

STUDY OF PRACTICE TEACHING PROCESSES ADOPTED FOR DEVELOPMENT OF TEACHING COMPETENCIES THROUGH ODL MODE

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Abstract

The Open University assesses pupil-teachers in two phases- 1). Theory and 2). Practical activities. Further Practical activities categories-

- (i) *Practical/Application-oriented assignment;*
- (ii) *School-based Practical work;*
- (iii) *Workshop-based practical work, and*
- (iv) *Practice Teaching;*

To improve skills in teaching, the B.Ed. trainees are required to undertake pre planned teaching under the supervision of teacher educators engaged by the study center concern with the universities. Every trainee presents 40 model lessons (20 in each of the two teaching subjects).

Indira Gandhi National Open University (IGNOU) B.Ed. curriculum has emphasized on above different kinds of supervised activities at distance trainees level. It incorporates school and field based practicals under the supervision of mentors. The programme centre based activities take place through the supervision of counselors. Peer interaction also play a major role in performing various kinds of competency development exercises. Such curricular norms IGNOU are followed by other state Open Universities like Uttar Pradesh Rajarshree Tandon Open University (UPRTOU) adopting course wares of the IGNOU.

It is clear from the analysis that according more than average trainees they prepared practice lesson plans according to norm of B.Ed. course. The perusal of Table: 1 reveals that 73 to 77 percent IGNOU trainees prepared 16 to 20 lesson plans in each subject, where 59 to 63 percent trainees of UPRTOU were abided by such norm. Such fact reveals that while around 40 percent UPRTOU trainees did not meet teaching lesson plans requirement, around 23 percent IGNOU students remained untouched by such norm. The lesson plans were mostly supervised by the mentors (88%). According Table: 3, such decentralized practice is more prominent in the case of IGNOU than that UPRTOU. Table: 11 revealed that 82 percent found it more relevant to their school teaching practices and 83 percent stated it empowering them in their subject teaching. Table: 13.B revealed that a large majority of trainees (72 to 84 percent) perceived practice teaching training most effective in making them competent in many respects competencies.

Keywords: *Practice Teaching, Teaching Skills, Competency, Feed-back, delivery of lessons, Teacher Trainees, ODL Mode.*

Introduction:

Teacher preparation programmes gives major emphasis on development of competency concerning different roles expected to be played by teachers in the school system. In the Indian context, the norms and standards of teacher education through distance mode are set by National Council for Teacher Education (NCTE) and Distance Education Council (DEC). The competency development practices through distance mode incorporate different kinds of activities to be performed by distance mode trainees in a decentralized manner. The distance education institutions make appropriate planning and provisions for support to carry out teaching skill development practices. They conduct practicals in different learning situations at the school level as at the programme study centre level as identified in the open distance mode curriculum. Basic feature of teacher education curriculum covers theoretical orientation and practical experiences related to teachers teaching competencies. The Open University assesses pupil-teachers in two phases- 1). Theory and 20. Practical activities. Further Practical activities categories-

- (v) **Practical/Application-oriented assignment:** It includes questions in the concerned areas, project work, model lesson plan/unit plan, case studies, action research etc.

- (vi) **School-based Practical work:** This activity includes administration of psychological test/tools, organizing health education activities, participation in sports and games, conducting debates, preparation of school time-table construction of question papers together with scoring procedures, selection and use of libraries, laboratories, media and materials, participation in class activities related to the teaching subjects etc.
- (vii) **Workshop-based practical work:** The workshop is conducted by the resource persons/experts in education. Audio-video programmes are used as support materials. In the workshop the trainees perform various activities for improving their teaching competencies.
- (viii) **Practice Teaching:** To improve skills in teaching, the B.Ed. trainees are required to undertake pre planned teaching under the supervision of teacher educators engaged by the study center concern with the universities. Every trainee presents 40 model lessons (20 in each of the two teaching subjects).

Indira Gandhi National Open University (IGNOU) B.Ed. curriculum has emphasized on above different kinds of supervised activities at distance trainees level. It incorporates school and field based practicals under the supervision of mentors. The programme centre based activities take place through the supervision of counselors. Peer interaction also play a major role in performing various kinds of competency development exercises. Such curricular norms IGNOU are followed by other state Open Universities like Uttar Pradesh Rajarshree Tandon Open University (UPRTOU) adopting course wares of the IGNOU. Empirical evidences on the processes of training programmes and its perceived utility can enrich the understanding of alternative mode of teacher preparation and its quality. On the basis of such background the researchers conducted the present study in two open universities of India.

Objective of the study:

1. To explore different practices of practice teaching adopted for development of teaching competencies among secondary level teacher trainees in IGNOU and UPRTOU.
2. To study the relevance and effectiveness of such practices as perceived by the teacher trainees.

Methodology:

The study was of descriptive nature. The scope of the study was restricted to the open distance learning mode teacher education programme conducted by IGNOU and UPRTOU in U.P. State of India. The sample of the study consisted of 600 teacher trainees (300 each from IGNOU and UPRTOU) belonging to 12 programme study centres of Open Universities in the state. Data were collected with the help of questionnaires and interview schedules prepared by the investigator. Data were analysed descriptively. Chi-square tests were applied to test the null hypotheses of independence of response of sample trainees on different items and their university background. The analysis and interpretation of data have been presented in the following sections:

- Practice teaching lessons preparation.
- Means adopted for demonstration of practice teaching lessons.
- Feed-back provision in practice teaching.
- Relevance of practice teaching.
- Effectiveness of practice teaching.

