CHAPTER IV

REVIEW OF RELATED LITERATURE

Reports of the seminars (Allahabad, Trivandrum, Bangalore, Jabalpur) - Research abstracts (objectives, observation lessons, demonstration lessons, supervision, school practice and Evaluation) - Summary
CHAPTER IV

REVIEW OF RELATED LITERATURE

This section reviews the important literature related to the study. For this purpose, previous research studies were abstracted, reports of some seminars summarized and important writings of authorities in the area reviewed. All these were done to get a background for the development of the present study and to bring the researcher up-to-date.

At the outset, the present study takes cognizance of the reports of some seminars held in various parts of the country.

The Trivandrum Conference (1963)

A Conference on teacher education was held in 1963 at the education department of Kerala University, Trivandrum. Working papers regarding organization of the B.Ed. course, admission of students, research in education, coordination of the training colleges with high schools in the area, organization of teaching practice and the utilization of M.Ed. degree holders and the preference given to them in different parts of India, were read. The problems pointed out in the working paper presented...
by M. Crucifixa in the conference regarding the organization of practice teaching are:

(a) Problems of Headmasters and Staff

(i) It is difficult to prepare such time-table which can accommodate the two optional subjects of the trainees successfully.

(ii) Supervisors with regard to such subjects as craft and P.T. are generally not available.

(iii) Teacher supervisors feel boredom if the teaching of trainees becomes dull and monotonous. As a result, many teachers remain absent instead of guiding and helping the student teachers.

(iv) Cooperating teachers are in need of competence for guiding the student teachers properly so that they may teach and deal with their pupils properly.

(v) There is a problem of maintaining and helping maintain discipline in the class. This happens because the pupils are convinced that the trainees would not stay for a longer period and punish them.

(vi) The attitude of pupils is negative towards the trainees because due to their teaching, the course coverage is not adequate and this necessitates a revision by their teachers.

(vii) The problem of providing a room for the trainees to work during their leisure.

(b) Problems of Subject Teachers of Colleges

(i) The workload in respect of guiding and correcting the lesson notes is tremendous. The heavy responsibility of supervision and shortage of time add to the problem and worsens the situation.
(ii) It is very difficult to convince the teachers that course coverage is not the sole aim and criterion of good teaching. How to enlist their cooperation in student teaching is also a nagging problem.

(iii) The practising schools do not provide teaching aids and it is not possible to make available these to all the students by the college.

(iv) It is a problem to convince the trainees that suggestions from practising school teachers must be accepted without any grudge because they are meant for their improvement only.

(c) Problems of Trainees

(i) To prepare and secure aids for each lesson are difficult tasks.

(ii) The problem of maintaining discipline when the class or supervising teacher remains absent and the pupils develop 'don't care' attitude towards the student teachers.

(iii) It is difficult to move forward when during teaching, the pupils have made their resolve to reply in an irrelevant way and voice unwarranted doubts.

(iv) College supervisors with their harsh and negative attitude create fear.

These difficulties are aggravated when the trainee is very mediocre and has no ability to teach in an impressive way.
The Allahabad Conference (1966)

For the first time in India, the department of teacher education of the NCERT organized a preparatory Seminar on Student Teaching and Evaluation at Allahabad in 1966. Papers on various aspects of the problem were presented by the educational experts of the country. Finally a decision was taken to organize seminars on the same problem in various regions of the country and give an opportunity to the staff of the college of Education to discuss the various aspects of the problem as suggested by the Allahabad seminar. Some of the main group reports of the seminar which are relevant to the present study are mentioned below:

Objectives of Student Teaching

(i) To present before the student teacher a variety of teaching - learning situations so that he may become a good classroom teacher.

(ii) To make him well versed with the different approaches to teaching.

(iii) To impart to him minimum skills of preparing simple audio-visual aids.

(iv) To give him an opportunity to practice different kinds of lessons.

(v) To enable him to know the different methods of evaluation and their uses in measuring the growth of the child.
(vi) To make him expert in remedial teaching and guiding the gifted.

(vii) To expose him to the problems faced by a teacher in real school situations and suggest to him the possible ways of solving them.

