

An Analytical Study of Issues Related to Practice Teaching, In B.Ed. Programme of Karnataka State

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Abstract

Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge. The pre service teacher education has the responsibility of preparing competent teacher. Thus the pre-service teacher education needs the attention of educational experts as well as policy makers. This study is carried out to explore issues related to practice teaching, in B.Ed. programme of Karnataka State. Descriptive survey method was used as the design of the study. The population of the study consists of all the B.Ed. Colleges from eleven universities of Karnataka State. Proportionate random sampling technique was used to select the sample. Inventory for identification of issues and problems of practice teaching for data collection was developed by the researcher. Statistical technique used for data analysis is percentage analysis. The findings of the study were as follows that 57% of teacher educators have experienced that govt. schools always give permission for practice teaching, 40% of teacher educators have opined that grant in aid schools always permit for practice teaching and 15% of teacher educators have felt that govt.schools never permit for practice teaching. Incidents of demanding financial favours/gifts for giving permission to practice teaching is highest among unaided schools (74%) compared to grant in aid schools (15%) and least among govt. schools (4%) and furthermore the other findings are discussed in the paper.

Keywords: Practice Teaching, student teachers, teacher educators

INTRODUCTION

Kothari Commission's reports starts with the statement," India's destiny is shaped in her classrooms". This statement indicates the significance of teachers. Teachers play a predominant role in imparting education as well as moulding the personality of the students. According to NCTE (1998) teacher is the most important element in any educational programme. Teacher plays a central role in implementation of educational process at any stage. The level of achievement of learner is determined by teacher competence. So, the quality of education basically depends on the quality of teachers. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge. Today there are new expectations for education where the focus is on having

teachers, being futurist leaders to ensure sustainable education. The paradigm shift is from teacher dominated classroom practices to that of partnership between the teacher and the learners. The pre service teacher education has the responsibility of preparing competent teacher. Thus the pre-service teacher education needs the attention of educational experts as well as policy makers.

The aims of the practice teaching experience are to provide opportunities for student teachers to integrate theory and practice and work collaboratively with and learn from the teachers. Student teachers observe subject teachers at work so as to learn about teachers' skills, strategies and classroom achievements. They also evaluate their own teaching experiences through conferencing with teachers and lecturers and, through self-reflection, implement a variety of approaches, strategies and skills with a view to bring about meaningful learning. In this way student teachers gain experience in managing and evaluating class work; in maintaining discipline and good order in the classroom; find their own teaching style and personality and become acquainted with school organisation and administration.

Practice teaching occupies a key position in the programme of teacher education. It is a culminating experience in teacher preparation. It provides opportunity to beginning teachers to become socialized into the profession (Furlong et.al, 1988). Performance during practice teaching provides some basis for predicting the future success of the teacher. Outgoing popularity and centrality of practice teaching is an important contributing factor towards the quality of teacher education programme. During practice teaching working with students in schools provides a high degree of emotional involvement of a mostly positive nature. Student teachers feel themselves grow through experience and they begin to link to a culture of teaching. During practice teaching, they feel engaged, challenged and even empowered (Trowbridge and Bybee, 1994; Sharafuddin, and Allison, 1969).

RATIONALE FOR THE STUDY

Teacher education programme is significant as it deals with teachers to be who would teach adolescents and adolescence is a crucial period in any individual's life. The important stake holders of B.Ed. programme are teacher educators and students. Though B.Ed. programme does provide opportunities for students through theory classes as well as practice teaching sessions the students have expressed apprehension that they are not able to assimilate because of multiple tasks in each subject in a limited time of 10 months. This is also justified in the following research study.

Yadav(2011) conducted a comparative Study of Pre-Service Teacher Education Programme at Secondary Stage in Bangladesh, India, Pakistan and Sri Lanka. The data were collected from 24 principals, 88 teacher educators and 157 student teachers from institutions and universities where Bachelor of Education (B.Ed.) course were. The data was also collected from secondary sources. The descriptive analysis was done. One year duration of B.Ed. programme was found inadequate in India and this course is more of theory dominated than practical in India. The respondents of India, Bangladesh and Pakistan expressed that the duration should be increased to at least two years.

The other major problem is that B.Ed. programme does not match the schedule of school programme. Schools start from June whereas the B.Ed. Colleges start from December/ January. The colleges of education require a minimum of one month to orient their students for practice teaching. So, the students would be oriented by February and schools do not permit for practice teaching at that time as it is the end of their term. Therefore the students go to school for practice teaching only in 3rd week of June and get very less time for their practice.

The teacher education programme of Karnataka has an objective that at least 45 days of practice teaching should be conducted. But, in practice, 45 days of fruitful working days of practice teaching is rarely possible. Another problem at present is the lesson plans are corrected at once and the students are sent to school at a stretch. So, the students cannot get a chance to discuss about their experiences with their respective methods teacher. Hence, the same experts are recommending the previous practice of conducting spread over black practice teaching.

The increased number of B.Ed. college has posed another problem i.e., difficulty to get adequate number of practice teaching schools. It is desirable to arrange the practice teaching schools within a radius of 8 km. but, at present it is very difficult to fulfil this condition as 2 more B.Ed. colleges would have started in the radius of 8 km.

