".....it seems that the time that the student spends in schools during the college course may have a greater influence on attitudes and personal development than any other single aspect of post-school education. It is during this time that what has been called the 'pragmatic barrier' between theory and practice can be broken down or reinforced; the inconsistencies, misunderstandings and conflicts between school and college in respect of ideas and methods exposed; the student's professional models and identifications established."

- William Taylor
CONTENTS

1. Introduction

2. Teaching practice: Student Teaching
   (a) U.K.
   (b) U.S.A.
   (c) India

3. Observations

xxxxxx
1. Introduction

The professional course comprises of the two ingredients viz. (i) the theoretical background given by the professional subjects and (ii) the practical side, based on the former, in which a student is provided with actual experience of teaching and a practical training in the elements of his craft.

Theory and practice are interrelated and one cannot think them as separate entities. Therefore, they cannot be separated. The same can be put diagrammatically as shown in Figure VII.1.

It can be seen from the Figure VII.1 that theory and practice are interrelated and it is impossible to think of one without the other. It has rightly been
pointed out by Austin A. D'Souza that, "Theory without practice is sterile and even dangerous; practice without theory is blind." It is asserted by Austin A. D'Souza that theory without practice is dangerous and practice if it has no theory as its base is blind. It can also be said that theory and practice are two sides of a coin and hence they are interrelated. If the theory is sound, it can be practised in a sound manner, but the sound practice will prove that the theory is put into practice unconsciously. If teaching has been done without the knowledge of theory, it will take more time in the realization of goals. In these circumstances teaching can never be more than a mere trial and error affair without a realization of individual differences or the needs of children.

Practice teaching cannot be divorced from theory. If it wants to be fruitful, it must be an application of that theory, a period during which the student-teacher can test the validity of hypotheses put forth in the lecture class, and observe the theories he has studied by putting them into practice. Teaching is both

craft and art. It is called craft because the scientific part that consists of psychologically sound and well-tried techniques and skills may be acquired in a relatively short time under expert guidance. It is called an art because teaching skill cannot be acquired in a short time but the art of teaching takes a life-time to develop. The skill in teaching can be acquired through constant practice.

Then the question can be asked; What are the aims and objectives of teaching practice? According to D'Souza and Chatterjee, they are broadly as follows:

"1. To familiarize the student with personal and social implication of the 'school situation', to give him a real experience of children and to provide an incentive, and a basis for the understanding of psychology and method.

The securing of a desirable harmony between theory and practice is one of the most difficult things to accomplish in the training college.

2. To bring about the cross-fertilization of theory and practice 'to provide concrete evidence, illustration and examples, to supplement and give point to the student's training. The schools are his laboratory and the scene of his field studies'.

The period of teaching practice can help to set his feet on the road to such a personal art by giving him, what the Americans call "a safety minimum of teaching skill." 2

2. Ibid., p.116
If the above objectives are analysed, the specific objectives will be as follows:

1. To acquaint the student-teacher with the school-situation.

2. To help pupils to understand psychology and methods of teaching.

3. To provide opportunities to the student-teacher for a real experience of children.

4. To enable the student-teacher to understand the relation between theory and practice.

5. To help the student-teacher to understand the practical difficulty in putting the theory into practice.

6. To enable the student-teacher to understand the individual differences of the learner.

After considering the objectives of practice teaching, it will be worthwhile to know how the student-teachers look at practice-teaching. Student-teachers regard practice teaching as the most valuable and essential part of their training course. Often lectures on Educational Psychology or Principles of Education seem unreal when they are heard in the lecture room, but school practice will give them opportunities to get to grips with their
job and get the 'feel' of it. It gives them confidence in themselves, and their choice of vocation and an opportunity to test out theoretical knowledge in practice.

Regarding practice teaching Wilson has said, "extended and intensive practice is the most important part of a teacher's training." In this statement the two aspects of practice teaching are stressed (i) extended practice and (ii) intensive practice. These two aspects are the most important parts of a teacher education programme. It would be worthwhile to understand the two terms: extended practice and intensive practice. From the first term 'extended practice' it can be implied that the duration of the practice teaching should be of longer time i.e. More time should be devoted to practice teaching. While the term 'intensive practice' implies that the practice teaching should be thorough i.e. more seriousness should be there on the part of the student teachers so that they can teach with efforts. If both the terms taken together it means that the practice teaching should be for a longer duration and with intensity. The lessons that are to be given by the student-teachers should not be superficial.