Organization of Practice Teaching

It was felt that the preparation of practice teaching should consist of orientation lectures, school visits and demonstration lessons. For demonstration lessons, the following points were presented:

(i) Both method masters and experienced school teachers should give demonstration lessons.

(ii) They (the demonstration lessons) should be continued throughout the whole year.

(iii) Their number should be determined according to the different aspects of the subjects and different age groups of the children. Moreover, they should be organized in the actual atmosphere of the practising schools.

Lesson Planning

Group discussions brought into focus the following points:

(i) Lesson plans should be prepared in accordance with the objectives and the available time and they should be flexible.

(ii) It should provide enough practice into the technology of teaching.
(iii) It should take into consideration all aspects of the subjects and different age groups.

Supervision of Student Teaching

The group acknowledged the immense significance of supervision in the student teaching programme. It was suggested that this work should be performed by the college supervisors, headmasters and cooperating teachers of the practising schools. With regard to the criteria of supervision, the group suggested the following headings:

(i) Organization of the lesson;
(ii) Execution of the lesson;
(iii) Evaluation of the lesson.

In the end, it was felt that the scope of supervision should be vast enough to include not only the class teaching but all aspects of participation on the part of student teachers in the school.

School Cooperation in Practice Teaching

The grim reality that there is a lack of living relationship between colleges and schools was accepted by all. The schools do not get proper appreciation for their roles, too much emphasis is
laid upon the methods only, classroom teachers are not acquainted with their responsibilities in the context of student teaching were pointed out as some of the potent reasons that resist the schools from cooperating wholeheartedly. For rectifying this situation, the following suggestions were offered:

(i) Training colleges should arrange and offer those instruments and aids to the schools which the student teachers would use in their practice teaching.

(ii) The teaching aids prepared by the student teachers should be donated to the practising schools.

(iii) Staff members of the schools should be entitled and encouraged to participate in training and evaluation of student teachers.

Evaluation of Student Teaching

The group agreed that:

(i) The training college should have an index of educational ability. The direct measure is concerned with children's learning and behaviour while the indirect one is the behaviour of student teachers. Both should be considered in the student teaching.

(ii) In order to make the certificate valid and reliable, the level achieved by the student teacher should be maintained.

(iii) The college record should be given along with the certificate.
The First Conference of Teacher Educators of Mysore State (1968)

The first conference of the teacher educators of Mysore state was held on 6th and 7th January, 1968 at Bangalore. Recommendations regarding various aspects of practice teaching were given. Besides, the problems encountered in practice teaching were also discussed. Some of them are:

(i) How to enthuse the trainees to take interest in practice teaching?

(ii) How to enrich the content area in school subjects?

(iii) No satisfactory improvement in the trainees inspite of having given 20 lessons.

(iv) How to make the assessment highly objective?

(v) How to enlist better and full cooperation from practising schools?

(vi) How to plan effective follow-up regarding the trainees who are not successful in teaching?

(vii) How to relate theory to practice teaching?

The Jabalpur Conference (1969)

A workshop on "Student teaching and Evaluation" was organized at Jabalpur in 1969. Staff members of
thirteen Secondary Teachers' colleges from M.P., U.P. and Bihar participated in it. Working papers were read with regard to the following:

(i) Concept and purpose of student teaching  
(ii) Organization of student teaching  
(iii) Preparation for student teaching  
(iv) Block practice teaching  
(v) Demonstration lessons  
(vi) Developing attitudes among student teachers  
(vii) Lesson planning  
(viii) Supervision of student teaching  
(ix) School cooperation in student teaching  
(x) Problems of student teaching  
(xi) Research in student teaching  
(xii) Evaluation of student teaching

In his paper entitled 'School Cooperation in Student teaching', V.B. Srivastava pointed out the following problems:

(i) Not giving permission for conducting practice teaching  
(ii) Limiting the period of practice teaching to a short duration of time, say a month or two.  
(iii) Not willing to change the time-table of the school according to the needs of the training college.
(iv) Teachers of the practising schools do not guide the student teachers properly.

(v) The head of the practising schools are unwilling to split the classes required by the colleges.