The statistics of B.Ed. admission over last 10 years show that there is an imbalance in the ratio of subjects of B.Ed. aspirants. About 80% of the students who get admitted to B.Ed. would have graduated from Arts stream and only 20% of the students would have come from science stream and all the practice teaching schools demand for the science students. So, there would just 2/3 science students in each school and difficult for them to get observations of their subjects in their school. In this kind of situation it is difficult for them to get enough observations by their methods teachers.

The teacher educators have also expressed that their time is spent more on maintaining the internal assessment registers than on correcting lesson plans. Hence a study to find out the problems of teacher educators and students of B.Ed. programme may help the concerned authorities to re-structure the programme so that the activities would be meaningfully conducted so that the students can assimilate the knowledge and acquire the skills.

Objectives of the Study:

Following are the objectives of the study:

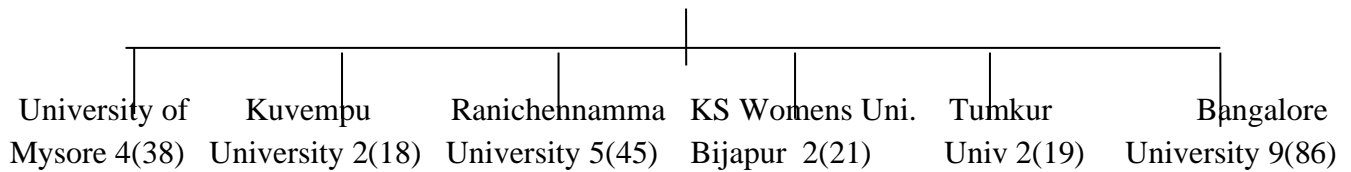
- To identify the problems faced by teacher educators in B.Ed. Colleges of Karnataka state.
- To analyze the difficulties of students while preparing for practice teaching in B.Ed. colleges of Karnataka state.

Population and Sampling

The population of the study consists of all the B.Ed. Colleges from eleven universities of Karnataka State. Proportionate random sampling technique was used to select the sample. The sample was selected in two stages. Initially 50% of the universities which means six universities were selected randomly in the first stage out of 11 universities and later 10% of the Colleges of Education were drawn using Proportionate random sampling technique from these 11 universities. The six universities selected were: University of Mysore, Mysore, Kuvempu University, Shankaraghatta, Ranichennamma University, Belgaum, Karnataka State Women's University, Bijapur, Tumkur University, Tumkur and Bangalore University, Bangalore. The selection of the sample is schematically shown in Fig 2.1

Schematic representation of the sampling procedure

Total No. of General Universities in Karnataka - 11
Selected Universities – 6



Note: - The numbers in the brackets indicate the total number of B.Ed. Colleges affiliated to the respective Universities

Tools used for collection of data:

The following tools were developed and used for collection of data:

Inventory for identification of issues and problems of practice teaching as observed by

- a) Teacher educators
- b) Would be teachers

Statistical analysis of data:

The data collected was analyzed both qualitatively and quantitatively.

Percentage analysis: Percentage analysis is used to find out the percentage of teacher educators and would be teachers and their opinion regarding the issues and problems of practice teaching. The data was tabulated with a view to find out the responses obtained from the sample.

ANALYSIS AND INTERPRETATION

Objective 3.1: To study the hindrances in arranging schools for practice teaching in B.Ed. colleges of Karnataka State.

The hindrances in arranging the schools for practice teaching were assessed through the following items.

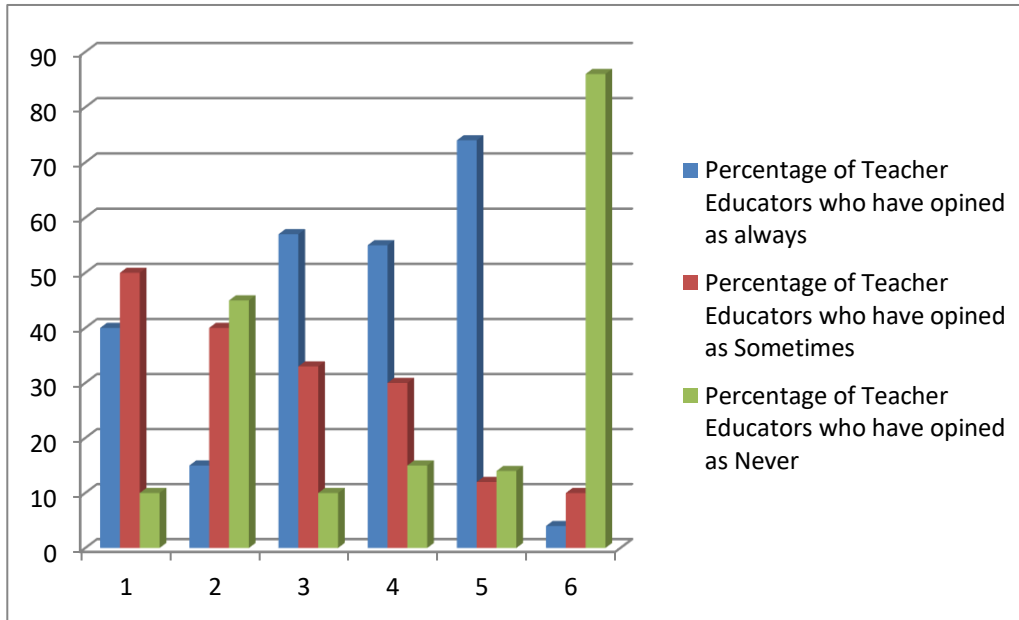
- The grant in aid schools permit for practice teaching.
- The unaided schools give permissions for practice teaching.
- It is easy to take permission for practice teaching in govt. schools.
- The grant in aid schools demands financial favours/gifts for giving permissions to practice teaching.
- The unaided schools demand money to give permission for practice teaching.
- The govt. schools Head Masters/B.E.O./ other govt. officials demand financial favours /gifts to give permission for practice teaching.

