

## A Comparative Study of Evaluation of Teaching Practice at B. Ed Level

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**Abstract:** *Teaching practice works as an essential element of pre-service teacher education, designed to improve the pedagogical abilities and overall effectiveness of aspiring teachers. Despite its acknowledged significance, its execution in Pakistan has faced limitations, particularly due to a major focus on academic achievements over practical teaching skills. This study aimed to assess the efficacy of teaching practice programs at the Bachelor of Education (B.Ed) level. It focused on evaluating the quality of lesson plans, identifying weaknesses in current teaching methodologies, and analyzing the support and guidance extended to both trainee teachers and their mentors.*

*To achieve its objectives, the research utilized a meticulously crafted self-constructed questionnaire, which was disseminated among 25 supervisors affiliated with Education Colleges. This questionnaire, structured around a five-point Likert scale, encompassed diverse facets of teaching practice, such as preparation, support, and its impact on the development of trainee teachers. The responses obtained were subjected to percentage analysis to discern trends and perceptions among the supervisors.*

*The outcomes of the study highlighted a consensus on the key role of teaching practice in the education of teachers. Yet, it exposed several deficiencies, such as the absence of formal training for supervisors, inadequate guidance on executing effective teaching practices, and obstacles in creating captivating lesson plans and audio-visual aids. Despite these hurdles, it was observed that teaching practice significantly bolstered trainees' confidence and gradually enhanced their abilities in lesson planning.*

*Conclusively, the research emphasized the urgent necessity to improve the framework and support system of teaching practice programs. This involves offering formal training and more explicit instructions for supervisors, promoting a dynamic and interactive methodology in material development, and enhancing collaboration among educational entities. By tackling these critical areas, the efficiency of teaching practice within teacher education programs can be markedly elevated, thereby enriching the caliber of teaching and learning experiences in classrooms.*

*Key Words: Teachers evaluation and teachers practice.*

### Introduction

The teacher occupies the crucial position in the entire spectrum of educational activities. It is he who influences the personal, social and economic lives of the people. No system of education is better than its teachers who serve it.

The educational philosophy of Pakistan as it pertains to teacher education is revealed in the following objectives as reported by National Education Commission 1959.

The teacher should:

- a. Be academically well trained in the subjects he teaches.
- b. Have had sound professional training in how to teach his subjects.
- c. Have had sound professional training in how to understand the children in his charge.
- d. Have a deep sense of professional honor.
- e. Have a security of tenure and a scale of pay commensurate with his status.
- f. Be working in an environment, which honors him for the contribution he makes to society.

### According to National Education Policy (1988-2010)

“The quality of education is directly related to the quality of instruction in the classrooms. The teacher is considered the most crucial factor in implementing all educational reforms at grass root level. It is a fact that the academic qualification, knowledge of subject matter, competence and skills of teaching and commitment of the teacher have an effective impact on the teaching learning process.”

There are different types of practices, going on in different institutions. In some cases, a manageable group of students is assigned to one institution. A teacher of the school, where the practice is carried out is made in charge of the trainees. He maintains their daily records and ensures that they are performing their job properly. In addition, one teacher of the training institution is placed as incharge of every group. This teacher, in addition to supervising the academic aspects of the training, remains available in the institution for assisting the in charge. There may be local variations in this practice.

As an output of the practice teaching, the trainees are required to prepare lesson plans, that are checked and evaluated, and have to appear in practical examination, which bears credit for this terminal achievement.

The first important problem with this practice lies in its quality of evidence that is required for getting the credit. The only proof of having carried out practice teaching is the diary where the trainees write their lesson plans and the attendance register. A much-utilized system of preparing the lesson plans are in vogue and these registers can be obtained on ready-made condition from different market places,

or copied from a senior student. Since the mold condition from different market places, or copied from a senior student. Since the trainees are not assigned to try out different methods of teaching and establish their effectiveness or otherwise, some institutions, and most of the students, tend to take it very lightly.