3. Ibid., p.117
With this in background, the investigator would like to present the student teaching practices as they are prevalent in the three countries under study viz. U.K., J.S.A. and India.

2. Teaching Practice - Student Teaching

In this important aspect of the teacher education programme, the colleges of education go to the schools. This is the only aspect which gives opportunities to the colleges to share their views and ideas regarding the academic aspect of the secondary school. The schools and colleges meet face to face as a result of which both are benefitted. The colleges of education cannot afford to neglect the new innovations. These innovations can reach the schools through the teachers colleges. It is rightly said by William Taylor,

"School practice provides the principal setting in which the schools and colleges meet face to face. In so far as the colleges are innovatory and the schools conservative institutions - and the balance is not always this way round - the acquisition and trial of new ideas and techniques by students during the college course may be hampered by the slower pace of change in the schools where teaching practice is undertaken."

It can be seen from this statement that the school practice provides opportunities to the colleges and schools to meet face to face. As the colleges are innovatory - constant on change - influence the schools by putting into practice whatever the new ideas they have. The schools do not accept the new ideas immediately and therefore, they are called conservative institutions. The schools will preserve what is with them but they will think before the new ideas are accepted. This is the opportunity when the schools can observe the new ideas into practice.

2.(a) U.K.:

Education is centralised with the Department of Education and Science in this country. The Department of Education and Science does not prescribe the details of the courses but fixes the duration of the practice teaching, the duration of the training course and the entry requirements. One would like to know the time prescribed for the teaching practice in the various programmes of the teacher education, in this country.

2.a(i) Teaching practice - Student teaching:

If the students and ex-students were asked to evaluate their course in a college of education or department of education, many of them would say that
the most valuable part of it was the periods of practice in the schools. What is in it that they consider the practice in the schools the most valuable part? In the words of William Taylor,

"It seems likely that the time that the student spends in schools during the college course may have a greater influence on attitudes and personal development than any other single aspect of post-school education. It is during this time that what has been called the 'Pragmatic barrier' between theory and practice can be broken down or reinforced; the inconsistencies, misunderstandings and conflicts between school and college in respect of ideas and methods exposed; the student's professional models and identifications established." 5

It can be understood from the statement that school practice is the only aspect of the teacher training programme which enables the colleges of education to remove the misunderstandings and conflicts between them and the school in respect of ideas and methods exposed. It will help the student-teachers to shape their attitudes and their professional development.

The student activities grouped under the school practice fall into two parts: (i) Visits to schools for observation and (ii) Visits to schools for purposes of teaching where the student-teachers take the responsibility of teaching. One would ask questions like: How

5. Ibid., p.114
are visits to schools for observation helpful to student-teachers? What is the duration of visits to schools for teaching purposes? How are they involved in teaching? What is the procedure of supervision and assessment of student-teachers? The investigator would discuss these questions one by one.

Visits to schools for purposes of observation will help the student-teachers to understand the school climate. During these visits, the student-teachers will be familiar with the organization and administration of the school. They will know the responsibilities and duties of the headmaster and the assistant masters. In addition to this, these visits may be the occasion of opportunities for the student-teachers in their work on child study. These visits will help them to prepare themselves for taking the responsibilities of teaching the pupils in their class-rooms.

About the duration of the teaching practice to the various courses meant for initial training, S. Hewett, General Secretary, Association of Teachers in Colleges and Departments of Education of U.K. informed the investigator on 1st August 1972 that,

"In the post-graduate certificate year, one-third of the time is spent on teaching
practice (roughly twelve weeks). In the three-year Certificate and four-year B.Ed. Courses the amount of teaching practice varies. It would not be less than fourteen or fifteen weeks. In some colleges it is thirty weeks." 6

It can be seen from this that the duration of teaching practice in the one-year post-graduate certificate in Education and the three-year Certificate in Education and the four-year B.Ed. courses is not the same. In the one-year post-graduate certificate in Education, it is of twelve weeks while in the other two courses, it would not be less than fourteen or fifteen weeks. But the colleges of education enjoy freedom in this area. It depends upon each college of education what duration should be given to teaching practice. This can be evident from the statement made by D C A Bradshaw, Principal, Doncaster College of Education. In one of his letters to the investigator, he wrote on 7th August, 1973 that

"Students enrolled on three and four year courses receive teaching practice in the first three years but no practice in the fourth year of their course as student teachers. Practical work in the fourth year of the course is virtually unknown in all the colleges of this country and certainly there is no formal teaching practice." 7


It can be seen from this statement that the practice teaching is arranged for the student-teachers who are enrolled in the three of four year courses in the first three years of their study. There is no practice in the fourth year of their study. He has pointed out that practical work in the fourth year of the four-year course is not done in all the colleges of the country.