Response of B.Ed. trainees about number of lesson plans prepared by themselves: University wise

It can be noticed from Table: 1 that the calculated χ^2 values of independence are found significant. Hence the response pattern of B.Ed trainees and the university background in relation to preparation of lesson plans are not found independent from each other.

Table: 1

χ^2 test of independence of trainees' response about lesson planning and delivery and university background, subject wise

Response of trainees on number of lesson plans prepared by themselves							
	UNIV.	i (1-5)	ii (6-10)	iii (11-15)	Iv (16-20)	Total	χ^2 Values
First Subject	IGNOU	17 (5.67)	31 (10.33)	32 (10.67)	220 (73.33)	300 (100.00)	22.30**
	UPRTOU	19 (6.33)	30 (10.00)	75 (25.00)	176 (58.67)	300 (100.00)	
	Total	36 (6.00)	61 (10.17)	107 (17.83)	396 (66.00)	600 (100.00)	
Second Subject	IGNOU	21 (7.00)	19 (6.33)	29 (9.67)	231 (77.00)	300 (100.00)	18.34**
	UPRTOU	26 (8.67)	22 (7.33)	64 (21.33)	188 (62.67)	300 (100.00)	
	Total	47 (7.83)	41 (6.83)	93 (15.5)	419 (69.83)	600 (100.00)	

Note: Figures in parenthesis indicates percentages. N.S.: Not significant
 ** Indicates significant at .01 level.

It can be observed that majority of B.Ed. trainees (73 to 77%) of IGNOU, prepared 16 to 20 lesson plans in each of the teaching subjects, which is close to the standard set for B.Ed. programme. Whereas lesser number of (59 to 63%) B.Ed. trainees of UPRTOU did the same in comparison to IGNOU.

Response of B.Ed. trainees about number of lesson plans checked by mentors and counsellors already prepared by trainees: University wise

It can be noticed from Table: 2 that the calculated χ^2 values of independence are found significant. Hence the response pattern of B.Ed. trainees and the university background in relation to number of lesson plans checked by mentors and counsellors already prepared by trainees are not found independent from each other.

Table: 2

χ^2 test of independence of Response of B.Ed. trainees about number of lesson plans checked by mentors and counsellors prepared by trainees: University wise

Response of trainees on number of lesson plans checked before teaching prepared by them							
	UNIV.	I (1-5)	ii (6-10)	iii (11-15)	iv (16-20)	Total	χ^2 Values
First Subject	IGNOU	78 (26.00)	63 (21.00)	123 (41.00)	36 (12.00)	300 (100.00)	19.58**
	UPRTOU	100 (33.33)	41 (13.67)	94 (31.33)	65 (21.67)	300 (100.00)	
	Total	178 (29.67)	104 (17.33)	217 (36.17)	101 (16.83)	600 (100.00)	
	IGNOU	80 (26.67)	65 (21.67)	121 (40.33)	34 (11.33)	300 (100.00)	
UPRTOU	96 (32.00)	45 (15.00)	95 (31.67)	64 (21.33)	300 (100.00)		
Total	176 (29.33)	100 (16.67)	216 (36.00)	98 (16.33)	600 (100.00)		

Note: Figures in parenthesis indicates percentages. N.S.: Not significant, ** Indicates significant at .01 level.

It was observed that 40 to 41 percent B.Ed. trainees of IGNOU get 11 to 15 lesson plans checked while only 31 to 32 percent B.Ed. trainees of UPRTOU get 11 to 15 lesson plans checked by counsellors. 21 to 22 percent B.Ed. trainees of UPRTOU and 11 to 12 percent B.Ed. trainees of IGNOU get 16 to 20 lesson plans checked by counsellors close to the norms set for the B.Ed. programme. A large number of B.Ed. trainees (89%) of IGNOU and 78 to 79 percent of UPRTOU do not get lesson plans checked prepared by themselves as per the norms of course.

Response of B.Ed. trainees about evaluators of practice teaching lesson plans prepared by themselves: University wise

It can be noticed from Table 3 that the calculated χ^2 value of independence is found significant. Hence the response pattern of B.Ed. trainees and the university background in relation to checkers of practice teaching lesson plans already prepared by trainees before practiced them are not found independent from each other.

Table: 2

χ^2 test of independence of Response of B.Ed. trainees about evaluators of practice teaching lesson plans: University wise

Response of trainees about lesson plans evaluators							
UNIV.	i (Mentor)	ii (Peer Trainees)	iii (Counsellors)	iv (None)	Another teacher	Total	χ^2 Value
IGNOU	280 (93.33)	18 (6.00)	2 (0.67)	0 (0.00)	0 (0.00)	300 (100.00)	20.12**
UPRTOU	246 (82.00)	24 (8.00)	13 (4.33)	9 (3.00)	8 (2.67)	300 (100.0)	
Total	526 (87.67)	42 (7.00)	15 (2.5)	9 (1.5)	8 (1.33)	600 (100.00)	

Note: Figures in parenthesis indicates percentages. N.S.: Not significant
 ** Indicates significant at .01 level.

It can be observed from Table 3 that majority of B.Ed. trainees (93%) of IGNOU and 82 percent of UPRTOU get their lesson plans checked only by the mentors which is against the norms set for B.Ed. programme. The norms are lesson plans must be checked by mentors as well as by the counsellors. It can be concluded that with reference to the provision of lesson plans checked by evaluators, B.Ed. trainees of UPRTOU are closer to the norms set for B.Ed. programmes than their IGNOU counterparts.