Table 3.1 The percentage of teacher educators who have opined as, ‘always’ / ‘sometimes’ / ‘never’ on items framed to assess problems related to arranging schools for practice teaching

Serial No. of Item	Percentage of Teacher Educators who have opined as ‘always’	Percentage of Teacher Educators who have opined as ‘Sometimes’	Percentage of Teacher Educators who have opined as ‘never’
1	40	50	10
2	15	40	45
3	57	33	10
4	55	30	15

5	74	12	14
6	04	10	86

Graph 3.1 The percentage of teacher educators who have opined as ‘always’ / ‘sometimes’/ ‘never’ on items framed to assess problems related to arranging schools for practice teaching



According to the data in the Table 3.1 and Graph 3.1 it is clear that 40% of the teacher educators have opined that the grant in aid schools always give permission for practice teaching, 50% of teacher educators have said sometimes they permit for practice teaching and 10% of teacher educators opine that never grant in aid schools permit colleges of education for practice teaching in their schools. That means, the 50% teacher educators have experienced difficulty in getting permission sometimes for practice teaching by grant in aid schools. This indicates there is problem in getting permission for practice teaching in grant in aid schools.

15% of teacher educators have opined that unaided schools always give permission for practice teaching, 40% of teacher educators have said that sometimes they give permission for practice teaching and 45% of teacher educators have felt private schools never give permission for practice teaching in their schools.

This shows that only few teacher educators (15%) have expressed that undided schools give permission for practice teaching always. This seems to be a matter of serious concern because undided schools are more in number compared to govt. schools and grant in aid schools. If these schools do not permit for practice teaching, then colleges of education face scarcity of schools.

When the situation in government schools is examined, 57% of the teacher educators felt that they always permit for practice teaching, 31% of teacher educators have opined that sometimes they permit for practice teaching and 10% of teacher educators feel that they never permit for practice teaching in their schools. This shows that government schools are better in giving in permission for practice teaching than aided & unaided schools.

74% of the teacher educators have expressed that unaided schools always demand financial favour/gift for practice teaching, 12% of teacher educators say that sometimes they demand financial favour/gift and 14% of teacher educators never demand for financial favour/gift. This shows that

according to most of the teacher educators, say private schools demand for financial favour/gift to give permission for practice teaching but 15% of the teachers have felt private schools always demand financial favour/gift where as only 4% of the teacher educators feel that private schools demand financial favour/gift to give permission for practice teaching in their schools. This is alarming as the numbers of private schools are more compared to grant in aid and government schools. These private schools have created problems for colleges of education in Karnataka state.

Objective 3.2: To find out the problems of student at preparatory stage of practice teaching during practice teaching

Objective 3.2 is divided into objective 3.2 (a) and Objective 3.2 (b) and analyzed as follows –

Objective 3.2 (a): To study the problems of students (would be teachers) at preparatory stage of practice teaching

The preparatory stage of practice teaching involves mainly three aspects namely correction of lesson plans, orientation programmes and demonstration and micro teaching. Hence, objective 3.2(a) is further divided into 3.2 (a) (i), 3.2 (a) (ii), and 3.2 (a) (iii).

Objective 3.2a (i): The problems of would be teachers with respect to practice teaching

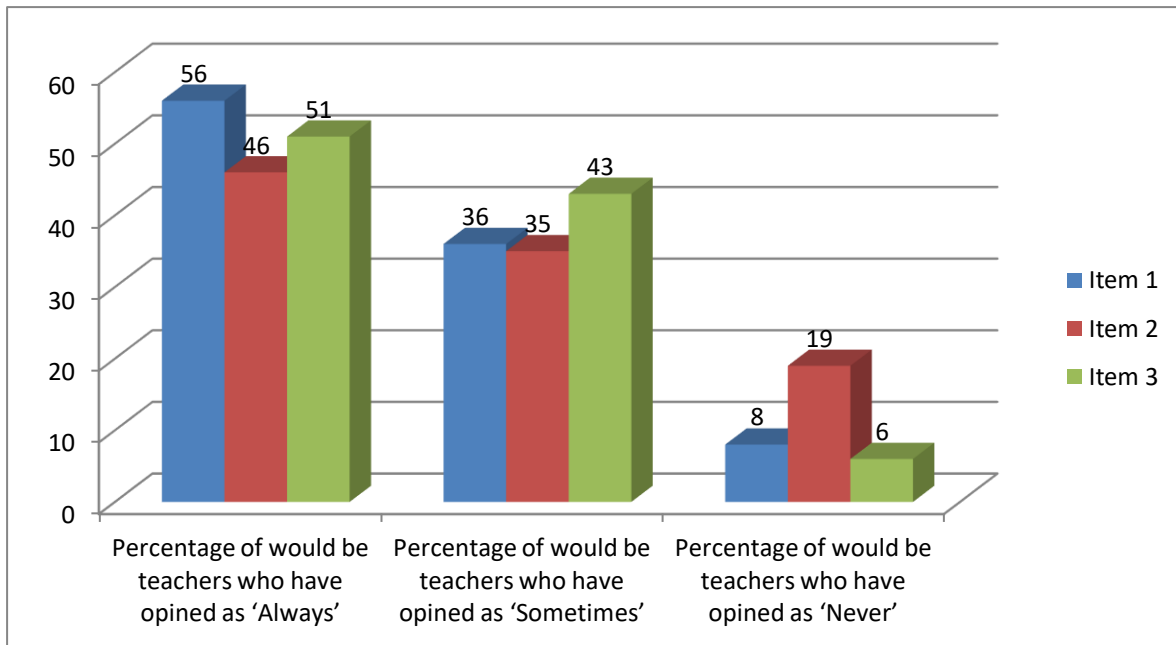
The problems of would be teachers with respect to practice teaching are assessed with the following items