(vi) The teachers of the schools vitiate the atmosphere of the classroom by passing adverse comments on the methods of training colleges.

(vii) The headmaster and staff of the practising schools often expect undue concessions in place of the favour they give to the training colleges.

(viii) Student teachers are made the scapegoat for the poor school results.

(ix) The subject teachers are unwilling to provide teaching aids.

(x) The authorities of the school do not generally allow their pupils to be used for experimentation.

In the same seminar, Tankinuddin enumerated the problems of student teaching as below:

(1) Problems regarding the preparation of student teaching.

(ii) Problems regarding the cooperation of practising schools.

(iii) Problems regarding the use and shortage of audio-visual aids.
(iv) Problems regarding supervision of student teaching

(v) Problems regarding organization of student teaching

(vi) Problems regarding the poor knowledge of the subject content.

(vii) Problems regarding the attitude of the subject teachers.

(viii) Problems regarding evaluation.

Like the above mentioned seminars another one on the same topic (student teaching and evaluation) was organized at Allahabad in the first week of January, 1983. The researcher is tempted to refer it because he was a participant in it and was benefitted immensely through its deliberations.

The study of the reports of the seminars and the articles of some authorities punctuated with the experience of the researcher helped him to have general idea about the nature of the study and its various aspects. In conclusion, it can be said that the following aspects of the present study were brought into focus in these seminars:

(i) Objectives of student teaching

(ii) Organization of student teaching
(iii) Supervision of student teaching
(iv) Cooperation of schools
(v) Evaluation of student teaching

In order to delve more deep into the problem, abstracts of some researches and experiments related to its main areas, were found out. This sub-section will be studied under the following main headings:

(i) Objectives of student teaching
(ii) Experimental or Demonstration School
(iii) Observation of lessons
(iv) Supervision of student teaching
(v) Practising schools
(vi) Evaluation of student teaching

1. Objectives of Student Teaching

Fixation of clear and appropriate objectives of student teaching is essential and important and it is particularly so with regard to student teachers for whom the student teaching is organized and their future depends upon their satisfactory realization. Two studies conducted in this respect are worth mentioning. They are:

(i) The Bristol study
(ii) The Birmingham study
(1) The Bristol Study

In the Bristol study, Brimmer and Cope (1971) made an analysis of the objectives of teaching practice on the basis of views expressed by students, staff and teachers. In the first stage, Cope (1971) interviewed 109 teachers (78 primary, 31 secondary) in schools used by the two colleges for teaching practice, 72 students from the two colleges and 34 tutors (15 subject staff, 19 education), and thereby prepared statements of objectives. In the second stage, these objectives were ranked in order of importance by the three groups. For this purpose, questionnaires were answered by 109 teachers, 297 students and 71 college staff. The objective: "To provide the student with an opportunity of establishing an appropriate teacher-pupil relationship with children", was unanimously given the first rank by students, staff and teachers. From this study, Brimmer and Cope drew two conclusions:

(i) The pooled rank orders of objectives show correlations between the three groups in the region of .97 i.e. almost identity.

(ii) Within the closely similar sets of values significant differences of emphasis exist between the three groups.

The Birmingham Study (1972)

Stonnes and Morris (1972) conducted a survey
of training institutions in England, Wales and Northern Ireland. Schedules were completed by 122 institutions of the 188 contacted. The objectives stated were:

(1) To provide opportunities for the student to acquire and improve teaching skills: 495

(2) To enable the student effectively to plan and prepare lessons: 221

(3) To help the student develop desirable traits, attitudes and abilities: 153

(4) To enable the student to acquire the characteristics of a teacher and to display appropriate behaviour: 70

(5) To allow the student to evaluate his own and his pupils' progress: 31

(6) To enable the student to bring about learning in children: 14

In conclusion, Stones and Morris (1972) state that "the objectives lack taxonomical approach: that is they are not arranged in any coherent system that shows the logical interdependence of the objectives". (Stones and Morris, 1972, p.25).