The teaching practice examinations are not very vigorous in their objectivity. The marketing is normally arbitrary and depends upon the preferences of the examiners. The most objectionable aspect of it is that a trainee is given just a topic to teach in limited time assigned to him. He is not asked to apply any specific technique of teaching. The whole evaluation process and consequently the utility of entire practice become doubtful.

The duration of practice teaching, leaves must to be desired. It is not possible to conceive that is short duration of weeks a trainee can acquire necessary competence and skill to take over complete responsibility as a classroom teacher. Increasing the duration of practice teaching in Pakistan will involve two serious problems. Firstly, any increase in practical component will involve a corresponding increase in total duration of training, which then becomes politically sensitive issue. Secondly, increase in duration of practice teaching with counterproductive, if it is done without proper planning and evolving a clear concept of the way it will be utilized to improve the total training programmed.

A teacher learns all theoretical parts of the training programmed, because he has finally to practice all the acquired concepts and skills in the classroom. All theoretical knowledge will be unproductive, if he cannot put everything in practical use. Judged from this angle, the practice teaching should be most important of the entire training programmed. The present mode of this part of training has a number of weaknesses, a critical study is not only in order, but is also imperative.

## STATEMENT OF THE PROBLEM

Teaching practice is of prime importance in teacher training to develop teaching skills among the trainee teachers. The quality of teaching practice is directly related to the quality of teacher training. Keeping in view the significance of teaching practice, the present study was conducted under the title, “A study of evaluation of teaching practice at B.Ed level.”

While, like in many countries throughout the world, teacher training programs in Pakistan say they aim at “harmonizing theory and practice in the real-life teaching situation so that the desired objective of producing effective teachers can be materialized”. the theoretical knowledge and practice teaching opportunities trainees receive during their pre-service teacher training programs often fail to prepare them for the challenges they will face in their professional life. Likewise, teachers and administrators have reported that there is a disjuncture between the content and methods they are trained to use and use in their day to day professional practice and the aims of producing high school graduates that are able to function competently in the modern globalized world. While these problems have been widely recognized, few studies have yet emerged that have attempted to identify the nature of this gap and how it might be lessened or even eliminated.

## OBJECTIVES OF THE STUDY

The objectives of the study were as under:

- i. To evaluate the teaching practice at B.Ed level.
- ii. To explore the quality of lesson plans, A. V. Aids and presentations.
- iii. To investigate shortcomings of teaching practice.
- iv. To recommend the ways for the improvement of teaching practice.

## SIGNIFICANCE OF THE STUDY

The significance of the study was as under:

- i. The organizations that manage teacher training may take insight from the study and may develop a better scheme of teaching practice.
- ii. The teacher training institutions may improve their teaching practices by overcoming the deficiencies pointed out with respect to lesson planning, presentations and development of communication skills.
- iii. The research study may be helpful in improving the quality of teacher training which may result in maintaining high standards of education.

The study may also be useful for supervisors who may enhance the standards of supervision in the light of the research.

## DEFINITION OF TERMS

### 1. B.Ed.

A professional degree in the field of teaching of one year's duration in which B.A./B.Sc. students are admitted.

### 2. Supervisors:

Supervisors are the teacher trainers in University of Education who supervise the teaching practice.

### 3. School teachers:

Teachers of the schools where teaching practice is held.

### 4. Practicum / Teaching Practice:

A 4-6-week practice of trainee teachers in which trainee teacher's practice teaching in schools under the supervision of their teachers (supervisors).

## Literature Review:

### CONCEPTUAL FRAMEWORK

The quality of education very much depends on the quality of instruction in the classroom. Teacher plays a very important role in the entire process of education system being a major practitioner and implementation of all educational reforms at grass root level to higher level i.e. primary level to university level. It is a fact that the academic qualifications, expertise in subject matter, skill of teaching and the commitment of teacher produces significant impact on the quality of education of the students. All these characteristics are expected in teachers while they are under training and during the practice after an experience in real working situation.