About the duration of the teaching practice, he has written in the same letter that,

"Most colleges work to a guide line of 120 half days of practice spread over three years with the longest teaching practice tending to come in the third year. I think that our own case is not untypical. The University of Sheffield Institute of Education requires a minimum of 120 half days. As a college we think that this is not enough and we require approximately 150 half days. Our practices are for approximately four weeks in the first year, four weeks in the second year and eight weeks in the third year. With some allowance for occasional absence and occasional school holidays this comes to fifteen weeks or 150 half days."

It could be seen that the Department of Education and Science must have provided the guide line of 120 half days. The same duration has been prescribed by the University of Sheffield Institute of Education. But

individual colleges enjoy freedom about the duration. In this case, the practice is arranged for 150 half days instead of 120 half days. It shows that they are not interested in fulfilling the requirements of the University. But they are more interested in seeing that the student-teachers should get the competency in teaching. Of course, it takes time to get mastery over the art of teaching. In any case, the feeling is the minimum requirement of 120 half-days' teaching is not enough.

The detailed organization of observation, group practice and school practice is usually managed by the individual colleges. The colleges of education enjoy freedom in this area. It can be seen from the example given here:

<table>
<thead>
<tr>
<th>Term</th>
<th>College A</th>
<th>College B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>&quot;Nine days' guided observation in infants, junior and secondary school.</td>
<td>--</td>
</tr>
<tr>
<td>2.</td>
<td>Half a day each week in the same school as that in which the first block practice will be carried out.</td>
<td>Four weeks' block practice.</td>
</tr>
<tr>
<td>3.</td>
<td>Three weeks' block practice</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>Group work with children in a local school for half a day.</td>
<td>---</td>
</tr>
<tr>
<td>5.</td>
<td>Group work in schools (Cont.)</td>
<td>---</td>
</tr>
</tbody>
</table>
It could be seen from the above example that colleges of education enjoy complete freedom in implementing the student-teaching. It could also be seen that there is no stray teaching practice. What some one will find in this country is block-practice. This discussion will lead the investigator to show the supervision and assessment work of the student teaching.

2.a(ii) Supervision and Assessment Work:

Formerly, it was the practice for college supervision of teaching practice be left mainly, or entirely in the hands of the education staff headed by the method masters. Now-a-days all the staff members of the colleges of education play some part in the supervision of school practice.

In this connection, William Taylor has written,

"The traditional observation was largely unsupervised, in the sense that the college tutors did not visit the school to see how the student was getting on." It is evident from this statement that the teaching practice was unsupervised. This work of supervision might have been done by the teachers of the school where teaching practice has been undertaken. It is worthwhile to see how this work of supervision of lessons was done by the school teachers. William Taylor has mentioned,

"In large schools, head teachers generally attach students to particularly well-qualified and experienced members of staff.... In small schools, especially those with only three or four teachers, the student can find himself working with a member of staff who has only recently qualified, although in such cases the head is usually able to have a good deal of contact and to give advice and help."  

The student-teachers were guided by the experienced members of the staff in large schools. But the student-teachers find difficulty in getting guidance from the experienced teachers in small schools because there may be three or four teachers and they have been recently trained. In such cases, the responsibility of guiding and supervising the work of the student-teachers lies with the head of the school.

10. Ibid., p. 156 11. Ibid., p. 160
Which schools are selected for purposes of block practice? For purposes of block practice, such schools are selected that are within daily travelling distance from their college or from special school practice residential centres that some colleges have established. The frequency of visits that supervising tutors make to their students varies from college to college, and even from person to person, but on average not less than one full lesson each week is seen. William Taylor has said,

"The customary pattern is for the tutor to remain in the class-room for the whole of a student's lesson, and to discuss with him at the end of the period the strong and weak points of his teaching, providing guidance as to the future planning and conduct of work. Frequently the supervising tutor discusses the student's performance with the class teachers who sometimes remains in the room while the student is teaching, especially in the case of those on their first practice." 12

In other words, the supervising tutor does not enter the class just for few minutes and goes away. Once he enters the class, he sits for the whole period. At the end of this, he discusses with him the strong and weak points of teaching and guides him for the future. At times, the class teacher is also consulted about the performance of the student-teacher. This shows the

12. Ibid., p.157
cooperation sought from the class teachers in the supervision and assessment work for the student-teachers.