- The books related to preparation, selection and use of instructional material are available in our library
- The method master focused on specific tactics of teaching that subject.
- The selection of the lesson / unit for practice teaching was the choice of school teachers

Table 3.2 The percentage of would be teachers who have opined as ‘always’, ‘sometimes’, and ‘never’ on items to assess the problems of would be teachers with respect to correction of lesson plan

Sl.No. of item	Percentage of would be teachers who have opined as ‘always’	Percentage of would be teachers who have opined as ‘sometimes’	Percentage of would be teachers who have opined as ‘never’
1	56	36	08
2	46	35	19
3	51	43	06

Graph 3.2 The percentage of would be teachers who have opined as ‘always’, ‘sometimes’, and ‘never’ on items to assess the problems of would be teachers with respect to correction of lesson plan



As per the data in the Table 3.2 and Graph 3.2 it is clear that 56% of would be teachers have opined that the books related to preparation, selection and use of instructional materials are available always in their library always, 36% of the would be teachers have felt that such books are available sometimes and 8% of would be teachers have felt that those books are never available in the library. This indicates that the books related to preparation, selection and use of instructional materials are available sometimes which means the required books for all the chapters are not available in the libraries of colleges of education.

46% of the would be teachers have expressed that methods master focused on specific tactics of teaching a particular subject always, 35% of the would be teachers opined that their method masters focused on specific tactics sometimes and 19% have said the method master did not focus on specific tactics, anytime this shows that the method masters have not focused on specific tactics always or even he/she has focused it is not clear to would be teachers.

51% of the would be teachers have opined that selection of lesson / unit for practice teaching was the choice of school teachers always, 43% of the would be teachers have said that sometimes it was the choice of school teachers and only 6% have said that it was never the choice of school teachers. That means most of the times the would be teachers have to teach the units/lessons which are not their choice. This may cause inconvenience to them in their lessons.

Objective 3.2a (ii): To study the extent of use of orientation programmes and demonstration lessons to would be teachers.

The extent of use of orientation programmes and demonstration lessons to would be teachers is assessed through the following items

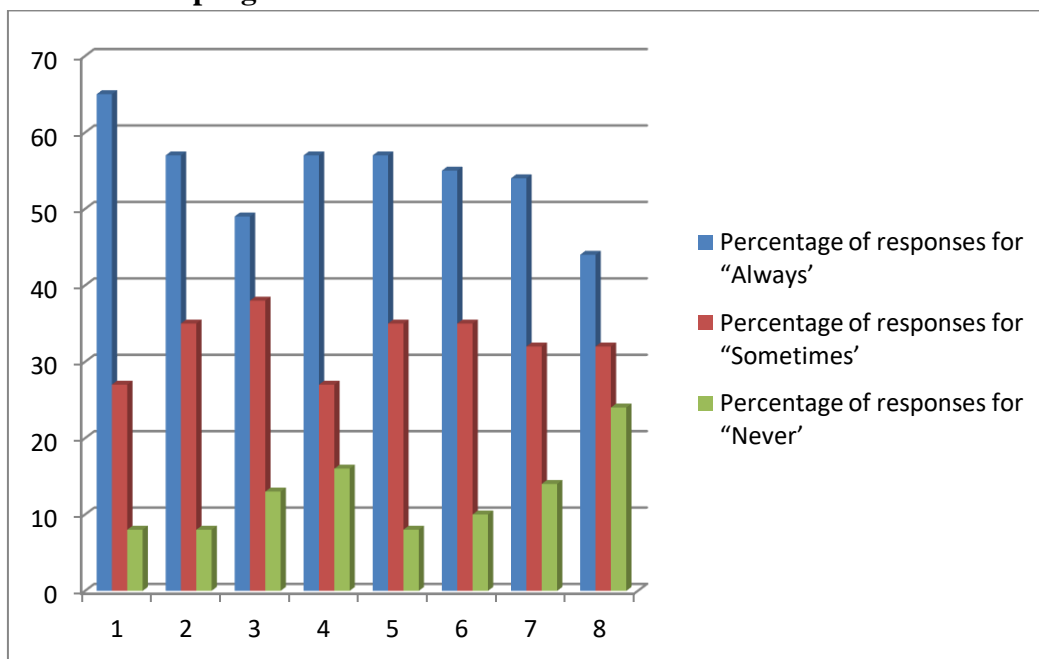
1. The orientation about writing lesson plan was helpful during teaching practice.
2. The orientation about writing lesson plan made different steps of lesson plan clear and also how to link those steps.