In anyway, teacher lies in the heart of the process of training and it is hoped that all the training influences will affect that teachers' practice, immediately and thereafter in his/her teaching career. It is thus, very important to prepare training process of a teacher very seriously and all those factors, affecting this process of a teacher very seriously and all those factors, affecting this process should be taken into account so that a teacher could be produced for a continued and effective practice of teaching to meet the ever-changing requirements of the community and nation at large.

The teacher training institutions vary from elementary colleges (producing teachers for primary and elementary classes) to colleges of education and universities (producing teachers for secondary classes). Their organized set up and management system with reference to teacher training plays an important role and determines the degree of autonomy within which they can operate and experiment with different training approaches.

### TEACHING PRACTICE

The "Practicum" is very important component of teacher training programme, when a student teacher is engaged in extended full or part-time teaching in a school. During this period he/she is supposed to be supervised by an experienced guide/teacher and also from school based cooperating teachers. The role of both type of teachers has been extensively debated, as has been their dual function as evaluators of the teaching quality / standard of a trainee and as guide for improvement of teaching. This practice usually creates problems on account of their holding different concepts of teaching.

Unfortunately, no proper attention has been paid to the conditions of teaching. But the teaching conditions under which trainee teachers perform their work affect the trainee teachers' teaching perspective and what he / she is able to achieve. It implies that the better are the teaching conditions the better will be the quality of teacher produced.

The training process comprises the following main parts;

- a) Purpose
- b) Content of curriculum
- c) Training procedures adopted

d) Criteria used for assessment

All these parts may be influenced by various theoretical approaches. Lanier (1986) quoted in Beatrice (1991) indicated “each approach does not neglect aspects of the other; all of the conceptions give some attention to technical skill of performance in teaching, to the experience of informal human judgment, and to unique personal characteristics.”

Presenting the teaching training process in the perspective of teaching theories will provide a framework to analyze how teacher training might be quantitatively improved and to suggest policy options which reflect contextual determinants. In particular it explores three parts i.e. content, procedures and practice, as well as other issues related to teacher training.

The aims of an educational system define what should be the focus of training process. School and community may be congruous and provide a clear focus to training; these may also offer contradictory purposes which can affect the results of the training process.

### INTERNATIONAL SCENE

A number of developing countries e.g. Tanzania and Papua New Guinea, in the sixties and seventies defined their primary education system as “community based”. Primary teachers were to be trained not only as teacher able to provide basic literacy skills and teach both science and social science subjects but also to tackle subjects related to rural communities such as agriculture and develop community activities and generally encourage community participation in school life.

These examples suggest that the strategy of training teachers for dual purposes need to be carefully assessed. ‘On the one hand, the structure and purposes of schools need to be looked at. The schools in rural communities need specific orientation towards the activities of the community. But practically all teachers cannot show equal versatility in the students through completion of primary schooling. This is especially the case when the teachers are trained to teach many subjects without any emphasis or specialization in some of them.

These “generic” approaches to reflective teaching lose their heuristic value however, after a point, begin to hide more than they reveal. For example, after arguing that thoughtful teachers who reflect in and on action are more desirable than thoughtless teachers who are ruled primarily by authority and tradition, both Cruickshank and Schon leave many questions unanswered such as what it is teachers ought to be reflecting about, the kinds of criteria which should come into play during the process and the degree to which teachers’ reflections should involve a critique of the institutional and social contexts in which they work. In some extreme cases where Schon and Cruickshank’s work has been applied by others, the impression is given that as long as teachers reflect about something, in some manner, whatever they decide to do is good because they have reflected about it.

The teacher training models of some developed and non-developed countries given below were also reviewed.

### TEACHER EDUCATION IN MALAYSIA

Teacher education in Malaysia is organized at two levels i.e. University Level and College Level.

Five of the six local universities offer courses in education which can either be taken concurrently with an undergraduate degree or consecutively for a period of one year after completing the degree, leading to a diploma. Teachers so trained, known as graduate teachers, are normally assigned to teach the upper classes in Malaysian secondary schools. In addition, some universities also offer post-graduate courses leading to a Masters or a Doctorate in Education.

