

**A STUDY OF DIFFICULTIES FACED BY PRACTICE
TEACHING SCHOOLS WITH REGARD TO
STUDENTS' TEACHING PRACTICE AT B.ED. LEVEL**



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ABBREVIATIONS USED

B.ED./B.Ed.	Bachelor in Education
GOVT.	Government
T.P	Teaching practice
Tg.	Teaching
TT	Teacher Trainees
TE	Teacher Education

ABSTRACT

The teacher educators have crucial role to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility. The teacher educators need support from teachers, Supervisors and schools during practice teaching. Practice teaching is the most important part of the teacher education program, but unfortunately the most neglected part of training is that student teacher complete their required lessons in hurry ignoring all principles of education. Practice-teaching refers to the opportunity given to the trainee to develop and improve his/her professional practice in the context of real, usually under some form of guidance or supervision. The present study aims to investigate the difficulties faced by teaching practice schools. Quality education is a pre-requisite for national, regional and global development. To deliver quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. The present investigation aims at studying the difficulties faced by students, teachers and administrators of practice teaching schools during teaching practice at B.Ed. level. A simple random sampling was used in the selection of the sample. The sample consisted of 150 students, 40 teachers, and 10 administrators of practice teaching schools and the investigator used descriptive method. The study was quantitative in nature. 10 Government schools of Jammu city where teaching practice is being carried out were selected randomly. The data collected were analyzed using percentage analysis and t-test. The measuring instrument comprised of 40 items each and was administered to the selected sample. Some of the problems revealed in the study concerning teaching practice were problems of indiscipline, duration of teaching practice, non-cooperation; disturbance creates by teacher trainees, time, disturbance in regular work of teachers and students. The study revealed that majority of the students, teachers and administrators sometime face difficulties during teaching practice. The study also revealed that there were significant differences among male and female students, teachers and administrators with respect to their gender.

CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Education is an essential human virtue. “Education has continued to evolve, diversify and extend its coverage since the dawn of history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenge of time”. These words of the National Policy of Education (NPE) 1986 subsequently revised in 1972, gives direction to Indian Education. The policy further emphasis that “the government of India will also review, every five years; the progress made and recommend guidelines for further development”. In the light of aforesaid statements, the National Council for Teacher Education (NCTE), a statutory body, established by government of India for the maintenance of standards and improvement of the quality of teacher education in the country, came out with a curriculum Framework for quality Teacher Education in 1998 and placed it before the nation.

Education according to Coombs (1970) consists of two components. He classified these two components into inputs and outputs. According to him, inputs consist of human and material resources and outputs are goals and outcomes of educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects the one component on the other must be examined.

Teacher occupies a very respectful position in our society they are the ones who are responsible for intellectual development of children. They help in keeping the society civilized, overcoming old and useless traditions and awakening people’s consciousness. They owe a duty not only to the students but also to the society and nation. They should constantly improvise their knowledge and skills according to the need of changing times.

Gibran defines teacher as “The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads to the threshold of your mind. Teaching is a

complex art and is dependent on method of teaching, curricula, infrastructure and technology. It is a demanding job that requires in depth knowledge about the subject, content and time specific pedagogy. They should also monitor and nourish the special needs of every child and stand with current educational advancement and relevant knowledge. Teachers are more than workers and are also members of a profession. They are occupational renders definite and essential services to the society. As a profession, however, teaching has had a long and difficult history. Its social and cultural functions have never been critically challenged, but nevertheless the public has not adequately supported teaching as a profession. Not every form of activity is work, even if it brings remuneration to the person engaged in it. It is work only when it produces some refinement and adds value to others. The business of teachers is to help students to achieve higher standards of knowledge, ability, skills and moral character. If teachers do their work well, then their work is of great value to others not simply at a particular time, but also futuristic in nature.

Teaching has been defined by Wells, G. (1992) as cluster of activities that are noted about teachers such as explaining, deducing, questioning, motivating, taking attendance, keeping record of work, students' progress and student's background information and refinement more and more.

1.1 Concept of Teacher Education

The National Council for Teacher Education has defined teacher education as – a programme of education, research and training of persons to learn to teach from pre-primary to higher education level.

Teacher Education is a program that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to Encyclopedia of Educational Research (1941), Monroe, defines Teacher Education as “The total education experiences which contribute to the preparation of a person but the term is completely employed to designate the program for the courses and other experiences offered by an educational institute for the announced purposes of preparing persons for teaching and other educational

service and for contributing to their growth in competency for such service. Such teacher education programs are offered in teacher education colleges, colleges and universities.

International encyclopedia of Teaching and Teacher education (1987), -teacher education can be considered in three phases: Pre-service, Induction and In-service Education. The three phases are considered as parts of a continuous process.

The Educational commission (1964-1966) said, “A sound program of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because of the rich financial resources required are small when measured against the resulting improvement in the education of million.”

According to Education Commission (1964-1966) “Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in education of millions”.

The international commission on education for the 21st century (1996) also considered “That a rethinking of teacher education is necessary in order to bring out future teachers precisely with those human and intellectual qualities that facilitate a fresh approach to teaching.”

According to the dictionary of education- C.V. Good (1973), teacher education is defined as “all formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively.”

According to Passi (1997), “Teacher education means programs of education, research or training of persons for equipping them to teach at primary, secondary, and senior secondary stages in schools and includes non-formal education, part time education, adult education and correspondence education.

In 1906-1956, the program of teacher preparation was called teacher training. It prepares teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. Teacher education occupies a predominant place in the educational ladder of a country. It is impossible to overestimate the role of teacher in civilized society. Teacher education means professional preparation of teachers. It is preparation of persons for family, for society and for the country. It is nurturing of creativity, inculcation of commitment and generation of strong will to contribute at the highest level of efficiency through a value based approach. It is an important human vehicle to improve the quality of school education. Teacher education also enriches it more in the sense that the qualitative improve of the society depends primarily on the qualitative teachers and teaching.

It is also very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the social curriculum. Without the teachers as implementing factors, the goals of education can never be achieve a just and egalitarian society as spelt out in the Nigerian National Policy of Education (1981), schools should be properly and uniformly equipped to promote sound and effective teaching. Suitable textbooks, qualified teachers, libraries which are adequate in number should also be provided for schools. Scarcity of these, according to Coombs (1970), will constraint educational system from responding fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials are needed. Knezewich (1975) also stressed the importance of having appropriate personnel plan and adequate physical facilities to support educational effort.

1.2 Need of Teacher Education

The American Commission on Teacher Education rightly observes, “The quality of a nation depends upon the quality of citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.”

In his call for action for American Education in the 21st century in 1996, Clinton, B. said, “Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training”.

The need for teacher education is felt due to the following reasons:

It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classroom and thereby pupil learning and larger social transformation. The aspects that need greater emphasis are; the length of academic preparation

- The level and quality of subject matter knowledge,
- The repertoire of pedagogical skills that teacher possess to meet the needs of diverse learning situations,
- The degree of commitment to the profession,
- Sensitivity to contemporary issues and problems and
- The level of motivation.

The teacher educators have crucial role to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility. It can thus be said that the richness and quality of education is ultimately determined by what occurs in teacher education institutions. In fact, teacher education is the programme developed for the purpose of preparing persons to take up the job of teaching at different levels. It is the programme and activities developed by an institution which are responsible for the preparation and growth of persons preparing themselves for educational work or engaging in the work of education as a profession (Aggarwal, 1996)

Rajput and Walia (2001) stated that teacher educators are expected to shoulder the responsibility of familiarizing teacher trainees with the social, economic and cultural

ethos and characteristics of India. They also emphasized that teachers are expected to help produce citizens with appropriate values, attitudes, motivation and a high commitment to pursue their occupations in an energetic way. Teacher education needs to prepare students teachers to adopt professionally permissible approaches to assessment, evaluation and remediation.

Inam (2005) notes that teacher education is a programme of imparting knowledge, motivating and guiding the teacher educators to learn through their own activities, training their emotions and developing their powers and capacities so that they are able to make effective adjustment to their environment and are prepared in a better way for successful teaching.

Teacher education in India is all set for revival. The National Council for Teacher Education (NCTE) will be coming out with a new curriculum for teacher-training courses. Also, the council will be laying down strict regulatory norms to check the quality of teacher education institutes and to curb the mushrooming of sub-standard private institutions. In fact it has decided to put a curb on the number of teacher-training institutes a state can have.

“Teacher behavior is an act of the teacher which occurs in the context of the classroom interactions. Teacher behaves in different ways and therefore there are different types of classroom interactions. Some teachers are very strict and some are very kind and lenient. Some are witty and humorous. There are some who are very stern and serious at all the time. Certainly teacher’s behavior pattern sets the pattern of students’ behavior in the classroom. The teacher’s behavior tends to create an atmosphere which is described as classroom climate” (Ahmed and Naoreen, 2009).

“Teacher training India has been getting diluted over the years. There are good bad and even worse institutes offering teacher education programmes. NCTE has already shutdown more than 150 sub-standard institutions. But along with this, there is also a need to improve the quality of education in the existing institutions. Therefore, we have decided to revise the teacher education curriculum, propose new norms for institutes, new qualification for faculty and new eligibility criteria for admission of students teachers” informed Mohammad Akhtar Siddiqui, chairperson, NCTE (2009)

The National Commission on Teachers-1 (1983-85) had elaborated this in the following words: “The training of teachers demands our urgent attention. The minimum requirement of any training programme is that it should enable the trainee to enquire to acquire the basic skills and competencies of a good teacher such as; the capacity to manage a class with pupils of varying abilities; to communicate ideas logically and with clarity; to use the technology available to make teaching effective; to organize educative experiences outside the class and to learn to work with community and help the students do so.”

1.3 Quality Education

Quality education for all has emerged as one of the most desirable goals throughout the world. One of the six goals, outlined by the World Education-Dakar-Framework for Action (2000), is related to the improvement of “all aspects of quality education” in order to achieve the identified learning outcomes (UNESCO, 2000). It is further reported, various factors including curriculum, delivery of content, learning environment, supervision, administration and academic facilities contribute to the quality of education, the central importance of the teacher cannot be denied. India in the sixty plus years of independence has developed a large system of higher education and created a vast body of highly skilled academic people equipped with scientific and technological capabilities. After independence, the India higher education system has undergone a remarkable change; it has been transferred from an elite system nurtured by colonial roots to a mass system attempting to meet the demands of a vibrant democracy. This transformation is marked by an eighteen fold increase in the number of university level institutions, twenty fold increases in number of colleges, and twenty-seven fold increases in number of students. No doubt the number of institutions and coverage has been enormous yet, there is a general agreement that higher education in India has deteriorated in terms of quality and relevance. The quantitative expansion of higher education is accompanied by qualitative deterioration. It has been accepted in the National Policy on Education (1986) that the fundamental principle is “education is a unique investment in the present for future.” Since then, ‘quality’ and ‘excellence’ became the main parameters of functioning of higher education institutions.

