programme is good. But to achieve the real objectives</p> |

The prescribed time. This is giving scope only for completing the formalities and leave the schools without attaining the real objectives. Some staff members and trainees have treated internship period as vacation and left the Headquarters after doing some formalities for the sake of record.

ii) In Student Teaching all concerned personnel should have introspection on their part. They have to complete the programme and obtain the real goal and not merely treat it as a vacation or leisure time.

XVI. NATURE OF SCHOOLS AVAILABLE

i) Model schools or practising schools and 15 to 25 co-operating schools are utilised for the conduct and various purposes of Student Teaching programme by the Colleges of Education.

i) As one model or practicing school cannot provide classes for all the College Trainees, the Colleges are naturally depending on 15 to 25 surrounding schools for the various purposes of

i) Half of the Colleges are not having their own or practising schools. Therefore, the Government or Management should permit the Principals to adopt atleast one local school as their co-operating

Student Teaching. This makes the principal to depend on the co-operation of the co-operating schools for the successful organising of the Student Teaching.

school until they get a model school of their own and provide some facilities for it.

XVII. SCHOOL CO-OPERATION.

a) Model or Practising High School.

i) Majority of Colleges of Education are not having model or practising High Schools and they are depending on 15 to 25 surrounding schools for this purpose.

i) It appears that the scope for organising experiments in teaching methods by the Colleges of Education is very little due to the absence of attached high schools.

i) The Education Department or the Management should provide attached collegiate High Schools in the Campuses of all the Colleges of Education.

ii) Colleges of Education perhaps are not in a position to organise sufficient number of lessons by the method master to demonstrate different methods of teaching

ii) In the absence of attached Model or Practising High Schools to the College of Education, the Principal may adopt with the permission of Government or

taught to the student teachers in the methods and subjects.

Management, the nearest High School of any denomination for this purpose of Laboratory teaching and demonstrations.

b) Nature of assistance given by the Cooperating School.

i) Co-operating schools are allowing the trainees to their schools, providing required subjects and classes and sometimes supervise the lessons and guide the trainees.

i) At the time of on the spot study and interview with the Heads & Teachers of co-operating schools, it was revealed that they are reluctantly allowing trainees as they are disturbing their routine work. Their Supervision and guidance are found only nominal. As such the objectives of Student Teaching may not be fully realised.

i) Co-operating Schools should realise that making of a teacher is a joint responsibility of the College of Education and School. They should co-operate for the successful conduct of Student Teaching programme and take an active part in this aspect. Willing co-operation should come from all the persons of the Co-operating schools.

c) Nature of Orientation given to the co-operating School Teachers.

i) Some Colleges of Education are conducting a meeting or a Conference for the Heads and teachers of co-operating schools before starting Student Teaching to explain their duties and requesting for their co-operation.

i) This kind of meeting will help in creating a rapport between the schools and College and involve the co-operating schools in this programme.

i) All the Colleges should organise a Conference for the co-operating schools by providing them with the relevant papers and information connected with Student Teaching and seek their co-operation for the successful conduct of the programme.

d) The Incentives provided to the co-operating teachers for their Assistance.

i) Some Colleges of Education are providing incentives to the Staff of the co-operating School for their help in Student Teaching.

i) By providing incentives the Colleges can get better co-operation from the co-operating schools. This will help in successful

i) The incentives may be in the form of cash or kind. Providing chances of external examinership for practical examination, use

conduct of Student Teaching programme. In the absence of incentives willing co-operation may not be possible from them.

of College Library by the co-operating school staff, inviting them to the College functions and to participate in Seminars and inservice training programmes etc.

e) Contribution of the College for the betterment of the Co-operating School:

i) Some Colleges are providing maps, charts and Audio Visual Aids etc., to the Co-operating Schools and inviting the Heads and staff of co-operating schools for college functions.

i) Providing educational equipment to co-operating schools and inviting them for College functions is good for getting their co-operation. This may lead to the creation of healthy rapport between school and college and help the successful conduct of Student Teaching programme.

i) This kind of reciprocal help should be continued between the College and Schools for better relations which in turn will have a positive effect on the Student Teaching Programme.

XVIII. SUPERVISION AND FEED BACK.

i) Supervision found to be a joint venture of College Method Master, Staff, and tutor of the College and school subject teacher.