This five-semester programme (2.5 years) for secondary schools leavers who apply to become teachers is offered in 28 teacher's colleges throughout the country. Those graduating from these institutions are awarded certificates in education and are known as college-trained teachers. They usually teach in primary schools or in the lower classes of secondary schools.

The certificate programme was of two-years' duration until 1981, when it was extended to three years following the recommendation of the Cabinet committee which reviewed the implementation of the National Education Policy in 1979. The programme was again reviewed recently and all courses have now been reduced to 2.5 years except for trade courses which continue to be three years in duration.

The university programmes are organized by the respective universities, through their departments / faculties of education. As there is considerable autonomy within each university in the kind of programmes it offers, the courses of study for the various programmes tend to differ from one university to other.

The teachers' colleges, however, come under the direct control of the Teacher Education Division of the Ministry of Education (TED). Various aspects of pre-service and in-service teacher education programmes in the teachers' colleges, including student selection, courses of study, examinations, certification and staffing and development, are centrally planned and coordinated by TED.

TED works closely with other professional divisions of the Ministry to ensure the success of its programmes. For example, the Educational Planning and Research Division provide input regarding the number of teachers to be trained yearly and the kind of subject specialization programmes that should be offered in the colleges. The Curriculum Unit at TED liaises with the Ministry's Curriculum Development Centre to ensure that the curriculum for teacher education is in line with the needs of the national school curriculum. The Ministry's Schools Division looks after the posting of teachers graduating from the colleges; they are posted in the various states and schools throughout the country.

In addition to the pre-service certificate programme, TED also conducts numerous in-service programmes for trained teachers, either on a full-time basis in some teachers' colleges or as holiday courses in designated institutions. TED also acts as they secretariat for all in-service training programmes organized by various other divisions in the Ministry of Education. The objectives of the teacher education programme, in summary, are to:

Produce trained teachers of high caliber in sufficient number to meet the requirements of all types of schools within the education system; and produce teachers who are highly motivated to become active agents in efforts to build a united Malaysian nation, dedicated to a democratic way of life; to inculcate

in their pupils the spirit of Rukunegara (national ideology); to respond to the challenge of meeting the country's manpower needs through the development of human potential among the youth of country; and to foster aesthetic, moral, physical and spiritual development among the pupils so that they can lead full and meaningful lives.

## TEACHER EDUCATION IN CHINA

Since the end of the decade-long Cultural Revolution (1966-1976), China has made great efforts to modernize agriculture, industry, science and technology, and national defense. This has been known as the Four Modernization Drive. Geared to this Four Modernization Drive, education has achieved great success in its restoration, development, and innovation, in which teacher education has played a strategic role. More significantly, it has been recognized that without effective teacher education the successful realization of the Four Modernization Drive simply will not be possible. Thus, the Chinese government explicitly addressed the significance of teacher education as a "machine tool" of the overall educational cause and the fundamental base for cultivating a new generalist who possessed lofty ideals, moral integrity, a strong sense of discipline, and a well-rounded educational background. The reason is that the current generation must be ready to commit itself to confront the challenges of the future. To recover from the destruction of education in general, and of teacher education in particular, the government has adopted a number of basic measures.

Post-graduate programmes are available at normal universities and teachers' colleges, especially at key normal universities. Research has been encouraged at normal universities and teachers' colleges to promote academic and social service. While these three levels of institutions deal mainly with pre-service teacher education, in-service programmes of different types for school teachers are also available, especially for advanced studies, both in subject matter areas and professional training.

China's teachers' colleges, normal universities, and institutes of education train teachers in different subject matter areas. In principle, the division of subject-matter areas is in line with the curriculum of secondary schools, whereas in normal schools there is no specialized division of subject-matter areas for their training programmes.

## TEACHER EDUCATION IN U.S.A.

In U.S.A. teacher education programmes include both elementary and secondary teacher preparation, at university level. Students seeking credentials to teach in elementary school enter a two-year programme of study in Early Childhood and Elementary Education (ECE) to get certified to teach nursery and kindergarten through grade four (NK-4). Students seeking certification to teach at the secondary level major in a subject matter discipline and take education courses through the School of Education during their last two years of college.