Response of B.Ed. trainees about number of lesson delivered by themselves in practice teaching: University wise

It can be noticed from Table 4 that the calculated χ^2 value of independence found significant. Hence the response pattern of B.Ed trainees and the university background in relation to number of lessons delivered by them during practice teaching in the first teaching subject are not found independent from each other.

Table: 4

χ^2 test of independence of Response of B.Ed. trainees about number of lesson deliver by them: University wise

Response of trainees on number of lesson plans as delivered by them							
	UNIV.	i (1-5)	ii (6-10)	iii (11-15)	Iv (16-20)	Total	χ^2 Values
First Subject	IGNOU	34 (11.33)	19 (6.33)	60 (20.00)	187 (62.33)	300 (100.00)	10.08*
	UPRTOU	55 (18.33)	30 (10.00)	58 (19.33)	157 (52.33)	300 (100.00)	
	Total	89 (14.83)	49 (8.17)	118 (19.67)	344 (57.33)	600 (100.00)	
	IGNOU	32 (10.67)	21 (7.00)	63 (21.00)	184 (61.33)	300 (100.00)	
UPRTOU	47 (15.67)	33 (11.00)	59 (19.67)	161 (53.67)	300 (100.00)		
Total	79 (13.17)	54 (9.00)	122 (20.33)	345 (57.5)	600 (100.00)		

Note: Figures in parenthesis indicates percentages. N.S.: Not significant

* Indicates significant at .05 level.

It can be observed from the Table 4 that 62 percent B.Ed. trainees of IGNOU practiced approximately 16 to 20 lesson plans which is close to the norms set for B.Ed. programme, whereas only 52 percent B.Ed. trainees of UPRTOU practiced the same. Rest 38 percent B.Ed. trainees of IGNOU and 42 percent B.Ed. trainees of UPRTOU do not practice in the first teaching subject close to the norms set.

It can be noticed from Table 4 that the calculated χ^2 value of independence is found not significant. Hence the response pattern of B.Ed. trainees and the university background in relation to number of lesson plans delivered by them during practice teaching in the second teaching subject are not found independent from each other.

It can be observed from the Table 4 that approximately 58 percent B.Ed. trainees of both the open universities IGNOU and UPRTOU practiced approximately 16 to 20 lesson plans which is close to the norms set for B.Ed. programme.

Response of trainees about the observers of practice teaching lessons: University wise

It can be noticed from Table 5 that the calculated χ^2 value of independence is found significant. Hence the response pattern of B.Ed. trainees and the university background in reference to the observers of practice teaching lessons are not found independent from each other.

Table: 5

χ^2 test of independence of Response of trainees about the observers of practice teaching lessons: University wise

Response of trainees about class observer during practice teaching							
UNIV.	i (Mentor)	ii (Peer Trainees)	iii (Counsellor)	iv (Principal)	Another teacher	Total	χ^2 Value
IGNOU	256 (85.33)	11 (3.67)	31 (10.33)	2 (0.67)	0 (0.00)	300 (100.00)	56.26**
UPRTOU	175 (58.33)	14 (4.67)	102 (34.00)	7 (2.33)	2 (0.67)	300 (100.00)	
Total	431 (71.83)	25 (4.17)	133 (22.17)	9 (1.5)	2 (0.33)	600 (100.00)	

Note: Figures in parenthesis indicates percentages. N.S.: Not significant, ** Indicates significant at .01 level.

It can be observed that 85 percent B.Ed. trainees of IGNOU and only 58 percent B.Ed. trainees of UPRTOU consider that their practice teaching lessons was observed by their respective mentors.

Response of counsellors about number of lesson plans prepared by trainees: University wise

It can be noticed from Table 6 that the calculated χ^2 values of independence are found not significant. Hence the response pattern of counsellors and the university background in reference to number of lesson plans prepared by trainees in both the teaching subjects are found independent from each other.

Table: 6

χ^2 test of independence of counsellors response about delivery of lessons by trainees and university background, subject wise

Response of counsellors on number of lesson plans as prepared by trainees							
First Subject	UNIV.	i (1-5)	ii (6-10)	iii (11-15)	iv (16-20)	Total	χ^2 Values

	IGNOU	4 (13.33)	1 (3.33)	3 (10.00)	22 (73.33)	30 (100.00)	5.92 N.S.
	UPRTOU	0 (0.00)	0 (0.00)	2 (6.67)	28 (93.33)	30 (100.00)	
	Total	4 (6.67)	1 (1.67)	5 (8.33)	50 (83.33)	60 (100.00)	
Second Subject	IGNOU	2 (6.67)	1 (3.33)	4 (13.33)	23 (76.67)	30 (100.00)	3.46 N.S.
	UPRTOU	0 (0.00)	0 (0.00)	3 (10.00)	27 (90.00)	30 (100.00)	
	Total	2 (3.33)	1 (1.67)	7 (11.67)	50 (83.33)	60 (100.00)	

Note: Figures in parenthesis indicates percentages. N.S.: Not significant

It can be observed that as per 83 percent counsellors of IGNOU and UPRTOU the number of practice teaching plans prepared by B.Ed. trainees in both the teaching subjects is close to the norms of B.Ed. programme. Only 17 percent counsellors of both the universities stated that B.Ed. trainees prepared 1 to 15 lesson plans in each of the teaching subjects.

Response of counsellors about observation of practice teaching lessons: University wise

It can be noticed from Table 7 that the calculated χ^2 value of independence is found significant. Hence the response pattern of counsellors and the university background in reference to observation of practice teaching lessons are not found independent from each other.

