

## A STUDY OF PROBLEMS OF CONDUCTING PRACTICALS IN B.ED COLLEGES AFFILIATED TO GULBARGA UNIVERSITY GULBARGA

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### Abstract

The teaching practice is designed to smooth the transition from teacher to student. At the same time the teaching practice assignment gives the teachers training institutions an opportunity to evaluate the students teaching capabilities. It is one of the most important components of the teacher-training program. It is an opportunity for student teachers to put their theoretical studies into practice. There may be some inconsistencies between what has been learned in college or university and the actual situation in the classroom. The teaching practice exercise should help student teachers to integrate theory and practice. It is the responsibility of teacher education institutions to provide such learning experiences to student teachers that they may be able to identify, select and innovate organize such learning experiences which may develop competence in the student teachers to teach the course of their specialization on the one hand and recreational activities and social useful production work on the other hand. As teaching practice is an important component of teachers training program, considerable attention must be given to make it more effective and fruitful. The present research paper seek to know the problems faced by B.Ed teacher trainees during their practice teaching, the study carried out on 1350 teacher trainees selected as sample of the study from different B.Ed colleges under Gulbarga University, Gulbarga. The Study reveals that majority of students encountering the various problems during their practice teaching.

**Keywords:** Practice teaching, teaching, student teaching etc,



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### Introduction

Teachers play a prominent role in national and social reconstruction and in transmission of wisdom, knowledge, and experiences of one generation to another generation. The most important factor in the contemplated educational reconstruction is the teacher-his/her personal qualities, educational qualifications, personal training, and the place that he/she occupies in the school as well in the community. Thus, teachers are to play a crucial role in the formulation and implementation of educational programmes. The quality of an education system depends to a large measure on securing a fair number of well-qualified and educated, well-equipped, contented and updated teachers. For creating effective teacher, we

need an effective and rich teacher training institution whose mission is to promote the professional growth of teacher through pre-service, in service and graduate programmes, as well as provide educational leadership and support through consultation and research. The entire emphasis should be to prepare good, knowledgeable, and trained teachers for schools. The B.Ed. programme is a professional course and this course inculcates different types of curricular and co-curricular activities. The purpose of this programme is to prepare effective and trained teachers for the school system. There are a few thousand teacher-training institutions. These institutions through the teaching of theoretical subjects and practical training prepare prospective teachers for the nation. Irrespective of how good and how much theory is taught, it is only practice teaching that makes a professional teacher out of the pupil teachers. The entire schedule for 'practice teaching' is planned keeping this in mind. It is supposed to provide student teachers the classroom settings in which they can relate to the professional theory acquired at pre-practice teaching stage to the practical aspects of teaching in the classroom. Ideally, 'practice teaching' should provide opportunities for student teachers to practice the skills of planning and implementation, communication and management. A balance between theory and practice provides multi-dimensional development for prospective teacher. The teacher education institutions provide required academic, administrative, and infrastructural facilities to create congenial environment to develop effective teachers through initial teacher training programme

### **SIGNIFICANCE OF STUDY**

Teaching Practice is commonly believed to be an indispensable component of teacher education programs. Whatever other kinds of learning are involved in initial teacher education, few would question the necessary centrality of learning through practice. They also maintain that however clear, however thorough, however sophisticated or simple the learner-teacher's understanding of classroom teaching, it is only by putting these understandings into practice, by putting them to the test of practice, and by developing them through practice that he or she can become a competent classroom teacher.