3. The orientation programme dealt with innovative approaches to teaching.
4. The demonstration lessons were given in all the methods of teaching.
5. The demonstration focused on particular aspects of developing a lesson like continuity, apt learning experience etc.
6. The demonstration lessons helped in effective classroom management.
7. How was the orientation given to micro teaching?
8. The total number of series of demonstration lessons organized in your college.

Table 3.3 The percentage of would be teachers who have opined as ‘always’, ‘sometimes’ and ‘never’ and ticked for different number of series of demonstration lessons on items to assess the extent of use orientation programme and demonstration lesson to would be teachers

Sl.No. of item	Percentage of responses for ‘always’	Percentage of responses for ‘sometimes’	Percentage of responses for ‘never’
1	65	27	08
2	57	35	08
3	49	38	13
4	57	27	16
5	57	35	08
6	55	35	10
7	54	32	14
8	44 for 3 series	32 for 4 series	24 for more than 4 series

Graph 3.3 The percentage of would be teachers who have opined as ‘always’, ‘sometimes’ and ‘never’ and ticked for different number of series of demonstration lessons on items to assess the extent of use orientation programme and demonstration lesson to would be teachers



According to the data presented in the Table 3.3 and Graph 3.3 it is evident that 65% of the would be teachers have opined that orientation for writing lesson plan was helpful during practice teaching always, 27% of the would be teachers have felt that it was useful sometimes and only 8% of them have said that orientation was never useful in writing lesson plan. That means, most of the would be teachers have opined that orientation to writing lesson plan was useful.

57% of the would be teachers have expressed that orientation always made different steps of lesson plan clear and also how to link those steps, 35% of them have opined that sometimes orientation made steps of lesson plan clear, whereas 8% of the would be teachers have felt that orientation never helped them to link the different steps of lesson plan. Thus, most of the would be teachers feel that orientation programme made the different steps of lesson plan clear and also learnt how to link those steps.

With regard to whether orientation dealt with innovative approaches to teaching, 49% of would be teachers said that orientation always did so, whereas 38% of them opine that orientation dealt with innovative approaches sometimes and 13% of them feel that it never dealt with innovative approach. This shows that, orientation programme might not have dealt much with innovative approaches.

57% of the would be teachers have opined that demonstration lessons were given in all methods of teaching and it focused on particular aspects of developing a lesson plan like continuity, apt learning experience. 27% of them opine that demonstration lessons given in all the methods sometimes and 16% of them have felt demonstration was never given in all methods.

57% of would be teachers opine that demonstration focused on particular aspects of developing a lesson like continuity, apt learning experience always, 35% of the opined that demonstration focused on particular aspects of developing a lesson like continuity, apt learning experience sometimes and 8% of them have felt that demonstration focused on particular aspects of developing a lesson like continuity, apt learning experience never.

55% of would be teachers opine that demonstration lesson helped in effective classroom management where as 35% of them said demonstration lesson helped in effective classroom management sometimes and 10% of them feel demonstration lesson never helped in effective classroom management.

54% of would be teachers feel that orientation given to micro teaching was adequate. This indicated demonstration lessons should be still improved to focus on different aspects of developing lesson plan and also managing the classroom.

44% of the would be teachers have said that the total number of series of demonstration lesson organized in their colleges was 3 & according to 32% of them it was 4 and 24% of them have said that it was more than 4. That means, the colleges should arrange at least 2 more series of demonstration lessons because 5 series of demonstration seems to be ideal.

Objective 3.2a (iii): To study the difficulties of students (would be teachers) during micro-teaching session.

The difficulties of would be teachers during micro-teaching session was assessed through the following items.

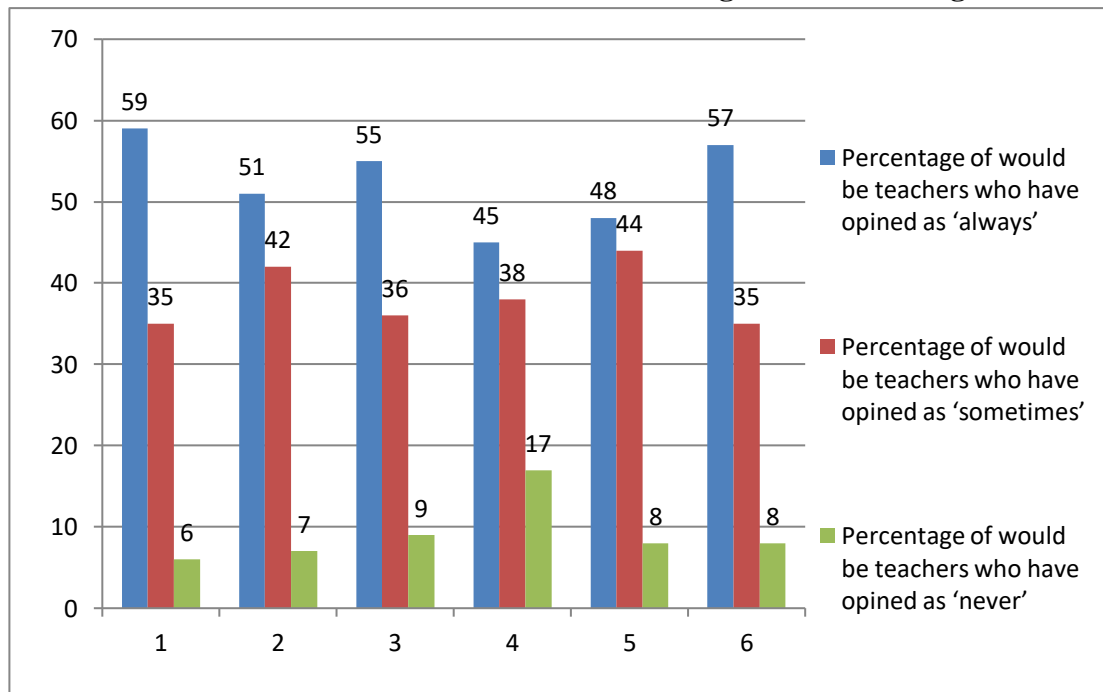
- The demonstration helps in giving good introduction.
- The corrections to be done in micro teaching lesson plan were informed well before the class
- The feedback sessions were fruitful during micro teaching
- The micro teaching lessons were artificial

