

CHAPTER XIV

PRACTICAL WORK - (1) School Teaching Experience

As indicated in the previous chapter, this chapter is devoted to one aspect of practical work, namely, the school teaching experience which forms an important aspect of the training programme. The course in theory covers much of the study of the art of teaching but effective practice can be obtained only in the schools. Hence, the discussion centres round items like the present position of school experiences, the procedure to be adopted, types of guidance and directions in the teaching work, teaching practice of fresh candidates, criticism lessons, facilities for teaching practice and records of teaching practice.

1. The present position of school experiences.--

At present, school practice is mainly under the direction of the training college staff. No specific provision is made for it in the school as far as staffing, accommodation and equipment are concerned. The work of the schools in making school practice possible is an extra task thrust on them. Even though, it is generally undertaken willingly, yet arrangements are often made only with difficulty and the school staff receives very little recognition for the help and co-operation extended by them.

Secondly, the methods, techniques and procedure adopted by different types of training colleges are different. The principle of activity stressed in some colleges, especially in Basic Training Colleges, implies that not only the formalised methods should be replaced by more dynamic methods but that an entirely new approach should be made to educational problems. It is also felt that the traditional methods adopted in the Traditional Training Colleges do not fit into the programme of 'Activity Schools' which are based entirely on a new conception of education. Both these conceptions are far from true. To think that a particular method suits only a particular age is a mistaken belief. In fact, the activity method is not so much a method as an approach to education and hence should be applicable to all stages of education. Secondly, while this method gives meaning to and creates interest in the practice of teaching, the traditional method provides system and a definite line of procedure in work. Moreover, to think that the traditional method is a fixed rigid method is not true. It could be made as dynamic as possible if only the relationship between the teacher and the taught are well established.

In fact, the secret of success in this aspect lies not so much on any particular method but in the approach to the whole problem, the interest created in it, and the meaning and benefit derived from it. This will be achieved when

teaching is closely linked with the experience of the child. Any method by which the teacher is able to develop the critical sense and thinking power of the child should be considered worth while. Hence to insist in the training colleges that a particular method should uniformly be followed is neither beneficial to the college nor to the trainees and the children. Moreover, no good teacher can relegate the children and the subject to the background in the interest of a particular method. The method should be adjusted according to the type of children and the problem on hand. Hence, a good method will always be dynamic. All that needs to be remembered as far as teaching aspect is concerned is that a close relationship should be established between the teacher and the child and the problem on hand. This alone will ensure real success.

Another factor arising out of the existing conditions is that, at present, there are two distinguishable types of school practices namely, the discontinuous practice periods and the continuous teaching practice. The trend is shifting more and more towards the latter.

It is also a fact that the teaching practice is carried on only in one particular type of institution and the variety of experience that is so vital to the teacher is not thus made possible under ordinary circumstances.

Therefore, any measure that is introduced in the new training college, should not ignore the above facts. The programme should be so planned that not only the varied requirements of both the teachers and the educational world are fulfilled but that it also falls within the limits of the training period, at the same time providing the maximum benefit.

2. The procedure to be adopted.-

Teaching practice embraces a number of items and most important of them is the procedure adopted for the purpose. In this connection, the following are some suggestions put forth by 50 Traditional and ²⁰Basic Training Colleges. Some colleges have offered more than one suggestion.

Table No. 94

Procedure for teaching practice :

S.No.	Suggestions	<u>No. of Training Colleges</u>		
		Traditional	Basic	Total
1.	Teaching under supervision during the academic year.	17	6	23
2.	Block practice - continuous teaching practice for certain period without any theory work :			
	(a) under the control of the school.	15	7	22
	(b) under the control of the lecturers of the college.	17	5	22
3.	Teaching without being supervised.	3	2	5

The table reveals that with regard to the first two procedures, that is teaching under supervision during the academic year and block practice, The opinions are almost equally divided. As regards the two items under the second procedure, while the majority of the Traditional Training Colleges, ie. 34% as against 30% (17 and 15 out of 50) are in favour of the block practice, under the control of the staff of the training college, the majority of the Basic training colleges ie. 35% against 25% (7 and 5 out of 20) favour the control of the school. The last item, namely, teaching without being supervised, does not seem to find much favour.

As far as the first item, namely, teaching under supervision is concerned, it has also been pointed out by some colleges that it should be undertaken for about two months in each term while some others feel that it should be confirmedⁿ to 3 days in the week. As regards the second suggestion, several opinions are put forth. Some feel that a period of 10 weeks should be spent by the trainees in a particular school giving lessons under the supervision of the senior teachers and about a fortnight should be spent in other schools. There are others who suggest that two weeks in the first term and three weeks in the second term should be devoted to it while some others suggest that six weeks in the first term and five weeks in the second term should be

spent on it. Again some colleges have put forth the suggestion that three weeks within the session and another three weeks after the theory examination should be spent on it while others are of the opinion that a week or ten days or a fortnight in the year should be devoted to continuous teaching. Thus we have a variety of suggestions.

In view of the wishes of the training colleges and in the interest of the teachers themselves, it may be suggested that the new training colleges should encourage both types of teaching practice and in order to distinguish one from the other, they may be called (a) discontinuous teaching practice in schools and (b) continuous school experience.