It is a fact that there are organizations for having students go through Teaching Practice in secondary schools in Gulbarga University. Nevertheless, the efficiency of these organizations is open to question. All parties involved come across various problems related to Teaching Practice in terms of "interrelated and coordinated responsibilities." Some of these problems have been identified and others are just ignored but there has been little effort to improve the situation or to solve problems encountered. Although there have been some

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studies or efforts to improve Teaching Practice, all these efforts have not been institutionalized all over the country. It hoped that the enriched understanding of student teacher experiences of supervision and assessment while doing Teaching Practice would make significant contribution to knowledge within teacher education under Gulbarga Universities affiliated B.Ed colleges by providing useful information about actual practice towards the training of students. It was hoped that teacher trainers could use the study as a platform to reflect on their practices and strategies in supervising and assessing students doing teaching practice. However, it seems there are some problems associated with the supervision and assessment of student teachers while they are doing teaching practice. For example, it seems as if students are not supervised frequently and timorously. Such problems can easily affect the overall quality of Teaching practice supervision and assessment. The purpose of this study was to determine views of prospective teachers on the effectiveness of teaching practice supervision as a tool in quality assurance in practice teaching schools. The aim of the present study is to identify the various problems that the student teachers have encountered during their school experience in various secondary schools as the Teaching Practice component of the pre-service teacher-training program at B.Ed College affiliated to Gulbarga University, and to seek possible solutions to these problems. Researchers also hoped that insights gained through the study could stimulate further study

**STATEMENT OF THE PROBLEM: “A STUDY OF PROBLEMS OF CONDUCTING PRACTICALS IN B.ED COLLEGES AFFILIATED TO GULBARGA UNIVERSITY GULBARGA”**

**OPERATIONAL DEFINITIONS OF THE TERMS USED**

**Problem:-** A perceived gap between the existing state and a desired state, or a deviation from a norm, standard, or status quo. Although many problems turn out have several solutions (the means to close the gap or correct the deviation), difficulties arise where such means are either not obvious or not immediately available

**B.Ed :** It is an essential degree for secondary and higher secondary school teacher.

**Practice teaching/Practical**

**Ashraf, (1999):-** The term practice teaching embraces all the learning experiences of student teachers in schools.

**Stones and morris(1977):-** The term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of

experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies

### **5.5 OBJECTIVES OF THE STUDY**

Following objectives are fixed to tackle the problems of research

1. To study difficulties that arises during Microteaching and Practice teaching lessons.
2. To study the difficulties that arises during practical work of theoretical subjects.
3. To study the difficulties that arises during internal examination and content cum-method of teaching.
4. To study the problems that arises during the practical work of social service, cultural programmes, and physical education and Educational essays.
5. To study the problems related to the Annual Lesson's Examination.
6. To study the problems related to preparation of resource unit, Unit pan and Innovative lessons.

### **METHOD / DESIGN OF THE STUDY**

The present study was based on descriptive and quality design was employed to conduct the study. The focus of qualitative research is the nature or essence of things (.Randomly selected B.Ed colleges affiliated to Gulbarga University Gulbarga where teaching practices of student teachers, supervision of Teacher Educators and assessments and problems encountered by both students and Teachers were identified for this study.

### **SAMPLE SELECTION**

The participants of the study consisted of a total number of 1350 randomly selected student teachers studying in B.Ed colleges affiliated to Gulbarga University Gulbarga. From each randomly selected college 30 student teacher with different method combinations were taken as sample for data collection. Data w obtained from 1350 student teachers in 2013-2014 academic years.

### **TOOLS USED**

The researchers used self-prepared questionnaires, which were self administered to student teachers and Teacher Educators. The questionnaire had a section a). Difficulties that arises during Microteaching and Practice teaching lessons. (b) Difficulties that arises during practical work of theoretical subjects.(c). Difficulties that arises during internal examination and content cum-method of teaching.(d) Problems that arises during the practical work of social Science, cultural programmes, and physical education and Educational essays.(e) Problems related to the Annual Lesson's Examination. With statements on quality, aspects of  
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problems of practice teaching encountered by both Student teacher and Teacher Educators requested to indicate YES, Undecided, and NO to the stated statements. The respondents also responded to some open-ended questions on what they viewed as strengths and weaknesses of the way they supervised and problems in conducting practice teaching.