Table: 7

χ^2 test of independence of Response of counsellors about observation of practice teaching lessons: University wise

Response of counsellors about class observer during practice teaching									
UNIV.	i (Mentor)	ii (Peer Trainees)	iii (Subject Teacher)	iv (i&iii)	v (ii&iii)	vi (Nominee Of centre)	vii (None)	Total	χ^2 Value
IGNOU	12 (40.00)	4 (13.33)	8 (26.67)	3 (10.00)	0 (0.00)	1 (3.33)	2 (6.67)	30 (100.00)	19.80**
UPRTOU	7 (23.33)	0 (0.00)	19 (63.33)	0 (0.00)	4 (13.33)	0 (0.00)	0 (0.00)	30 (100.00)	
Total	99 (31.67)	4 (6.67)	27 (45.00)	3 (5.00)	4 (6.67)	1 (1.67)	2 (3.33)	60 (100.00)	

Note: Figures in parenthesis indicates percentages. ** Indicates significant at .01 level.

It can be observed that according to 40 percent counsellors of IGNOU and 23 percent counsellors of UPRTOU the lessons were observed by mentors only. According to 63 percent counsellors of IGNOU and 27 percent counsellors of UPRTOU the practice lessons were observed by subject teachers. According to 10 percent counsellors of IGNOU the classes taught by B.Ed. trainees were observed by both mentors and subject teachers.

Response of counsellors about norms of number of lessons observed by mentors: University wise

It can be noticed from Table 8 that the calculated χ^2 values of independence are found not significant. Hence the response pattern of counsellors and the university background in reference to the norms of number of class observed by mentors during practice teaching practiced by trainees are found independent from each other.

Table: 8

χ^2 test of independence of Response of counsellors about norms of number of lessons observed by mentors: University wise

Response of counsellors about number of lesson plans observed of trainees by mentors during practice teaching							
Subjects	UNIV.	i (1-5)	ii (6-10)	iii (11-15)	iv (16-20)	Total	χ^2 Values
First Subject	IGNOU	11 (36.67)	1 (3.33)	9 (30.00)	9 (30.00)	30 (100.00)	7.39 N.S.
	UPRTOU	10 (33.33)	4 (13.33)	2 (6.67)	14 (46.67)	30 (100.00)	
	Total	21 (35.00)	5 (8.33)	11 (18.33)	23 (38.33)	60 (100.00)	
Second Subject	IGNOU	11 (36.67)	1 (3.33)	8 (13.33)	10 (33.33)	30 (100.00)	4.51 N.S.
	UPRTOU	10 (33.33)	4 (13.33)	3 (10.00)	13 (21.67)	30 (100.00)	
	Total	21 (35.00)	5 (8.33)	11 (18.33)	23 (38.33)	60 (100.00)	

Note: Figures in parenthesis indicates percentages. N.S.: Not significant.

It can be observed that according to only 38 percent counsellors of IGNOU and UPRTOU, approximately 15 to 20 lessons were observed by mentors. According to merely 18 percent counsellors of IGNOU and UPRTOU approximately 11 to 15 lessons were observed by mentors, which is close to the norms of B.Ed. programme.

Response of counsellors about evaluators of lesson plans: University wise

It can be noticed from Table 9 that the calculated χ^2 value of independence are found not significant. Hence the response pattern of counsellors and the university background in reference to evaluators of lesson plans are found independent from each other.

Table: 9

χ^2 test of independence of Response of counsellors about evaluators: University wise

Response of counsellors about lesson plans evaluators prepared by trainees								
UNIV.	i (Mentor)	ii (Peer Trainees)	iii (Subject Teacher)	iv (i&ii)	v (i&iii)	vi (None)	Total	χ^2 Value
IGNOU	7 (23.33)	1 (3.33)	17 (56.67)	1 (3.33)	1 (3.33)	3 (10.00)	30 (100.00)	3.44 N.S.
UPRTOU	6 (20.00)	2 (6.67)	16 (53.33)	0 (0.00)	0 (0.00)	6 (20.00)	30 (100.00)	
Total	13 (21.67)	3 (5.00)	33 (55.00)	1 (1.67)	1 (1.67)	9 (15.00)	60 (100.00)	

Note: Figures in parenthesis indicates percentages. N.S.: Not significant.

It can be observed that according to approximately 55 percent counsellors of IGNOU and UPRTOU the lesson plans of B.Ed. trainees were assessed by subject experts prior to teaching. According to approximately 22 percent counsellors of IGNOU and UPRTOU lesson plans of B.Ed. trainees were assessed by mentors alone before teaching.

Response of counsellors about numbers of classes observed by themselves during practice teaching: University wise

It can be noticed from Table 10 that the calculated χ^2 values of independence are found significant. Hence the response pattern of counsellors and the university background in reference to above said are not found independent from each other.

Table: 10

χ^2 test of independence of Response of counsellors about numbers of classes observed by themselves during practice teaching: University wise

Response of counsellors about number of lesson plans observed by themselves during practice teaching.							
Subjects	UNIV.	i (1-5)	ii (6-10)	iii (11-15)	iv (16-20)	Total	χ^2 Values
First Subject	IGNOU	11 (36.67)	6 (20.00)	2 (6.67)	11 (36.67)	30 (100.00)	13.88**
	UPRTOU	4 (13.33)	0 (0.00)	6 (20.00)	20 (66.67)	30 (100.00)	
	Total	15 (25.00)	6 (10.00)	8 (13.33)	31 (51.67)	60 (100.00)	
Second Subject	IGNOU	11 (36.67)	6 (20.00)	3 (10.00)	10 (33.33)	30 (100.00)	10.63*
	UPRTOU	4 (13.33)	1 (3.33)	6 (20.00)	19 (63.33)	30 (100.00)	
	Total	15 (25.00)	7 (11.67)	9 (15.00)	29 (48.33)	60 (100.00)	

Note: Figures in parenthesis indicates percentages. * Indicates significant at .05 level.