Assessment scheme is not the same for all subjects but it differs from one subject to another. Generally, five-point scale is used for evaluating the student teaching. At times, three-point scales are also used viz. Distinction, Pass and Fail.

After discussing the student teaching, supervision and assessment work in the U.K., the investigator would present the practices of the U.S.A.

2.(b) The U.S.A.:

In this country, teaching has been considered a profession. As a result, teachers have to shoulder a greater responsibility not only of teaching the learners but also transmitting the American culture, traditions etc. to them. It has already been seen earlier that the teaching practice is provided in the junior and senior years of the Basic Education Programme. The word 'Professional Laboratory experiences' is used instead of 'Student teaching' or 'Practice teaching'. One would like to know what these professional laboratory experiences are. How are they undertaken? Who is supervising these experiences? How are they evaluated? These
2.b(i) Teaching Practice - Student Teaching:

How is teaching practice undertaken in the U.S.A.? In this country, it was thought to provide direct experiences to the intending teachers. So a study was undertaken by the American Association of Teachers Colleges in 1945. H.E. Snyder writes, "During this study, those working on it developed a concept of direct experiences - or, as they called them 'Professional laboratory experience' - which has now become a goal toward which many programmes are striving." It can be understood from this statement that the professional laboratory experiences are meant for providing direct experiences to the student teachers.

What are Professional Laboratory Experiences?

In this study, there was a group of teacher educators. They set up two definitions which are significant as background for discussion of principles governing the use of direct experience.

"Professional laboratory experiences were defined to include all those contacts with children, youth and adults (through observation, participation and teaching) which make a direct contribution to an understanding of individuals and their guidance in the

---

learning process. Within these experiences would be also those known as student teaching which was defined as the period of teaching when the student takes increasing responsibility for the work within a given group of learners over a period of consecutive weeks." 14

It can be implied from this statement that professional laboratory experiences provide opportunities to the student-teacher for the direct contacts with children, youth and adults and also include student-teaching. It is expected by the term 'Student-teaching' that a student-teacher takes the responsibility of teaching the children for consecutive weeks. That is, he should not be given teaching-practice to teach in isolated periods or stray practice is not favoured. So in the words of F.B. Stratemeyer and M. Lindsey,

"Professional laboratory experiences are deliberately planned activities for prospective teachers which are designed to provide a range of direct contacts with children. Youth and adults in school and community situations." 15

According to them:

* They are deliberately planned activities.
* These activities are meant for prospective teachers.

These experiences provide a range of direct contacts with child, youth and adults. These contacts be provided in school and community situations.

For realising these, the professional laboratory experiences demand the student's involvement in interaction with children, youths and adults.

Principles of Professional Laboratory Experiences:

The following are the principles of the professional laboratory experiences:

1. Professional laboratory experiences should provide guided contact with children and youth of differing abilities and maturity levels, and of differing socio-economic backgrounds for a period of time sufficient to contribute to functional understanding of human growth and development.

2. The professional programme should be so designed as to afford opportunity for responsible participation in all the important phases of the teacher's activities, both in and out of school.

3. Professional laboratory experiences should be cooperatively developed by the student and his adviser. Adequate supervision and guidance should be provided through cooperative efforts of laboratory and college teachers.

4. Evaluation of professional laboratory experiences should be in terms of growth in understandings and abilities.
need in the situations faced by the teacher working in our democracy."

From these principles of the professional laboratory experiences, the aims and objectives can be derived. These objectives are:

1. To provide guided contact with the learners of different socio-economic backgrounds to the intending teachers.
2. To help intending teachers to participate actively in and out of school activities.
3. To provide sufficient time to the student-teachers so that they can understand the human growth and development.

How to evaluate the professional laboratory experiences? It is said in the principles that evaluation should be in terms of growth in understandings and abilities need to face the situation.

How is it done?

A typical practice which is found in this country is off campus. It is also found that in the student-teaching the use of a combination of off-campus and

campus schools as the second most-used procedure and the exclusive use of campus schools as the least-used procedure.