(a) Discontinuous teaching practice in schools.-

The purpose of this experience is to provide the trainees with concrete evidence, illustrations and examples to supplement their theoretical background and thus provoke their thoughts and lead them towards thinking about the theory acquired. The schools should form their laboratories and testing fields.

This aspect should include discontinuous periods of teaching, observations in the schools, visits, minor investigations, developing contact with the children, staff and the organization of the school activities. This type of practice requires easy access to schools and flexibility of organization. This should form an integral part of the course in

education. And since it should be mainly under the direction of the training college staff, of course, in cooperation with the schools, it will have to be carried on only in local schools. This might cover a period equivalent to twelve weeks as suggested by the University Commission (5 : 213) and spread over in periods of ~~varying~~^{var} lengths during the training period. But out of this period about eight weeks may be spread over before the continuous school experience and four weeks after it, so that the trainees may not lose touch with the schools. Preferably, this practice should be spread over different types of schools in the locality. The varying lengths of periods should be worked out by the training colleges in cooperation with the schools. This kind of practice will put the trainees on the track and the training college staff will mainly be responsible in guiding them to move in the right direction.

The observation aspect should include observation of demonstration lessons by the staff of the training college, lessons of the co-trainees and of the school staff. The school staff should be informed previously regarding the observation by the trainees. The demonstration by the training college staff should also be spread over the training period. The lessons arranged in the beginning will only help the trainees in understanding certain techniques to be followed and will put them on certain track to follow but they will not provoke their critical thinking. It is only after³ a

certain amount of practice and experience in the schools that the trainees will be in a position to undertake an active and critical discussion of lessons. Therefore, a part of the demonstration lessons should be arranged after the trainees have had some teaching experience. This will enable them to observe the lessons critically and arrive at certain opinions and judgements of their own.

Constant visits to the schools will help the trainees to understand the children and get acquainted with the school atmosphere and its staff. This will also give them an opportunity to undertake minor investigations of educational importance.

(b) Continuous school experience.-

There is yet another purpose which should be achieved through school practice and this is made possible through continuous school experience. By this the trainees experience what it is to be teachers as members of the school staff before they actually plunge into the profession. This experience will be rich and complete only when they spend considerable time in schools, developing contact with the pupils and their colleagues, realising the responsibility for the work that they undertake. This experience is facilitated under settled conditions and continuity.

This kind of practice cannot be undertaken under the direct supervision of the college staff alone. The school will also have to assume responsibility for directing and

supervising the work of the trainees. The staff of the training college during this period might visit the schools occasionally and provide the necessary guidance and help to the trainees.

During this practice, the trainees need not be confined to the schools in the locality alone. Even far off schools could be taken advantage of for the purpose. It is important that continuous school experience should be made available in schools of all types and sizes and in all areas including rural areas. The variety of schools for this purpose as suggested by 50 traditional and 20 basic training colleges, will be clear from the following table.

Table No. 95
Types of schools for teaching practice.

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Lower and Higher Secondary Schools including M.P.H.S.	50	7	57
2.	Senior & Post-Basic Schools.	17	6	23
3.	Teachers' Training Schools.	8	4	12
4.	Elementary Schools.	4	5	9
5.	Nursary, K.G. Montessori and Pre-Basic Schools.	5	1	6

The table indicates schools of almost all types. The first two items suggested by cent percent and 34% of the Traditional (50 and 17 out of 50) and 35% and 30% of the Basic Training Colleges (7 and 6 out of 20) pertain to

schools of the lower and higher secondary stages since the training imparted in the training colleges is mostly to cater to the needs of the secondary schools, it is but natural for these suggestions to top the list. It is rather surprising to note that only 30% of the Basic Training Colleges have suggested Senior and Post-Basic schools for practice. This may be attributed to the existence of very few schools of this type in the country. But all the same, since these schools are also a part of the secondary stage of education, wherever facilities exist, experience of these types of schools should also be provided.

Training schools, Elementary schools and Nursery, K.G. Montessori and Pre-Basic Schools are other items suggested by some Traditional and Basic Training Colleges. The low frequency against these items may be attributed to the fact that the training colleges mostly cater to the needs of the secondary schools and not to these types of schools. But sometimes teachers passing out of the training colleges are also posted to training schools. Hence experience of this type of institution is also essential especially for those who intend to work in such schools and also for those who have chosen teacher education for specialization.

Teaching experience in elementary schools is the concern of the under-graduate training institutions and the low frequency against these schools is thus justified. But since this

is a stage prior to the secondary stage and since the nation is thinking of considerable changes in this stage of education and is also trying to implement universal compulsory education scheme, it would be an advantage to the trainees to get acquainted with the schools of the primary stage also. This experience could be gained through visits, on the spot study and observation as a part of the sessional work or project or even under special fields chosen by the trainees.

Those who have chosen certain special subjects such as nursery, K.G., Montessori and Pre-Basic education or even education of the handicapped children should be allowed to undertake practice in the schools pertaining to these specialized fields. This experience should be in addition to the experience of the secondary schools.

This will certainly invite proper planning and through co-operation between the schools and the training college. The schools selected for the purpose should feel that it is a distinction for them and the new responsibility will certainly prove a valuable stimulus especially to those schools which have had very little contact with training colleges. Similarly, the trainees should equally feel the responsibility and see that they contribute their best towards the normal working of the institution. During their term of apprenticeship, qualified and experienced teachers of the schools may be ^{best} required to undertake the general supervision of the trainees under the

overall care of the Heads of the institutions in co-operation with the concerned members of the training college staff.