** Indicates significant at .01 level.

It can be observed that according to 63 to 67 percent counsellors of UPRTOU and 33 to 57 percent counsellors of IGNOU approximately 16 to 20 lesson plans of both the teaching subjects of B.Ed. trainees of both the universities were observed by counsellors. According to 37 percent counsellors of IGNOU and 13 percent counsellors of UPRTOU approximately 1 to 5 lesson plans were observed by counsellors in both the teaching subjects as per the norms of B.Ed. programme.

Response of B.Ed. trainees in reference to level of relevance of preparing lesson plans: University wise

It can be noticed from Table 11 that the calculated χ^2 value of independence is found not significant. Hence response pattern of B.Ed. trainees and the University background are found independent from each other in the context of relevance of preparation lesson plans by B.Ed. trainees.

Table: 11

χ^2 test of Independence of trainees' response towards relevance of training process related practice teaching and university background

Response of trainees about level of relevance of practice teaching						
Statements	UNIV.	Highly Agree	Agree	Disagree	Total	χ^2 Values
1. Preparing lesson plans for practice teaching is related to your school teaching.	IGNOU	243 (81.00)	46 (15.33)	11 (3.67)	300 (100.00)	0.23 N.S.
	UPRTOU	246 (82.00)	45 (15.00)	9 (3.00)	300 (100.00)	
	Total	489 (81.50)	91 (15.17)	20 (3.33)	600 (100.00)	
2. Practice teaching vitalizes you in your school teaching.	IGNOU	236 (78.67)	43 (14.33)	21 (7.00)	300 (100.00)	11.74**
	UPRTOU	263 (87.67)	31 (10.33)	6 (2.00)	300 (100.00)	
	Total	499 (83.17)	74 (12.33)	27 (4.50)	600 (100.00)	

Note: Figures in parenthesis indicate percentages. N.S.: Not significant. ** Indicates significant at .01 level.

It can be observed that according to approximately 82 percent B.Ed. trainees of both the universities IGNOU and UPRTOU the preparation of practice teaching lesson plans was relevant.

In Table 11 the calculated χ^2 value of independence is found significant. Hence response pattern of B.Ed. trainees and the university background are not found independent from each other in the context of relevance of practice teaching lesson plans.

It can be observed that according to 88 percent B.Ed. trainees of UPRTOU and 79 percent B.Ed. trainees of IGNOU practice teaching lesson plans tends to strengthen their teaching. It can be observed from the above analysis that as compared to IGNOU, B.Ed. trainees of UPRTOU (87.67%) considered practice teaching more relevant.

Response of counsellors level of relevance of practice teaching: University wise

It can be noticed from Table 12 that the calculated χ^2 values of independence are found not significant. Hence response pattern of B.Ed. trainees and the university background are found independent from each other in the context of relevance of preparation of lesson plans by B.Ed. trainees and feedback provided during practice teaching.

Table: 12

χ^2 test of independence of counsellors response in relation to relevance of practice teaching of distance B.Ed. programme and university background

Response of counsellors about level of relevance of practice teaching							
Statements		UNIV.	Highly Agree	Agree	Disagree	Total	χ^2 Values
1. Prepared lesson plan by trainees is to their school teaching	related	IGNOU	23 (76.67)	7 (23.33)	0 (0.00)	30 (100.00)	2.78 N.S.
		UPRTOU	26 (86.67)	3 (10.00)	1 (3.33)	30 (100.00)	
		Total	49 (81.67)	10 (16.67)	1 (1.67)	60 (100.00)	
2-Feedback provided to B.Ed. trainees practice teaching is accordance to their competency development.	during	IGNOU	26 (86.67)	3 (10.00)	1 (3.33)	30 (100.00)	1.35 N.S.
		UPRTOU	27 (90.00)	1 (3.33)	2 (6.67)	30 (100.00)	
		Total	53 (88.33)	4 (6.67)	3 (5.00)	60 (100.00)	

Note: Figures in parenthesis indicates percentages. N.S.: Not significant

It can be observed that according to 88 percent counsellors of IGNOU and UPRTOU the feedback provided by counsellors during delivery of lessons by B.Ed. trainees was relevant. According to 82 percent counsellors of IGNOU and UPRTOU the lesson plans prepared by B.Ed. trainees were relevant.

Response of B.Ed. trainees about level of effectiveness of practice teaching: University wise

It can be noticed from Table 13.A that the calculated χ^2 values of independence are found not significant. Hence response pattern of B.Ed. trainees and the university background are found independent from each other in the context of enhancement of writing instructional objectives and writing questions appropriately due to preparation of lesson plans for practice teaching.

Table: 13

χ^2 test of Independence of trainees' response about effectiveness of training process of practice teaching and university background A.