(2) Experimental or Demonstration School

Maddox (1967) made a descriptive study of teaching practice at the University College of North
Wales. The main aims of the study were: (i) what students learn on teaching practices; (ii) what their supervisors aim to teach them; (iii) the relation between the academic part of their teacher training course and practice period. The students did the whole of the second term as block practices in a grammar and comprehensive schools; they taught 15 lessons a week, were visited weekly by their supervisors and had to keep written records of their lessons. Initial observation periods were usually short but valuable. Sometimes students said they had learnt what not to do. Most post graduate students valued highly their teaching practice, but some felt ill prepared for it in the beginning. The results of the study are fairly critical of both University departments of Education and schools and Maddox advocated experimental or demonstration school to be attached to every training institution.

(3) Observation of Lessons

Observation of lessons is an important aspect of practice teaching programme. But it is generally not given its due weightage. Kleine and Perveira (1970) found that their students concentrated their attention
on the managing and controlling aspects of the teaching behaviour and reached negatively to most of what they attended to. They conclude that the student teachers tend to identify with the pupils rather than with the teacher. Thus in this case, the value of a teacher as a model is lost.

(4) **Supervision of Student Teaching**

Pires (1952) reported some difficulties in conducting a satisfactory supervisory programme during practice teaching. The most important among them are:

(i) Excessive number of students

(ii) Scatter of students in a large number of schools in different parts of the city coupled with difficulties of conveyance of members of the staff.

(iii) Other courses like the J.S.T.C., the M.Ed. conducted in the same institution with the help of the same staff, resulting in an insufficiency of supervisors.

(iv) Inadequacy of practising schools.

(v) Compulsory arrangement of a larger number of lessons - sometimes as many as six in a single period.

In a study, Srivastava (1962) found that supervisors gave descriptive and negative type of criticism instead of constructive one. Their remarks related to:
(i) General personality bearing of the student teachers
(ii) Questioning
(iii) Blackboard work
(iv) Class management and discipline
(v) Overall impression of the lesson

The study also found that supervisors were unsuccessful in supervising all the lessons and in many cases not more than 25% of the lessons were supervised. The percentage of lessons supervised by the subject method specialist varied from 5% to 25% of the lessons taught by a student teacher. Several reasons for the lack of proper supervision were stated. They were: the faulty staffing pattern resulting into shortage or non-availability of the subject method specialist, uneven distribution of teaching subjects among the student teachers, lack of time and too many lessons to be supervised in a class period and defective timetable, etc.

Neal, et al. (1967) conducted a survey to know the reasons which can justify the necessity of college supervision. The respondents were University supervisors (16); student teachers (95); Administrators of public schools (92); and cooperating teachers (62). The main conclusions are:
(i) All the respondents feel invariably that with a view to maintaining the highest quality of student teaching programme, the supervision by the college staff is the most essential.

(ii) Administrators of public schools do not like the student teaching programme without adequate supervision by the college staff.

(iii) The four groups accord the first rank to the liaison role of the University supervisor.

In a survey, Stonnes and Morris (1972) found that the supervisors appeared to vary widely in their supervisory function. Their judgement depended upon their individual intuitive skills.

White (1972) found that pairs of supervisors asked to list the five most important points they would wish to make to each student, agreed on only 9 per cent of the points. Even among tutors using systematic observation procedures, there was only 16% agreement about what they would say to students.

(5) School Practice

Studies carried out in this field generally point out the most significant problem of bridging the gap between colleges and schools. In a bid to solve this problem Fletcher (1963) formed a 'Primary School Development Association' on experimental basis. College tutors and school teachers were its members.
Discussions concerning teaching of handwriting, modern educational dance, art and craft, geography, radio, television, music and science were held in a cordial atmosphere. One topic "Mathematics in the Primary School" was also discussed. Demonstration lesson by one school teacher in French was given. Subject study groups involving senior college students, practising teachers and subject tutors were formed. The following benefits were visible as a result of this move:

(i) Heads now more readily find that young academic subject tutors are pleasant people who improve on closer acquaintance.

(ii) The tutors know more about teaching their subject than was at first apparent.

(iii) Training college tutors can speak fluently and convincingly their own subjects.