About the length of the student practice period, T.M. Stinnett has said,

"the practice most commonly used was a semester, less a few weeks for orientation and examination (fifteen to nineteen weeks). The second most-used period was from five to nine weeks, as a trisemester, bisemester, or quarter period. The student teaching period tended to use the five-day week and three hours each day." 17

It can be understood that most commonly practice used for this purpose was a semester. While the second most-used practice was to have practice teaching five-day week and three hours each day. This is done throughout the third and fourth years of college preparation for teaching. This discussion of student teaching will lead the investigator to the discussion of the supervision and assessment work of the student teaching practices.

2.b(ii) Supervision and Assessment Work:

It has been seen already that the supervision of

the student-teaching in the U.K. has been done by the college supervisor and the class teacher or the experienced teachers of the school. In the same way, the supervision is done by the college supervisor and the cooperating teachers. It would be worthwhile to see the particular functions of the college supervisor and the cooperating teachers.

The Functions of the College Supervisor:

For secondary school teachers, there are general supervisors and a subject specialist supervisor. A subject specialist college supervisor will supervise students only in his major field while a general supervisor will supervise the work of students in any area of the high school curriculum. According to F.B.Stratemeyer and M. Lindsey supervisors usually assume responsibility for such functions as:

- Participating with other college supervisors in study and improvement of the student teaching program, including his own professional inservice growth.
- Providing general guidance of a group of student teachers.
- Providing specific guidance to each student teacher.
- Serving as the liaison person between the cooperating teacher and the college.
- Working with the coordinator of student
teaching in completing assignments of student teachers." 18

It can be understood from the statement that the college supervisor has to shoulder a greater responsibility than the cooperating teachers. The college supervisor has to (i) work with the coordinator to complete the assignments, (ii) participate for the improvement of the student-teaching programme and for his professional growth, (iii) provide general and specific guidance to the student-teachers and (iv) serve as the liaison person between the college and the cooperating teacher. In this way, it can be seen that the college supervisor has to work in many areas.

In the work of supervision, the help of teachers working in schools is sought. These teachers are known as cooperating teachers. One would ask questions like "Who are selected as cooperating teachers?" and "What are the functions of cooperating teachers in the supervision of the student-teaching programme?"

Criteria for Selection of Cooperating teachers:

One may not be under the impression that all teachers

working in the secondary schools in the U.S.A. are working as cooperating teachers. In the words of F.B. Stratemeyer and M. Lindsey, "Not all teachers in a single school are equally equipped nor are they likely to have the same degree of interest in the teacher education program." It could be seen from the statement that only those teachers are selected as cooperating teachers who are equally equipped for the teaching programme and are interested in the teacher education programme. In other words, they are not selected only for the sake of selection or the colleges need more supervisors and they are selected. The teacher who is selected to work as a cooperating teacher should be a person who

- has a positive professional attitude and a real liking and respect for teaching.
- is responsible and willing participant in the affairs of the school.
- is basically a learner, striving always to improve his ability to carry out his tasks.
- perceives the opportunity to work with future teachers as a professional responsibility.
- is able to deal with basic principles of learning and teaching and to verbalize these in working with a novice.
- can work effectively with another adult in the classroom."20

19. Ibid., p.90
20. Ibid., p.91
It is demanded from the cooperating teachers that they should have a real liking and respect for teaching, they look at the work as a professional responsibility and can work with another adult in the class-room.

Functions of Cooperating teachers:

A cooperating teacher is the most influential person working with the student-teacher. As a cooperating teacher he undertakes

- to provide the student with intimate guidance in all of his activities in the classroom and school from day to day.
- to be especially alert to study and improvement of his own teaching and to share what he learns with his student-teacher.
- to take advantage of opportunities to learn more about the college program in general and student teaching as a part of it.
- to contribute to the improvement of the college program.
- to share the whole range of his professional activities with the student." 21

It can be seen from this that the cooperating teacher guides the student-teacher in all of his activities in the classroom and school and will be alert to study and improve his own teaching. Over and above this, he will contribute to the improvement of the college

21. Ibid., p.97
programme by making his own observations and suggestions to the college authorities.

Assessment is a continuous process. The student-teachers are assessed throughout their work. In the process of evaluation of student teaching, the college supervisor, the cooperating teacher, the student's major advisor and the coordinator or director of student teaching or professional laboratory experiences are involved. They all keep independent evaluation statements. It is believed in this country that student teaching is a critical point in the development of the teacher to be. Every effort has been made by those involved in this process—including student-teacher himself—to make evaluation a learning experience of high quality.