Benefits of preparation of lesson plans for practice teaching						
Development of skills	UNIV.	More extent	Some extent	Least	Total	χ^2 Values

1-i. Writing instructional Objectives	IGNOU	246 (82.00)	45 (15.00)	9 (3.00)	300 (100.00)	0.60 N.S.
	UPRTOU	240 (80.00)	48 (16.00)	12 (4.00)	300 (100.00)	
	Total	486 (81.00)	93 (15.50)	21 (3.50)	600 (100.00)	
ii. Writing subject-matter correctly	IGNOU	235 (78.33)	55 (18.33)	10 (3.33)	300 (100.00)	9.51**
	UPRTOU	251 (83.67)	31 (10.33)	18 (6.00)	300 (100.00)	
	Total	486 (81.00)	86 (14.33)	28 (4.67)	600 (100.00)	
iii. Writing questions appropriately	IGNOU	231 (77.00)	55 (18.33)	14 (4.67)	300 (100.00)	5.27 N.S.
	UPRTOU	251 (83.67)	35 (11.67)	14 (4.67)	300 (100.00)	
	Total	482 (80.33)	90 (15.00)	28 (4.67)	600 (100.00)	

B.

Benefits of practice teaching						
Development of skills	UNIV.	More extent	Some extent	Least	Total	χ^2 Values
2-i. Competence in create appropriate situation for introducing the lesson in class-room.	IGNOU	238 (79.33)	49 (16.33)	13 (4.33)	300 (100.00)	0.18 N.S.
	UPRTOU	240 (80.00)	49 (16.33)	11 (3.67)	300 (100.00)	
	Total	478 (79.67)	98 (16.33)	24 (4.00)	600 (100.00)	
ii. Competence in state introduction of the lesson effectively.	IGNOU	242 (80.67)	48 (16.00)	10 (3.33)	300 (100.00)	11.97**
	UPRTOU	267 (89.00)	21 (7.00)	12 (4.00)	300 (100.00)	
	Total	509 (84.83)	69 (11.50)	22 (3.67)	600 (100.00)	
iii. Competence in acceptance of student response appropriately.	IGNOU	235 (78.33)	50 (16.67)	15 (5.00)	300 (100.00)	1.52 N.S.
	UPRTOU	247 (82.33)	41 (13.67)	12 (4.00)	300 (100.00)	
	Total	482 (80.33)	91 (15.17)	27 (4.50)	600 (100.00)	
iv. Competence in explanation of facts appropriately.	IGNOU	223 (74.33)	62 (20.67)	15 (5.00)	300 (100.00)	9.82**
	UPRTOU	251 (83.67)	34 (11.33)	15 (5.00)	300 (100.00)	
	Total	474 (79.00)	96 (16.00)	30 (5.00)	600 (100.00)	
v. Competence in presentation of appropriate example.	IGNOU	234 (78.00)	57 (19.00)	9 (3.00)	300 (100.00)	5.05 N.S.
	UPRTOU	253 (84.33)	37 (12.33)	10 (3.33)	300 (100.00)	
	Total	487 (81.17)	94 (15.67)	19 (3.17)	600 (100.00)	
vi. Competence in selection of appropriate teaching aids.	IGNOU	226 (75.33)	60 (20.00)	14 (4.67)	300 (100.00)	10.38**
	UPRTOU	245 (81.67)	33 (11.00)	22 (7.33)	300 (100.00)	
	Total	471 (78.50)	93 (15.50)	36 (6.00)	600 (100.00)	
vii. Competence in provide reinforcement to student.	IGNOU	246 (82.00)	44 (14.67)	10 (3.33)	300 (100.00)	5.14 N.S.
	UPRTOU	256 (85.33)	28 (9.33)	16 (5.33)	300 (100.00)	
	Total	502 (83.67)	72 (12.00)	26 (4.33)	600 (100.00)	
viii. Competence in make class-room communication effective.	IGNOU	239 (79.67)	41 (13.67)	20 (6.67)	300 (100.00)	3.11 N.S.
	UPRTOU	255 (85.00)	32 (10.67)	13 (4.33)	300 (100.00)	
	Total	494 (82.33)	73 (12.17)	33 (5.50)	600 (100.00)	
ix. Competence in appropriate lesson closing.	IGNOU	239 (79.67)	46 (15.33)	15 (5.00)	300 (100.00)	5.74 N.S.
	UPRTOU	255 (85.00)	27 (9.00)	18 (6.00)	300 (100.00)	
	Total	494 (82.33)	73 (12.17)	33 (5.50)	600 (100.00)	

Note: Figures in parenthesis indicates percentages. N.S.: Not significant.

** Indicates significant at .01 level.

It can be observed that 80-81 percent B.Ed. trainees of IGNOU and UPRTOU considered preparation of lesson plans for practice teaching effective in the enhancement of following teaching skills.

- i) Writing instructional objectives (81.00%)
- ii) Writing questions appropriately (80.33%)

It can be noticed from Table 13.A that the calculated χ^2 value of independence is found significant. Hence response pattern of B.Ed. trainees and the university background are not found independent from each other in the context of enhancing writing content properly due to preparation of lesson plans for practice teaching.

It can be observed that according to 84 percent B.Ed. trainees of UPRTOU and 78 percent B.Ed. trainees of IGNOU preparation of lesson plans for practice teaching in regard to enhancing teaching skills was found effective.

It can be noticed from Table 13.B that the calculated χ^2 values of independence are found not significant. Hence the response pattern of counsellors and the university background in reference to the enhancement in the various skills like- creating appropriate situation for introducing the lesson, accepting response of students appropriately, presenting appropriate examples, providing reinforcement to the students, making classroom environment effective and closing the lesson appropriately due to practice teaching are found independent from each other.