(iv) Tutors have a lot to give to schools and they are anxious to give.

(v) The schools are prepared to give many "college ideas" a fair trial.

(vi) School staffs who are doing excellent work enjoy discussing it with the college subject specialists.

(vii) Schools are increasingly learning from one another.

(viii) Schools now have a nucleus of people interested in education and with a healthy respect for the job being done by each one.
In his article, "Crisis in School Practice", G. Price (1964) highlighted the problem of increasing pressure on practising schools due to rapid increase in the number of student teachers. For the solution of this problem, he suggested the following measures:

(i) The wide scale use of closed circuit television.

(ii) The reconstruction of the college linked practising schools.

(iii) Team teaching in existing schools.

An experiment on the above mentioned lines was conducted by J.B. Collhan in the University of Manchester in 1966. In the beginning of the session, the department had acquired a room to accommodate at least twenty school children. There was an observation room connected with it by a sound relay system.

Twenty students were borrowed from a nearby practising school. Nine student teachers formed the group of team teaching. The student teachers used to teach the children on Tuesdays and Thursdays in the children's room of the department and spend Mondays and Wednesdays in one of the practising schools where they taught physical education (not easily possible in the department premises) with one class or more and undertook another
teaching which the head and class teacher were willing to arrange. Thus the student teachers had some experience of the total situation and also made an intensive study of one group of children. Moreover, they taught both as an individual attached to an established practitioner and as a member of a team of beginners working with a tutor. This experiment provided much relief to the practising schools and benefits to the students as well.

Kaur (1966-67) studied problems of the teachers' training colleges with regard to practising schools. She explored the problems of three different categories of persons i.e. the problems of principals and lectures in charge of teaching practice of training colleges, the problems of heads of higher secondary schools and the problems of pupil teachers during practice teaching. The sample of the study comprised 30 principals, 30 headmasters and 240 student teachers. Questionnaire and interview were the instruments of study. Findings of the study were:

(i) An average of 12 demonstration lessons should be delivered by the subject master for the observation and benefit of the teacher trainee; an average of 15 discussion lessons should be delivered by the student trainee; and an average of 47 lessons should be delivered by the student trainee during practice teaching.
(ii) Teaching practice must continue throughout the entire session of the training course.

(iii) Lesson plans should be prepared in detailed and precise language instead of short and telegraphic language.

(iv) The present method of evaluation is defective and not trustworthy. Evaluation of student trainee performance during practice teaching can be done on the basis of rating scale, report of observation and criticism of lessons and recommendations of supervisors.

(v) There is a need for demonstration schools being attached with the training colleges.

(vi) All the pupil teachers are required to have a lot of practice for B.B. Writing, drawing and sketching and also the trainees are required to prepare their own illustrative aids and to use them properly during the teaching practice.

(vii) Steps to be followed by the supervisors for evaluating the lessons should be in accordance with the rank order. Supervisors are not only to sign the lessons rather they should give remarks on the basis of evaluation.

(viii) Teaching practice should not disturb the regular school time-table and create the problem of indiscipline.

(ix) The methods of teaching are purely theoretical and of no utility.

(x) Teaching practice creates the problem of accommodation, aids etc. It also affects the morale of the regular teacher. It is also found that regular teachers place the blame of poor results of pupils on teaching practice.
(xi) Teaching practice creates problems in respect of finishing the prescribed course in time. Sometimes the learners (School pupils) do not take pupil-teachers seriously.

(xii) The most serious problem faced by the pupil teachers during teaching practice is the problem of difference between the methods adopted by them and by the regular teachers. The regular teachers beat the old track and hamper the new and progressive methods. Thus there are twenty-five types of problems which are faced by the trainees during teaching practice which demand immediate solution.

Griffiths and Moore (1966-67) made a survey of twenty schools regularly used for teaching practice by one college. The main findings were:

(i) Headmasters regarded teaching practice as an essential part of teacher training. While there was substantial agreement that students improve during teaching practice, there was little agreement as to the factors thought to bring about improvement.

(ii) Traditional methods of teaching play a major part in determining the nature of a student's work in school.