The question now arises as to how this should be organized by the training college. The two-fold aims of continuous school experience have already been pointed out in the beginning. This should be organized in such a way that both these are achieved. If the duration of the training period is accepted as two years, the majority of the discontinuous periods of teaching could be completed during the first year and ample time will be available during the second year for undertaking continuous teaching practice. This could be undertaken for a period of two weeks in each type of institution. Those who have chosen certain special fields such as nursery education, education of handicapped children, pre-basic education and teacher education etc., should be allowed to undertake practice for an equal amount of time in the schools of their special areas. For those who choose educational administration and supervision for specialization, a period of about two weeks should be allotted for supervision and guidance work of schools. The trainees should then be placed under the local administration and an education officer should be entrusted with the responsibility of guiding them in their work and equipping them with the necessary training. The two weeks spent in each school, besides teaching work, should be utilized for organizing all kinds of school activities, pre-

paration and maintenance of various kinds of school records, participation in staff meetings and other school work that the headmaster might assign for the trainees. Also the minor investigation work undertaken by the trainees during their observation and discontinuous teaching periods can be further promoted during their continuous school experience. A minimum of about 10-12 lessons should be given by each trainee during a fortnight.

This continuous teaching work facilitates the adoption of activity methods. Since the trainees are in close touch with the children and all their experiences, it should not be difficult for them to correlate their teaching to the experiences of the children.

During the continuous school experience, the trainees should be able to cover all the grades that they might be expected to handle later on and use as many techniques and methods as possible.

It is further essential that continuous school experience should be followed by discussion of the students' experience. The training college should provide adequate periods for the same. This would be stimulating to the staff as well as the trainees and provides guidance for further work.

Thus the teaching practice or the internship organized on the basis suggested will equip the trainees with the necessary practice and knowledge for the work that they have to

undertake after the completion of the training.

3. Types of guidance and directions in the teaching work.--

In order to equip the trainee in a proper manner and with proper knowledge, certain types of directions and guidance in teaching work become necessary. As regards this aspect, there are three types of guidance. The first type is to place before him a concrete example, the second type would be to guide him during and after an activity and the third type would be to leave him on his own and to guide him when approached with doubts. Under the first type, we may cover observation of lessons, under the second type supervise discussion lessons and under the third, the discussion of unsupervised lessons. The discussion that follows will be in the order suggested above.

(A) Observation of lessons.--

This aspect will constitute the observation of demonstration lessons, the lessons of the co-trainees and those of experienced teachers in schools. All these three will provide the trainee with a wide variety of experience.

(a) Demonstration lessons.--

This involves two points. Firstly, who is the competent authority to give the demonstration lesson and secondly, should notes of lessons be supplied to the trainees?

(a-1) The competent authority to give the demonstration lessons.--

As regards this aspect, the following table will indi-

cate the opinions of the training colleges.

Table No. 96

Competent authority to give demonstration lessons.

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	The training college staff	29	7	36
2.	The Practising school staff	25	6	31
3.	Any trained & experienced teachers in schools.	18	5	23
4.	The Inspector of Schools	-	2	2

Even though 58% (29 out of 50) of the Traditional and 35% (7 out of 20) of the Basic Training Colleges are in favour of the training college staff, 50% and 36% (25 and 18 out of 50) of the Traditional and 30% and 25% (6 and 5 out of 20) of the Basic Training college also favour demonstration by trained and experienced teachers in schools. Only a couple of colleges of the Basic type suggest that the lessons should also be given by the Inspector of Schools. Thus there are three types of opinions expressed by the various training colleges.

Undoubtedly, the main persons concerned with the training are the members of the training college staff. Therefore, it is important that they should take the majority of the responsibility. But since the schools and teachers are also benefited by the training college, it would not be out of the way if they are also involved in it and the responsibility is

shared by them. In fact, this should be considered as a privilege, for it provides them scope to keep themselves up-to-date as far as teaching work is concerned and it also provides an opportunity to better themselves and to compare notes with others. Whoever gives the lesson, it should be of a proper standard and the trainees should benefit by it. Both the authorities can be accepted as competent for the purpose, but the major responsibility should be that of the training college staff.

The last suggestion namely, the inspector of schools, inspite of the low frequency against it is also worth considering. The Inspector of Schools is one who is constantly in touch with schools and is a person from whom proper guidance in school work is expected. This naturally demands that he should be of a proper standard. Therefore, it will not be out of the way to expect something from him in this direction. Moreover, this facility will also help him to keep himself upto the mark in his calling and will provide a little relief from the drudgery and routine that he may be experiencing in his administrative work. Therefore, wherever possible and practicable, even the Inspectors, especially the Subject Inspectors, could be entrusted with this responsibility. This will certainly provide a wide variety to the trainee.

(a-2) Supply of lesson notes.-

It is desirable to provide each trainee with a copy of

the demonstration lesson notes prepared by the member of the staff giving the lesson? Even though 70% (35 out of 50) of the Traditional & 50% (10 out of 20) of the Basic Training Colleges have answered it in the affirmative to this question, there are yet 26% (13 out of 50) of the Traditional and 20% (4 out of 20) of the Basic Training Colleges who are not in favour of such a proposal.

Those who are in favour of it, have put forth the following reasons in support of their answer.