It can be observed that according to 80 to 84 percent B.Ed. trainees of IGNOU and UPRTOU, practice teaching programme was found to be effective in the enhancement of following teaching skills-

- i) Reinforcing the students (83.67%)
- ii) Making classroom teaching effective (82.33%)
- iii) Closing the lesson appropriately (82.33%)
- iv) Presenting appropriate examples (81.17%)
- v) Accepting the responses of students appropriately (80.33%)
- vi) Creating appropriate situation for introducing the lesson (79.67%)

Table 13.B reveals that the calculated χ^2 values of independence are found significant. Hence response pattern of B.Ed. trainees and the university background are not found independent from each other in the context of enhancement in various skills like- presenting introduction to the lesson effectively, illustrating the facts appropriately and selecting appropriate teaching aids due to practice teaching.

It can be observed that according to 82 to 89 percent B.Ed. trainees of UPRTOU practice teaching helped in the enhancement of following teaching skills-

- i) Presenting introduction to the lesson effectively (89.00%)
- ii) Illustrating the facts in appropriate manner (83.67%)
- iii) Selecting appropriate teaching aids (81.67%)

According to 74 to 81 percent B.Ed. trainees of IGNOU practice teaching helped in the enhancement of following teaching skills-

- i) Presenting introduction to the lesson effectively (80.67%)
- ii) Selecting appropriate teaching aids (75.33%)
- iii) Illustrating the facts in appropriate manner (74.33%)

Response of counsellors about effectiveness of practice teaching programme: University wise

It can be noticed from Table 14.A that the calculated χ^2 values of independence are found not significant. Hence the response pattern of counsellors and the university background in reference to effectiveness of preparing lesson plans for practice teaching to enhancement in different skills like- writing instructional objectives, writing content appropriately and writing questions appropriately are found independent from each other.

Table: 14

χ^2 test of independence of counsellors response background about effectiveness of practice teaching of distance B.Ed. programme and university

A.

Response of counsellors on level of effectiveness of preparing lesson plans by B.Ed. trainees for practice teaching						
Benefits of skills	UNIV.	More extent	Some extent	Least	Total	χ^2 Values
i-i. Writing of instructional objectives	IGNOU	22 (73.33)	7 (23.33)	1 (3.33)	30 (100.00)	2.15 N.S.
	UPRTOU	26 (86.67)	4 (13.33)	0 (0.00)	30 (100.00)	
	Total	48 (80.00)	11 (18.33)	1 (1.67)	60 (100.00)	
ii. Writing subject-matter correctly	IGNOU	23 (76.67)	6 (20.00)	1 (3.33)	30 (100.00)	3.49 N.S.
	UPRTOU	28 (93.33)	2 (6.67)	0 (0.00)	30 (100.00)	
	Total	51 (85.00)	8 (13.33)	1 (1.67)	60 (100.00)	

iii. Writing questions appropriately	IGNOU	21 (70.00)	8 (26.67)	1 (3.33)	30 (100.00)	5.60 N.S.
	UPRTOU	28 (93.33)	2 (6.67)	0 (0.00)	30 (100.00)	
	Total	49 (81.67)	10 (16.67)	1 (1.67)	60 (100.00)	

B.

Response of counsellors on level of effectiveness of practice teaching						
Benefits of skills/competency	UNIV.	More extent	Some extent	Least	Total	χ^2 Values
2-i. Creating appropriate situation for introducing the lesson in class-room	IGNOU	24 (80.00)	5 (16.67)	1 (3.33)	30 (100.00)	2.59 N.S.
	UPRTOU	28 (93.33)	2 (6.67)	0 (0.00)	30 (100.00)	
	Total	52 (86.67)	7 (11.67)	1 (1.67)	60 (100.00)	
ii. Stetting introduction of the lesson effectively	IGNOU	24 (80.00)	6 (20.00)	0 (0.00)	30 (100.00)	3.18 N.S.
	UPRTOU	27 (90.00)	2 (6.67)	1 (3.33)	30 (100.00)	
	Total	51 (85.00)	8 (13.33)	1 (1.67)	60 (100.00)	
iii. Accepting of student response appropriately	IGNOU	24 (80.00)	5 (16.67)	1 (3.33)	30 (100.00)	1.19 N.S.
	UPRTOU	26 (86.67)	4 (13.33)	0 (0.00)	30 (100.00)	
	Total	50 (83.33)	9 (15.00)	1 (1.67)	60 (100.00)	
iv. Explaining of facts appropriately	IGNOU	22 (73.33)	7 (23.33)	1 (3.33)	30 (100.00)	1.24 N.S.
	UPRTOU	24 (80.00)	4 (13.33)	2 (6.67)	30 (100.00)	
	Total	46 (76.67)	11 (18.33)	3 (5.00)	60 (100.00)	
v. Presenting of appropriate example	IGNOU	24 (80.00)	6 (20.00)	0 (0.00)	30 (100.00)	1.42 N.S.
	UPRTOU	25 (83.33)	4 (13.33)	1 (3.33)	30 (100.00)	
	Total	49 (81.67)	10 (16.67)	1 (1.67)	60 (100.00)	
vi. Selection of appropriate teaching aids	IGNOU	25 (83.33)	5 (16.67)	0 (0.00)	30 (100.00)	3.48 N.S.
	UPRTOU	19 (63.33)	10 (33.33)	1 (3.33)	30 (100.00)	
	Total	44 (73.33)	15 (25.00)	1 (1.67)	60 (100.00)	
vii. Providing reinforcement to student	IGNOU	24 (80.00)	6 (20.00)	0 (0.00)	30 (100.00)	3.18 N.S.
	UPRTOU	27 (90.00)	2 (6.67)	1 (3.33)	30 (100.00)	
	Total	51 (85.00)	8 (13.33)	1 (1.67)	60 (100.00)	
viii. Making class-room communication effective	IGNOU	25 (83.33)	5 (16.67)	0 (0.00)	30 (100.00)	6.30*
	UPRTOU	29 (96.67)	0 (0.00)	1 (3.33)	30 (100.00)	
	Total	54 (90.00)	5 (8.33)	1 (1.67)	60 (100.00)	
ix. Appropriate lesson closing	IGNOU	23 (76.67)	6 (20.00)	1 (3.33)	30 (100.00)	1.02 N.S.
	UPRTOU	24 (80.00)	6 (20.00)	0 (0.00)	30 (100.00)	
	Total	47 (78.33)	12 (20.00)	1 (1.67)	60 (100.00)	

Note: Figures in parenthesis indicates percentages. N.S.: Not significant. * Indicates significant at .05 level.