(iii) Majority of headmasters thought that the students were inadequately prepared for teaching practice and their supervision by college tutors was superficial and sporadic.

(iv) The school staff had no clearly formulated policies with regard to teaching practice and were very vague about the nature of the supervision which should be provided by the school staff.
(v) Cooperation between colleges of Education and schools is somewhat superficial, a state of affairs generally accepted as inevitable.

(vi) Only one of the headmasters had detailed knowledge of what was done in the college courses. Two thirds of the heads thought that the students' attempts to apply theory led to classroom difficulties and this is why most were confident that the college encouraged unrealistic teaching methods.

In a study, S. Morrison (1968) found some serious conflicts in the realization of objectives of student teaching. The main conflict areas discussed were the relation of theory to practice, the conflict between training institution and school and conflict between students and external pressures. Suggestions for reducing these conflicts included school centered practice where the schools take the major responsibility for training programme, use of case work approach in supervision in which the tutor does not visit the student in school but helps the student to analyse the report of his work. Greater liaison between school and college was recommended for allowing the colleges to make good use of the school facilities for doing practice teaching successfully.

Owens Graham (1970) describes a system which was evolved in Trent Polytechnic with a view to meeting
the changing situation and establishing good relationship with schools. In this system a group of 60 to 70 students under the guidance of five or six tutors are associated with a cluster of primary or secondary schools. The students will be required to work continuously with the same children in the same schools during their three year course. It will provide them an opportunity to study a few children deeply. From the schools point of view, the class teachers will have extra hands for solving the problems of individual children. In this dispensation, there will be only six students in a classroom. In the first year the student teacher comes across some of the problems of teaching and tries to solve them with the cooperation of the teacher and college tutor. By the second year, the student teacher gets a partial responsibility to teach a whole class. In the third year the student takes full responsibility for the children for most of the week. In this way teacher-tutor cooperation is seen to be beneficial from the point of view of the students, curriculum development and continuing education of cooperating teachers.

Cope made a comprehensive study on school experience in teacher education. In 1965 she held near about fifty preliminary discussions with four
groups representing colleges and schools on the subject "school practice". As a result many problems inherent in school practice were exposed. Some of them are:

(i) It is difficult for the student teachers to apply general theory to concrete situations.

(ii) Students are found insecure in the classroom and so demand security.

(iii) How to equip students with specific skills so that they may succeed at present as well as in future.

(iv) During practice teaching, students lose their individual spontaneity because they are required to put on a show.

(v) How to evolve the criteria for the evaluation the trainees? It is difficult to remove their fears with regard to their supervisors who are evaluators also.

(vi) Liaison between schools and colleges is not very real and living.

(vii) The cooperating teachers are a bit jealous of students and find it difficult to reestablish order, get the children back in acceptable ways and make up for the lost time due to practice teaching. But some of them admitted that though they (student teachers) can be nuisance but due to the need of having trained teachers and other reasons, they should be liked.

(viii) Most of the teachers feel that the strains between colleges and schools could be mitigated by a longer period of school practice.
(ix) It is blatantly inappropriate on the part of those college supervisors who guide the students without possessing school experience and this is why they were called 'floating clouds'.

(x) School staff believes that practising schools are at the receiving end and do not benefit by the practice teaching programme. Moreover, the views of the school teachers are not wanted and given due weightage.

(xi) Discussions regarding policy or work concerning practice teaching are not frequently held between colleges and schools.

On the basis of these discussions, she conducted several studies. In her study in 1971, she found that students and teachers agreed on considering the college tutor as an unrealistic visitor into the school situation whose relationship with teachers is not adequate. Furthermore, it was clear that the college lecturers are deceiving themselves in respect of the extent of their success in reducing the effect of assessment pressures. However, if lecturers under emphasized the effect of assessment on students, teachers exaggerated it. The teachers too showed a lack of awareness of how much students worry about discipline and how much they were inhibited from experimenting by fears of disrupting normal methods of working. Perhaps the most interesting finding was that although 72% of teachers claimed to welcome the introduction of new methods by students,
only 20 per cent of them claimed to approve the methods advocated by college staff. She concludes that these facts show that the college staff and their work are rejected by the practising schools.