Table No. 97

Reasons for supply of notes of demonstration lessons

S.No.	Reasons	No. of Training Colleges		
		Traditional	Basic	Total
1.	It is a guidance for beginners.	14	-	14
2.	It enables the trainees to appreciate the principles followed in planning and teaching the lesson without of-course losing its dynamism.	6	3	9
3.	It facilitates a clear grasp of the different stages of the lesson.	6	-	6
4.	There is no other way of making it possible for student teachers to profit from the demonstration	-	4	4
5.	It serves as a model.	3	-	3
6.	It will ensure greater care & planning on the part of the person who teaches the lesson.	3	-	3
7.	It encourages intelligent criticism on the part of the observer.	-	3	3

Even though 35 Traditional Colleges answered in the affirmative to this aspect, only 32 colleges have offered reasons for their answer. Three colleges have not expressed their reasons and hence are not taken into consideration. From those who have responded, 44% of the Traditional Training Colleges (14 out of 32) are of the opinion that the notes would serve as a guidance to the beginners. They will certainly give them a complete picture of the various stages of the lesson as pointed out by 19% (6 out of 32) of these colleges and help them to offer intelligent criticism as suggested by 30% (3 out of 10) of the Basic Training Colleges.

Further 19% (6 out of 32) of the Traditional and 30% (3 out of 10) of the Basic Training Colleges feel that the notes will enable the trainees to appreciate the principles followed in planning and teaching the lesson and serve as a model.

40% (4 out of 10) of the Basic Training colleges point out that there is no other way of making it possible for student-teacher to profit from the demonstration.

The sixth point in support pertains to the person giving the lesson. If the demonstration^{or} has to supply the notes to the trainees, it becomes necessary for him to plan his lesson with great care and caution.

But let us look at the other side of the picture and see what the others have to say.

Table No.98

Reasons against supply of notes of demonstration lessons

S.No.	Reasons	No. of Training Colleges		
		Traditional	Basic	Total
1.	Lesson notes are but guides. Class-room conditions may call for deviations and fresh adjustments.	5	2	7
2.	It is useless because the students in the beginning of their training are not in a position to interpret them.	4	2	6
3.	It does not create interest in the lesson.	3	-	3
4.	It is better to keep the teacher trainee guessing.	1	-	1

According to the table, the first two reasons namely that class room conditions may call for deviations and adjustments and that the trainees may not be able to interpret the notes, are offered by both types of colleges while the last two reasons, that is, it does not create interest in the lesson and that it is better to keep the teacher trainee guessing, are put forth by the Traditional Training Colleges only.

Out of these who have responded to this aspect ie. 13 Traditional and 4 Basic Training Colleges 38% of the Traditional and 50% of the Basic Training Colleges point out that even though lesson notes may be guides to the trainees, class-room situations may demand deviations and fresh adjustments.

Another 31% of the Traditional and 50% of the Basic Training Colleges feel that the notes of lessons do not serve any purpose as the trainees in the beginning will not be able to interpret them properly.

As lesson notes are readymade matter, 23% of the Traditional Training Colleges are of the opinion that they may not evoke interest in the lesson. Hence, it is better to keep the trainees guessing through out the lesson.

Providing prepared notes to the beginners will no doubt give them a planned picture but at the same time it is bound to prejudice their free thinking which will be directed towards certain set lines without giving them scope to think on their own and participate in healthy and critical discussions. Even though the notes may help them to notice the finer points of the lesson, yet these very points may ^{hinder} ~~wider~~ certain aspects of progressive discussion. The criticism may centre round some points but some other major aspects may be brushed aside. Also, notes of lessons are not the only way for deriving the benefit from the demonstration lesson. Critical observation during the lesson and intelligent discussion after the lesson are other ways by which the trainees will certainly profit. Moreover, teaching is not something rigid and set. It is dynamic and demands deviation and adjustments at every stage. A problem or situation handled by one person can never be handled in a similar manner by

another because it is the co-operative understanding and co-ordination of the feelings of human elements and not something static and inert.

Under these circumstances, inspite of the majority of the colleges favouring the supply of lesson notes, it may be suggested that no lesson notes should be provided to the trainees. At the training stage, as much originality as possible should be encouraged. Such notes may be of use for those coming for refresher courses and even then these notes should be supplied well in advance of the actual lesson, so that prior study of it is made. It is only the experienced teachers who will be in a position to make the best use of these notes and not those who have been for training for the first time.

(b) Lessons of the co-trainees.-

The second aspect under observation lessons is the observation of the lessons of co-trainees. In order to gain as much experience as possible during the training period, the trainees are expected to observe the lessons given by the co-trainees. This will provoke their thinking and enable them to discuss the strong and weak points of the lessons and of the co-trainees. This sort of a discussion enriches the experiences of the trainees.

The question now arises as to how many lessons should be observed by each trainee. In this connection, the responses

from the Training Colleges reveal a variety of figures ranging from 5 to 200 lessons and from the low frequencies against the figures, it is not possible to infer anything definitely.

The number of lessons, to a certain extent, depends upon the number of special methods and the time at the disposal of the trainee. Taking the ^{time} true factor, the variety of programme and the majority opinion according to the responses received, it may be suggested that each trainee should be able to observe at least 10 lessons in each method and in case he is able to cover more than this, he should be allowed to do so. The more he observes, the better for him. The staff should constantly check his observation and direct it.