- The fellow would be teachers participated actively during micro teaching
- Both teach and re-teach sessions were conducted seriously during micro teaching
- How many skills of micro teaching were practiced by would be teachers

Table 3.4 : The percentage of would be teachers who have opined as ‘always’, ‘sometimes’, ‘never’ on different items to assess their difficulties during micro -teaching session.

Sl No	Percentage of would be teachers who have opined as ‘always’	Percentage of would be teachers who have opined as ‘sometimes’	Percentage of would be teachers who have opined as ‘never’
01	59	35	06
02	51	42	07
03	55	36	09
04	45	38	17
05	48	44	08
06	57	35	08
07	37 (1-3 skills of Micro-teaching)	45 (4-6 skills of micro-teaching)	8 (More than 6 skills of micro-teaching)

Graph 3.4: The percentage of would be teachers who have opined as ‘always’, ‘sometimes’, ‘never’ on different items to assess their difficulties during micro -teaching session.



According to Table 3.4 and Graph 3.4, 59% of would be teachers have opined that demonstration helped them always in giving good introduction, 35% of them said it helped them sometimes and 6% of the would be teachers have felt that demonstration has never helped them to give good introduction. This indicates that demonstration lessons should include topic/units of different nature as well as from all the subjects.

51% of the would be teachers have said that always the corrections done in micro-teaching lesson plans were always informed well before the class. 42% have opined that sometimes corrections were informed before the class & 7% have expressed that never corrections were informed before the class. That means some times the corrections of micro-teaching lesson plans are not informed to would be teachers so if the corrections are not informed before they take the class then those corrections do not serve the purpose.

55% of the would be teachers have felt that feed back sessions were always fruitful during micro-teaching, 45% of them have said micro-teaching lessons were always artificial. This shows that some would be teachers have not realized that micro-teaching feedback sessions would help them in acquiring skills, or out of hesitation they might not have taken active part during feedback session. Hence, during orientation the would be teachers should be convinced and taught about how to take part in discussion. Since 45% of would be teachers have said that micro-teaching sessions are artificial, the causes of artificiality like the unnatural behavior of the participants should be avoided so that it becomes natural.

57% of would be teachers have opined that both teach and re-teach sessions were conducted seriously during micro-teaching. According to the data, most of the times, teach and re-teach sessions were conducted seriously which is satisfactory. 37% of would be teachers have informed that 1-3 micro-teaching skills were practiced, 45% of them have informed 4-6 micro-teaching skills were practiced and 8% of them have said they practiced more than 6 skills. This show, colleges of Education have to ensure that at least 6 skills of micro-teaching are practiced in their respective colleges.

Objective 3.2 (b): To study the problems faced by would be teachers during practice teaching.

The problems faced by would be teachers during practice teaching are assessed the following items.

- Would be teachers took active part in discussion during feedback session.
- The feedback session was fruitful.
- Would be teachers observe the lessons carefully
- Would be teachers were objective in giving feedback.
- The feedback sessions were of adequate duration.
- The space provided for writing the observations for each lesson in the observation book is sufficient.
- The schools give 3-4 classes simultaneously so it becomes difficult for the fellow would teacher for observation.
- The training given to would be teachers to prepare unit test was helpful in preparing it?
- The guidance given to analyze and interpret the results of the unit test was sufficient.
- Our teacher educators observe our lessons completely (the whole period of 40 minutes)
- I meet the respective subject teachers in the school and select the lessons/unit to be taught before I plan for the lesson.
- The head master of practice teaching school was co-operative.
- The headmaster of practice teaching gave sufficient number of classes.
- The assistant teachers of practice teaching school were co-operative.
- The practice teaching schools shared their instructional materials with us.
- The practice teaching programme could develop confidence in me.
- The students in practice teaching schools were co-operative.
- Do you feel embarrassed when the feedback is given in front of your friends.
- Would your friend give you feedback promptly or only for the sake of giving it.