**DATA COLLECTION PROCEDURE**

The investigators visited to the selected B.Ed Colleges affiliated to Gulbarga University Gulbarga where she explained the purpose of her research to the principal. The principal of colleges were eager to cooperate for the data collection. The printed questionnaire were distributed to both the student teacher and Teacher Educators after the stipulated time is over the data sheets were collected back, the same procedure was adopted for all the colleges.

**STATISTICAL TECHNIQUES EMPLOYED FOR ANALYSIS OF THE COLLECTED DATA**

For analysis and interpretation of data, the investigator used Simple percentage techniques; graphical representation and Open-ended question were analyzed based on more /common response by simple percentage /frequency techniques.

**Analysis and Interpretation of data**

**Table 4.1.1: Frequency and percentage of B.Ed College student encountering the different type of personal problems during their practice teaching.**

Sr.no /Sec	Problems Personal problems	Yes		Don't Know		No		Total 1350
		N	%	N	%	N	%	
1.	Is there transportation problem?	850	62.9	350	25.9	150	11.11	100
2.	Is there boarding and lodging problem?	900	66.6	200	14.8	250	18.51	100
3.	Is there scarcity of money for expenses at school?	800	59.2	400	29.6	150	11.11	100
4.	Is the School well poised?	700	51.8	370	27.4	280	20.74	100
5.	Does being away from parents bother you?	550	40.7	350	25.9	450	33.33	100
6.	Does being from spouse bother you?	200	14.8	800	59.2	350	27.40	100
7.	Does being away from children bother you?	300	22.2	900	66.6	150	11.11	100

8.	Do marital problem come in the way of practice teaching?	100	7.40	880	65.18	370	27.40	100
9.	Are you worried that you are not able to give enough time to family?	725	53.70	375	27.77	250	18.51	100
10.	Are you not able to carry on your obligations?	970	71.85	150	11.11	230	17.03	100

From the above findings of table No 4.1.1, it concluded that the different kinds of personal problems of the respondents. It is evident that the problem of Boarding and lodging (66.66%), problems of transportation (62.96%), problems of not able to carry on their obligations (9.25%), problems of scarcity of money for expenses at School (59.25%), problems of not able to give enough time to family (53.70%), 40.74 % problems of being away from parents during (40.74%), and problems of being away from children (22.22 % during their practice teaching.

**Table No 4.1(b): Frequency and percentage of B.Ed College student encountering the different type of Teacher’s Preparation problems during their practice teaching.**

Sec/SI .No	Problems	Yes		Don’t Know		No		Total
		N	%	N	%	N	%	
	<b>Teacher’s Preparation problems</b>							1350
11	Are there problems in Lesson plan preparation?	890	65.92	325	24.07	135	10	100
12	Do you forget and fail to teach the lesson?	980	72.59	220	16.29	150	11.11	100
13	Are you worried that you may make mistakes in front of students?	765	56.66	335	24.81	250	18.51	100
14	Are you unable to answer questions asked by students?	860	63.70	280	20.74	210	15.55	100
15	Are you unable to prepare the instructional material?	740	54.81	270	20	340	25.18	100
16	Does the teacher guide you unable to write the lesson?	700	51.85	400	29.62	250	18.51	100
17	Is it difficult to select appropriate techniques for Microteaching?	900	66.66	285	21.11	165	12.22	100
18	Are there problems in selecting teaching aids?	645	47.77	460	34.07	245	18.14	100

19	Are there problems in designing activities?	725	53.7	375	27.7	250	18.5	100
			0		7		1	
20	Is there any problem in conducting orientation program for microteaching?	600	44.4	350	25.9	400	29.6	10
			4		2		2	0

Thus from the above findings of table No 4.1(b), it concluded that the Teacher's Preparation problems of the respondents. It is evident that problems of forgetting and fail to teach the lesson & difficult to select appropriate techniques for micro teaching (66.66%), problems of Lesson plan preparation (65.92%), problem of unable to answer questions asked by students (63.70%), problems of make mistakes in front of students (56.66%), problems of preparing the instructional materials(54.81%), problem in designing activities(53.70%).problem of unable to write the lesson plan as guided by the teacher in their practice teaching(51.85%), problems in selecting teaching aids in their practice teaching(47.77%) and problem in conducting orientation program for micro teaching during their practice teaching(44.44 %).