In this connection it may also be pointed out that no trainee may like his co-trainees to observe his first few lessons. Because of lack of self-confidence, he may not feel comfortable to deliver his goods in the presence of his co-trainees. Therefore, in order to avoid creating embarrassment to the trainee giving the lesson, it may be wise to allow the co-trainees to observe the lessons of a trainee after he has completed about 3 to 5 lessons in each subject. This restriction is necessary in the interests of both the observer and the person giving the lesson.

(c) Lessons of experienced teachers in schools.-

This third aspect under observation of lessons pertains

to the lessons of experienced teachers in schools. As regards the number of lessons to be observed, the responses from the training colleges to this aspect reveal a variety of answers ranging from 4 to 30 lessons and in certain cases even to "as many as possible". But the frequencies against these suggestions are so low that it is difficult to draw any inference and arrive at a decision.

But since the trainees have a good opportunity for this purpose during their continuous school experience, it can only be suggested that they should make the best use of it and take the full advantage of the situation. They should make it a point to observe all good lessons. Even though it may not be very wise to impose any restriction in this regard, yet in order to safeguard against any neglect on the part of the trainees, a minimum should be expected and as suggested by the majority, of those who have responded to this aspect, that is, 25% of the Traditional (6 out of 24 colleges) and 33% of the Basic Training Colleges (2 out of 6 colleges) it could be about 5 to 6 lessons in a week during their continuous school experience period. This should as far as possible cover all the methods selected by the trainee. This will not hamper the other activities of the trainees. If they are able to cover more than this, there should be no objection. Every observed lesson should be followed by individual or group discussion.

B. Supervised discussion lessons.-

The second type of guidance that the trainee receives in his teaching work is during supervised discussion lessons. The very first point in this regard is who should supervise the lessons of the trainees? According to the training colleges, the following are the suggestions :

Table No. 999-- Authority to supervise the teaching practice.

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	The lecturer	30	6	36
2.	Staff of the Practising school attached to the training college.	25	5	30
3.	Experienced expert teachers in schools.	11	3	14

Even though 60% (30 out of 50) of the Traditional and 43% (6 out of 14) of the Basic Training Colleges are in favour of the training college staff, yet 72% (36 out of 50) of the Traditional and 57% (8 out of 14) of the Basic Training Colleges are in favour of the experienced teachers from schools including those from attached practising schools.

It has been suggested earlier that the teaching practice should be both continuous and discontinuous. Therefore, both the training college staff and the school staff are involved. When practising schools are attached to the college, these will naturally be taken advantage of and this means the involving of the staff of the attached practising school. Therefore

all the three authorities suggested in the above table come into the picture, but of course it should be carried on with the approval of the training college. Care should be taken to see that the supervisor appointed is capable of undertaking the responsibility. In order to co-ordinate and facilitate the work of the different types of supervisors, periodical discussions among them may be arranged by the training college. Such discussions will help to clear certain doubts, clarify certain points and offer certain suggestions for further work. This will also provide an opportunity for exchange of views regarding the trainees and guide them to the best of their ability.

The second point relates to the number of lessons to be supervised by different people. The following table will reveal the various suggestions put forth by some of the training colleges.

For Table Please refer next page.

NO. OF LESSONS TO BE SUPERVISED

NUMBER OF LESSONS	MINIMUM NUMBER OF LESSONS					MAXIMUM NUMBER OF LESSONS									
	By experienced teachers in Schools including those of attached Practising Schools					By Training College Staff			By experienced teachers in Schools including those of attached Practising School						
	No. of Training Colleges	Total	Trad.	Basic	Total	No. of Training Colleges	Total	Trad.	Basic	Total	No. of Training Colleges	Total	Trad.	Basic	Total
1 - 10	16	4	20	24	--	24	8	3	11	19	3	22			
11 - 20	6	1	7	1	2	3	5	2	7	5	1	6			
21 - 30	1	-	1	2	-	2	5	-	5	3	2	5			
Above 30	1	-	1	1	-	1	6	-	6	5	1	6			
25 - 50	6	1	7	1	1	2	-	-	-	4	-	4			
51 - 75	-	-	-	1	-	1	2	1	3	-	-	-			

The first part of the table indicates the minimum number of lessons to be supervised by different people while the second part indicates the maximum number. Also while some colleges have indicated their views in definite number of lessons, others have suggested in percentage.

According to the majority opinion of both Traditional and Basic Training Colleges, the minimum and maximum number of lessons suggested for the training college staff and for experienced teachers in schools range from 1 to 10. In ^{the} case of training college staff, the suggestion is supported by 16 to 32% of the Traditional and 15 to 20% of the Basic Training Colleges while in the case of the experienced teachers in school, it is supported by 38 to 48% of the Traditional and 15% of the Basic Training Colleges.

From the table it is further revealed that in the case of Traditional Training Colleges, both the minimum and the maximum vary from 1 to above 30 and 25% to 75%. But in the case of Basic Training Colleges, while the minimum varies from 1 to 20 and 25 to 50%, the maximum varies from 1 to 30 and 51 to 75% of the lessons. The frequencies against other suggestions are so low, that they do not help us to come to any definite conclusion. But in the light of the majority opinion and from the procedure suggested for teaching practice, certain conclusions may be arrived at.