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| <p>i) This kind of joint venture, sometimes may confuse the trainee if they do not co-ordinate with each other and guide him on the same lines as the Method Master guides him for the right type of method for his subject.</p> | <p>i) The Supervisors should have co-ordination and supervise and guide the Trainees properly not confusing him with their own ideas. Their remarks should help him as feed back and help him to proceed on right lines.</p> |
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ii) Generally only a few lessons are supervised by the Method Master who is responsible for the development of skills in the trainees in his subject.

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| <p>i) Due to increase of strength in each methodology, Method Master is unable to supervise all the lessons given by the trainees. This will give way for others to supervise the lessons who do not have any interest</p> | <p>i) If the strength increases in any methodology sufficient number of masters to be posted in Colleges of Education to make supervision effective. Supervising by other subject and other</p> |
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in other's subjects and other regions like unknown language & subjects, supervising 2 or 3 lessons in one period. This will lead sometimes to some lessons being unsupervised or ill-supervised.

language teachers may be minimised. Arrangements should be made to supervise only one trainee in one period or at the most two in one period.

XIX. INNOVATIONS, RESEARCH FOLLOW-UP PROGRAMMES.

i) Position of innovation and research in Colleges of Education is not at all encouraging as very little is being done in this direction.

i) This might be due to lack of enthusiasm on the part of College staff and not having encouragement and facilities provided by the Education Department or by the management.

i) For the sake of professional growth staff of the College should undertake small research projects taking help from N.C.E.R.T. or S.C.E.R.T. or U.G.C. & in the same way encourage Student Teachers for taking ^{up} some action research programme during their Student Teaching period.

- ii) The staff may take ^{up} some novel approaches while conducting the Student Teaching Programme at the time of actual class teaching.

XX. EVALUATION.

a) The Assessors:

i) Assessment is found to be a combined effort of the personnel involved but finally the Method Master finalises the percentage of marks or grade or rank of the trainees of his method.

i) Finalising the result only by the Method Master will definitely involve the subjectivity and impressionistic elements, leaving aside all others who have supervised lessons, without taking into consideration of their remarks.

i) To avoid the subjectivity in the assessment the opinion of all the Supervisors who have supervised the lessons should be considered to make the assessment objective based.

b) Evidence for the assessment:

i) The record of evidence for the assessment is found to be the same in all the three universities.

i) Keeping the record of evidence for the assessment, seems to be a formality for the syllabus requirement. But how for the evidence is valued and the skills developed is most essential.

i) The validity of the records of evidence for the assessment of Student Teaching has to be maintained by developing real skills as envisaged by the Universities. This should not be treated as a formality and a ritual but sacred duty.

c) Weightage of marks and criteria of Assessment:

i) This is found to be different in the three Universities and weightage of marks for various aspects of Student Teaching varies.

i) This might be due to the differing preferences given to the various aspects of Student Teaching and Evaluation programmes in the three Universities. Some universities have allotted less than half marks for the total practical marks to this important aspect of B.Ed. Course.

i) The Universities should give top-priority to this most worthwhile aspect of B.Ed. Course and the important aspect of practicals for developing skills in the new teachers and allot sufficient marks to this aspect in the total programme of B.Ed. Practical.

d) Declaration of results:

i) The three Universities have fixed the same percentage of marks to the Theory and Practicals to get a Pass or Division in B.Ed. Course with a difference of 5 marks more or less. The results are declared in Theory and Practicals separately.

i) This kind of pattern of declaring results on the basis of percentage of marks is giving scope for the accidental Pass or Division. This procedure is under criticism since a long time. No consideration is given for co-ordinating the result of Theory and Practicals on the basis of combined efforts.

i) Giving marks on the basis of percentage of marks has to be dispensed with immediately to avoid the subjectivity and impresionistic aspect in evaluation. On the basis of the performance of the trainees in the colleges and evidence and observation of the college staff, grades may be awarded. This will fetch correct assessment to each trainee and a kind of satisfaction to all.

XXI. DIFFICULTIES FACED AND SUGGESTIONS GIVEN FOR THE IMPROVEMENT.

i) The Colleges are not having required and qualified staff in the Colleges of Education.

i) In the absence of required and qualified staff it may not be possible for the Colleges of Education to organise the Student Teaching programme properly and supervise the same effectively.

i) The Education Department and the Management of the Colleges of Education should provide the required staff to the Colleges of Education, so that the Colleges may organise the Student Teaching and Evaluation Programme effectively.

ii) Willing co-operation is not coming from the Co-Operating Schools. They are reluctant in allowing trainees for Student Teaching.

i) Due to lack of willing co-operation from the Schools, the Colleges may not be in a position to organise the Student Teaching programme in their schools effectively and arrange for the proper supervision of the trainees.

i) To gain willing co-operation and help in organisation and supervision of Student Teaching in co-operating schools, some incentives either in cash or kind are to be provided to the co-operating schools.

iii) Lack of enthusiasm is found among the trainees, and they are taking the programme easy and are not serious about it.