**4. 1 (c) Analysis and interpretation based on Objective No 1. (Continued)**

**Table No 4.1(c): Frequency and percentage of B.Ed College student encountering the different type of Teacher's Preparation problems during their practice teaching.**

Sec/ Sl.n o	Problems	Yes		Don't Know		No		T ot al 1350
		N	%	N	%	N	%	
	<b>Teacher's Preparation problems(Continued)</b>							
21	Did the teacher educators give training to you in every skill ?	75	55.5	310	22.9	29	21.4	100
		0	5		6	0	8	
22	Did the teachers observe properly the micro teaching skills?	87	64.4	170	12.5	31	22.9	100
		0	4		9	0	6	
23	Did the teachers give good feed back by observing your teaching?	80	59.2	400	29.6	15	11.1	100
		0	5		2	0	1	
24	Did your college conduct integrating skill training for you?	71	52.5	300	22.2	34	25.1	100
		0	9		2	0	8	
25	Did you encounter problems in the Video recording of microteaching?	65	48.1	300	22.2	40	29.6	100
		0	4		2	0	2	
26	Did your mentor encourage you to seek clarification on how to teach?	20	14.8	800	59.2	35	25.9	100
		0	1		5	0	2	

27	Did supervisors write comments on your lesson plan?	65 0	48.1 4	350	25.9 2	35 0	25.9 2	100
28	Did the mentors motivate you?	50 0	37.0 3	450	33.3 3	40 0	29.6 2	100
29	Did you face shortage of time in microteaching?	72 5	53.7 0	375	27.7 7	25 0	18.5 1	100

From the above findings of table No s 4.1. (c), it concluded that the Teacher's Preparation problems of the respondents. It is evident that problems in the Video recording of microteaching during their practice teaching (54.81%), problems of shortage of time in microteaching during their practice teaching (53.70 %), problems in getting training by teacher educators in every skill in their practice teaching(21.48 %), problems of teacher Educators observation properly the micro teaching skills in their practice teaching(22.96%) ,problems of conducting Integrated Micro-teaching lesson in their practice teaching(25.18 %), problems of mentor encouraging them to seek clarification on how to teach in their practice teaching(25.92%), and B.Ed College students encountering the problem of supervisors writing the comments on their lesson plan, the problems getting good feed back by observing their teaching &the problems of mentors in motivating, in their practice teaching(29.62).

**Table No 4.1(d): Frequency and percentage of B.Ed College student encountering the Different type of classroom participation Problems during their practice teaching**

Sec/ SL.N o	Problems  Classroom participation Problems	Yes		Don't Know		No		Total 135 0
		N	%	N	%	N	%	
30	Are the students attentive in your class?	35 0	25.9 2	300	22.2 2	70 0	51.8 5	100
31	Is there evidence for teacher student interaction?	24 0	17.7 7	200	14.8 1	91 0	67.4 0	100
32	Do the students lack interest in teaching learning process?	81 0	60	390	28.8 8	15 0	11.1 1	100
33	Do the teachers of schools where you are posted not respect you?	78 0	57.7 7	290	21.4 8	28 0	20.7 4	100

Thus from the above findings of table no 4.1(d), it concluded that the Classroom participation Problems of the respondents. It is evident that problems of evidence for

teacher student interaction in their practice teaching (67.77%), problems of students lack interest in teaching –learning process in their practice teaching (60 %%), problems the teachers of schools where they are posted not respecting the B.Ed teacher trainee in their practice teaching(57.77%).