During the discontinuous teaching practice, the trainees are completely under the staff of the training college. These lessons must be supervised completely by the college staff. Since the trainees start with this procedure, care should be taken to see that they are placed on a firm footing before they undertake their continuous teaching practice, because during that period the trainee is a part of the school staff and his prestige is, to a certain extent, dependant on his ability to teach efficiently. Therefore, all discontinuous lessons should be supervised lessons. Moreover, during the continuous teaching period, the training college staff may not be the direct supervisors all the time. Therefore, they will be able to give their best only during their supervision period.

But during the continuous school experience period, since the trainees are under the control of the heads of the practising and other schools, the school staff may be entrusted with the responsibility of supervising the lessons of the trainees, of course in consultation and co-operation with the training college staff. The staff of the training college may pay occasional visits to schools in order to provide necessary facility and guidance wherever required and to assess the progress of the trainees. And since the number of lessons during this period has been suggested as 10 to 12 lessons for a fortnight (Page 414), the supervised lessons could be at least 8 out of the total and this will work out at about 2/3rd of the

total number. In order that the trainees might derive maximum benefit from their school experience, much of their work should be observed and discussed.

C. Unsupervised lessons.-

The third type of guidance that the trainee receives in his teaching work is during discussion of unsupervised lessons. It is not always conducive to watch the trainee continuously. This may develop a sort of dependent attitude, inferiority complex and lack of self-confidence on his part. Therefore, in order to safeguard the interests of the trainee and to evoke critical thinking on his part, it would be good to leave him on his own for a certain period. This will help him to gain the confidence of his children also. Even the University Education Commission are in favour of this view. When they state with regard to school practice thus: "This does not mean that the supervision should be present through out the twelve weeks. Far from it. The student can only find his fact when he is left, from time to time, ^{to} his own unaveided efforts", (5:213).

As regards the number of unsupervised lessons, the responses from the training colleges indicate three types of suggestions. According to the first, a definite number ranging from 2 to 40 lessons is indicated. The second suggestion indicates the part or the percentage of the total number of lessons and this ranges from 15 to 50%. The third suggestion indicates

no limit in this regard.

The number of unsupervised lessons will depend upon the total number of lessons that the trainee is expected to cover during his training period and the objective that these lessons are expected to achieve. To impose no limit according to the third type of suggestion does not sound reasonable as it may end in either limitless number or no unsupervised lessons. To suggest a definite number may not also be proper as the ability and capacity differs from trainee to trainee. The aims of unsupervised lessons may be achieved by one trainee more quickly than by another. Under the circumstances, to fix a minimum in terms of percentage or fraction of the lessons given may be reasonable. In the light of the second suggestion offered by the training colleges and taking into consideration the number of supervised lessons, this minimum could be $\frac{1}{3}$ rd of the total number of lessons, for this fraction is neither too high nor too low. And these lessons could conveniently be undertaken during the continuous school experience period. This should be followed by individual or group discussion with the supervisor or the methodology lecturer concerned.

4. Teaching practice of fresh candidates.-

The next item for discussion relates to an important question with regard to fresh candidates. Is it necessary for a fresh graduate to have more practice than an experienced candidate, and if so, how much more practice should he receive?

As regards the first aspect, as revealed by the responses of the colleges to this aspect in the questionnaire while the majority of the Traditional Training Colleges (26 colleges or 52% as against 21 or 42%) are in favour of more number of lessons for fresh candidates, the majority of the Basic Training Colleges (8 or 40% as against 4 or 20%) are not in its favour. In their suggestion, while the majority of the Traditional Training Colleges might be considering the efficiency of the trainees, the majority of the Basic Training Colleges might be looking from the point of view of the administrative difficulties involved in such an arrangement.

As regards the second aspect, namely more practice for fresh candidates, the following table reveals the opinions of colleges (ie. 26 Traditional and 4 Basic) which are in favour of this suggestion.

Table No.101

More number of lessons to be given by the fresh candidates.

Suggestions	No. of Training Colleges		
	Traditional	Basic	Total
2 - 5	8	-	8
6 -10	3	2	5
15 -20	3	-	3
25%	2	-	2
Double	6	-	6
Depends on the ability of the trainee	4	-	4
About 2 weeks extra	-	2	2

According to the table, while ^{four} from types of suggestions that are offered by the Traditional Training colleges, Basic Training Colleges put forth only two types of suggestions. With regard to the Traditional Training Colleges 12 to 31% of these colleges responding to this aspect, suggest in terms of a definite number ranging from 2 - 20 lessons. Even out of these, the majority are in favour of 2 to 5 lessons. A couple of these colleges suggest in terms of percentage while 23% (6 out of 26) suggest that it should be double the number of lessons given by the experienced candidates. The fourth suggestion offered by 15% of these colleges is in terms of the ability of the trainee.

As regards the suggestions offered by 4 Basic Training Colleges, while two or 50% of these colleges suggest a definite number ie. 6 to 10 lessons, another 50% of these colleges suggest in terms of duration which involves administrative arrangement. With the exception of the second item, ie. 6-10 lessons no other item is supported by both types of colleges.

In view of ^{the} variety of suggestions and no one opinion expressed by majority of both types of colleges, it may not be possible to arrive at a conclusion without taking certain factors into consideration.