A survey in 1971 was conducted by the Leeds University Institute of Education to get the views held by the teachers of practising schools with regard to the college courses. The main aim was not to obtain teachers' criticism of the colleges but their views that lie behind any criticism. Two forms of questionnaire were used for teachers in Primary and Secondary schools. They contained questions relating to the training of students who intend to teach in schools. Complete questionnaires were received from 4,240 teachers (2,560 completed by primary school teachers and 1,680 by the secondary school teachers). This represents a response of 45 per cent. Implications of the study were:

(i) Any contact between a school and a college and between a teacher and a tutor would affect in some way the understanding or misunderstanding of the work of the college. Therefore, every remark or comment is important and hence should be given cautiously.

(ii) The college must normally keep schools fully informed of matters relating to teaching practice.

(iii) Some of the information about developments within the college should be given to some individual teachers who work closely with student teachers.
(iv) There should be fairly regular meetings between college tutors and teachers.

(v) Misunderstanding between colleges and schools can be resolved only by teachers and tutors meeting at a level where attention can be drawn to the details of the work of teacher education. Moreover, while taking decisions about college matters, the views of teachers should be taken into account. This is important because the students in the colleges will eventually become teachers.

Sangster (1972) describes an experiment concluded at Dallas Park College while five local primary school heads were co-opted into college one day per week to take joint responsibility for an education group of twenty students. The same students were allotted to teach in the first period in the heads' school. Heads knew not only the students personally but had full knowledge of what preparation the college had given them. Thus they provided the needed help to overcome the theory versus practice conflict.

Kamos and Jacko (1977) conducted a study to find out what kinds of influence are important to student teachers. The sample consisted of 60 student teachers, 70% of whom were female. Of the 60 persons named as having the most significant influence, more than half (34) were cooperating teachers. Of the 26 other people named first, 16 of these were non-professionals.
Evaluation of Student Teaching

The history of genuine research in educational evaluation starts around 1905. Research concerning the evaluation of teaching was done by J.F. Marriam in 1905. He used a sample of 1185 normal school graduates with the aim of showing the relationship between professional scholarship and teaching ability. He concluded that normal school scholarship had a negligible relation to future ability in teaching.

Rhodes and Peckham (1960) made a study to discover (1) the items school administrators believed to be of great value to them in written evaluation of the student teacher; and (2) to compare the resulting high ranking with those stressed by college supervisors in past written evaluation. Thirty four administrators in South California districts were selected for the sample. The findings were:

(1) All items under 'Personal Qualities' were considered important by the administrators employing teachers trained by Los Angeles staff college. The three items judged to be most significant in the written evaluation by the college supervisor were (1) "Emotionally Poised", (2) "Health and Vitality", (3) "Courtesy and Tact".

(2) All items listed under "Professional Competences" were considered important but the three items judged to be of greatest importance in the written examination were (1) "Ability to Plan and Motivate Lessons"; (2) "Knowledge of Basic Skills"; and (3) "Development of Pupil Morale".
(3) In response to the question "What would you like to know about teacher candidates?" 44 per cent said "Emotionally Mature and well adjusted personality"; 44 per cent said "Alert" and "Enthusiastic"; and 37 per cent favoured "Professional Competence".

(4) The 31 administrators responding to the checklist were unanimous in desiring the college supervisor to give attention to both personal qualities and professional competence in the written evaluation.

(5) The 31 administrators wished to be informed of a particular talent or specific interest of the student teacher.

(6) Fourteen of the 31 administrators responded to the request for suggestions of ways to improve the written evaluation. A frank specific evaluation giving both strengths and weaknesses of the student teacher was mentioned by 7 of the 14. Three persons suggested that it would be helpful for the college supervisor to compare the student with other student teachers with whom he has worked.

Some studies have been conducted with regard to teaching marks or grades given in practice teaching.

Thudhope (1942) found a correlation of .81 between the college assessment of ninety six students and those made by school inspectors.

Bach (1952) found virtually no relation between ratings of various aspects of teaching given by supervisors and those given by school principals four months after the students had started teaching.
Lantz (1967) made a comparison in the assessments given by trained psychological observers, class teachers and University supervisors with regard to teaching practice. The multiple correlation were only .48, .59 and .46. Lantz's study also suggests those college supervisors who have more experience in observing students are likely to give more valid teaching marks than are the teachers with whom students are working.

Star (1968) found that assessments of teaching ability made by the headmasters were related to the similarity of their personalities.

Stonnes and Morris (1972) made a survey of assessment practices in English training institutions. They found that ratings are given without any sort of preparation. As a result, the assessors are likely to use widely varying criteria.

Anders and Richards (1972) surveyed the procedures used for grading practice teaching within twenty-two institutions of education in 1969 and again in 1972. He noticed the general tendency to move towards shorter scales. Four institutions had adopted only pass-fail division.

In India, in 1963 and again in 1970, Srivastava carried out a survey of the evaluation of practice
teaching in teacher training institutions and highlighted the divergent practices prevalent among the various teacher training colleges affiliated to universities in north India and in addition offered some suggestions for making it more objective and valid.

Shama conducted a study concerning evaluation of practice teaching programme of post-graduate teacher education in 1973. The main aims of the study were to examine the B.Ed. or B.T. practice teaching programmes followed in different universities. About 1080 student teachers were selected from thirty five selected departments of education in U.P. As many as 135 trained teachers were also included in the sample. Tools employed for data collection were questionnaires, schedules and on the spot observation. The main findings of the study were:

(i) Observation of lessons of school teachers before practice teaching was generally not in practice.

(ii) The period of induction of student teachers was too short and specially in affiliated colleges.

(iii) It was found that practice teaching was done hurriedly.

(iv) Experience of teaching in different schools was not provided.
(v) Independent assessment of the practice lessons and other practical activities was regarded necessary by the members of the staff. 25% of the college staff admitted undue influence in internal assessment and fifty eight per cent admitted that it was biased.

A critical investigation into the practice of student teaching and evaluation programme in the training colleges of Andhra Pradesh was carried out by D. Damodar in 1977. The study had the following objectives:

(i) To find out the priority of perceptions of the personnel involved on objectives of student teaching.

(ii) To study the organization and method of evaluation of student teaching.

(iii) To identify the difficulties and problems faced by the teacher education personnel.

(iv) To analyse the problems and make suitable recommendations.

Principals and members of the staff of all the colleges of education of Andhra Pradesh, a minimum of twenty student teachers selected randomly from each of the colleges, Headmasters and some senior teachers of the practising schools formed the sample. Questionnaire, interview and observation techniques were used to collect data. Major findings of the study were:
(i) Majority of the colleges were lacking in facilities like accommodation, equipment etc.

(ii) Except Osmania college, all the other colleges were arranging demonstration lessons before the beginning of the student teaching programme.

(iii) All the colleges were following objective based lesson planning.

(iv) Majority of the colleges were not having model schools.

(v) Supervision was found to be a joint venture of college method master, staff, tutor of the college and school subject teacher.

(vi) Assessment procedures were the same in all the universities.

(vii) The colleges were not having the required and the qualified staff.

(viii) Student teaching was taken as a formality and ritual just for fulfilling the syllabus but not in an effective manner to realize its full spirit as outlined in its objectives.

According to the nature of the problem, the related studies have been grouped in two categories:

(1) Reports of seminars; (2) Abstracts of researches and experiments. Reports of the seminars held at Allahabad, Trivandrum, Bangalore and Jabalpur have been summarized and its main points related to the study have been given. Important facts of some working papers read in the conferences have also been presented. The
information obtained through the reports gave an idea about the nature and scope of the study. Thereafter in the second section of this chapter abstracts of the related researches and experiments have been produced. Objectives of student teaching, observation of lessons, demonstration lessons, supervision of student teaching, school practice and evaluation of student teaching are the areas included in it. (Research abstract). This section enabled the researcher to define the frontiers of the study and to decide that the proposed investigation is worth pursuing. As a result, the path to proceed ahead became easier and more clear.


C. Reports


D. Unpublished Materials