**Table No 4.1(e): Frequency and percentage of B.Ed College student encountering the different type of classroom participation Problems during their practice teaching.**

Sec /Sl. no	Problems Class management problems	Yes		Don't Know		No		Total 1350
		N	%	N	%	N	%	
34	Did you find lack of conducive environment for learning in the schools?	86	64.0	305	22.5	18	13.3	100
		5	7		9	0	3	
35	Are the schools over crowded?	97	71.8	200	14.8	25	18.5	100
		0	5		1	0	1	
36	Did you handle the disciplinary problem effectively?	75	55.5	295	21.8	30	22.5	100
		0	5		5	5	9	
37	Were you able to manage the classroom independently?	69	51.1	370	27.4	29	21.4	100
		0	1		0	0	8	
38	Did you prepare adequately for the learning activities?	60	44.4	300	22.2	45	33.3	100
		0	4		2	0	3	
39	Were you able to hold the attention of the pupils/ students during the class?	50	37.0	400	29.6	45	33.3	100
		0	3		2	0	3	
40	Were you able to structure the classroom activities to enhance learning?	30	22.2	150	11.1	90	66.6	100
		0	2		1	0	6	
41	Were you able to sustain the interest of pupils ?	35	25.9	400	29.6	60	44.4	100
		0	2		2	0	4	
42	Did you give verbal and non-verbal reinforcements to students?	86	64.0	305	22.5	18	13.3	100
		5	7		9	0	3	

From the above findings of table No 4.1(e), it concluded that problems of structuring the class room activities to enhance learning in their practice teaching (66.66%), problem of the schools overcrowded during their practice teaching (64.44%), problems Of lack of conducive environment for learning in their practice teaching Schools(64.07%), problems of sustaining the interest among pupils their practice teaching (44.44%), problems of preparing learning activities adequately during their practice teaching (33.33%), problems

of maintain the attention of the pupils/ students the practice teaching classes (25.92%), problems of handling the disciplinary aspects in classroom effectively during their practice teaching(22.59%) and the problems of managing the classroom independently during their practice teaching(21.48 %).

**Table No 4.1(e): Frequency and percentage of B.Ed College student encountering the different type of Problems in observing your initial lesson by method teacher during their practice teaching.**

Se c/ Sl	Problems Problems in observing your initial lesson by method teacher	Yes		Don't Know		No		Total 1350
		N	%	N	%	N	%	
43	Did your teacher observer, give the good feedback?	50	37.0	200	14.8	65	48.1	100
		0	3		1	0	4	
44	Did they give the feed back immediatly after the class?	40	29.6	250	18.5	70	51.8	100
		0	2		1	0	5	
45	Did the teacher observer give his feedback based on peer observation report?	81	60	340	25.1	20	14.8	100
		0			8	0	1	
46	Did the method master observe your lesson keenly and give an objective feed back?	40	29.6	245	18.1	70	52.2	100
		0	2		4	5	2	
47	Are you willing to get feedback on your teaching from method master?	95	70.3	250	18.5	15	11.1	100
		0	7		1	0	1	
48	Did the method master scold you about your poor teaching?	70	51.8	250	18.5	40	29.6	100
		0	5		1	0	2	

From the above findings of table No 4.1(e), it concluded that the problems of willing to get feedback on student teaching from method master during their practice teaching(70.37%), problems of scolding by method teacher about their poor teaching in the practice teaching classes (51.85%), problems of getting the feedback by teachers immediatly after the class during their practice teaching (51.85%), problems of the method master observe your lesson keenly and give an objective feed back during their practice teaching (52.22%), problems of teacher observation, and feedback in their practice teaching Schools (48.14%), problems of the teacher observer give his feedback based on peer observation reports during practice teaching(14.81%).