Being fresh candidates, they will certainly be lacking in experience that experienced candidates possess and hence it would be to their advantage, if they had a little more school

practice than the experienced candidates. But, is it always a fact that experienced candidates fare better than the inexperienced candidates? Sometimes, it is found easier to initiate an inexperienced candidate than an experienced candidate who has already adopted himself to certain set ideas. It may even be difficult to change his ideas and adjust him to new ideas. Under such circumstances, the experienced candidates may require more experience than the inexperienced candidates. Therefore, it cannot definitely be said who needs more experience. Every thing depends on the ability and capacity of the trainees.

Moreover, there is the administrative factor which has also ^{to} be taken into consideration. Is it possible to provide for such a differentiated arrangement in the same institution? Under the circumstances, it may only be suggested that this aspect should be catered for without much disturbance in the administrative set up. For instance, this could be to a certain extent catered for during the continuous school experience period. Instead of 10 to 12 lessons suggested for a fortnight, a little more could be undertaken by those who need more experience irrespective of their being fresh or experienced candidates.

Thus, in whichever quarter the necessity for more experience is felt, it should be given and the amount of experience should also be according to the need felt.

5. Criticism lessons :

The question of teaching practice embraces another important aspect. So far, the practice in most of the training Colleges is to have a couple of lessons in each method at the end of the practice period judged by more than one person. These lessons are called criticism lessons. No doubt, the practice has been helpful. The question now is whether to continue this practice in the new college. 88% of the Traditional Colleges (44 out of 50) and 40% (8 out of 20) of the Basic Training Colleges are in favour of it, as revealed by their answers to the questionnaire issued. Some of these colleges also suggest that these criticism lessons need not necessarily be at the end and while some others suggest that they should be called discussion lessons.

In fact every lesson is a criticism or discussion lesson, the only difference being that these last lessons are criticised by more than one supervisor including the trainees. But in the case of other lessons also, they are criticised by more than one person for they are observed by the co-trainees and all of them participate in the discussion. Ofcourse, the trainees have to prepare these criticism lessons with more care. This provides them with an opportunity to show their best.

Such a practice should also serve another purpose of contributing towards reforming our examination system. These lessons may be counted along with the final lesson. In order

to have a correct gauge of the trainees, these lessons should not be at the end only but should be arranged at certain periodical intervals. These should be observed by a group of 2 to 3 observers including the internal supervisor. Further, these lessons are not to be merely criticised and marked but should be viewed in the light of providing further guidance to the trainees.

As regards the number of these criticism lessons to be arranged in each method the following are the suggestions put forth by 44 Traditional and 8 Basic Training Colleges which are in favour of this item.

Table No. 102
Number of criticism lessons in each method :

Suggestions	No. of Training Colleges		
	Traditional	Basic	Total
1 - 5	41	8	49
6 -10	2	-	2
As many as can be arranged.	1	-	1

According to the table, the number varies from one to no limit as far as Traditional Training Colleges are concerned and one to five as far as Basic Training Colleges are concerned. Also, the majority of both types of colleges, ie. 93% of the Traditional and cent per cent of the Basic Training Colleges which responded to this aspect in the questionnaire are in favour of one to five lessons in each method.

It is to be spread over the training period and at the same time if it is to enable satisfactory assessment of the trainee, it cannot be less than 2 to 3 lessons in each method and in view of the administrative difficulty it may not be more than five as suggested by the majority of the colleges.

6. Facilities for teaching practice.-

Teaching practice does not depend on the trainees alone. If they are to be efficiently carried on, apart from the guidance by the college staff, certain other facilities are also essential. The following table gives an idea of some facilities expected by some of the training colleges.

Table No. 103

Facilities for teaching practice

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Demonstration or guide lessons	27	6	33
2.	Practising school	26	6	32
3.	Facilities for observation and criticism of lessons	26	6	32
4.	Availability of teaching aids from the teaching aids department of the college	25	5	30
5.	Training in the use of audio-visual aids.	20	4	24
6.	A well equipped library	18	5	23
7.	Provision in the time table for taking guidance for teaching practice	17	5	22
8.	Adjustment of time-table to suit the local exigencies	15	3	18
9.	Free transport to schools	13	4	17

The training colleges have put forth nine suggestions. The facilities expected are quite relevant and reasonable. The response in this connection has been cent per cent, i.e. from 50 Traditional and 20 Basic Training Colleges and the training colleges have offered more than one suggestion.

As regards demonstration or guide lessons suggested by 54% (27 out of 50) of the Traditional and 30% (6 out of 20) of the Basic Training Colleges, they are an essential facility. Sufficient discussion has already taken place on this aspect, while dealing with observation of lessons. But it may only be added here that they should be of a proper standard. 52% of the Traditional and 30% of the Basic Training Colleges have suggested practising school as another facility. Practising school if attached to the training college will serve as a laboratory of the college and greatly facilitate experiments and investigations etc. in the practical field. Also, it could serve as a model institution for the trainees.

If these practising schools are meant to be merely schools for teaching practice, it may be pointed out that they should be in sufficient number to cater to all the trainees and they should be of a wider variety in order to cater to different optionals selected by the trainees.

Another 52% of the Traditional and 30% of the Basic Training Colleges have suggested facilities for observation and criticism of lessons. These facilities are of two kinds.

Firstly, provision should be made in the time table for the purpose. Secondly, sufficient accommodation should be provided by the practising schools for observation and discussion of lessons.