Inside the daily reality of educational establishments, the promotions of quality education for all young people sharply brings to light problems concerning the role of the teacher and other education providers; their recruitment, the adequacy of their profile and function, their training, and their social recognition and status. It is evident that a sufficient number of component teachers are required in order to improve the quality of educational processes. Quality in teacher education institutions demand improved infrastructure, high quality teaching, learning and evaluation. It is essential for teacher education institutions to delineate ways and means of providing high quality education and then live up to those standards. The goal is to provide rigorous and evidence based system for substantiating one's claims to quality. The idea is to match the methods with the issue at hand, and to draw conclusions warranted by each method or the methods to improve practices in the educational training institutions. (Schoenfeld, 2002)

The minister of education, when they met together at UNESCO for 32nd general conference, also reaffirmed this: "We find indispensable the role of teacher as purveyors of knowledge and values and as community leaders responsible for the future of our young. We should do everything in our power to support and to learn from them." (Final communiqué of the ministerial round table meeting, 4 October 2003-www.unesco.org) quality of teacher education, its important aspects can be judged by its contribution to good practices, evaluation methodology, leadership, and developing competence amongst teachers. Moreover teacher education institutes need to enabled to stand up to the rigors of various quality parameters. The paradigm shift for restructuring teacher education would definitely prove an effective instrument to attain "Quality education for all" which the country is striving hard to achieve.

In most of the developed countries teacher education refers to a process of education and development prospective teachers go through as they prepare to enter the classroom for the first time to perform a role as teachers. It is normally assumed that initial teacher training satisfies both the theoretical and practical needs of teaching environment; a teacher who comes with training will know how to cope with the practical management and organization of instruction in the classroom, as well as the

theoretical aspects of child development and learning. The philosophy of teacher education starts with the problem of trainee entrants initially but concerns itself with their expected roles, their educative process, expected professional standing, and the processes of activities encompassing the two major disciplines, pedagogy and psychology along with the development of the personalities of prospective teachers (Yogesh and Nath, 2008). Pre-service or initial teacher education and training refers to all programmes that aim to prepare the teachers to enter the profession, whether these programmes concern subject specific learning or teacher training curricula (Irving, 1999). In other words, the concept of pre-service training refers to the process in which students teachers grow up professionally, through involvement in practical training, knowledge construction and behavior acquisition (Mule, 2006) with a balanced blend of theory and practice (Brian, 2007).

The competence and enthusiasm of teachers determine the heights to which an educational system can rise (Iqbal, 1996). Fargusan, as cited in Paliakoff and Schwartzbeck (2001), observes that the quality of teachers is the most critical aspect of schooling and that it has a direct impact on student learning. Literature suggests that quality of teachers depends on educational qualification of teachers and quality of pre-service and in-service teacher education Khan Foundation, 1998; Jangira & Ahuja, 1992; Sharma, (1993). Teacher education therefore assumes great importance in achieving the goal of quality education.

With the skills, talent, and attitude they possess or lack, teachers are one of the primary, perhaps the most important building blocks of educational system. They play a vital role in education and teaching of future generations. Whether we accept it or not, they are perceived as the architects of second creation. Education is a process of developing human resources. Its quality thus assumes special significance within a larger framework of personal, social and national development. Educational expansion and commitment to “education for all” has given rise to the biggest challenge as to how to ensure quality in education. The quality of education is the direct consequence and outcome of the quality of teachers and teacher education. For every new innovation in colleges of education a similar change is needed in teacher education. This calls for participatory curriculum planning involving school personnel, teacher and teacher educators, organization of curriculum in terms of tasks

integrating relevant theory, greater curriculum time for skill development and practice, a professional approach to training strategies and development of materials and application of relevant educational technology in training process.

1.4 Effect of Teacher Training

The main reason for uncertainty regarding the effects of teacher training is that past studies have been unable to overcome three methodological challenges in estimating the effects of training on teacher quality. First it is difficult to isolate productivity, especially in teaching where a student's own ability, the influences of a student's peer, and the other characteristics of schools affect measured outcomes. The problem exacerbated by the fact that assignment of teachers and students to classroom is usually not random, leading to possible correlations between the observed teacher attributes and unobserved student characteristics. Second, like in other occupations, there is an inherent selection problem in evaluating the effects of education and training productivity. Unobserved teacher characteristics, such as "innate" ability and human factor may affect the amount and types of education and training they choose to obtain as well as subsequent performance of teachers in classroom. Third, it is difficult to obtain data that provide much details about the various types of training that teacher receives and even more difficult to link the training of teachers to the achievement of students teachers when they teach. Addressing all of these issues in a single study presents significant data and estimates challenges.

Compared with other learned professions such as medicine, law, engineering, and architecture, teaching ranks rather low. Some teachers are dissatisfied with, and even depressed about their professional standing. They feel that work load is too heavy, and the recognition and appreciation is too limited. They think that they do not have sufficient opportunities to advance in their carriers and they no power to control the content and the nature of their work. They resent prohibition against their direct involvement in policy making in educational affairs. Time and again, they ask: is teaching a profession? More adequately, what is a profession? Occupational status depends on the public valuing of the competence, role and overall contribution of a particular occupation to individual and social welfare. Goodson (2003) noted the occupation have attained professional status and share the following characteristics:

- A high level of education and training based on a unique and specialized body of knowledge.
- A strong ideal of public service with an enforced professional code of conduct and high levels of respect from the public at large.
- Registration and regulation by the profession itself.
- Trusted to act in the clients best interests within a framework of accountability.
- A supportive working environment.
- Similar levels of compensation as other professions.

Premised on the above position one could note that a profession performs essential social service. There is a doubt that teaching fully meets this criterion, for education is a social service. The service which education performs is essential to the individual child who could not be fully socialized in an industrial society if he did not spend lengthy period in full time formal education.

Therefore, colleges of education, as the secondary teacher training institutions have vital role in ensuring adequate development of knowledge, skills and attitude necessary for teaching. The dynamic nature of level of knowledge skills and attitude required of teachers increases the importance of the quality of teacher training programs. There is a growing body of research on this topic that serves to reinforce this opinion. Richardson (1996) emphasized the importance of teacher training for teacher quality. Similar research results indicate that increasing the quality and variety of classroom activities largely depends on the development of subject knowledge and pedagogical skills of teachers (Okpola and Ellis, 2005). In order to increase the quality teachers in the system, some countries, such as Finland and Singapore limit the number of candidates accepted into their teacher education programme (Steward, 2010). Some other, including Turkey, conduct teacher selection examinations to employ the most appropriate teacher candidates among the numerous applicants. The teacher candidates score in these examinations and the quality of teacher training program seems to be related. Naturally this perception directs attention to the relationship between the quality of teacher training programs and the effectiveness of the teaching staff that are responsible for the development of

the teacher candidate's knowledge, skills, and attitude. It is a fact that strong academics staffs are essential along with a commitment to the profession and to the serving nation's outstanding students. However, the effectiveness of the teaching staff serving in teacher training programs is not the only factor affecting quality; the effectiveness of other teachers encountered by teacher candidates throughout their educational experience should also be taken into consideration. Although the current teacher depending on the competence of the faculty they employ, help teacher candidate develop subject knowledge, the success level of teachers, who are currently serving in the educational system, is debatable. In this research, Ustuner (2004) draws attention to problems encountered in training of teachers with desired qualifications in recent years. There may be various reasons underlying the observed deficiency in teacher quality. One of the most important reasons is thought to be the inadequate number of qualified teaching staff members at these teacher training institutions and the student teacher candidate's lack of professional experience, which should be gained alongside effective teachers.

In order to survive and sustain in the competitive world, teachers are required to keep pace with the growing knowledge and strive hard ceaselessly to meet the international standards in teaching and research. In fact, as a prerequisite of quality improvement of teacher educators to acquaint themselves with the last changes in technologies, instructional and evaluation methodology (Patil, 2007)

1.5 Recommendations of Commissions and Policies on Quality Education

All education commissions and policies since independence stressed on the restructuring and reorganization of teacher education and of teaching profession. Radhakrishnan Commission (1948) for higher education, Mudaliar commission (1952-53) for secondary education, Kothari Commission (1964-66) for all levels of education, were constituted to suggest reforms to push forward the agenda of educating India, strengthening teacher education and reform teaching-learning strategies. The secondary education commission (1952-1953) stated, “ we are, however, convinced that the most important factor in contemplated educational reconstruction, is the teacher, his personal qualities, his educational qualifications,

his professional training and the place he occupies in the school as well as in the community.”

The education commission (1964-66) observed, “Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant.” The commission also emphasized on the training and orientation of teachers at all levels. The commission also observed that investment in teacher education could yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions. The National Education Policy of India (1986) focused its attention on an educational system which can produce citizens who are by and large physically, mentally and morally healthy; who are conscious of their duties and rights, who are keen to learn on a lifelong basis and incessantly eager to improve their performance and who consequently are well grounded individuals competently contributing to the uplift of the quality of life everywhere.

National Council for Teacher Education, which is a creation of NPE (2005) suggested making teacher education effective and productive, the prevailing teacher education system is undergoing drastic changes.

National Curriculum Framework (2005) introduced ‘Critical Pedagogy’, based on social constructivism, to restructure the system of teacher education. According to NCF, content and pedagogy blended together, that is content inbuilt pedagogy is the landmark of teacher education system. To achieve this NCF recommended academic planning and leadership at the school level, block level and cluster level, as essential for improving quality and strategic differentiation of roles of teachers.

There is thus an urgent need to improve the standards of teacher education including its different components to maintain high standards on a continuing basis. Some quality norms, therefore, have to be laid down at all stages of teacher education whether at the entry level or at the process stage of teacher education whether at the entry level or the process stage so that the high quality of the output can be ensured. The purpose of prescribing quality norms is to make teacher education institutions responsive, accountable and quality directed. The measures require for recruitment of

future teachers from amongst the most motivated students, imparting effective training and subsequently preparing them to play the challenging and varied roles in the schools of 21st century.

The present scenario reveals that there is fairly good network of institutional infrastructure for teacher education, National, International and state level agencies such as UGC, ICSSR, NCERT, CASE, NIEPA and SCERTs and UNESCO and UNICEF have come up with a fair amount of recommendations/suggestions to upgrade the quality of teacher education. No doubt, there has been phenomenal expansion in teacher education institutions during the last two decades. At present there are about 570 university departments, 750 PG colleges of education, 12500 teacher education institutions and around 54,000 teacher educators. There are 500 district institutes of Advanced Study in education (IASE) and 30 state Councils of Educational Research and Training (SCERT) for providing in-service education to primary and secondary teachers in India.