Students are admitted to a programme in education at the end of their sophomore year. Their admission is determined after faculty consideration of their speaking skills, their health and character, their high school ranks, and their having received 700 or better on the SAT, having an average of 2.3 or

better in all lower level courses, and having taken the core battery test of the NTE (National Teacher Examination). After a student is accepted, she or he takes foundations and methods courses in the school and has experience in classroom observation and, in the case of ECE, a practicum in working with children in teaching reading. At the completion of these courses, students apply for student teaching and are once again evaluated.

After completion of this general methods course, students complete two special methods courses which deal in part with the teaching of writing. In English Methods and language and Composition students are exposed to the ideas and research of a wide variety of people whose work either focuses directly on, or bears upon, the teaching of writing (e.g., how children acquire and use language). The instructors for both courses attempt to develop close links between the coursework and students' experiences in schools.

PROTEACH students complete two three-week practicums prior to students teaching. One placement is in a middle school and the other is in a high school. Students are sent out to schools in pairs for their practicum, in part to facilitate the completion of specific teaching evaluation tasks which they are required to complete during each practicum. Student teaching occurs during the spring semester, following a week of orientation to the school site at the end of the previous semester. Student teachers begin teaching during the third week of the semester, and for the next seven weeks they teach two classes per day and observe a third. After seven weeks all campus PROTEACH classes are canceled, and students increase their teaching load to four classes. Supervision is conducted by both faculty and graduate assistants.

Another approach is called clinical support work full time with 15-18 new teachers, including 3-4 graduate interns. They are appointed for two years. Applicants must have taught for a minimum of five years and provide letters of support testifying to their excellence as teachers and their skill in working with adults.

## TEACHER EDUCATION IN UNITED KINGDOM

The teaching profession in the U.K. has all graduate entry and it is necessary for new teachers to have professional training in education as well as high standard of competence in the subjects they will teach, before they can achieve "qualified teacher" status. Only qualified teachers are allowed to practice in State-run schools. There are now a variety of ways of obtaining qualified teachers status. Some of these are:

- a. Short courses: together with individual study attachments, special or tailor-made courses and other "non-standard" courses.
- b. Bachelor degrees
- c. M.A. and M.Sc., Master's degrees can be taken in one of two ways: either by course work assessed by examinations or by research followed by a thesis. However, each method often contains elements of the other and it is almost universal for "taught" Master's courses to include a dissertation or long essay on a topic studied in depth. There is little distinction

among the titles M.A., M.Sc. and M.Ed., the name is a matter for the individual preference of universities.

- d. M.Ed. courses are similar in level to M.A. and M.Sc. courses described above.
- e. Diplomas and Certificates: including the Postgraduate Certificate in Education.
- f. Education (EdD), introduced a few years ago, is appearing in an increasing number of Universities.

Generally speaking, there are two main methods of qualifying in the university system: firstly, by taking a degree that combines the study of education with the subject or subjects to be taught, or secondary, by taking a specialist subject degree followed by a one-year Postgraduate Certificate in Education (PGCE). British first degrees are normally titled "Bachelor"; B.Ed. Was the commonest name for a first degree in education leading to a teaching qualification, but the degree may now often be called. B.A. or B.Sc. The PGCE is designed specifically for graduates who are preparing to enter teaching; it concentrates on aspects of education closely related to school teaching and much time is spent in schools. All entrants to initial teacher training must have attained in mathematics and English language the standard required to achieve a Grade C in the GCSE examination, and as from September 1998, in Science (primary teachers only).