After seeing the student teaching practices, the supervision and assessment of the student teaching in the U.K. and U.S.A., one would ask questions like 'How is student teaching looked at in India?' What are the practices followed for this purpose in India? What are the supervision and assessment practices of the student-teacher programme in India?
It has already been seen in U.K. and U.S.A. that the application of theory lectures in the form of student teaching or professional laboratory experiences serves the vital part of the teacher education programme. In the same way, if a teacher is asked to evaluate the teacher training programme of this country, he would say that practice teaching is the most important aspect of the programme. One would ask 'How is the practice teaching programme managed?' What are the other activities that are included in this programme? How is the practice-teaching supervised? What is the nature of the assessment of practice teaching? The investigator would discuss these questions one by one.

2.2(c) India:

School practice constitutes a vital part of the intending teacher's preparation for his career. It gives him the opportunities of carrying out in practice the principles and methods that he learns in the remaining part of his training. The objectives of student-teaching can be:

1. To give opportunities to the student-teacher to carry out in practice the principles and
2. To provide opportunities to the student-teacher to come into direct contact with the learners.

3. To help the student-teacher to form sound pedagogical habits based on psychological principles.

4. To help the student-teacher to know the school climate.

5. To enable the student-teacher to understand the class-room problems and how to solve them.

It can be seen from the objectives that the purpose of student-teaching is to help him to acquire skills in teaching.

In the compulsory paper of methods of teaching, a student-teacher has to select two subjects from the secondary school curriculum in all the secondary teachers' training colleges except the specialised institutions for this purpose. About 10-15 lessons are given in each subject. That is, in both the methods of teaching, a candidate has to give lessons between 20 and 40 lessons. In other words, a student-teacher
has to teach only for 20 to 30 class periods. How are these periods arranged?

In this regard, B.N. Pandey writes,

"Practice teaching programme mainly consists of Block teaching, Intermissive(stray lessons), or both. In a few institutions, internship programme is also being tried out. Block teaching is practised in about 48.7% institutions, similarly, exclusively entire practice is done on intermissive basis is 15.7% institutions. Both the practices - Block and Intermissive in about 23.8% institutions. Internship is in existence in the 4 Regional Colleges of Education only." 22

It could be seen from the statement that Block teaching is practised in 48.7% institutions, Intermissive practices are followed in 15.7% institutions while Block and Intermissive practices are followed in only 23.8% institutions. It shows that Block teaching is practised in many institutions. While internship is in existence in the four Regional Colleges of Education only. The main objective of arranging the Block practice, or Intermissive practice is to fulfil the University requirements. It matters little whether the competency in teaching has been acquired or not.

In this connection, it will be worthwhile to see


The Commission has observed,

"At present, student-teachers are commonly required to give a specified number of isolated lessons, many of which are supervised or ill-supervised. The practice of continuous block-teaching, the duration of which varies from two to six weeks, is adopted only in a few institutions and its organization still leaves much to be desired." 23

The picture presented by the Education Commission (1964–66) is somewhat like this. In this country, student-teachers are required to give a specified number of isolated lessons. Even these lessons are either not supervised or if supervised, they are not supervised in a manner they ought to be supervised. The Commission has observed that the duration of continuous block-teaching is not the same throughout the country. It varies from two to six weeks and, that too, only in a few institutions. The Commission is also unhappy about the organization of such programmes.

It has been seen that in the U.K. and U.S.A., the practice-teaching is done for a longer duration. In this connection, the Education Commission (1964–66) has

The Commission has suggested that student-teaching should be done at two stages. The objectives of both these stages are different. The objective of the first stage is to acquaint the student-teachers with the working of the school and to give them opportunities to observe better lessons. While the objective of the second stage is to enable the student teachers to do continuous teaching for a specified period. This period should be of at least eight weeks. These student-teachers should teach under actual school conditions. These student-teachers could be attached with a school for the same period. That is, the student-teachers should not be allowed to teach in different schools. The Commission is not in favour of stray lessons.