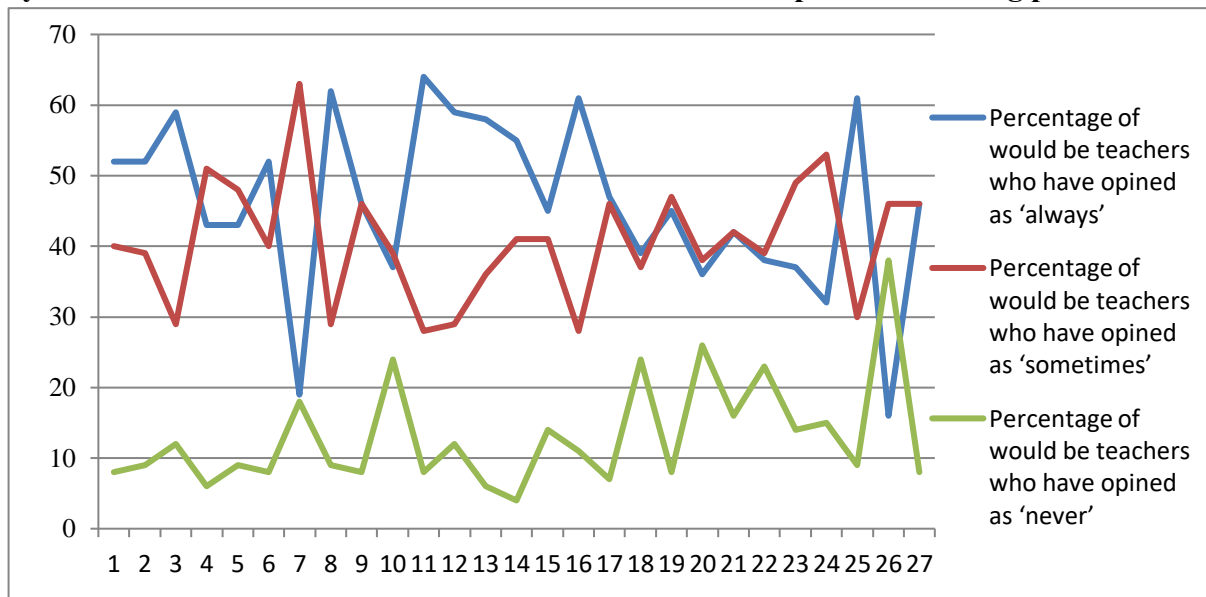
- Are you given classes suddenly and forced to go to class without preparation for the sake of engaging an allotted period.
- Are you given sufficient time for preparation of your lesson plan.
- Do you feel your creativity in teaching is hampered because of the predetermined Herbartian steps followed at present.
- Have you experienced short come in infrastructural facilities(like shortage of light, benches) in the practice teaching schools
- Do you face problems related to infrastructural facilities in the practice teaching schools. If yes list out the facilities you need the schools.
- The practice teaching school exposed me to students with diverse needs
- Usually, the distance between your college and the practice teaching schools is:
- The average number of observations I get from my method master during practice teaching is ,
- Students of Social studies methods
- Students of Science methods
- Students of Kannada methods
- Students of English methods

Table 3.5 : The percentage of would be teachers who have opined as ‘always’/’sometimes’/’never’ on different items to assess their problems during practice teaching.

Sl No	Percentage of would be teachers who have opined as ‘always’	Percentage of would be teachers who have opined as ‘sometimes’	Percentage of would be teachers who have opined as ‘never’
01	52	40	8
02	52	39	9
03	59	29	12
04	43	51	6
05	43	48	9
06	52	40	8
07	19	63	18
08	62	29	9
09	46	46	8
10	37	39	24
11	64	28	8
12	59	29	12
13	58	36	6
14	55	41	4
15	45	41	14
16	61	28	11
17	47	46	7
18	39	37	24
19	45	47	08
20	36	38	26

21	42	42	16
22	38	39	23
23	37	49	14
24	32	53	15
25	61	30	9
26	16	46	38
27	46	46	08

Graph 3.5: The percentage of would be teachers who have opined as 'always'/'sometimes'/'never' on different items to assess their problems during practice teaching.



According to the data in Table 3.5 and Graph 3.5, 52% of would be teachers have opined that they always took active part in discussion during feedback session and feedback sessions was fruitful always. 39% -40% of would be teachers have felt they were active sometimes during feedback session and it was sometimes fruitful. That means still 48% of the would be teachers are not always active during feedback session.

59% of would be teachers have opined that they always observe the lessons carefully, 43% of them have expressed that they were always objective in giving feedback, 43% of them have said that feedback sessions were always of adequate duration. That means, still some of them are not observing the lessons carefully always. The reasons for all these problems might be the orientation and instructions given to would be teachers were not able to achieve the purpose of involving all the students actively during feedback sessions.

According to 52% of would be teachers, the space provided for writing the observations in their observation book is always sufficient, 40% of them opine that it is sufficient sometimes. That means, observations sheet require some more space for recording the noted points.

19% of would be teachers have expressed that always, 3- 4 classes are simultaneously given, so it is difficult for peer observation, but 63% of them have said that sometimes 3-4 classes are simultaneously given, so it becomes difficult for peer observation this situation might have been created because of scarcity of the practice teaching schools & most of them are not ready to spare their regular periods.

62% of the would be teachers opine that training given to them to prepare the unit test was helpful in making it always but only 46% of them say that guidance given to analyze and interpret the result of the test was sufficient always. This shows that the would be teachers need some more guidance to interpret the results of unit test.

37% of the would be teachers educators have informed that always observe the lessons completely, 39% of them say that sometimes their lessons are observed completely by their teacher educators and 24% of them have expressed that never their lessons are observed completely. This shows that, most of the lessons are not observed completely always.

According to 65% of the would be teachers have said that they meet the respective subject teachers in the practice teaching schools & select the lesson/unit to be taught before they plan for the lesson which is a good practice.

58% - 59% of would be teachers opined that always head master of practice teaching school was always cooperative and gave sufficient number of classes, 55% of them say that assistant teachers of practice teaching schools were cooperative. 45% of would be teachers opine that practice teaching schools always shared their instructional materials with them 41% of them say that, sometimes they were shared and 14% of them say that instructional material were never shared.

61% of would be teachers have expressed that practice teaching programme would develop confidence always in them & rest of them do not feel so which shows that still efforts should be made to gear up the practice teaching programme so that it would develop confidence among all the students.

According to 39% of would be teachers they always feel embarrassed when feedback is given in front of their friends, 37% of them say that they feel embarrassed sometimes. 45% of would be teachers have felt that their friends given them feedback promptly, 47% of them say sometimes their friends do so. That means, still mutual confidence and understanding have not developed among the would be teachers.

42% of would be teachers feel that sufficient time is given for the preparation lessons plan. This indicates that some students need some more time for the preparation of their lesson plan.

According to 38% of would be teachers, their creativity is always hampered because they are following Herbartian steps, 39% of them opine that sometimes it is hampered and 23% of would be teachers feel that, never it is hampered by following Herbartian steps. This implies that if there is flexibility in following Herbartian steps would not hamper their creativity.

37% of would be teachers have said they experienced short come in infrastructural facilities always, 49% say that sometimes they have experienced so.

61% of would be teachers say that practice teaching schools always exposed them to students with diverse needs always, 30% of them say that sometimes they were exposed to such a situation. Thus, with respect to the heterogeneity of student, the present in practice teaching schools situation seems to be satisfactory.

The distance between their college and practice teaching school according to, 16% of would be teachers is 2-3 km & 46% of would be teachers say that it is 4-6 km and 38% of would be teachers is more than 6km. That means, most of the practice teaching schools are beyond 3 Km from colleges of Education. But, it is always desirable to have practice teaching schools within the radius of 3 kms.

46% of the would be teachers have informed that in a period of 40 minutes the average number of lessons observed by their teacher educators is one, according to 46% of them the average number of lessons observed is two and 8% of would be teachers have said, that in a period of 40 minutes, on an

average, in a single period more than two lessons are observed. This fact seems to be the cause of concern.

Findings of the study

Problems related to arranging schools for practice teaching are,

- 57% of teacher educators have experienced that govt. schools always give permission for practice teaching, 40% of teacher educators have opined that grant in aid schools always permit for practice teaching and 15% of teacher educators have felt that govt. schools never permit for practice teaching.
- Incidents of demanding financial favours/gifts for giving permission to practice teaching is highest among unaided schools (74%) compared to grant in aid schools (15%) and least among govt. schools (4%).
- Problems of would be teachers at preparation stage are,
 - The books related to preparation, selection and use of instructional materials for all the topics are not available in the libraries of colleges of education (56%).
 - The 46% of would be teachers have opined that methods masters always focus on specific tactics only to the extent of 46%)
 - a) 56% of teacher educators opine that orientation programme & demonstration were always useful.
 - b) 33% of teacher educators opine that orientation programme & demonstration were sometimes useful.
 - c) 11% of teacher educators opine that orientation programme & demonstration were never useful.
 - The average number of series of demonstration lessons organized is
 - 3 in 44% of colleges of Education.
 - 4 in 32% of colleges of Education.
 - More than 4 in 11% of colleges of Education.
 - The difficulties of would be teachers during practice teaching are,
 - 55% of would be teachers opine that it appeared artificial always.
 - 52% of would be teachers were not active always during micro teaching.
 - most of the teacher educators do not observe the completely (63% of would be teacher educators have recorded that teacher do not observe the whole lesson always)
 - 42% of headmasters of practice teaching schools did not give sufficient number of classes always.
 - 61% of the would be teachers have said that practice teaching programme could develop confidence in them and the remaining do not feel so.
 - 42% of would be teachers feel that they were always given sufficient time for preparation of teaching practice and the always do not feel so.
 - 84% of practice teaching schools are beyond 3 k.m. from the respective colleges of Education.
 - The students of social studies methods get the least number of observations by methods master compared to other methods students.
 - Social studies methods master do not get enough time to correct the lesson plans of students compared to other subject methods masters.
 - 85% of teacher educators always inform about the corrections in lesson plans to their students individually.
 - The orientation programme given to would be teachers was,
 - useful always according to 68% of teacher educators.

- ii) useful sometimes according to 20% of teacher educators.
- iii) never useful according to 13% of teacher educators.
- Micro teaching was
 - i) always effective according to 51.6% of teacher educators
 - ii) sometimes effective to 92% of teacher educator to 34.4% of teacher educators
 - iii) never effective according to 92% of teacher educators

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