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# Teacher Perception About Implementation Strategy of B.Ed Teaching practice in Real School Classrooms: Issues and Challenges

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## TEACHER PERCEPTION ABOUT IMPLEMENTATION STRATEGY OF B.Ed TEACHING PRACTICE IN REAL SCHOOL CLASSROOMS: ISSUES AND CHALLENGES

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### ABSTRACT

*Teaching practice is the core component of all pre-service teacher education programs. Through teaching practice, a novice teacher is assumed to have inculcated a supposedly viable pedagogic experience to transfer the core competency of the subject knowledge to students in real classroom situation. This study encompasses the challenges and issues that the novice teachers experience at post-training level of their B.Ed programme of studies. The investigations also enlighten the gaps that the trained teachers have shared with the researchers. The study highlights the extent to which the on-training components of teaching practice is reflected in the attitude of the trained teachers while implementing the set of learned skills in real classrooms.*

*Study participants comprised randomly selected n = 120 student-teachers who had obtained their Bachelors Degree in Education in 2008. SPSS v16 independent sample t-test was used to measure the difference in the mean perception scores of the two groups of teachers. The tested hypotheses indicated that the mean scores of the two groups of sampled teachers were not significantly different. Student-teachers' interviews revealed that teaching practice in the B.Ed programme was ineffective from the implementation perspectives. Teaching methods and techniques employed during the coursework were only lecture based and did not help novice teachers implement innovative classroom teaching techniques. Experiences of the two trained groups of teachers showed no significant difference on the basis of B.Ed teaching practice objectives and its implementation in professional teaching contexts.*

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## INTRODUCTION

In Pakistani context, Bachelor of Education is pre-service teacher education programme in which teaching practice is one of the most influential components in the preparation of pre-service teachers. Considering this notion, the prime concern of the study encompasses the notion that there are no gaps between B.Ed teaching practice objectives and its implementation in real classroom setting, but the same is not true in practice. In particular, it refers to teacher education programmes that are supposedly content delivery bound. In the province of Sindh, B.Ed program comprises theoretical and practical components. The objective of theoretical component is to expand the pedagogic horizons of student- teachers in their respective domains of expertise in real classroom settings. The practical component lasts approximately four to six weeks giving the student-teachers an in-depth exposure to real classrooms teaching. Primarily, B.Ed teaching practice invites the student-teachers to exercise all the skills learned in a real classroom situation. This understanding in pedagogic research on secondary school teaching practice in the province of Sindh urged the researcher to conduct the study. The survey method and phenomenology were used for measuring the perceptual framework of freshly inducted, somewhat experienced and the senior secondary school teachers who had successfully passed their Bachelors in Education. The study comprised the student-teachers' reflections on their teaching practice experiences and its implementation strategies in real classroom situation.

### **Study background**

The basic purpose of the teaching practice component in B.Ed is to create diversified scholastic expertise amongst the practicing school teachers to meet challenges that they have to face in future in the classroom. (Arends, 2004). The professional competency and development of student-teachers pertains to building the instructional design, maintaining pedagogic quality, ensuring efficient content delivery and disseminating core set of knowledge through the B.Ed programme of studies. The objectivity emphasized in B.Ed teaching practice is to prepare the

professionally apt teachers in relation to the changing pedagogy both provincially and nationally. Akyeampong, K and Lewin, K. (2002) elaborate this notion in the research study they carried out on the issues of newly qualified teachers in Ghana. The study implied transactional techniques, pedagogic evaluation system, the teaching and learning approaches along with the teachers' desire for refreshing and updating their knowledge.

Teaching practice component aims at improving confidence, putting theory into practice, learning about student behaviour, testing knowledge of subject matter, receiving constructive criticism, discovering teaching strengths and weakness and developing a core set of pedagogic values to which a professionally competent teacher adheres to. The present B.Ed programs lack the basic skills assumed to have been inculcated amongst the trained teachers. The existing B.Ed teacher training program has been found lacking in bringing about the desired change amongst the student-teachers. The deficiency has especially been observed in teaching practice. These deficiencies and gaps include improper implementation of curriculum in the real classroom situations.

The Policy Document of the Ministry of Education, Government of Pakistan, confirms that the present teacher training programs show that teachers' understanding about content and methods has proven to be shallow. Teacher training in the context of lesson delivery in natural classroom settings suffered due to inefficient training system and it seldom helped the trained teachers to be critical and creative. This invites attention to bridge the gap between teachers' knowledge and real classroom teaching practice.