Over and above the practice teaching, the student-teachers are supposed to do some practical work that has

24. Ibid., p.74
bearing on the practice teaching. The areas that are included in this programme are: (1) Observation of lessons, (2) Unit planning, (3) Criticism lessons, (4) Black-board work, (5) Preparation and use of audio-visual aids related to methods of teaching, (6) Planning of action-Research projects, (7) Preparation of test items, and (8) Preparation of instructional material. Of course, these items are considered as a part of internal assessment and every student-teacher has to submit his assignment in the areas mentioned earlier.

2. c(ii) Supervision and Assessment:

All the lessons are supervised by the staff members of training colleges for secondary education. It has already been seen earlier that these lessons are either not supervised or ill-supervised.

Assessment of Practice teaching is done at two stages. The first stage is of regular class lessons and the second stage is of final lessons. The regular class lessons are assessed by internal examiners, that is, the staff members of secondary teachers' training college. As far as is possible, these lessons are assessed by method masters. While the final lessons are assessed both by internal as well as external examiners. One should always remember that the assessment of regular
**STUDENT TEACHING IN U.K., U.S.A. AND INDIA**

**NOMENCLATURE.**

- **Known as Professional Laboratory Experiences.**

**DURATION.**

1. The third and fourth years of the basic programme.
2. Five-day week and three hours each day.
3. Twelve weeks for post-graduate Certificate in Education.
4. Each college enjoys freedom in this area.

**PRACTICE FOLLOWED.**

- No practice teaching in the fourth year.
- Black/Continuous teaching practice followed.

**SUPERVISION.**

- Done by the college tutors and experienced teachers and head masters of schools.

**ASSESSMENT.**

- Done by the college staff members.

---

**PRACTICE FOLLOWED.**

- Continuous/Block teaching practice followed.

**SUPERVISION.**

- College supervisors and cooperating teachers.

**ASSESSMENT.**

- In the process of assessment, the cooperating teacher, college supervisor, coordinator of the programme and a student-teacher are involved.

---

**NOMENCLATURE.**

- Practice Teaching.

**DURATION.**

1. Minimum number of lessons in two methods of teaching are prescribed.
2. The total number of lessons varies from 30 to 40 lessons.

**PRACTICE FOLLOWED.**

- Continuous/Block teaching practice, Off Campus, Internship.

**SUPERVISION.**

- College Staff only.

**ASSESSMENT.**

- College Staff members.
lessons is a part of internal assessment, while the final lessons are considered as a part of external examination. Each regular lesson is assessed out of ten marks or on the five-point scale. While the final lesson is assessed on the four-point scale i.e. Distinction, First Class, Second Class and Pass.

The results are announced on the results of both internal and external assessment grades.

After getting the details of the teaching practice student teaching in the U.K., U.S.A., and India, the investigator presents the comparative chart of this important aspect of Teacher Education Programme. On the basis of the data available to him, he could arrive at the observations and comments.

Observations and Comments:

The comparative Chart VII.1 will give a comparative view of the student-teaching, supervision and assessment of the student-teaching as they are followed in the three countries under study i.e. U.K., U.S.A., and India.

It can be seen from the Chart VII.1 that, student-teaching is known by different names in all the three countries under study. It is known as the 'student-teaching' in U.K., as 'Professional Laboratory Experiences'.
in U.S.A. and as 'Practice Teaching' in India. Though in all the three countries, the objective of student-teaching is to give direct experiences of the children to the student-teacher, the nomenclature is not uniform in U.K., U.S.A. and India.

Regarding the duration of the student teaching programme, it can be seen that the time given to the programme is not uniform in all these three countries. In the U.K., there are three courses viz. three-year certificate course in Education, four-year B.Ed. Degree and one-year post-graduate certificate in education. The duration of the student teaching for three and four-year courses is 120 half days or fourteen to fifteen weeks, while that for the one-year course is 12 weeks. The college of education enjoys complete freedom regarding the duration. It has been felt that the time prescribed by the Department of Education and Science for this purpose is not enough. In the U.S.A., Professional laboratory experiences are provided in the third and fourth years of the Basic programme. They are provided five-day week and three hours each day. Only in India, the minimum number of lessons that are to be given by each student-teacher in the training college is fixed. The total number of lessons to be given in two methods
of teaching varies between 20 and 40. In the U.K. and J.S.A., the number of days are prescribed while in India the total number of lessons are prescribed. In U.K., the college of education finds that the time prescribed is not sufficient as a result more time is given for this purpose. This shows the latitude given to each college of education.