**Table No 4.2: Frequency and percentage of B.Ed College student encountering the different type of Difficulties that arise during internal examination and content method of teaching during their practice teaching.**

Se c/S Ln	Problems Difficulties that arise during internal examination and content method of teaching	Yes		Don't Know		No		Tot al %( 105 0)
		N	%	N	%	N	%	
49	Did your college conduct periodical internal test?	85	62.9	15	11.1	350	25.9	100
		0	6	0	1		2	
50	Did your college conduct tests according to the stipulation of university ?	35	25.9	20	14.8	800	59.2	100
		0	2	0	1		5	
51	Did your teachers give common assignments to students?	75	55.5	24	18.1	355	26.2	100
		0	5	5	4		9	
52	Are the assignments based on field activity?	35	25.9	25	18.5	750	55.5	100
		0	2	0	1		5	
53	Were you given the feedback about performance in internal tests ?	20	14.8	35	25.9	800	59.2	100
		0	1	0	2		5	
54	Did your college display the marks obtained in the tests?	10	7.40	20	14.8	105	77.7	100
		0	7	0	1	0	7	
55	Do concerned teachers evaluate the assignments?	46	34.0	30	22.2	590	43.7	100
		0	7	0	2		0	
56	Do you think even if do you not attend the final lesson exam teachers will give marks?	60	44.4	35	25.9	400	29.6	100
		0	4	0	2		2	
57	Are you weak in teaching?	50	37.0	40	29.6	450	33.3	100
		0	3	0	2		3	
58	Did your teacher explain you about various methods of teaching?	45	33.3	20	14.8	700	51.8	100
		0	3	0	1		5	
59	Do you think that your method master is well versed in all the methods of teaching?	45	33.3	20	14.8	700	51.8	100
		0	3	0	1		5	
60	Do they encourage you to exchange ideas / techniques with classmates?	38	28.8	20	15.1	756	5	100
		9	1	5	8		6	

From the above findings of table No 4.2, it concluded that problems of given the feedback about performance in internal tests their practice teaching(70.37%), problems of college displaying the marks obtained by students in the tests during the practice teaching classes(.59.25%, problems of their teachers giving common assignments to students during practice teaching(55.55%), problems of college conducting tests according to the stipulation of University & students encounter the problems of their teacher explanation about various methods of teaching in the practice teaching classes(51.85%), problems of the assignments

evaluated by concerned teachers in the practice teaching classes (43.70%), problems of even if they do not attend the final lesson exam teachers will give marks in the practice teaching classes(44.44%), problems of method master is not well versed in all the methods of teaching in the practice teaching classes(33.33%) and problems of college conducting periodical internal test & the problems of the assignments based on field activity during their practice teaching(25.92%).

**Table No 4.3(a) : Frequency and percentage of B.Ed College student encountering the different type of Problems during the practical work of social, cultural programmes, physical education, and educational essay etc**

Sec/ Sl.no	Problems	Yes		Don't Know		No		Total
		N	%	N	%	N	%	
	<b>Problems during the practical work of social, cultural programmes, physical education and educational essay.</b>							<b>1350</b>
6	Did they conduct quiz	45	33.3	200	14.8	70	51.8	100
1	program in the college ?	0	3		1	0	5	
6	Do they conduct debate	35	25.9	200	14.8	75	55.5	100
2	competition in your college?	0	2		1	0	5	
6	Do they give you	38	28.1	350	25.9	62	45.9	100
3	assignment to prepare album of great personalities?	0	4		2	0	2	
6	Did they encourage you	60	44.4	370	27.4	38	8.14	100
4	to collect coins stamps etc. ?	0	4		0	0		
6	Did they encourage you	55	40.7	350	25.9	45	33.3	100
5	so write diary?	0	4		2	0	3	
6	Do they organize	20	14.8	600	44.4	55	40.7	100
6	educational exhibitions?	0	1		4	0	4	
6	Did you visit to revenue	30	22.2	600	44.4	45	33.3	100
7	centre?	0	2		4	0	3	
6	Did the college conduct	10	7.40	500	37.0	75	55.5	100
8	sports / competitions?	0			3	0	5	
6	Is there Scouts / Guide	14	10.3	450	33.3	76	56.2	100
9	unit in the college?	0	7		3	0	9	