It can be observed that according 80 to 85 percent counsellor of IGNOU and UPRTOU preparing lesson plans for practice teaching helped in the enhancement of following teaching skills-

- i) Writing teaching content appropriately (85.00%)
- ii) Writing questions appropriately (81.67%)
- iii) Writing instructional objectives (80.00%)

It can be noticed from Table 14.B that the calculated χ^2 values of independence are found not significant. Hence the response pattern of counsellors and the university background in reference to enhancement in different teaching skills like- creating appropriate situation during introducing the lesson, presenting introduction to the lesson effectively, illustration of facts appropriately, presenting appropriate examples, selecting appropriate teaching aids, reinforcing the students and closing the lesson appropriately are found independent from each other.

It can be observed that according to 73 to 78 percent counsellors of IGNOU and UPRTOU practice teaching activities helped students in the enhancement of following teaching skills-

- i) Creating appropriate situation during introducing the lesson (86.67%).
- ii) Presenting introduction to the lesson effectively (85.00%)
- iii) Reinforcing the students (85.00%)
- iv) Accepting the responses of students (83.33%)
- v) Presenting appropriate examples (81.67%)
- vi) Closing the lesson appropriately (78.33%)
- vii) Illustrating the facts appropriately (76.67%)
- viii) Selecting appropriate teaching aids (73.33%)

It can be noticed from Table 14.B that the calculated χ^2 value of independence is found significant. Hence response pattern of counsellors and the university background are not found independent from each other in the context of enhancement in classroom teaching skill due to practice teaching.

It can be observed that according to 97 percent counsellors of UPRTOU and 83 percent counsellors of IGNOU practice teaching was found effective for enhancement of classroom teaching skills.

Conclusion:

Practice teaching is a component of B.Ed. programme, which make competent to trainees in teaching competency. It is clear from the analysis that according more than average trainees they prepared practice lesson plans according to norm of B.Ed. course. Every Teacher education programme involves practical of preparation of subject lesson plans and its delivery in real classroom situations. Since, the distance teacher trainees are working teachers the training practice is decentralised at school level. The mentors are usually the senior trained teachers of the schools located in the vicinity of the B.Ed. trainees. The lesson plan approval and delivery of lessons are supervised by the mentors as well as the counsellors. Each trainee is expected to plan and deliver 20 lessons in each subject area. The perusal of Table: 1 reveals that 73 to 77 percent IGNOU trainees prepared 16 to 20 lesson plans in each subject, where 59 to 63 percent trainees of UPRTOU were abided by such norm. Such fact reveals that while around 40 percent UPRTOU trainees did not meet teaching lesson plans requirement, around 23 percent IGNOU students remained untouched by such norm. The lesson plans were mostly supervised by the mentors (88%). According Table: 3, such decentralised practice is more prominent in the case of IGNOU than that UPRTOU. As it was noticed in the case of lesson plan preparation, laxity was witnessed with regard to delivery of lessons in real classroom situation. Table: 4, reveals that around 62 percent IGNOU trainees and around 53 percent UPRTOU trainees delivered 16 to 20 lessons in each subject area, i.e., meeting the stipulated norm of the B.Ed. curriculum. In other words, in total 43 percent distance education trainees did not fulfil the course requirement regarding delivery of subject teaching lessons. As a decentralized practice the mentors played more vital role in supervision of large majority of IGNOU trainees (85.33%). In the case of OURTOU the counsellors played significant role in lesson supervision (34.00%). Such institutional variation can be corroborated with the fact that the IGNOU study centres were mostly located in the urban locations. IGNOU permitted more flexibility to the trainees for consulting their mentors at their own vicinity than that of UPRTOU. The subject teacher mentors had taken care of different problems like preparation of good lesson plans, introducing the lessons well, managing time during teaching and having effective classroom communication. The reaction of trainees regarding relevance of practice teaching activities Table: 11 revealed that 82 percent found it more relevant to their school teaching practices and 83 percent stated it empowering them in their subject teaching. Table: 13.B revealed that a large majority of trainees (72 to 84 percent) perceived practice teaching training most effective in making them competent in many respects, such as:

- Creating appropriate situation in classroom,
- Introducing the lesson
- Accepting students' response appropriately
- Explaining the facts properly
- Presenting examples suitably
- Selecting and using teaching aids appropriately
- Providing reinforcement to students appropriately
- Making classroom communication effective
- Managing closure of the lesson suitably

In the case of competencies concerning introduction of lesson, explaining the facts and use of teaching aids the UPRTOU trainees (82 to 89 percent) expressed most favorable response than their IGNOU counterparts (75 to 80 percent). As a whole the trainees expressed high positive opinion about above practices irrespective of institutional variations, even though many of them did not comply with course norms regarding planning and teaching the required number of lessons.

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