It has been said earlier that the colleges of education in U.K. enjoy complete freedom regarding the duration of practice teaching. In this country, the practice of block teaching/continuous is favoured. In the same manner, in the U.S.A. also, the same kind of practice is followed. For the purposes of professional laboratory experiences, campus schools and off campus schools are selected. The student-teachers are not sent to campus school only for purposes of professional laboratory experiences. While in India, the prescribed number of lessons are completed by following different practices. These lessons are given in isolated periods, in block teaching and in the off-campus programme arranged by the teacher education colleges. While there is no practice in the fourth year of the four-year course of B.Ed. degree in U.K., there is teaching practice in the fourth year of the basic teacher education programme in
the U.S.A. In India, the teaching practice has to be provided in the 3rd Ed., because the duration of the course is one year only.

It can be seen from the comparative Chart VII.1 that in the U.K. and U.S.A., the minimum number of weeks are prescribed for this purpose. In the U.K., it is fourteen to fifteen weeks, and in the U.S.A., it is five days a week and three hours each day during the third and the fourth year of the basic programme. While only in India, the minimum number of lessons are prescribed. The Education Commission (1964-66) was unhappy for the time given to the important aspect of the teacher education programme. So the Education Commission (1964-66) has recommended that the student teaching should be at least of eight weeks' duration. The Education Commission did not favour stray teaching practices done by the student-teachers. Instead, the Commission has suggested that it should be done at two stages. In the first stage, the student-teachers be acquainted with the school routine and the school climate. While during the second stage, they assume the responsibility of a regular teacher and make them responsible for the work which they are undertaking.

Who is going to supervise the student-teaching
programme? In the U.K., when the student-teachers are sent for block practice or continuous teaching to the schools, it is not necessary that a college supervisor has to accompany them. The college supervisor supervises the lessons given by the student-teachers once a week. These student-teachers get the help from the experienced teachers and these teachers supervise the work of the intending teachers. When the college supervisor supervised the work of the student-teacher, he sits for the whole period, supervises the work and at the end of which he will discuss the strong and weak points of the teaching with the student-teacher. He will also discuss his future plan of work. While in the U.S.A., the help of practising teachers or class-room teachers is sought. Not all teachers are involved for this purpose. The teachers who help to supervise the student-teaching are known as cooperating teachers. They occupy important positions among teacher educators. While in India, it is entirely done by the staff members of training colleges. The Education Commission (1964-66) has observed that these lessons are either not supervised or ill-supervised.

What is the assessment procedure followed for this? Or who is evaluating the student-teaching programme? In the U.K., it is evaluated by the staff members of each
college. While in the U.S.A., in the process of evaluation of the student-teaching cooperating teachers, college supervisors, Director of the course and the student-teacher are involved. But in India, the assessment is done at two stages viz. regular lessons and final lessons. Regular lessons are assessed by the staff members of each college i.e. internal examiners, and the final lessons are assessed by the two people - internal and external examiners.

Comments:

Has India to learn anything from either of these countries i.e. U.K. and U.S.A.? In the teacher education programme, the student-teaching practice has a definite and important place. Instead of prescribing minimum number of lessons, minimum days could be prescribed as it is followed in the U.K. The individual college of education should be given freedom so that they may not stick to the minimum requirements and they may give more or less time for this purpose. What is demanded from the student-teaching practice? It is demanded that the student-teacher acquired skills in teaching.

But the problem will be who will supervise the work of these intending teachers? Why can India not
think of adopting the practice which is prevalent in the U.S.A.? In the U.S.A., the help of "cooperating teachers" is sought. In the same way, the teachers who are experienced and desirous of learning new things could be selected for this purpose. This can be done by giving them some incentives in the form of cash and kind. In the U.S.A., more teachers are willing to work. In the same way, it can be made possible to get help from the practising teachers.

India can also learn from these two countries i.e. U.K. and U.S.A. that stray lessons will not help the student-teachers. Instead, the continuous block teaching practice could be followed. In this direction, what the Education Commission (1964-66) has recommended should be implemented for the qualitative improvement of the student-teaching programme.

After considering the important ingredient of teacher education programme i.e. student-teaching, one would like to ask, what should the teacher do after completing the initial programme? How can the teacher keep himself aware with the latest researches and new innovations? For this purpose, the programme known as in-service education programme is instituted. The details of this will be found in the next chapter.
References

Books:


Report: