The purpose of the study was to examine the B.Ed./B.T. practice teaching programmes of Indian universities, to examine the syllabus of the universities of U.P. in the light of the draft syllabus recommended by B.Ed. Syllabus Revision Committee and to see how far these programmes are useful. This study was intended to investigate the programmes of post-graduate teacher-education of U.P. only.

Questionnaires were addressed to the staff in 35 departments of Education and to 139 trained teachers and schedule was administered to 1080 student-teachers. On-the-spot study of records of practice teaching was also made, selecting lesson-plan books, criticism books and observation books of 12 institutions on 20% sample.

The subject-wise distribution of students was:-

Hindi 603  English 288  Maths. 217  Science 186
Social 368  Geography 157  Economics 77  Commerce 10
Studies.
Home 41  Art 4
Science. Total: 1951

Plans were all prepared on Herbartian model and only 1977 suggestions were given by the subject-specialists for the improvement of 1793 lessons. 1793 lesson-plans of 396 students were studied. They had taught 9065 lessons out of which 2695 were discussed at the planning stage. Out of
3855 lessons taught by 387 students under study for supervision remarks, only 4682 had been supervised. Total number of supervision remarks on 1750 lessons studied, was 8868. Observation books of 336 students were studied. They had observed 4489 lessons, 8704. Observation remarks on 894 of these lessons were studied.

One hundred ten members of the staff in 25 departments of Education sent their responses to the questionnaire. Out of these only 60 were M.Ed.'s with post-graduate degree. They were able to realise only some of the objectives of practice teaching.

Though preference for admission was reported to be given to candidates with good academic record, even III class graduates managed to get admission. Out of 1080 teachers-in-training only 283 were M.A.'s but none was an M.Sc. with Science. Members of the staff thought that experienced teachers were only "sometimes" better than inexperienced ones. Eight per cent of teachers with less than 5 years' experience felt that it proved helpful only in teaching.

Observation of lessons of school teachers before practice teaching, was generally not in practice. Demonstration lessons were given in all the institutions but in some it was only on paper and not in practice. Number of these lessons was grossly inadequate. Thirty-two percent members thought these lessons "essential". A majority of student-teachers thought them "very useful". Knowledge of different methods, and techniques of teaching and lesson-planning was
invariably given to students. Training in preparation of teaching aids and also practice in black-board writing was generally given. The period of induction was too short specially in the affiliated colleges.

Fifty lessons were generally given in 2 or 3 spells and this organisation was regarded "best" by 68% members of the staff. But practice teaching was done very hurriedly, in some cases at least. Experience of teaching in different schools was not provided. Students were often not allotted subjects offered by them for their degree examination. They preferred to teach routine lessons in lower classes. Non-teaching work, e.g., main-training diary, giving tests was rarely done by them and they did not take part in the activities of the practising schools. The college had no control over them and got very little co-operation from them.

Criticism lessons were prescribed in all the institutions and their evaluation counted towards final assessment. Independent assessment of practice lessons and other items of practical work was regarded necessary by members of the staff. Twenty-five per cent college staff admitted "inflation of marks" in internal assessment and 58 per cent admitted that it was "biased". So assessment of all the aspects of trainees' work and joint-assessment were suggested. The ratio of internal to external members of the Board of Examiners was generally 1:1 except in the Agra University. They assessed upto 6 lessons in one period and submitted joint
assessment which was often influenced by the head of the department of Education in the college.

Ninety-eight per cent trained teachers thought that practice teaching gave confidence and power to adapt teaching to varying conditions, helped understand children and solve day-to-day problems. Only 7.9% of trained teachers" always" used in schools the methods they learnt in training college. 58.2 per cent thought that these methods are expensive and reported that the authorities and guardians are after finishing the course. 30% trained teachers 'never' planned their lessons, as they did not get time to do so. Most of them did not like to attend refresher courses.

Recommendations:

(1) Only candidates with good academic background and aptitude for teaching, preferably with some experience of teaching, should be admitted.

(2) Knowledge of different methods of teaching, ample practice in drawing up lesson-plans, in black-board writing and sketching etc., should be given, before practice teaching starts. Trainees should observe demonstration lessons given by college staff and school teachers.

(3) Trainees should teach 40 to 50 lessons in 2 or 3 spells to different classes of different schools in subjects offered by them for degree examination. About 20 lessons should be given in block with all the normal duties of a teacher.
(4) Planning of lessons of different types, on Herbartian and other models, should be thoroughly guided to begin with, with more and more freedom later on. There should be planning for co-curricular activities as well.

(5) Supervisors should arrive at a common line of approach. Supervision should be guidance-oriented. Remarks should be frank and sympathetic; appreciative and critical. They should be discussed and then implemented.

(6) An experimental school should be attached to every teacher-education institution besides some practising schools. Efforts should be made to get their active co-operation.

(7) During the session student-teachers should observe lessons of fellow-trainees, should take part in different activities and get training in all types of practical work.

(8) Their performance in all the above should be jointly assessed for inclusion in final assessment.

(9) Sessional assessment and assessment of criticism lessons should be taken into consideration at the final examination. Final lessons should be assessed by all the examiners independently, and oral examination should form part of the final examination.

(10) College staff should watch the follow-up work of teachers during their service. For this the strength of the staff should be suitably raised.
(11) Lecture work should be cut down and tutorials, seminars etc., should be encouraged. Better scales for college staff and financial help and residential facilities should be provided for the trainees.

(12) Government should come forward with necessary financial aid. College and school staff should share the joint responsibility of the education of teachers.