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| <p>i) Due to lack of enthusiasm among the trainees, they may not take interest in the programme and do everything as a formality and ritual for the sake of fulfilling the requirements.</p> | <p>i) Trainees may be selected for the B.Ed. Course after conducting an entrance test and interview, finding their attitudes towards the profession and engage them fully, making them conscious, and serious about the programme to obtain the real objectives.</p> |
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iv) Subjectivity and impressionistic elements are found to be unavoidable in the assessment of Student Teaching.

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| <p>i) This subjectivity element and impressionistic aspects in the evaluation will give wrong judgment on the part of the trainees and in finding out real truth and worth among the trainees.</p> | <p>i) To avoid these elements of subjectivity and impressionistic and make ^{an} assessment of real worth, valid evaluation should be made as a combined effort of all the personnel involved in the supervision and assessment aspect. This should be sincerely done and made objective based.</p> |
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v) Due to weightage of marks to the different aspects are not provided for the total programme of Student Teaching and Evaluation in the B.Ed. Course.

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| <p>i) Not providing due weightage of marks to all aspects of Student Teaching and allotment of good number of marks in the practicals in the scheme of examination, trainees may not give their attention and take interest and be serious in making the programme effective.</p> | <p>i) In the B.Ed. Course Practical should be given an important place by allotting it sufficient marks in the scheme of examination. And in the practicals due weightage has to be given to the Student Teaching Programme allotting adequate marks for each aspect of Student Teaching and create interest among the trainees to make the programme effective.</p> |
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XXII. GENERAL

i) Lack of enthusiasm and insincerity found in all the personnel involved in the programme.

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| <p>i) Due to lack of enthusiasm among the personnel involved, however, the excellent^{the} pattern of Student Teaching may be^{as} prescribed in the</p> | <p>i) It is suggested that the pattern of the programme is not an important factor but the personnel involved in the programme should</p> |
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Teacher Education curriculum, the same would be a failure and ineffective.

implement it sincerely to make the programme effective and successful.

ii) Student Teaching is taken as a formality and ritual just for fulfilling syllabus prescription, but not in an effective manner to realise its full spirit as outlined in the objectives of Student Teaching.

i) This idea is supported more by the interview data than the questionnaire data. In the syllabi we find fine descriptions of Student Teaching and other field laboratory experiences expected to be conducted by the College of Education. But the Teacher Educators and Student Teacher have confessed that during the interviews ^{that} the practical work is taken only as a necessary pre-requisite to appear for the Theory Examination and the same has not been taken seriously.

i) Hence the following hypothesis is favourably verified and proved. Consequently the same will take its place in the new theory of Teacher Education so far as Student Teaching is concerned.

(Please
turn over for the
Hypothesis)



"However best the Pattern of Student Teaching may be, the same would fail, if there are administrative and organisational defects and insincerity among the personnel".

C. IMPLICATION FOR FURTHER RESEARCH.

On the basis of the above study conducted by the Investigator in the aspect of Student Teaching and Evaluation Programme in the B.Ed. Course, the following studies have been suggested for further research. It would be worthwhile if such investigations are undertaken with a view to examine the extent to which the Student Teaching and Evaluation Programme included in the B.Ed. Course have developed the skills in Student Teachers, for teaching in the Schools.

1. To find out the attitude of personnel involved in the B.Ed. Course with the special reference to Student Teaching and Evaluation Programme in all the Colleges of Education an attitude inventory may be developed.
2. A study of the measures to be adopted by the Principals and staff to make the Student Teaching and Evaluation programme a success may be conducted.
3. A study of the measures to be taken by the Colleges of Education to enthuse co-operative school staff for their willing co-operation and make the Student Teaching and Evaluation programme a success.
4. The minimum programme of Student Teaching and Evaluation in the B.Ed. Course and to make it successful and realise the objectives by sincerely implementing the programme in true spirit to be adopted.