The University Grants commission, by virtue of the statutory power, has evolved various monitoring mechanism for quality control which directly or indirectly looks into need and eligibility criteria for the establishment of institutions and evaluates the fitness of the established ones to receive the financial support. The UGC has also established inter-university centers and national facilities to help universities improve the quality of learning, teaching and research by providing information resources and facilities for research, library net-working and audio-visual communication. In spite of these built-in quality controls, the deterioration in the quality of higher education has been very often voiced as a major concern by the National Policy on Education (NPE, 1986) and Programme of Action (POA< 1992). Fafunwa (1979) in his paper “The purpose of teacher education” commented on the importance of teachers when he said “the demand for more and better schools, the need to relate curriculum to the needs of the child and the environment, The crying needs of the child and his other instructional materials, The desirability of training in vocational and technical skills, and indeed the overall problem of preparing the future citizens of Africa who will be fully oriented to their environment cannot be fully accomplished without the aid of competent teachers.” This also reflects on the need for quality of teacher education in any country.

The quality of education to a large extent depends on the preparation of teachers. They are to be equipped with adequate knowledge, and appropriate skills, and dispositions to ensure exceptional learning. Teacher's performance depends upon number of factors, external as well as internal. External factors outside school world, which have certain influence on teacher performance, are generally socio-economic and cultural. These may include family background, society norms; teacher's role in decision-making, staff-development programmes, career-path and opportunities. Kothari commission remarked, "The destiny of India is being shaped in its classrooms." No doubt education plays a significant role in nation's development but the quality of education is greatly determined with the quality of teachers, therefore, great efforts were made and still are being made to improve the quality of teacher education.

1.6 Teaching Practice

Teaching practice is known as, "A student teacher who goes through professional preparation course where theory and practice are combined together under the supervision of experienced teachers in a real school situation." The term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher, the whole range of experiences that students go through in schools, and the practical aspects of the course as distinct from theoretical studies.

Student's practice teaching at B.ED level is an important stage in the professional development of teachers. It provides an opportunity for pre-service teachers to apply the knowledge and theories learned on campus to the real classroom. Student teaching has been called the most challenging; rewarding and critical stage of teacher education (Goethals and Howard, 2000) and it is generally agreed that the student teaching experience is the key for teacher preparation programs.

It is the responsibility of the training Institutions to deploy students for teaching practice and all effort is made to attach students to competent qualified teachers by closely liaising with school heads.

Practice teaching is of paramount importance in the vocational training of student teacher. It is this immersion into the real world of school that prepares the student in making the transition from trainee to professional. This research project attempted to explore and articulate an understanding of some of the experiences of student teachers following their final practice teaching session at school before graduating.

Practice teaching played an important part in their development as teachers by providing a context wherein they could merge theory and practice find their own teaching and management styles as well as cope with the demands of multi-tasking that being in a classroom demands. The paramount role of the host teacher and the importance of an awareness of the cultural and contextual makeup of learners.

Research conducted by Tang (2003) found the quality of student teachers' learning experiences in the field to be a major concern. Converting theoretical knowledge into practice will always remain a challenge- learning to teach is a complex process (Solomon, Worthy & Carter as cited in Farrell, 2002).

Practice teaching is a vital aspect of the teacher preparatory programme. It serves as an opportunity for student- teachers to be exposed to the realities of teaching and professional activities in the field of education. The central thrust of reforms in the teacher education programme is to produce teachers who can perform adequately in the world of work and meet the present day challenges. An integral part of practice teaching is student teacher supervision and assessment. The supervision is done through coordinated partnership between school personnel and college lecturers. "Tomorrow's victory is today's practice". Chris Bradford, The way of the warrior. Practice teaching is a crucial time when practicing teachers got the opportunity to develop their professional competence in preparation for full time practice. Student teacher performance during practice teaching provides the basis of predicting the future success of a teacher training programme.

Practice teaching is concerned with development of teaching competencies and skills in actual classroom situations. The issue here is about the mode of providing these field experiences and their duration and extent. It should be a comprehensive

experience that gives the student teacher a feel of what it means to be a teacher (MHRD, 2012).

1.7 Difficulties Faced By Practice Teaching Schools

Practice teaching is the obligatory requirement in the B.ED curriculum. It occupies a key position in the programme of teacher education. It provides opportunities to beginning teachers' written and oral feedback, improvements were recommended, short comings highlighted and suggestions were made.

Teaching practice at B.ED level is a critical stage in the training of prospective teachers as it is a process of providing a master teacher. For instance, supervisors give conflicting suggestions. The teaching inabilities of a student teacher may be to some extent due to any of the following aspects of practice teaching with more number of lessons to be taught by the pre-service teacher offers less scope for effective feedback, revision, preparation to give improved lesson, preparation of required teaching aids and course materials.

Problems concerning practice teaching are problems of selection, deficiencies of small time period provided for teacher's training, lack of proper facilities, problem of supervision of student teaching, time available in the practicing schools was inadequate, encouragement or support from the head of the institutions is absent.

Practice teaching schools showed less cooperation as they faced many difficulties during teaching practice at B.ED level. The students and the teachers suffered during these days, their studies and regular class work was lack behind. So there is less cooperation on the side of the head of the school, teachers and students of the practice teaching schools.

According to Vishwanath (2006), practice teaching the current weakest link of teacher education possesses the potentiality of converting itself into a strong component, if properly organized. The process of curriculum transactions need improvement and enrichment.

The mushroom growth of training colleges in the state has led to various problems and issues. The growth of education in private sector has increased the enrollment of teacher trainees. Keeping the mushroom growth and intake of trainees in view the quality of teacher training has become causality. The present studies will an attempt to study the problems faced by Practice teaching schools with regards to student teaching practice at B.ED level.

Problems concerning teacher education are lack of regulation in demand and supply, deficiencies of small time period provided for teacher training, incompetence of student teacher, problems of selection, incompetence of student teachers defects concerning papers, problems of Practice teaching, lack of realism, faulty method of teaching, absence of professional attitude, poor academic background of student teacher, insufficient financial grants and over all mismanagement.

The commission on National Education (1959) recognized the need for academically qualified and professionally trained teachers as early as possible, which made the following recommendations in its reports, “the teacher should be academically well trained in the subject he teaches; he should have sound professional training in how to teach the students and how to understand the children in his charge and teacher need to possess a deep sense of professional honor (Govt. of Pakistan, 1959).

1.8 SIGNIFICANCE OF THE STUDY

It is very important to study the problems affecting the quality of teaching practice in schools among students Teacher at B.ED level. Since there are numerous problems in the field of quality training and development of the skills in teacher trainees there is a need for such a study. More over this part of the country being a virgin field of research in teacher education. The present study has been an attempt to study the problems of quality training in various schools namely B.ED students especially in our state J&K.

The teacher educators have crucial role to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility. The teacher educators need support from teachers, Supervisors and schools during

practice teaching. Practice teaching is the most important part of teacher education program, but unfortunately the most neglected part of the training. Practice-teaching refers to the opportunity given to the trainee to develop and improve his/her professional practice in the context of real, usually under some form of guidance or supervision.

The study investigated the challenges faced by student teachers and schools where teaching practice conducted during teaching practice exercise. The central thrust of reforms in the teacher education programme is to produce teachers who can perform adequately in the world of work and meet the present day challenges.

The mushroom growth of training colleges in the state has led to various problems. Keeping the growth and intake of trainees in view the quality of teacher training has become causality. So the present study will be an attempt to study the difficulties faced by student teachers and schools where teaching practice is conducted.

Teaching practice is a period when student teachers are given an opportunity to try the art of teaching before actually getting into the real world of teaching profession. It is an opportunity for student teacher to face the realities of their chosen career in terms of its demands, challenges and excitements. They learn to take responsibility, gain confidence and improve upon their classroom management skills.

1.9 STATEMENT OF THE PROBLEM

A STUDY OF DIFFICULTIES FACED BY PRACTICE TEACHING SCHOOLS
WITH REGARD TO STUDENTS' TEACHING PRACTICE AT B.ED. LEVEL

1.10 OPERATIONAL DEFINITIONS OF THE KEY TERMS

Teaching Practice

In the present study, teaching practice refers to the period spent by B.Ed. trainees for teaching and internship in the schools.

Difficulties

Difficulties hampers the regular work of schools. In the present study, these are the difficulties faced by administrators, teachers and students and have been measured by a self-prepared rating scale.

Practice Teaching Schools

In the present study, schools where the teaching practice for teacher trainees has already been conducted are called as practice teaching schools.

Students' Teaching Practice at B.ED level

Teaching practice at B.ED level is a critical stage in the training of prospective teachers as it is a process of providing a master teacher. It is the Period of internship in teaching practice schools.

1.11 OBJECTIVES OF THE STUDY

1. To identify the difficulties being faced by the students of practice teaching schools during teaching practice.
2. To identify the difficulties being faced by the teachers of practice teaching schools during teaching practice.
3. To identify the difficulties being faced by the administrators of practice teaching schools during teaching practice.
4. To find significant differences in difficulties being faced by the school stakeholders with respect to their gender.

1.12 RESEARCH QUESTION POSED

The present study being a field oriented study, no hypotheses were laid down. However, answers to following questions were expected from the results of the study.

1. What difficulties students of practice teaching schools face during teaching practice?
2. What difficulties teachers of practice teaching schools facing during teaching practice?

3. What difficulties administrators of practice teaching schools face during teaching practice?
4. Does significant difference exist in difficulties being faced by the school stakeholders with respect to their gender?

1.13 DELIMITATIONS OF THE STUDY

1. The present study has been confined to 10 schools of Jammu city only.
2. The study has been confined to those schools where the teaching practice has taken place.
3. The study has been confined to the government schools affiliated to J&K State Board of School Education only.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A review of related literature is the process of collecting, selecting, and reading books, journals, reports, abstracts, and other reference materials. In this, Background information about the problem and related concepts, theories that explain the existence of the problem and the possible connection between certain factors and the problem, data that confirms the existence and seriousness of the problem, general and specific findings of studies related to the problem and recommendations for further study given in related studies are searched and referred for in light of the present problem.

The review of the related literature is an important part of the scientific approach and is carried out in all areas of scientific research, whether in the physical, natural or social sciences. Such reviews are also the basis of most research in the field of Education. Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. A careful review of the research journals, books, dissertations, thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. The related literature forms the foundation upon which all future work will be built. It enables the investigator to know the means of getting to the frontier in the field of his research. It also provides ideas, theories, explanations, hypothesis and method of research valuable in formulating and studying the problems. It furnishes the researcher with indispensable suggestions about comparative data, good procedure, likely methods and tried techniques. The information about the activities of previous investigations stimulate the researcher to use each bit of knowledge as a starting point for new and further progress.

Although the general purpose of the review is to help the researcher develop a thorough understanding and insight into previous work and the trends that have

emerged, the review can also help in reaching a number of important specific goals. It enables the researcher to define the limits of his field. It helps the researcher to delimit and define the problem. The knowledge of the related literature brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely. By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas and his endeavours would be likely to add to the knowledge in a meaningful way. Through the review of related literature, the researcher can avoid unintentional duplication of well-established findings. It gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. It also provides insight into the statistical methods through which the validity of results is to be established. Another important reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research.

2.1.1 Significance of Review Literature

A review of related literature is a must in research. It helps the researcher identify and define a research problem, justify the need for studying a problem prevents unnecessary duplication of a study, it is a source of a theoretical basis for the study, it enables the researcher to learn how to conceptualize a research problem and properly identify and operationally define study variables and it helps formulate and refine research instruments.

Review of related literature, provides a comprehensive understanding about what has already been known about a topic. It forms the basis for subscribing rationale for having chosen the problem for the study. Review of related literature allows the researcher to acquaint himself with the current knowledge in the field or area in which he is going to conduct his research. It enables the researcher to define the limits of his study. It also helps the researcher to delimit and define his problem. The knowledge of the related literature brings the researcher up-to-date on the work, which others have done and thus state the objectives clearly and concisely.

The purpose of this section is to review the literature regarding the teaching practice, difficulties or problems during teaching practice, especially the difficulties faced by the schools where practice teaching is carried out with regards to students teaching practice at B.Ed. level. Many researchers have found that current practice in teacher education requires greater support and motivational inputs to ensure a wider coverage and higher quality. Some studies related to this problem.

2.2 STUDIES CONDUCTED ON TEACHING PRACTICE

Mohan (1980) in Aveda University found that most of the training schools lacked even the minimum facilities such as library, laboratories and the time available in the practicing schools was inadequate.

Adinarayan (1988) found in his study that most of the trainees found inadequate facilities in cooperating schools. Further, he found that there was no communication barrier between the supervisors and trainees and the encouragement from the head of the Institution is absent.

Garland (2000) conducted a study on distance learning and teacher education in Botswana: opportunities and challenges his ethnographic study identified some barriers to persistence in distance learning (cited in Simonson et al., 2000). Persistence here means the active enrolment status of students. Situational barriers included a poor learning environment a lack of time, for example, students felt that the course took more time than anticipated because they had to juggle the demands of work, home, and school.

Jacob and Lefgren (2004) conducted a study on the impact of teacher training on student achievement: quasi-experimental evidence from school reform efforts in Chicago. The study revealed that marginal increases in in-service training had no statistically and academically significant effect on either language or mathematics achievement, suggesting that modest investments in staff development may not be sufficient to increase the achievement of elementary school children in high poverty schools

Griffin, Jones and Kilgore (2006) conducted a study on a qualitative study of student teachers' experiences with collaborative problem solving. Findings from this study suggested that the problem-solving project expanded student teachers'

definitions of collaboration by increasing their awareness of facilitators and obstacles to it. However, collaboration in practice was not an easy task for student teachers, with school context variables playing a role in facilitating successful or less than successful collaboration.

Harris and Sass (2006) conducted a study on the effects of teacher training on teacher value-added services and results revealed that teacher training generally had little influence on productivity. One exception was that content focused teacher professional development was positively associated with productivity in middle and high school mathematics. In addition, more experienced teachers appear more effective in teaching elementary and middle school reading. There was no evidence that either pre-service (undergraduate) training or the scholastic attitude of teachers influences their ability to increase student achievement. These results call into question previous findings based on models that do not adequately control the various forms of selection bias.

Gupta and Kapoor (2006) conducted a study on teacher training, teacher quality and student achievement and found nine significant variables of effective teacher namely, 1) instructional strategies, 2) classroom management, 3) personal disposition, temperament and tendencies, 4) interpersonal relationships, 5) feedback and evaluation, 6) job involvement, 7) initiative and enthusiasm, 8) professional values, and 9) innovativeness.

Bark and Yon (2007) found that the idiosyncratic character of student teacher learning and activities in teacher education enhance reflection on the meeting between theory and practice.

Memon (2007) conducted a study on education in Pakistan. The key issues, problems and the new challenge. The results revealed there was a close link between education and development. In Pakistan, after more than five decades, the developmental indicators were not showing the positive results. The participation rate at higher education was low comparatively to other countries of the region. The problems of quality of staff, students, library, and laboratory and schools support were reported relevance with societal needs, research facilities, financial crisis among arts students, more than science students, weaknesses of examination, ineffective governance and academic results were not as per with international

standards. Considering the gigantic problems of education in Pakistan the researches selected this topic for research.

Komba and Nkumbi (2008) conducted a study on teacher professional development in Tanzania: perceptions and practices and the findings indicate a conception and practice of teacher professional developments which combines both the raising of teacher academic qualifications and professional growth. This study is a significant contribution to the understanding of teacher professional development in developing countries contexts where general pedagogical knowledge takes precedence over the teachers knowledge of the subject matter

Bhargava (2009) conducted a study on teaching practice supervision and assessment as a quality assurance tool in teacher training : perceptions of prospective teachers at Masvingo teacher training colleges established that comments of supervising teachers remained limited to the use of skills like chalkboard writing , introducing lessons, class discipline and media use and less emphasis was given on the gradual development of student teachers, new approaches adopted in stimulus variation, whether they were being effectively used in class or not. The study also established that supervision of student teachers did not include aspects of trainee as a member of the wider community.

Khan and Saeed (2009) conducted study on effectiveness of pre-service teacher education programme (B.Ed.) in Pakistan: perceptions of graduates and their supervisors. The results revealed that B.Ed. programme was effective in terms of upgrading knowledge and skills in five curriculum areas. The performance of the graduates of UE as elementary school teachers was better in the areas of lesson planning, lesson presentation, and assessment, but relatively less impact was seen with regard to their performance in the use of audio-visual aids and teaching techniques/methods. The female graduates were relatively more satisfied with the curriculum than male. The constituent affiliated colleges need to take measures to improving the areas of ‘teaching methods’ and ‘use of audio-visual aids ‘such as projectors, multimedia and computer skills of prospective teachers during the B.Ed programme.

Torment (2010) conducted study on Pre-service teacher training, primary teacher’s identities, and school work. The results of research carried out with the aim of

relating pre service training curricula and the construction of teacher identities. Forty biographical narratives were collected from primary school teachers who had trained at the same pre-service teacher training college in 4 different periods over the last 40 years. The results suggest that pre-service training has a real impact on identities, but also that a large part of that impact is neutralized in the work contexts. Here, a traditional conception of school work persists which forces new teachers to adapt to the real schools. These results were discussed in relation to the challenges passed by the knowledge society.

Dilshad (2010) conducted study on assessing quality of teacher education: A student perspective. Results showed reasonably good quality of learners but low quality of content learning environment, processes and outcomes. Only on quality of learners, significant difference was observed between male and female students perceptions, B.Ed. and M.Ed. programs and annual and semester systems. Poorly equipped classrooms, lengthy course content, lack of highly qualified teachers and English used as medium of instruction were the major problems identified by the students. The paper suggests revision of curricula, updating of academic resources, use of student-Centre approach and emphasis on faculty development for improving quality of teacher education.

Mulkeen (2010) conducted study on teaching practice supervision and assessment as a quality assurance tool in teacher training: perceptions of prospective teachers at Masvingo teacher training colleges found out that in Zambia student teachers were deliberately sent to remote rural schools. While this may assist in teacher distribution, it increased the logistical difficulties of supervision and in effect reduced the frequency of external supervision and supervision of student teachers by tutors from the training institution was limited. In Malawi, for example, tutors were expected to visit each student six times during the year of teaching practice. However, this was prevented by difficulties of transportation and unavailability of resources. The study further established that the impact of teaching practice was diminished by the limited role it played in the final assessment of student teachers. In some cases, performance in teaching practice had no impact at all on the final grade of student. In Zambia, for example, there was no assessment of teaching practice in the student overall grade.

Azeem(2011) conducted a study on “Problems of prospective teachers during teaching practice. The results showed that 20% of the participants did not have their lessons being checked regularly. In addition, 23% of the participants expressed the view that the class teachers were often present in their classed during teaching Practice While the others 77% opined that class teachers or mentors were often not present in their classes during the teaching practice of the prospective teachers.

Suleman, Aslam, Habib Ali, Gillani and Hussain (2011) conducted study on effectiveness of the teacher training programmes offered by institute of education and research, Kohat University of science and technology Kohat Pakistan. The results revealed that B.Ed. programme was effective one and meets the needs and requirements of the prospective teachers but had some weak points namely it did not inculcate Islamic ideology, distribution between theory and practice was not appropriate, it did not provide sufficient base for research and introduced modern instructional strategies .

Sasikala (2012) conducted study on influence of study skills and academic achievement of B.Ed teacher trainee. The result revealed the respondents developed a favorable study skills and academic achievement towards the teaching profession after the completion of the programme.

Ahmed (2012) conducted a study on factors affecting initial teacher education in Pakistan: historical analysis of policy network. The study revealed that phenomenological interview study explored how respondents in an impoverished province of Pakistan, viewed the significance of initial teacher education (ITE). The respondents views were influenced by political and social aspects, as well as individual perceptions of teacher education and training in their cultural context. Moreover, this research did produced some important emergent issues which have strong influence on the development of initial teacher education and its policies in a process of change from a traditional to a more modern society and from local milieu to global trends. The paper also included research studies review of education policies, reports of multinational agencies operating in Pakistan, and reviews of strategic documents

Peter (2013) conducted a study on using a standardized video based assessment in a university teacher education programme to examine pre-service teachers knowledge

related to effective teaching. Analysis revealed variability in pre-service abilities to detect effective teaching strategies and behavior that is partially explained by teacher education program factors.

Ried (2015) conducted study on supporting teacher development: pre-service education support and in-service teacher development support results revealed that training for teacher educators to equip them to deliver the curriculum, becomes agents of change in curriculum review and model effective pedagogical practices and providing pre-service teachers with more opportunities to spend time in classrooms where they can be mentor mentored by effective teachers. The evidence reviewed provides insights on effective professional learning for teachers and school based support. Teachers resource centers need to be conveniently located and schools must have relief teachers so staff can use the resource centers.

Susam (2016) conducted a study on teacher evaluation in practice: exploring relationship between school characteristics and evaluation scores. Teacher evaluation has been centre stage policy reform efforts to improve teaching at all schools. Results revealed that schools serving disadvantaged students have a disproportionate share of the lowest-rated teachers. Teachers in schools with stronger organizational climates have higher education scores. There are some differences in teacher evaluation scores depending on experience and credentials. Minority teachers have lower observation scores but their value-added scores are not significantly different; male teachers have lower observation and value-added scores than female teachers.

Livingston (2017) conducted study on trends in teacher education: a review of papers published in the European journal of teacher education over 40 years. Based on the analysis of paper publisher over the last 40 years in EJET, it is possible to identify persisting challenges but also issues that deserve future examination highlighted to us that teacher and teacher identity and collaboration in various forms such as between university and school, between teacher education institutions prominently. Research is needed in regard to pre-service teachers identity development during initial teacher education and career-long professional learning.

2.3 CONCLUSION

On reviewing the available literature in different sections of this chapter on the variables teaching practice schools and difficulties faced by stakeholders during teaching practice as discussed above, in most of the studies it was found that all the stakeholders students, teachers and administrators of practice teaching schools face many difficulties during teaching practice and there is a significant differences among male and female students, teachers and administrators with respect to their gender. Further, contrary to many of the previous studies, few have found no significant difference among male and female students, teachers and administrators.

CHAPTER III

METHODOLOGY AND PROCEDURE

3.1 INTRODUCTION

Research is an endless quest for knowledge and an unending search for truth. It brings to light new knowledge to correct previous errors and misconceptions and add an orderly way to the existing body of knowledge. The knowledge obtained by research is scientific and objective and is a matter of rational understanding, common verification and experience.

“Research is considered to be the more formal systematic intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedure and a report of results in conclusion.” (Best)

“Research is an honest, exhaustive, intelligent, search for facts, their meanings and implications with reference to a given problem. It is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data. The best search is that which is reliable, verifiable and exhaustive, so that it provides information in which we have confidence.” (Cook)

The present chapter throws light on the research methodology being adopted for the present study. Here research objectives and design of the study i.e., sample for the study and selection of the research instrument are discussed. Methods for the collection of the data and statistics for analyzing the data have also been discussed.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blue print of the procedure for the completion of various research steps and thus reaching valid conclusions. A well-conceived, adequately planned and executed design helps greatly in permitting to rely both on observations and inferences. Experts in research methodology like Seltiz, Johada, Deutsch and Cook (1916) states:

“A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research proposes with economy in procedure.”

3.3 RESEARCH METHOD

By method one means a systematic approach towards a particular phenomenon. Methodology used in an investigation determines its destiny. It is the nature of the techniques and procedure adopted which determines the reliability and validity of the data. Therefore, it is essential that in order to investigate the problem in a scientific way, the right methodology should be used. In view of the objectives of present study survey method was used. In survey method, a detailed description of existing phenomenon was collected with the intent of employing data to justify current conditions and practices to propose intelligent plans for improving them. In this context, Weisberg and Rowous (1977) opined that survey research permits us to study public opinion as well as their attitude. It can also be used to collect factual information. Survey method involves the use of variety of questions for collection of data. Descriptive method which is statistical in nature was used.

3.4 POPULATIONAND SAMPLE

A simple random sampling technique was employed for selection of the sample ten schools were selected randomly from Jammu. 10 administrators, 40 teachers and 150 students were selected. Thus, total sample comprised of 200 respondents.

S. NO.	Name of Schools	School Teachers	School Students	School Administrators	Total
1.	Govt. Girls High School, Janipur Colony, Jammu	4	15	1	20
2.	Govt. Girls High School, Kacchi Chawni, Jammu	4	15	1	20
3.	Govt. Girls High	4	15	1	20

	School, Satwari, Jammu				
4.	Govt. Boys High School, Satwari, Jammu	4	15	1	20
5.	Govt. Hr. Sec. School, Paloura, Jammu	4	15	1	20
6.	Govt. Boys Hr. Sec. School, Sarwal, Jammu	4	15	1	20
7.	Govt. High School Chowadi, Jammu	4	15	1	20
8.	Govt. Girls Hr. Sec. Schools, Sarwal, Jammu	4	15	1	20
9.	Govt. Hr. Sec. School, Bakshi Nagar, Jammu	4	15	1	20
10.	Govt. high School, Rehari, Jammu	4	15	1	20
		40	150	10	200

3.5 VARIABLES FOR THE STUDY

Variables are those which may vary or change from person to person or situation to situation. In the present study two independent and one dependent variable were taken for the study:

a) Independent Variable

- i) Gender: Male and Female
- ii) Stakeholders : Administrators, Teachers and Students

- b) Dependent Variable
 - i) Difficulties faced by practice teaching schools.

3.6 TOOL EMPLOYED

In the present study, the self-prepared tool employed for the collection of data on, “A study of difficulties faced by practice teaching schools with regards to student teaching practice at B.Ed. level”. The tool comprises of 40 items about difficulties faced by practice teaching schools

Following steps were undertaken for development of tool:

3.6.1 Planning

During Planning, the structure of the questionnaires with reference to the variables involved in the study was discussed. A rough layout was developed for the tool and structure was decided to be adopted for the tool for ease in administration.

3.6.2 Preparation of preliminary draft

The investigators developed the preliminary draft of the questionnaire. Items related to the difficulties faced by teachers, students and administrators in teaching practice schools were written and computerized. Questionnaire developed for the purpose consisted of simple, clear and concise statements for better understanding of statements related to the subject under study. Care was taken to avoid ambiguity and repetition in the statements included in the tool. The items related to difficulties had three responses categories i.e., always, sometimes, never.

3.6.3 Pre-tryout of tools

The preliminary draft of the tool was printed and given to 5 teachers and students with regards to the clarity of statements, appropriateness of the language and the pattern of responses against each statement. Based on their suggestions and observation by investigator the research tool was further refined.

3.6.4 Refinement of the tools

In the light of responses given by students and teachers during the pre-try out stage, refinement in the research tool was carried out on the basis of suggestions of experts,

statements were retained and further modification with regards to grammar, and language, conciseness etc. were incorporated in these tools.

3.6.5 Administration of questionnaire

It was decided to standardization statically the tool namely “Questionnaire on difficulties faced by practice teaching schools” prepared by the investigators. The refined tool entitled Questionnaire on difficulties faced by practice teaching schools in its print format, was administered on the sample of 200 respondents on all the statements of tool.

3.7 PREPARATION OF SCALE

The scale was prepared keeping in view the principles for preparing the statements for studying the difficulties faced by students and teachers during teaching practice in schools. The researcher collected the views of male and female teachers, students and administrators. The scale thus developed was given to five experts for their opinions on content validity before finalization. After collection of the experts views the scale was further modified. Finally the tool were developed for students, teachers and administrators. The questionnaire consisted of 40 statements, distributed among teachers students and administrators. Each statement was scaled on 3 points viz. always, sometime, never for students teachers and administrators. The questions were framed in such a manner which enabled researcher to study the difficulties objectively. Everybody involved in preparing the scale were satisfied because it was in good shape and helpful in gathering all the required information / data.

3.8 RELIABILITY RESULTS

Reliability is usually expressed in terms of reliability coefficient. Reliability refers to (a) the extent to which a test is internally consistent, that is, consistency of results obtained throughout the test when administered once and (b) the extent to which a measuring device yields consistent results upon testing and retesting (freeman, 1995). Reliability always refers to consistency throughout a series of measurements (Cronbach, 1964).

According to Cohen and Swerdik (2002), “Internal Consistency” is a term that refers to the degree of correlation among all the items on a scale and is calculated from a

single administration of a single form of a test. According to them, “Today, with the ready availability of computers, coefficient alpha (Cronbach Alpha, α) is the preferred statistics for obtaining an estimate of internal consistency reliability (Cronbach, 1951). In the light of the above, it was decided to compute reliability coefficient for the scores obtained on the tool. The value of reliability coefficient (Cronbach’s α) for the scores obtained on the scale was found to be reliable. Hence the self-prepared questionnaire was found to be internally consistence.

3.9 DATA COLLECTION PROCEDURE

The investigator visited the randomly selected schools where teaching practice is conducted of Jammu city with the self-made tool for the collection of the data. First of all, the investigator approached the heads of the institutions and the purpose was explained to them.

Then students and teachers of the schools were selected randomly by the investigator and rapport was developed with them. An attempt was made to explain the purpose of the study to the students and teachers of the school. The students and teachers were informed that their responses will be kept confidential and therefore, they should be frank, honest, bold and sincere while answering the questions. After giving the necessary instructions, the investigator distributed the copies of the difficulties faced by teaching practice schools scale to the students and teachers. Every attempt was made by the investigator to remove their doubts and difficulties.

The students and teachers of the school were directed to read statements carefully one by one and tick mark the suitable response for the respective item in the questionnaire. After filling up the responses by the students and the teachers of the school copies were collected back. In this way, the test was administered in all the selected schools and thus data was collected.

3.10 STATISTICAL TECHNIQUES EMPLOYED

In order to analyse the data, following statistical techniques:

1. Percentage
2. Standard Deviation

3. Mean
4. t-test

3.11 PROCEDURE

Phase 1

In the first phase, the investigator shall select the schools of Jammu city. The investigator shall undertake the review of the related literature. The researchers already conducted in the area has been scanned visa-a vise the problems in hand to get a holistic overview of the field and topic of the study.

Phase 2

This phase is concerned with the drafting and finalization of tools to be utilized for the present study.

Phase 3

The data regarding the difficulties faced by students, teachers and the schools where teaching practice is being carried out has been collected.

Phase 4

In this phase, scoring and tabulation of data has been taken up and a final data sheet will be prepared.

Phase 5

In this phase, analysis of the data has been carried out for drawing out the results. In the end, drafting, editing, revising and compilation of chapters and finalization of the report for submission will be undertaken.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain data into intelligible and interpretable form so that meaningful results can be answers to the research questions. Analysis of the data can be done in the light of the objectives of the study. One of the important steps in any research project is the analysis and interpretation of the data collected. After the data has been collected tabulated, it must be processed and analyzed properly, to draw proper inference. Analysis of data means, the study of the tabulated material in order to determine inherent facts or meaning. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. The analysis of the data involves breaking up of complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled, properly, analyzed and interpreted by sophisticated techniques. Barr says, analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important step in the total procedure of research.

The statistical techniques are employed to give concise picture of the whole data so that it can be distribution of each item to calculate other statistical techniques. The present chapter describes the results from the quantitative analysis of data obtained through the administration of the “Difficulties Faced by Practice Teaching Schools”. Data were collected and tabulated manually and scores were entered in an MS Excel file. Data were further processed and analyzed using Statistical Package for Social Science (SPSS) as per the research design. Results have been presented as follows:

4.2 RESULTS AND FINDINGS

The resulting data were analyzed using statistical techniques percentage, mean, standard deviation, and t- test. Findings based on the objectives and followed by data analysis are given below.

Research objective: -1

4.2.1 Difficulties being faced by students of practice teaching schools during teaching practice

Responses of school students on the difficulties on the scale have been given in table 4.1.

Table 4.1

Frequency of difficulties being faced by students

S.NO	ITEM	Always	Sometime	Never
1.	The trainees are usually able to maintain discipline in the school.	20.5%	63.5%	16.0%
2.	The trainees behave like teachers in the class.	19.0%	59.0%	22.0%
3.	During teaching practice, students of the school were regular.	20.0%	58.5%	21.5%
4.	The teacher trainees take the teaching practice seriously.	20.0%	54.5%	25.5%
5.	School students face teaching learning problem during teaching practice.	20.0%	61.0%	19.0%
6.	School students face difficulties during teaching practice.	20.0%	57.5%	22.5%
7.	The teacher trainees creates disturbance in school morning assembly.	22.5%	56.0%	21.5%
8.	The teacher trainees disturb the whole time table of the school.	20.0%	56.0%	24.0%
9.	The teacher trainees disturb the regular class work of the students.	20.5%	64.5%	15.0%

10.	The teacher trainees disturb the whole functioning of the school.	23.0%	57.5%	19.5%
11.	The teacher trainees take care of the infrastructure of the school.	21.5%	58.5%	20.0%
12.	The teacher trainees properly manage the classes.	24.5%	56.5%	19.0%
13.	The teacher trainees organize some activities for the students in school.	20.0%	62.5%	17.5%
14.	School students faces discipline problem during teaching practice.	18.0%	61.0%	21.0%
15.	Due to teaching practice the students of the school face difficulties in their studies.	21.0%	58.5%	20.5%
16.	Teaching practice provides some new knowledge or techniques to the school students.	30.5%	48.5%	21.0%
17.	Teacher trainees creates problem in library of the school.	17.5%	67.5%	15.0%
18.	Teacher trainees creates problem in Laboratory of the school.	22.5%	60.0%	17.5%
19.	School students feel lot of noise during teaching practice.	23.5%	62.5%	14.0%
20.	Teaching practice is motivating for the school students.	24.0%	57.0%	19.0%
21.	The teacher trainees made good impact on students of the school.	20.0%	60.0%	20.0%
22.	The teaching practice is normal and made no difference in the school students.	15.0%	64.5%	20.5%
23.	The duration of teaching practice is adequate for the school students.	19.5%	60.5%	20.0%
24.	The teaching practice is fruitful to the school students.	21.0%	61.0%	18.0%

On the basis of the analysis of responses given by the students (shown in table 4.1) following results can drawn:

1. 20.5% of the students said that trainees always maintain discipline in the school, 63.5% students said that trainees sometime maintain discipline in the school and 16% students said that trainees never maintain discipline in the school. This indicate that majority of trainees sometime maintain discipline in the school.
2. 19% of the students said that trainees always behave like teachers in the class, 59%students said that trainees sometime behave like teachers in the class and 22% students said that trainees never behave like teachers in the class. This indicate that majority of trainees sometime behave like teachers in the class.
3. 20% of the students said that during teaching practice students of the school were always regular, 58.5% students said that sometime regular and 21.5% said that students of the school were never regular. This indicate that majority of the school students were sometime regular during teaching practice.
4. 20% of the students said that trainees always take the teaching practice seriously, 54.5% said that trainees sometime take the teaching practice seriously and 25.5% students said that trainees never take teaching practice seriously. This indicates that majority of the trainees sometime take the teaching practice seriously.
5. 20% of the students said that school students always face teaching learning problem during teaching practice, 61.0% said that sometime face teaching learning problem and 19% said that never face teaching learning problem during teaching practice. This indicates that majority of the school students sometime face teaching learning problem during teaching practice.
6. 20% of the students said that school students always face difficulties during teaching practice, 57.5% said that sometime face difficulties and 22.5% said that never face difficulties. This indicates that majority of the school students sometime face difficulties during teaching practice.
7. 22.5% of the students said that trainees always creates disturbance in school morning assembly, 56% said that sometime creates disturbance and 21.5% said

that trainees never creates disturbance. This indicates that majority of trainees sometime creates disturbance in school morning assembly.

8. 20% of the students said that trainees always disturb the whole timetable of the school, 56% said that trainees sometime disturb the whole timetable of the school and 24% said that trainees never disturb the whole time table of the school. This indicates that majority of the trainees sometime disturb the whole timetable of the school.
9. 20.5% of the students said that trainees always disturb the regular class work of the school students, 64.5% said that sometime disturb the regular class work and 15% said that never disturb the regular class work. This indicates that majority of the trainees sometime disturb the regular class work of the school students.
10. 23% of the students said that trainees always disturb the whole functioning of the school, 57.5% said that trainees sometime disturb the whole functioning of the school and 19.5% said that trainees never disturb the whole functioning. This indicates that majority of the trainees sometimes disturb the whole functioning of the school.
11. 21.5% of the students said that trainees always take care of the infrastructure of the school, 58.5% said that trainees sometime take care the infrastructure of the school and 20% said that trainees never take care the infrastructure of the school. This indicates that majority of the trainees sometime take care of the infrastructure of the school.
12. 24.5% of the students said that trainees always properly manage the classes, 56.5% said that trainees sometime manage the classes and 19% said that trainees never manage the classes. This indicates that majority of the trainees sometime manage the classes.
13. 20% of the students said that trainees always organize some activities for the school students, 62.5% said that trainees sometime organize activities and 17.5% said that trainees never organize activities. This indicates that majority of the trainees sometime organize some activities for the school students.

14. 18% of the students said that school students always face discipline problem during teaching practice, 61% said that sometime face discipline problem and 21% said that never face discipline problem. This indicates that majority of the school students sometime face discipline problem during teaching practice.
15. 21% of the students said that the students of the school always face difficulties in their studies due to teaching practice, 58.5% said that sometime face difficulties in their studies and 20.5% said that never face difficulties in their studies. This indicates majority of the school students sometime face difficulties in their studies due to teaching practice.
16. 30.5% of the students said that teaching practice always provide some new knowledge or techniques to the school students, 48.5% said that sometime provides new knowledge to the school students and 21% said that never provide new knowledge to the school students. This indicates that majority of the trainees sometime provides new knowledge or techniques to the school students.
17. 17.5% of the students said that trainees always creates problem in library of the school, 67.5% said that sometime creates problem and 15% said that never creates problem. This indicates majority of the trainees sometime creates problem in library of the school.
18. 22.5% of the students said that trainees always creates problem in laboratory of the school, 60% of the students said that trainees sometime creates problem and 17.5% said that never creates problem. This indicates that majority of the trainees sometime creates problem in laboratory of the school.
19. 23.5% of the students said that school students always feel lot of noise during teaching practice, 62.5% said that school students sometime feel lot of noise and 14% said that never feel lot of noise. This indicates that majority of the school students sometime feel lot of noise during teaching practice.
20. 24% of the students said that teaching practice is always motivating for the school students, 57% said that teaching practice sometime motivating and 19% said that teaching practice never motivating for the school students. This indicates that majority of the students said that teaching practice is sometime motivating for the school students.

21. 20% of the students said that trainees always made good impact on students of the school, 60% said that trainees sometime made good impact and 20% said that trainees never made good impact. This indicates that majority of the trainees sometime made good impact on students of the school.
22. 15% of the students said that teaching practice is always normal and made no difference in the school students, 64.5% said that teaching practice is sometime normal and made no difference and 20.5% said that teaching practice is never normal. This indicates that majority of the students said that teaching practice is sometime normal and made no difference in the school students.
23. 19.5% of the students said that duration of teaching practice is always adequate for the school students, 60.5% said that duration of teaching practice is sometime adequate and 20% said that duration of teaching practice is never adequate. This indicates that majority of the students said that duration of teaching practice is sometime adequate for the school students.
24. 21% of the students said that teaching practice is always fruitful to the school students, 61% said that teaching practice is sometime fruitful and 18% said that teaching practice is never fruitful. This indicates that majority of the students said that teaching practice is sometime fruitful to the school students.

Research Objective 2

4.2.2 Difficulties being faced by teachers of practice teaching schools during Teaching Practice

Responses of teachers on the difficulties on the scale have been given in table 4.2

Table 4.2

Frequency of difficulties being faced by teachers

S.No	Statement	Always	Sometime	Never
1.	School teachers receive prior information about teaching practice.	19.5%	65.0%	15.5%
2.	School teachers face extra load when more number of teacher trainees come for teaching practice.	24.0%	57.5%	18.5%

3.	School teachers provide the classes to teacher trainees for teaching.	20.0%	60.5%	19.5%
4.	The supervisors of the trainees cooperate with the school teachers.	20.0%	61.0%	19.0%
5.	School teachers face some administrative problems during teaching practice.	20.0%	59.0%	21.0%
6.	Due to teaching practice the teachers of the school face difficulties in their regular work.	23.0%	53.5%	23.5%
7.	The behaviour of teacher trainees is satisfactory in favour of the school teachers.	21.5%	58.5%	20.0%
8.	The experience of the school teachers regarding teaching practice is satisfactory.	23.0%	60.5%	16.5%
9.	The teacher trainees after completing the teaching practice create issues in the school.	20.0%	60.5%	19.5%
10.	The duration of teaching practice is adequate for the school teachers.	19.5%	60.5%	20.5%

On the basis of the analysis of responses given by the teachers (shown in table 4.2) following results can be drawn:

1. 19.5% of the teachers said that school teachers always receive prior information about teaching practice, 65% said that school teachers sometime receive prior information and 15.5% said that school teachers never receive prior information. This indicates that majority of the teachers said that school teachers sometime receive prior information about teaching practice.
2. 24% of the teachers said that school teachers always face extra load when more number of teacher trainees come for teaching practice, 57.5% said that school teachers sometime face extra load and 18.5% said that school teachers never face extra load. This indicates that majority of the teachers said that school teachers sometime face extra load when more number of teacher trainees come for teaching practice.
3. 20% of the teachers said that school teachers always provide the classes to teacher trainees for teaching, 60.5% said that school teachers sometime provide the

classes to teacher trainees and 19.5 % said that school teachers never provide the classes to teacher trainees. This indicates that majority of the teachers said that school teachers sometime provide classes to the teacher trainees for teaching.

4. 20% of the teachers said that the supervisors of the trainees always cooperate with the school teachers, 61% said that the supervisors of the trainees sometime cooperate with the school teachers and 19% said that the supervisors of the trainees never cooperate with the school teachers. This indicates that majority of the teachers said that the supervisors of the trainees sometime cooperate with the school teachers.
5. 20% of the teachers said that school teachers always face some administrative problems during teaching practice, 59% said that school teachers sometime face administrative problems and 21% said that school teachers never face administrative problems during teaching practice. This indicates that majority of the teachers said that school teachers sometime face administrative problem during teaching practice.
6. 23% of the teachers said that due to teaching practice the teachers of the school always face difficulties in their regular work, 53.5% said that teachers of the school sometime face difficulties in their regular work and 23.5% said that teachers of the school never face difficulties in their regular work. This indicates that majority of the teachers said that due to teaching practice the teachers of the school sometime face difficulties in their regular work.
7. 21.5% of the teachers said that the behavior of teacher trainees is always satisfactory in favour the school teachers, 58.5% said that the behavior of trainees is sometime satisfactory in favour of school teachers and 20% said that the behavior of teacher trainees is never satisfactory .This indicates that majority of the teachers said that the behavior of teacher trainees is sometime satisfactory in favour of school teachers.
8. 23% of the teachers said that the experience of the school teachers regarding teaching practice is always satisfactory, 60.5% said that the experience of the school teachers is sometime satisfactory and 16.5% said that the experience of the school teachers is never satisfactory .This indicates that majority of the

teachers said that the experience of the school teachers regarding teaching practice is sometime satisfactory.

9. 20% of the teachers said that the trainees after completing teaching practice always create issues in the school, 60.5% said that the trainees sometime create issues and 19.5% said that the trainees never creates issues in the school. This indicates that majority of the teachers said that the trainees after completing teaching practice sometime create issues in the school.
10. 19.5% of the teacher said that the duration of teaching practice is always adequate for the school teacher, 60.5% said that the duration of teaching practice is sometime adequate for the school teacher and 20% said that the duration of teaching practice is never adequate. This indicates that majority of the teachers said that the duration of teaching practice is sometime adequate for the school teacher.

Research Objective: 3

4.2.3 Difficulties being faced by Administrators of practice teaching schools during teaching practice

Responses of Administrators on the difficulties on the scale have been given in table 4.3

Table 4.3

Frequency of problems being faced by administrators

S.No	Statement	Always	Sometime	Never
1.	School receives prior information about teaching practice.	19.5%	65.0%	15.5%
2.	Principal of the teacher training college send some formal letter in your school.	23.0%	56.0%	21.0%
3.	The coordination between school principal and group supervisor is satisfactory.	24.0%	58.5%	17.5%
4.	School provides feedback or suggestions to the training college with respect to teaching practice.	18.5%	67.5%	14.0%

5.	School get any incentives or financial help from the college.	23.5%	56.0%	20.5%
6.	Training colleges extend their gratitude for facilitating them in teaching practice.	20.0%	64.5%	15.5%

On the basis of the analysis of responses given by the administrators (shown in table 4.3) following results can be drawn:

1. 19.5% of the administrators said that school always receive prior information about teaching practice , 65% said that school sometime receive prior information and 15.5% said that school never receive prior information. This indicates that majority of the administrators said that school sometime receive prior information about teaching practice.
2. 23% of the administrators said that principal of the teacher training college always send some formal letter in school , 56% said that principal of the teacher training college sometime send some formal letter in school and 21% said that principal of the training college never send some formal letter in school. This indicates that majority of the administrators said that principal of the training college sometime send some formal letter in school.
3. 24% of the administrators said that the coordination between school principal and group supervisor is always satisfactory , 58.5% said that the coordination between school principal and group supervisor is sometime satisfactory and 17.5% said that the coordination between the school principal and the group supervisor is never satisfactory. This indicates that majority of the administrators said that the coordination between school principal and group supervisor is sometime satisfactory.
4. 18.5% of the administrators said that school always provide feedback to the training college with respect to teaching practice, 67.5% said that school sometime provide feedback to the training college with respect to teaching practice and 14% said that school never provide feedback. This indicates that

majority of the administrators said that school sometime provide feedback to the training college with respect to teaching practice.

5. 23.5% of the administrators said that school always get incentives or financial help from the college, 56% said that school sometime get incentives or financial help from the college and 20.5% said that school never get incentives or financial help from the college. This indicates that majority of the administrators said that school sometime get incentives or financial help from the college.
6. 20% of the administrators said that training colleges always extend their gratitude for facilitating them in teaching practice, 64.5% said that training colleges sometime extend their gratitude for facilitating them in teaching practice and 15.5% said that training colleges never extend their gratitude for facilitating them in teaching practice. This indicates that majority of the administrators said that training colleges sometime extend their gratitude for facilitating them in teaching practice.

Research Objective: - 4

4.2.4 To find significant differences in difficulties being faced by the school stakeholders with respect to their gender

Responses of male and female students, teachers and administrators on the difficulties with respect to their gender

T-Test

Mean, standard deviation and t value for male and female stakeholder

GENDER	N	MEAN	Std. Deviation	Std. Error Mean	df	t-value
MALE	101	41.55	4.09	0.41	198	2.21
FEMALE	99	40.08	5.29	0.53		

Significant at 0.05 level of significance

Table 4.4 reveals that the mean value of scores of male stakeholder is 41.55 and female stakeholder is 40.08 for the scale problem faced by students, teachers and administrators of the teaching practice schools. Further, value of 't' comes to be 2.21 which shows that there is significant difference between male and female stakeholder regarding problems faced by teaching practice schools.

4.3 CONCLUSIONS

Thus, this can be concluded that the present study depicts that the majority of the teachers, students, and administrators sometime face difficulties during teaching practice as sometime indicate the highest percentage and the study also revealed that there were significant differences among male and female students, teachers and administrators with respect to their gender.

CHAPTER-V

FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the result in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. As such some suggestions have been given for the further research. This chapter is therefore, devoted to focusing the findings, conclusion, discussion of result of the study and for indicating their implications and suggestions for further studies or research.

5.2 MAJOR FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsections.

Objective 1

To identify the difficulties being faced by the students of practice teaching schools during teaching practice.

From the chapter 4, the findings indicate that majority of the percentage 67.5% shows that the school students sometime face difficulties regarding indiscipline, behavior of trainees, teaching learning problem, disturbance create by trainees, infrastructure of the school, management of classes.

Objective 2

To identify the difficulties being faced by the teachers of practice teaching schools during teaching practice.

From the chapter 4, it has been found that majority of the percentage 65% shows that the school teachers sometime face difficulties regarding non receipt of prior information regarding teaching practice, non-cooperation of supervisors, and disturbance of regular work and duration of teaching practice.

objective 3

To identify the difficulties being faced by the administrators of teaching practice schools during teaching practice.

From the chapter 4, it has been found that majority of the percentage 67.5% shows that the school administrators sometime face difficulties regarding non receipt of prior information, non- cooperation of college principal with group supervisor and not getting any incentives from the college.

Objective 4

To find significant differences in difficulties being faced by the school stakeholders with respect to their gender.

From the chapter 4, it has been found from the t-test that significant difference emerged with respect to gender. This further implies that mean value scores of gender male is 41.55 and female is 40.08. Further, value of 't' test comes to be 2.21 which shows that there is significant difference between male and female stakeholders with regards to difficulties being faced by teaching practice schools.

5.3 CONCLUSIONS AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study, the following conclusions have been drawn;

- i. The present study indicate that majority of the school students sometime face difficulties as the students depicts the highest percentage 67.5% on the scale sometime regarding problems of indiscipline, behavior of trainees, disturbance creates by trainees.
- ii. The present study indicate that majority of the school teachers sometime face difficulties as the teachers depicts the highest percentage 65% on the scale sometime regarding non receipt of prior information regarding teaching practice, non-cooperation of supervisors.
- iii. The present study indicate that majority of the school administrators sometime face difficulties as the administrators depicts the highest percentage 67.5% on the scale sometime regarding non receipt of prior information, non-cooperation of college principal with group supervisor.
- iv. The present study to find the gender difference in difficulties face during teaching practice in relation to their gender has found that the mean value of male is 41.55 and the mean value of female is 40.08. The value of 't' is 2.21 which is significant at 0.05 level of significance. Therefore, our hypothesis fourth is rejected.
- v. The present study revealed that, the teaching practice Government schools of Jammu city face many difficulties with respect to stakeholder's students, teachers and administrators and also with respect to gender during teaching practice at B.Ed. level.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem was selected, must have an impact for improvement on the academic as well as education side. The present study was concerned with the difficulties face by practice teaching schools during teaching practice at B.Ed. level.

The findings of the present study have the important implications for teaching practice. By the present study following implications came out for teaching practice;

- i. Appropriate arrangement should be made in teaching practice schools, so as to enable the committee on teaching practice know exactly how many students are to be posted on schools.
- ii. Allowances should be given to student-teachers during the teaching practice exercise so as to motivate them.
- iii. There is need for good relationship between student teachers and permanent teachers in schools so as to enable student teachers achieved outcomes from the teaching practice exercise.
- iv. The teaching practice exercise should be properly organized to ensure that it does not clash with lecture periods. This exercise is more appropriate when the schools are in session.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

After conducted the study, the investigator is in position to put forth a few suggestions for further studies in related areas. Some of them are as under:

- i. A study on quality teaching practice with futuristic perspective may be taken up.
- ii. The present study can be replicated on other cities of the state.
- iii. A study may be conducted with large sample.
- iv. A study may be conducted on private schools also.

SUMMARY

TOPIC: A STUDY OF DIFFICULTIES FACED BY PRACTICE TEACHING SCHOOLS WITH REGARD TO STUDENTS' TEACHING PRACTICE AT B.ED. LEVEL

SUPERVISOR

Dr. Mool Raj

INVESTIGATOR

Simple Saini

INTRODUCTION

The National Council for teacher Education has defined teacher education as a programme of education, research and training of persons to teach pre primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges. The entire educational system of our country is in the process of change. We all know that no educational reform can be successful unless the quality of teacher is improved.

The Education Commission (1964-66) Says, of all different factors which influence the quality of education and its contribution to national development, quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality of recruits to the training profession providing them. Teacher education has two main components, Theory and Teaching practice.

Teaching Practice

Teaching practice is known as, “A student teacher who goes through professional preparation course where theory and practice are combined together under the supervision of experienced teachers in a real school situation”. The term practice teaching has three major connotations: the practicing of teaching skills and

acquisition of the role of a teacher, the whole range of experiences that students go through in schools, and the practical aspects of the course as distinct from theoretical studies.

Student's practice teaching at B.Ed. level is an important stage in the professional development of teachers. It provides an opportunity for pre-service teachers to apply the knowledge and theories learned on campus to the real classroom. Student teaching has been called the most challenging; rewarding and critical stage of teacher education (Goethals and Howard, 2000) and it is generally agreed that the student teaching experience is the key for teacher preparation programs.

It is the responsibility of the training Institutions to deploy students for teaching practice and all effort is made to attach students to competent qualified teachers by closely liaising with school heads.

An Integral part of practice teaching is student teacher supervision and assessment. The supervision is done through coordinated partnership between school personnel and college lecturers. "Tomorrow's victory is today's practice". Chris Bradford, The way of the warrior. Practice teaching is a crucial time when practicing teachers get the opportunity to develop their professional competence in preparation for full time practice. Student teacher performance during practice teaching provides the basis of predicting the future success of a teacher training programme.

Practice teaching is concerned with development of teaching competencies and skills in actual classroom situations. The issue here is about the mode of providing these field experiences and their duration and extent. It should be a comprehensive experience that gives the student teacher a feel of what it means to be a teacher (MHRD, 2012).

Difficulties Faced By Practice Teaching Schools

Practice Teaching is the obligatory requirement in the B.Ed. Curriculum. It occupies a key position in the programme of teacher education. It provides opportunities to beginning teachers to become socialized into the profession. Lecturers or Teachers

has to give the student teachers written and oral feedback, Improvements were recommended, short comings highlighted and suggestions were made.

Teaching practice at B.Ed. level is a critical stage in the training of prospective teachers as it is a process of providing a master teacher. For instance, Supervisors give conflicting suggestions. The teaching inabilities of a student teacher may be to some extent due to any of the following aspects of practice teaching with more number of lessons to be taught by the Pre-service teacher offers less scope for effective feedback, revision, preparation to give improved lesson, preparation of required teaching aids and course materials.

Problems concerning practice teaching are problems of selection, deficiencies of small time period provided for teacher's training, lack of proper facilities, problem of supervision of student teaching, time available in the practicing schools was inadequate, encouragement or support from the head of the Institution is absent.

Practice teaching schools showed less cooperation as they faced many difficulties during teaching practice at B.Ed. level. The students and the teachers suffered during these days, their studies and regular class work was lack behind. So there is less cooperation on the side of the head of the school, teachers and students of the Practice teaching schools.

According to Vishwanath (2006), Practice teaching the current weakest link of teacher education possesses the potentiality of converting itself into a strong component, if properly organized. The process of curriculum transactions need improvement and enrichment.

NEED AND SIGNIFICANCE OF THE STUDY

It is very important to study the problems affecting the quality of teaching practice in schools among students Teacher at B.Ed. level. Since there are numerous problems in the field of quality training and development of the skills in teacher trainees there is a need for such a study. More over this part of the country being a virgin field of research in teacher education. The present study will be an attempt to study the

problems of quality training in various schools namely B.Ed. students especially in our state of J&K.

The teacher educators have crucial role to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility. The teacher educators need support from teachers, Supervisors and schools during practice teaching. Practice teaching is the most important part of the teacher education program, but unfortunately the most neglected part of training is that student teacher complete their required lessons in hurry ignoring all principles of education. Practice-teaching refers to the opportunity given to the trainee to develop and improve his/her professional practice in the context of real, usually under some form of guidance or supervision.

STATEMENT OF THE PROBLEM

A STUDY OF DIFFICULTIES FACED BY PRACTICE TEACHING SCHOOLS
WITH REGARD TO STUDENTS' TEACHING PRACTICE AT B.ED. LEVEL

OPERATIONAL DEFINITIONS

Teaching practice

In the present study, teaching practice refers to the period spent by B.Ed. trainees for teaching and internship in the schools.

Difficulties

Difficulties hamper the regular work of schools. In the present study, these are the difficulties faced by administrators, teachers and students and have been measured by a self-prepared rating scale.

Practice teaching schools

In the present study, schools where the teaching practice for teacher trainees has already been conducted are called as practice teaching schools.

Students teaching practice at B.ED level

Teaching practice at B.ED level is a critical stage in the training of prospective teachers as it is a process of providing a master teacher.

OBJECTIVES OF THE STUDY

1. To identify the difficulties being faced by the students of practice teaching schools during teaching practice.
2. To identify the difficulties being faced by the teachers of practice teaching schools during teaching practice.
3. To identify the difficulties being faced by the administrators of practice teaching schools during teaching practice.
4. To find significant differences in difficulties being faced by the school stakeholders with respect to their gender.

RESEARCH QUESTION POSED

The present study being a field oriented study, no hypotheses were laid down. However, answers to following questions were expected from the results of the study.

1. What difficulties students of practice teaching schools face during teaching practice?
2. What difficulties teachers of practice teaching schools facing during teaching practice?
3. What difficulties administrators of practice teaching schools face during teaching practice?
4. Does significant difference exist in difficulties being faced by the school stakeholders with respect to their gender?

METHODOLOGY AND DESIGN

Sample

The sample of 200 (150 students, 40 teachers, and 10 administrators) were selected through Random Sampling Technique from 10 Government practice teaching schools of Jammu city.

Method

Descriptive method will be used to collect the data to study the difficulties faced by practice teaching schools with regard to student's teaching practice at B.Ed. level.

TOOL USED

For the accomplishment of the objectives, A Self- prepared tool namely "Difficulties faced by practice teaching schools" has been used for the collection of data.

MAJOR FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsections.

Objective 1

To identify the difficulties being faced by the students of practice teaching schools during teaching practice.

From the chapter 4, the findings indicate that majority of the percentage 67.5% shows that the school students sometime face difficulties regarding indiscipline, behavior of trainees, teaching learning problem, disturbance create by trainees, infrastructure of the school, management of classes.

Objective 2

To identify the difficulties being faced by the teachers of practice teaching schools during teaching practice.

From the chapter 4, it has been found that majority of the percentage 65% shows that

the school teachers sometime face difficulties regarding non receipt of prior information regarding teaching practice, non-cooperation of supervisors, disturbance of regular work and duration of teaching practice.

objective 3

To identify the difficulties being faced by the administrators of teaching practice schools during teaching practice.

From the chapter 4, it has been found that majority of the percentage 67.5% shows that the school administrators sometime face difficulties regarding non receipt of prior information, non- cooperation of college principal with group supervisor and not getting any incentives from the college.

Objective 4

To find significant differences in difficulties being faced by the school stakeholders with respect to their gender.

From the chapter 4, it has been found from the t-test that significant difference emerged with respect to gender. This further implies that mean value scores of gender male is 41.55 and female is 40.08. Further, value of 't' test comes to be 2.21 which shows that there is significant difference between male and female respondents with regards to difficulties being faced by teaching practice schools.

CONCLUSIONS AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study, the following conclusions have been drawn;

- i. The present study indicate that majority of the school students sometime face difficulties as the students depicts the highest percentage 67.5% on the scale sometime regarding problems of indiscipline, behavior of trainees, disturbance creates by trainees.

- ii. The present study indicate that majority of the school teachers sometime face difficulties as the teachers depicts the highest percentage 65% on the scale sometime regarding non receipt of prior information regarding teaching practice, non-cooperation of supervisors.
- iii. The present study indicate that majority of the school administrators sometime face difficulties as the administrators depicts the highest percentage 67.5% on the scale sometime regarding non receipt of prior information, non-cooperation of college principal with group supervisor.
- iv. The present study to find the gender difference in difficulties face during teaching practice in relation to their gender has found that the mean value of male is 41.55 and the mean value of female is 40.08. The value of 't' is 2.21 which is significant at 0.05 level of significance. Therefore, our hypothesis fourth is rejected.
- v. The present study revealed that, the teaching practice Government schools of Jammu city face many difficulties with respect to stakeholder's students, teachers and administrators and also with respect to gender during teaching practice at B.Ed. level.

EDUCATIONAL IMPLICATIONS OF THE STUDY

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education, but the problem was selected, must have an impact for improvement on the academic as well as education side. The present study was concerned with the difficulties face by practice teaching schools during teaching practice at B.Ed. level.

The findings of the present study have the important implications for teaching practice. By the present study following implications came out for teaching practice;

- i. Appropriate arrangement should be made in teaching practice schools, so as to enable the committee on teaching practice know exactly how many students are to be posted on schools.

- ii. Allowances should be given to student-teachers during the teaching practice exercise so as to motivate them.
- iii. There is need for good relationship between student teachers and permanent teachers in schools so as to enable student teachers achieved outcomes from the teaching practice exercise.
- iv. The teaching practice exercise should be properly organized to ensure that it does not clash with lecture periods. This exercise is more appropriate when the schools are in session.

SUGGESTIONS FOR FUTURE RESEARCH

After conducted the study, the investigator is in position to put forth a few suggestions for further studies in related areas. Some of them are as under:

- i. A study on quality teaching practice with futuristic perspective may be taken up.
- ii. The present study can be replicated on other cities of the state.
- iii. A study may be conducted with large sample.
- iv. A study may be conducted on private schools also.

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APPENDIX A

Difficulties Faced By Practice Teaching Schools

IDENTIFICATION DATA

Name_____Class_____

Age_____

Gender Male/ Female_____

Name of School_____

Investigator

Dr. Mool Raj Sharma

Supervisor

Simple saini

INSTRUCTIONS

In this scale there are forty items. Every item has three options. Give your response and tick mark the most appropriate response. All responses will be kept confidential and shall be used for research purpose only

Sr.	Statement	Always	Sometime	Never
1.	School receives prior information about teaching practice.			
2.	Principal of the teacher training college send some formal letter in your school.			
3.	School face extra load when more number of teacher trainees come for teaching practice.			
4.	School provides the classes to teacher trainees for teaching.			
5.	The trainees are usually able to maintain discipline			

	in the school.			
6.	The supervisors of the trainees cooperate with the school.			
7.	The trainees behave like teachers in the school.			
8.	During teaching practice, students of the school were regular.			
9.	The teacher trainees take the teaching practice seriously.			
10.	School faces teaching learning problem during teaching practice.			
11.	School students and teachers face difficulties during teaching practice.			
12.	School faces some administrative problems during teaching practice.			
13.	The teacher trainees creates disturbance in school morning assembly.			
14.	The teacher trainees disturb the whole time table of the school.			
15.	The teacher trainees disturb the regular work of the school.			
16.	The teacher trainees disturb the whole functioning of the school.			
17.	The teacher trainees take care of the infrastructure of the school.			
18.	The teacher trainees properly manage the classes.			
19.	The teacher trainees organize some activities in the school.			
20.	School faces discipline problem during teaching practice.			
21.	Due to teaching practice the students of the school face difficulties in their studies.			
22.	Teaching practice provides some new knowledge or techniques to the school.			

23.	Due to teaching practice the teachers of the school face difficulties in their regular work.			
24.	Teacher trainees creates problem in library of the school.			
25.	Teacher trainees creates problem in Laboratory of the school.			
26.	School feels lot of noise during teaching practice.			
27.	The behavior of teacher trainees is satisfactory in favour of the school.			
28.	The experience of the school regarding teaching practice is satisfactory.			
29.	Teaching practice is motivating for the school.			
30.	The teacher trainees made good impact on students and teachers of the school.			
31.	The teacher trainees after completing the teaching practice create issues in the school.			
32.	The teaching practice is normal and made no difference in the school.			
33.	The coordination between school principal and group supervisor is satisfactory.			
34.	During teaching practice there is continue link between school and college.			
35.	The coordination between school and college is smooth and effective.			
36.	The duration of teaching practice is adequate for the school.			
37.	The teaching practice is fruitful to the school.			
38.	School provides feedback or suggestions to the training college with respect to teaching practice.			
39.	School get any incentives or financial help from the college.			
40.	Training colleges extend their gratitude for facilitating them in teaching practice.			