From the above findings of table no s **4. 3**, it concluded that problems of college not conducting debate competition & to conduct sports competitions during practice teaching(55.55%), problems of college not conduct quiz program in the college practice

teaching (51.85%), problems of assignment to prepare album of great personalities during practice teaching (45.92%), problems of organize educational exhibitions during the practice teaching(40.74%),problems of encourage them to write diary during practice teaching(33.33%) and problems of encourage them to collect coins stamps etc during their practice teaching (25.92 %).

**Table No 4.3(b) : Frequency and percentage of B.Ed College student encountering the different type of Problems during the practical work of social, cultural programmes, physical education, and educational essay etc**

Se c/ Sl .n o	Problems	Yes		Don't Know		No		T o t a l
		f	%	N	%	f	%	
	<b>Problems during the practical work of social, cultural programmes, physical education and educational essay.(Continued)</b>							<b>1350</b>
70	Is CTC conducted in your College?	40	29.0	35	25.0	60	44.0	100
71	Was CTC conducted in the college campus?	35	25.0	20	14.0	80	59.0	100
72	Was CTC conducted in the community?	37	27.0	40	29.0	58	42.0	100
73	Does the student union work to realize the goals of education?	28	20.0	37	27.0	70	51.0	100
74	Did your college conduct educational tour?	30	22.0	35	25.0	70	51.0	100
75	Does your college organize the sports activities?	32	24.0	34	25.0	68	50.0	100
76	Were you helped in the selection and teaching of the content?	27	20.0	25	18.0	83	61.0	100
77	Were you given training in using AV aids for teaching?	33	24.0	19	14.0	83	61.0	100
78	Were you given training to conduct experiments?	27	20.0	33	24.0	75	55.0	100
79	Is there provision for field trip in your college?	32	23.0	24	17.0	79	58.0	100

From the above findings of table No **4.3(b)**, it concluded that problems of selecting and teaching of the content & problems of training in using AV aids for teaching during practice teaching(61.48%), problems of conducting CTC in the college campus during their practice teaching (59.25%) problems of training to conducting experiments for teaching during practice teaching(55.55%), problems of the student union work to realize the goals of education during their practice teaching (51.85%), problems of college in conducting educational tour during practice teaching & the problems of organizing field trip in the college during practice teaching, problems of college not conduct CTC conducted in the college during practice teaching(44.44%), and problems of CTC conducting in the community during practice teaching(42.96%).

**Table No 4.4: Frequency and percentage of B.Ed College student encountering the different type of Problems related to Annual lesson’s examination during their practice teaching.**

Sec /Sl. no	Problems	Yes		Don't Know		No		Total
		N	%	N	%	N	%	
	<b>Problems related to Annual lesson’s examination</b>							1350
81	Do you feel stressed up about final exam lessons?	80	59.2	15	11.1	400	29.6	100
		0	5	0	1		2	
82	Does your college collect money towards final lesson exam expenses?	45	33.3	20	14.8	700	51.8	100
		0	3	0	1		5	
83	Does practice teaching school collect money from you ?	75	55.5	14	10.3	460	34.0	100
		0	5	0	7		7	
84	Does the external examiner observe the lesson teaching?	40	29.6	28	20.7	670	49.6	100
		0	2	0	4		2	
85	Is there problem to get the good school for final lesson exam?	95	70.3	15	11.1	250	18.5	100
		0	7	0	1		1	
86	Is there partiality in giving marks for the final lessons	70	51.8	21	15.9	435	32.2	100
		0	5	5	2		2	
87	Do you feel that even though you are absent for internal exam you will get through?	30	22.2	15	11.1	900	66.6	100
		0	2	0	1		6	
88	Do you feel giving final lesson exam is very perfunctory?	65	48.1	27	20	430	31.8	100
		0	4	0			5	

From the above findings of table No 4.4, it concluded that problems of getting the good school for final lesson exam during practice teaching(70.37%), problems of practice teaching schools were collecting money from teacher trainees during practice teaching (55.55 %), problems of college collecting money towards final lesson exam expenses during their practice teaching & problems of there is partiality in giving marks for the final

lessons (51.85%), problems of the external examiner observation during the lesson teaching(49.62%), problem of feel giving final lesson exam is very perfunctory during practice teaching(48.14), problems of feeling of stressed up about final lesson teaching during practice teaching(44.44%),and problems of feeling that even though if they are absent for internal exam you will get through(22.22%).

**Table No 4.5: Frequency and percentage of B.Ed College student encountering the different type of Problems in preparation of Resource unit, Unit plan, and innovative lesson during their practice teaching.**

Sec/ Sln o	Problems  Problems in preparation of Resource unit, Unit plan and innovative lesson	Yes		Don't Know		No		Tot al 135 0
		N	%	N	%	N	%	
89	Is there orientation and training program for conducting unit plan lesson / innovative lesson/ resource lessons?	450	33.33	150	11.11	750	55.55	100
90	Are you guided to select appropriate methods of teaching for unit plan etc.	470	34.81	200	14.81	680	50.37	100
91	Are you given training and materials to prepare models?	350	25.92	150	11.11	850	62.96	100
92	Is there scarcity of reference book?	490	36.29	280	20.74	580	42.96	100
93	Is it difficult to prepare the blue print for unit lesson?	910	67.40	50	11.11	290	21.48	100
94	Is it problematic to conduct unit test in the school?	750	55.55	200	14.81	400	29.62	100
95	Do you have sufficient knowledge of statistics to analyze student's scores?	300	22.22	900	66.66	150	11.11	100
96	Are you able to write innovative lesson plan?	250	18.51	370	27.40	730	54.07	100
97	Is it difficult to write objective type questions for unit test?	725	53.70	375	27.77	250	18.51	100
98	Is it difficult to select suitable methods to present the lesson?	450	33.33	150	11.11	750	55.55	100
99	Do you feel difficulty in giving a diagnostic test?	705	52.22	175	12.96	470	34.81	100
100	Did you take remedial teachings / classes for students?	275	20.37	210	15.55	865	64.07	100
101	Is unbiased evaluation a difficult proposition?	725	53.70	175	12.96	450	33.33	100

From the above findings of table No 4.5, it concluded that problems to prepare the blue print for unit lesson (64.70%),problem of taking remedial teachings / classes for students during

practice teaching(64.07%),problems of training and materials to prepare models during practice teaching(62.96%), problems of orientation and training program for conducting Unit plan lesson / Innovative lesson/ resource lessons during practice teaching, and problems of conduct unit test in the practice teaching schools(55.55%), problem of to write innovative lesson plan during practice teaching (54.07% ), problem of write objective type questions for unit test during practice teaching (53.70%),problem of unbiased evaluation a difficult proposition during practice teaching(53.70%), problem of feel difficulty in giving a diagnostic test during practice teaching(52.22%), problems of guided to select appropriate methods of teaching for unit plan etc during their practice teaching(50.37%), problems scarcity of reference books during practice teaching(36.29 %),and problem of sufficient knowledge of statistics to analyze student's scores during practice teaching(11.11%).

### **CONCLUSION OF THE STUDY**

The findings from the research indicate that student teachers view practice teaching as an important component in their training because it exposes them to the actual teaching and learning environment in which they enabled to contextualize their theoretical knowledge gained during training. Student teachers felt that the practice teaching programme had prepared them for the practice teaching. However, despite the thorough preparation, students faced with challenges, which significantly affected students' ability to accumulate maximum benefits from the practice teaching.

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