In addition to courses for the initial training of teachers, there are various opportunities for advanced study open to qualified teachers with several years' experience. Many of these courses include options and areas of study that are particularly relevant to the needs of teachers from overseas countries. Programmes for experienced teachers include one year fulltime Diploma courses in a variety of fairly specialized fields relating for instance to age ranges the education of the handicapped or particular areas of the curriculum. Masters courses in education are taught in many universities; they vary in title M.Ed., M.A., M.Sc. according to the academic specialism and tradition of the university. Entry to these courses may be through certain graduate awards or through Diploma and B.Ed./B.A./B.Sc. awards. There are also opportunities for research in the field of education leading to the award of Doctor of Philosophy (Ph.D. or D.Phil) or a master's degree variously entitled M.Ed., M.A., M.Sc. or M.Phil (again according to the field and tradition of the university). A new taught doctorate (EdD) has recently been instituted in a number of universities.

## ISSUES OF EDUCATION IN PAKISTAN

The education system in Pakistan is confronted with the following key issues.

### **i. Conventional Teacher Education Programme**

The training programme is still mostly based on the conventional lecture method. Modern technology and skills/methods are seldom used, because either educational technology is not available at training institutions or teachers are not adequately trained to effectively use the education technology.

### **ii. Inadequate Training of Teacher Educators**

No system exists for training teacher educators. The result is that those assigned to impart training

to teachers cannot do justice to their job, which further results in low quality courses and teaching.

### **iii. Shortage of Schools for Practice Teaching**

Compared with the number of trainee teachers, there is an acute shortage of schools for practice teaching, particularly in smaller towns. The result is that a large number of teachers are placed in single teacher schools for practice, which creates supervision problems.

### **iv. Inadequacy of In-service Training**

The in-service training programme is inadequately suited to impart the latest techniques to teachers. Although the National Education Policy envisaged that each teacher would be exposed to training at least once every five years, in practice this objective appears unlikely to be achieved.

### **v. Conventional Curriculum**

The existing curriculum for training teachers is based on conventional themes and has not succeeded in bringing about the desired behavioral changes in teachers.

### **vi. Lack of Commitment**

There is a lack of commitment among many of the teachers and there exists no regular programme to motivate them or create a sense of professionalism among them.

### **vii. Lack of Research**

Little research has been carried out to discover solutions to the problems being faced in the field of education. As a result, planning is based on the principle of trial and error.

### **viii. Evaluation of Teacher Education Programme**

Teacher education programmes need to be evaluated along scientific lines so that an effective improvement, commensurate with the needs of the country, can be achieved. Because of the lack of suitable expertise, such an evaluation has yet to be carried out.

### **ix. Lack of Co-ordination among Training Institutes**

Colleges of elementary teachers and colleges of education operate in the country. Although all have about the same curriculum, there is no coordination mechanism available. As a result, they work almost in isolation, with no pooling or sharing of resources, which further results in uneven growth and deficiencies in physical facilities and manpower.

## **RESEARCH PROCEDURE**

The research study was carried out to evaluate teaching practice at B.Ed level.

In order to achieve the objectives of the research two questionnaires were developed. These were improved and validated by expert opinion. These questionnaires were administered to the supervisors, students of B.Ed and analyzed.

### POPULATION

The supervisors teaching in elementary colleges were the population of the study.

### SAMPLE

Twenty-five supervisors were selected by convenient sampling procedure as the sample of study.

### DEVELOPMENT OF QUESTIONNAIRE

A questionnaire for supervisors was developed.

In each questionnaire five options were given which are strongly agreed (SA), agreed (A), undecided (UD), disagreed (D), and strongly disagreed (DA). For each statement the respondent were to respond. One option among the given five according to their own choice.

### VALIDATION OF RESEARCH TOOL

The questionnaire developed was given to the experts with the request to see the appropriateness of items included in the questionnaires. With the consultation of the experts the items in the questionnaires were improved and finalized.

### PILOT STUDY

The questionnaire was administered to their relevant population as pilot study. With minor changes in the light of deficiencies, the questionnaires were finalized.

### ADMINISTRATION OF RESEARCH TOOLS:

The questionnaires were administered to the concerned sample of the study. It was administered to the supervisors of teaching practice.

### EVALUATION OF DATA

The data collected from the questionnaire was tabulated and analyzed. Percentages were calculated and interpreted.

### SUMMARY

Teaching practice is an essential element of all pre-service teacher training programmes. There is a common belief that this element which is very important is not being implemented properly.