As regards the supply of teaching aids suggested by 50% of the Traditional and 25% of the Basic Training Colleges, not only should they be available, but should cater to all the trainees. Wherever necessary, proper guidance from the college for the preparation of these aids should also be available. Also, as pointed out by 40% of the Traditional and 20% of the Basic Training Colleges, the trainees should receive sufficient and proper training in the use of audio-visual aids.

The importance of a well equipped library suggested by 36% of the Traditional and 25% of the Basic Training Colleges needs no further stress. But what is needed with regard to teaching practice is a good set of books on the methodology of different subjects including craft and community life.

34% of the Traditional and 25% of the Basic Training Colleges have suggested provision in the time table for taking guidance for teaching practice. The time table will have to be adjusted to suit many factors. It should make provision not only for guidance but for criticism and discussion of lessons as well. As pointed out by 30% of the Traditional and 15% of the Basic Training Colleges, it should also adjust to the local exigencies and the conditions in

schools so that the normal working of the schools is not in any way upset.

As regards free transport to schools indicated by 26% of the Traditional and 20% of the Basic Training Colleges, it is a very welcome suggestion. Moreover, as far as women candidates are concerned it would be desirable if it could be provided by all the colleges.

To the above list we may also add facilities like well equipped science and psychological laboratories, workshops for craft and technical subjects and sufficient number of efficient and experienced teachers to guide and supervise the work of the trainees.

7. Records in teaching practice.-

Any work of the trainees should ~~always~~ be supplemented by maintenance of written records. This will enable both the trainees and the staff to gauge the progress attained and deficiencies of individual students. The staff will thus be able to give them the guidance that is required and the trainees will be able to make up for their short comings. Therefore, it is important that the maintenance of certain records pertaining to teaching practice is insisted upon. The following types of records are suggested by the training colleges.

Table No. 104
Records in teaching practice

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Notes of lessons	27	6	33
2.	Record of observation of lessons.	26	6	32
3.	Record of criticism lessons	25	6	31
4.	Record of teaching aids	25	6	31
5.	Record of test and measurements	21	5	26
6.	Record of teaching practice	19	6	25
7.	Record of demonstration lessons	19	6	25
8.	Record of school visits	16	5	21
9.	Audio-visual work book	16	5	21
10.	Charts and albums	14	5	19
11.	Record of children's work	11	4	15
12.	Record of educational drawing	11	4	15
13.	Self-evaluation reports	10	5	15
14.	Cumulative records of children	3	4	7

Altogether 14 suggestions have been offered by 50 Traditional and 20 Basic Training Colleges and the rank order is also more or less the same. Also, the training colleges have put forth more than one suggestion.

The first, third and the sixth items, namely, notes of lessons, record of criticism lessons and record of teaching practice supported by 54%, 50% and 38% of the Traditional and 30% of the Basic Training Colleges could be clubbed together as the teaching practice record. These records are essential for, without these, the teaching practice cannot be carried

on in a planned and efficient manner.

52% of the Traditional and 6 or 30% of the Basic Training Colleges have suggested the record of observation of lessons. These are inclusive of the observation of demonstration lessons, lessons of teachers in schools and of the lessons of the co-trainees. In this record, a detailed and critical review and not mere maintenance of the number of lessons observed, is necessary. Thus, record of demonstration lessons under seventh item suggested by 38% of the Traditional and 30% of the Basic Training Colleges could be coupled with the record of observation of lessons.

Items 4, 9, 10 and 12, namely record of teaching aids, audio-visual work book, charts and albums and record of educational drawing suggested by 50%, 32%, 28% and 22% of the Traditional and 30%, 25% and 20% of the Basic Training Colleges could be considered together under teaching aids record because whatever audio-visual aids are used, whatever charts and albums are prepared and whatever educational drawing is learnt they are all in relation to the teaching work undertaken by the trainees. It is only then that they have an educational significance and relevance.

Record of tests and measurements suggested by 42% of the Traditional and 25% of the Basic Training Colleges could be in connection with the achievements of the pupils in schools or in connection with certain minor experiments and investi-

gations undertaken by the trainees. These lists should be prepared on scientific lines and the records should be on systematic basis.

Record of school visits is another item supported by 32% of the Traditional and 25% of the Basic Training Colleges. This record should embrace the study of the various aspects of the school programme including the organizational and administrative aspects as well. Also this might include the study of different types and grades of institutions and may be either in the form of individual or group reports.

Record of children's work and cumulative records of children suggested by some colleges could be considered under the record of teaching practice as they are very closely related to teaching work. It is rather surprising to find the low frequency against the cumulative record. Training in the maintenance of this record is very essential to the teachers. Therefore, it is important that the trainees are required to maintain this record also.

Lastly, self-evaluation report suggested by a few colleges could be a general report embracing all aspects of the training programme including teaching practice.

In addition to the above records, it would also be beneficial^{cial} both to the trainees as well as the training colleges and schools if the trainees are asked to develop a report of their school experience. These experiences would be pooled

together and a discussion on these could be arranged by the training colleges. The schools concerned should also be invited to participate in the discussion. This will help the trainees to pay special attention to these aspects when they take up their job. This will further help the schools and training colleges to improve themselves and guide them in their further work.

If school experience is provided to the trainees as suggested above, the training colleges may perhaps be moving in line with the changes taking place at the secondary level of education. School experience is only one part of practical work. There is yet a second part to it and that is the craft work which will be discussed in detail in the next chapter.