In order to evaluate the teaching practice, the research study was carried under the title, "A study of evaluation of teaching practice at B.Ed level." The objectives of the study were to evaluate teaching practice, to explore the quality of lesson plans, A. V. Aids and presentations, to investigate the shortcomings of teaching practice and to recommend the ways for the improvement of teaching practice.

To achieve the objectives of the study, a questionnaire was developed. The questionnaire was for the teachers of Education College who supervise to teaching practice. The questionnaire was five point scales in which for each statement five options were given. These options were strongly Agreed (SA), Agreed (A), Undecided (UN), Disagreed (D) and Strongly Disagreed (SD). The respondents were asked to give their opinion according to their free will.

Twenty five supervisors were selected as sample of study from Colleges by convenient sampling procedure.

The questionnaire was administered to twenty five teachers who supervise the teaching practice.

The data was collected through the questionnaire and analyzed by calculating percentage. The recommendations were made for the improvement of teaching practice.

## FINDINGS

1. 100% supervisor agreed with the statement that teaching practice is necessary for the training of trainee teachers.
2. 20% supervisors agreed with the statement that the training for teaching practice is managed for the supervisors while 72% disagreed. 8% could not decide about the statement.
3. 80% supervisors agreed with the statement that the incharge teaching practice formally makes arrangement while 12% disagreed. 8% could not decide about the statement.
4. 84% supervisors agreed with the statement that the school administration is not informed formally for teaching practice while 16% disagreed.
5. 8% supervisors agreed with the statement that the written instructions are given to the supervisors while 92% disagreed.
6. 84% supervisors agreed with the statement that the checkers are appointed to observe the performance of supervisors while 16% disagreed.
7. 36% supervisors agreed with the statement that the supervisors maintain the daily record of assessment of trainees while 60% disagreed. 4% could not decide about the statement.
8. 20% supervisors agreed with the statement that the teaching practice does not develop the teaching skills among the trainees while 80% disagreed.
9. 76% supervisors agreed with the statement that the trainees take guidance from supervisors during practice while 20% disagreed. 4% could not decide about the statement.
10. 60% supervisors agreed with the statement that the lesson plans developed by trainees are up to the mark while 40% disagreed.
11. 84% supervisors agreed with the statement that the trainees develop A. V. Aids during the practice while 12% disagreed. 4% could not decide about the statement.

12. 100% supervisors agreed with the statement that the Teaching of trainee teachers becomes effective with the help of A. V. Aids.
13. 44% supervisors agreed with the statement that the trainee teachers take interest in developing A. V. Aids while 56% disagreed.
14. 64% supervisors agreed with the statement that the duration of teaching practice is less while 56% disagreed.
15. 60% supervisors agreed with the statement that the number of trainee teachers assigned to a supervisor is high while 40% disagreed.
16. 44% supervisors agreed with the statement that there is lack of coordination between college and school administration while 56% disagreed.
17. 60% supervisors agreed with the statement that the school administration thinks the teaching of trainees is sub-standard while 32% disagreed. 8% could not decide about the statement.
18. 100% supervisors agreed with the statement that the teaching practice develops confidence among the trainee teachers.
19. 72% supervisors agreed with the statement that there is gradual improvement in lesson plans of trainees while 20% disagreed. 8% could not decide about the statement.
20. 32% supervisors agreed with the statement that the school administration provides the required facilities while 68% disagreed.

### CONCLUSION

In the basis of findings, the following conclusions were drawn.

1. Majority of supervisor described that the school teachers do not remain present in classes while teaching.
2. The supervisors guide in developing lesson plans, A. V. Aids and selection of teaching method.
3. Majority of supervisors were of the opinion that teaching practice is necessary for trainee teachers.
4. The most of the supervisors viewed that training is not managed for them and formal instructions are not provided. However checkers are appointed to check the performance of trainees and supervisors.
5. Majority of the supervisors were of the opinion that students take guidance from them, lesson plans up to the mark but they lack interest in developing A. V. Aids.

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