### **Statement of the problem**

There are gaps prevailing in the teacher training programs particularly in B.Ed (Bachelor of Education) Program in Government Colleges of Education in the Province of Sindh. This study investigated the gaps that occur between objectives and implementation in teaching practice and also highlights those issues and challenges that teacher educators confront with while

delivering the content in classes. It is observed that teaching practice component comprises very short duration. Teachers hardly develop their knowledge and skills of different teaching methodologies in this short span of time. B.Ed trained teachers experience practical constraints while commencing their career as teachers in different schools. Teaching practice, consequently, does not help the trained teachers achieve their professional objectives.

During teaching practice, student-teachers focus more on completing the lecture and its relevant activity and ignore their skills in developing effective lesson plans. The real classroom quality is affected in this quest of activity completion for the sake of B.Ed degree attainment. There is insignificant relationship between content delivered and its effective output at post-training level. The administrations of College of Education have not devised any durable assessment techniques for measuring the performance of B.Ed student-teachers. The formats on which lesson plans are designed are old fashioned, so they fail to meet the current pedagogic demands. The supervisors are not in a position to provide constructive feedback to student-teachers despite the fact that they meet the student-teachers frequently. A large number of student-teachers are supposed to be supervised at a time. Consequently, all the Colleges of Education are unable to achieve the objectives of teaching practice and student-teachers fail to implement learned teaching strategies in real classroom situation.

#### **Research questions**

- Why is B.Ed teaching practice component incompetent in real classroom situations?
- How do gaps in B.Ed teaching practice affect teachers' classroom performance?
- Do all B.Ed trained teachers perceive teaching practice effective and practicable?

#### **Purpose of the study**

The general purpose of this study was to measure the extent to which secondary school teachers with a B.Ed degree

experience practical constraints and challenges in implementing the learned skills in their real classrooms. The study also aimed to look at factors that hinder the real classroom teaching to be effective in the province of Sindh. Specifically, the study was to investigate the difference between B.Ed programme objectives and its real classroom implementation.

### **Scope and justification**

The study is limited to the three Government Colleges of Education in the province of Sindh. This will serve as the valuable source to understand the real views about the teaching practice at B.Ed to make teacher training programs more effective in the context of real class teaching aspects. This study will also help policy-makers, curriculum developers and teacher educators design conducive B.Ed professional courses. The study will strengthen the nature of existing pre-service professional courses with regards to teaching practice component of the B.Ed programme of studies. It is expected to add a new body of knowledge not only for teacher educators, but also for teacher training institutions in the province of Sindh.

### **Delimitation of the study**

The study is limited to all Government Colleges of Education in the province of Sindh so its finding should not be generalized beyond its scope. It is also restricted in that resources, equipments and access to data are limited to participant whose size limits its generalization.

### **Basic assumptions**

Prior to the investigations, it was assumed that the existing B.Ed programme in Sindh is ineffective to help student-teachers in dealing with the individual needs of students in real classroom. It was also assumed that the B.Ed student-teachers were incompetent in delivering the curriculum effectively. The other assumptions were that the performances of trained and untrained teachers are not significantly different despite efforts to improve real classroom teaching through teaching practice in B.Ed.

## REVIEW OF LITERATURE

Anderson (1989) emphasizes that teacher training is a vigorous activity that needs careful plans and its effective implementation in the real classrooms. Does this notion lead into believing that a few teachers are born and not made? It may have to be counter argued against the other pragmatic approaches towards teacher training. Educational researches by (Koehler 1988; Sabar, 2004; Korthagen, et al., 2006) describe that teaching practice is likely to have either negative or positive attributes developed amongst student-teachers. This notion is further advocated by (Edmundson, 1990; Feiman-Nemser and Buchman, 1987; Tang, 2003; Tickle, 2000; Wilson, 2006) that teaching practice often fails to achieve the desired pedagogic outcomes despite exorbitant time spent on teaching practice. It is seen as a non-performing scholastic activity that brings little change. The Academy for Educational Development (2006) has categorically described the performance gap analysis and training needs assessment of teacher training institutions.

Anderson (1989) mentions the characteristics of effective classroom teachers who are supposed to bring change in the learner's attitude. Beck & Kosnik. (2002) dwell on the philosophy that teacher training components must be based on sound knowledge about its practical application in real classes to produce satisfied and effective professional teachers. These two arguments advocate the notion that a classroom teacher assumes teaching to be an art and science at the same time. They also assert the fact that professionally staunch perceptions need to be justified through carefully developed hypotheses pertaining to B.Ed teaching practice. Good (1983) elaborates that teaching practice components help to create an effective and reliable teacher who can assume his role competently in natural classroom settings. Stones & Morris (1972) advocate that teaching practice is integral to the profession of teaching as it develops the teachers' knowledge structure, instructional framework and students' learning mechanism.

Teaching practice and its real classroom implementation is worth an activity precisely when it dawns upon the trained

teachers that he is worthy in his role by virtue of the skills that he has attained. It is commented by Wood (1989) that teachers' competency may be increased through a professional plan to maximize their potential abilities in an encouraging teaching environment. This can help improve behaviour of the teachers while delivering a lesson in an educational reform endeavours. This leads to the conclusion that the major task of teaching practice is to build the core competency of teachers not only in the real classes, but also after the lesson has been delivered. According to Dewey (cited in Anderson, 1995) the conceptualization of supervision can be either in form of apprenticeship or more akin to laboratory experiences. Teaching practice communicates to the principles and considerations which bring awareness in teaching practice to be a professional teacher. Stones and Morris (1972) claim that the assessment of practice teaching for certification is a very challenging subject. To a great extent, this is a consequence of the apprenticeship approach. Student-teacher has inevitably been graded according to the criteria held by individual teachers or specific institutions and the criteria have not always been made explicit. Faced with this reality, it is therefore usual to call in unbiased observers to ensure a fair distribution of final grades.

Lyle (1996) and Stone (1987) stressed that supervision during teaching practice facilitates student-teachers' professional learning by bridging the gap between theory and practice. White (1989) stresses that teaching practice supervisor needs extensive training for these time-consuming functions of the supervisor as an interpreter and an assessor. The supervisor's function is to go into school to observe student-teachers and make suggestions about their teaching. While his roles comprise those of manager, counselor, instructor, observer, feed back provider and evaluator (Stones, 1987). At present these roles are not fully functional in B.Ed lesson supervision. Consequently, the teaching practice participant experience incompetence in real classes.

Researchers also suggest that during the teaching practice cycle, student-teachers must observe some of the regular teachers



in their classes; watch their lessons and get the feeling of the school and of the atmosphere in different classes.

## **RESEARCH DESIGN**

A descriptive mode of enquiry was used to probe how the trained teachers perceive the post-training effectiveness of teaching practice in real classes. This mode of enquiry analyzed student-teachers' real classroom performance and evaluated their explanations. This research was designed in qualitative & quantitative paradigms. In qualitative research the phenomenological method was used. Data was acquired through in-depth interviews with student-teachers. For acquiring the quantitative paradigm, survey research design was used. Data was analyzed through questionnaire in order to elicit the view of student-teachers about the effectiveness of different dimension of B.Ed focusing on the lesson delivery content in particular to find the gaps that have persisted during post-training implementation stage of teaching in real classroom settings.

### **Target population**

All Government Colleges of Education in Karachi and Sukkur comprised the population of the study. There are three GCEs in Sindh, two in Karachi and one in Sukkur. All teacher educators teaching in GCEs and student-teachers who completed B.Ed in 2007 and enrolled in M.Ed programme were the population of this study.

### **Sampling**

The study employed a simple random sample of 120 student-teachers. The sampling was particularly designed to highlight the factors that impede the realistic implementation of the learned skills and knowledge in applied teaching situations. The participants of the study had obtained their B.Ed degree in 2007 and enrolled in M.Ed programme and were practicing teachers at public and private sectors in the province of Sindh. All the participants were between the age group of 20-40 years. They had obtained B.Ed degree, and their teaching experiences were between 5-10years. Prior to B.ED program all the participants had

obtained their academic Bachelors degree in Humanities and Social Sciences. Their Basic Pay Scales (BPS) grades were also accredited by the Ministry of Education Government of Pakistan and HEC.

### **Research hypotheses**

Two research hypotheses were developed after the review of related literature. The developed hypotheses focused the ineffectiveness of real classroom teaching despite the trained teachers' learned expertise during teaching practice.

#### **(i) Hypothesis 1**

B.Ed student-teachers whose ages are < 30 years and >30 years do not differ significantly in their perception score about large classroom size as a cause of ineffective real classroom teaching.

#### **(ii) Hypothesis 2**

B.Ed student-teachers whose ages are < 30 and >30 years do not differ significantly in their perception score about absence of follow-up programme after B.Ed as a cause of ineffective real classroom teaching.

### **Research instruments**

Demographic information was collected from n = 120 student-teachers. Researchers analyzed the perceptions of trained teachers of two age groups about real class implementation of teaching practice. The perceptions of teachers were recorded and analyzed to find differences in their perceptions pertaining to the post-training implementation teaching practice in the real classrooms. The instrument was designed to collect data from the participants on two independent variables. The independent variables included large classroom size and B.Ed follow-up programme. The responses were collected on a five-point scale from student-teachers with response options; 1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree and 5 for strongly agree. The questionnaire contained 10 items. In-depth interviews were conducted with student-teachers to analyze the perception of student-teachers about different aspects of teaching practice.

### Pilot testing

A pilot study was conducted on a small sample of  $n = 25$  student-teachers. The draft questionnaire and interview schedule were tried out at the pilot test level. The purpose for this exercise included instrument refinement, exclusion of researcher bias and time-related error elimination. This process helped the researcher improve the research instrument. Reliability measure was also the major concern of the pilot test.

### Instrument reliability and validity

The content and criterion validity were ensured through discussion with domain experts. Upon their advice, three items were eliminated as they did not address the post B.Ed training classroom teaching issues. Content validity was measured to evaluate the extent to which the study parameter would fit in applied situations. The criterion validity variables were selected on the basis of critical review of related literature. It was later ensured through sending the instrument to the expert in the field of educational research. The expertise of these professionals in educational research was incorporated in the items to enhance the criterion validity of the instrument. The reliability analysis was ensured through SPSS VI6. Cronbach Alpha was estimated as the internal consistency measure pertaining to the responses of the study participants. Table 1 and Table 2 illustrate the reliability measures ensured through SPSS VI6.

**Table 1: Case processing summary**

		N	%
Cases	Valid	120	100.0
	Excluded(a)	0	.0
	Total	120	100.0

**Table 2: Reliability statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.719	0.727	9

### Data collection procedure

The instrument was self-administered. Although this procedure was time consuming, it did yield a 93 % response from the participants with 7% responses rejected as they arrived too late to be included in the study. The instrument provided an opportunity to the investigators to answer any question of the respondents regarding the questionnaire. In like manner, the interviews were personally conducted by the investigator in a thoroughly intensive fashion. Formal consent was obtained from the Principals of Government College of Education for conducting research. Permission was also obtained from interviewee student-teachers. They were assured that data collected through their organizations would be used solely for research purposes.

### DATA ANALYSIS 1

Descriptive and inferential statistical techniques were used for analyzing the data. Independent Sample t- test was used to test the two hypotheses.

**Table 3: Descriptive statistics**

Study Variable (Hypothesis 1)	Age Group	N	Mean	Std.Dev	S.E.M
Large Classroom Size	20-30 years	56	3.46	0.914	0.122
	30-40 years	64	3.59	0.955	0.119

The study comprised n = 120 participants whose ages were < 30 years and > 30 years. The respondents n= 56 were in age-group 20-30 years. The mean of their responses were 3.46, standard deviation was 0.914 and standard error of mean was 0.112. In other group respondents n=64 was age-group between 30-40 years. The mean score of their responses was 3.59, standard deviation was 0.955 and standard error of mean was 0.119.

**Table 4: Inferential analysis**

Study Variable		t-test for Equality of Means						
		t	D F	Sig. (2-tailed)	M. D	S.E.D.	99% C.I.D.	
							L	U
Large Classroom Size	E. Var assumed	-0.756	118	0.451	-0.129	0.171	-0.469	0.210
	E.V. not assumed	-0.758	117.03	0.450	-0.129	0.171	-0.468	0.209

Since the significance level (p-value) of the two-tailed test lies inside critical region, it is concluded that teachers whose ages are <30 years and >30 years do not differ significantly on their perception score about large classroom size as a cause of ineffective real classroom teaching despite the skills learned through teaching practice.

**Table 5: Descriptive statistics**

Study Variable (Hypothesis 2)	Age Group	N	Mean	Std. Dev	S.E.M
Follow-up after B.Ed	20-30 years	56	3.41	1.092	0.146
	30-40 years	64	3.58	1.110	0.139

The study comprised n = 120 participants whose ages were < 30 years and > 30 years. The respondents n= 56 were in age-group between 20-30 years. The mean of their responses was 3.41 and standard deviation was 1.092 and standard error of mean was 0.146. In other group, respondents n=64 was in age-group between 30-40 years. The mean score of their responses was 3.58, standard deviation was 1.110 and standard error of mean was 0.139.

**Table 6: Inferential analysis**

Study Variable		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	M. D.	S. E. D.	99% C. I. D.	
							L	U
Follow-up after B.Ed	Equal Var assumed	-0.831	118	0.408	-0.167	0.202	-0.567	0.232
	Equal Var not assumed	-0.832	116.372	.0.407	-0.167	0.201	-0.566	0.231

Since the significance level (p-value) of the two-tailed test lies inside critical region, we conclude that teachers aging < 30 years and >30 years do not differ significantly on their perception score about absence of follow-up after B.Ed programme as a cause of ineffective classroom teaching despite the skills learned through teaching practice.

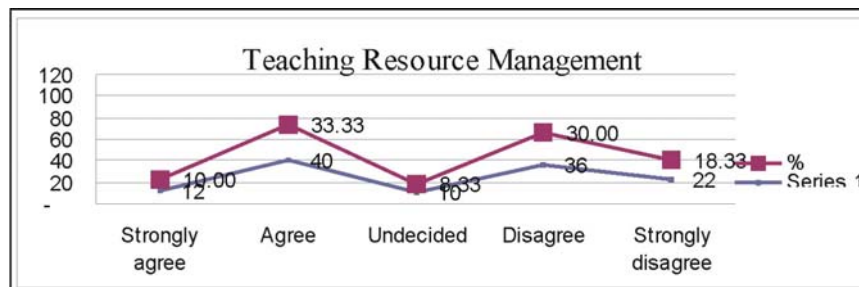
### Data analysis 2 (Analysis of interviews)

Figure 1



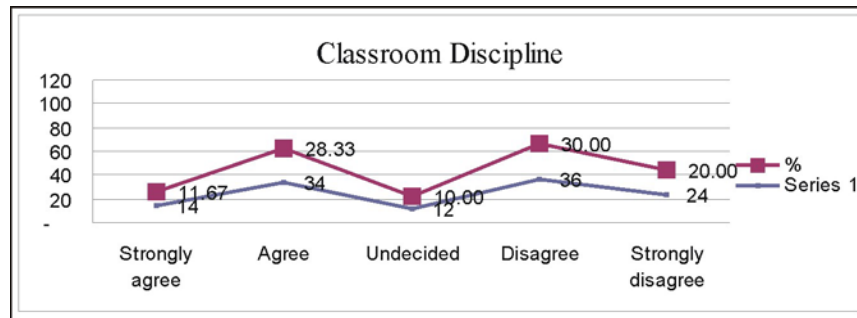
Only 42 % respondent agreed that teaching practice helped them develop effective lesson plans. Approximately 50 % of the respondents disagreed that teaching practice component in B.Ed programme was helpful in planning lesson effectively whereas 8 % remained undecided.

Figure 2



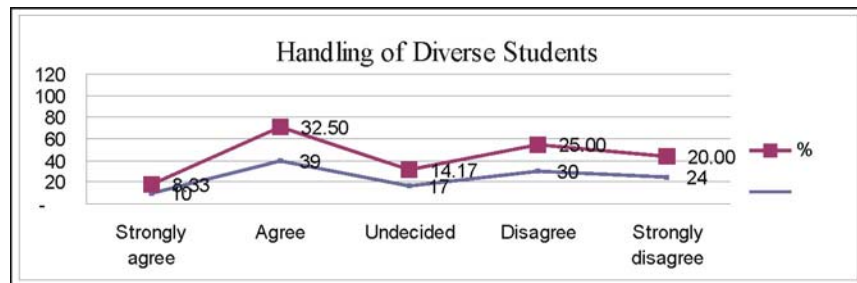
Only 43 % respondent agreed that teaching practice helped them manage teaching resources effectively. 49 % of the respondents disagreed that teaching practice component in B.Ed programme was helpful in managing teaching resources effectively whereas 8 % remained undecided.

Figure3



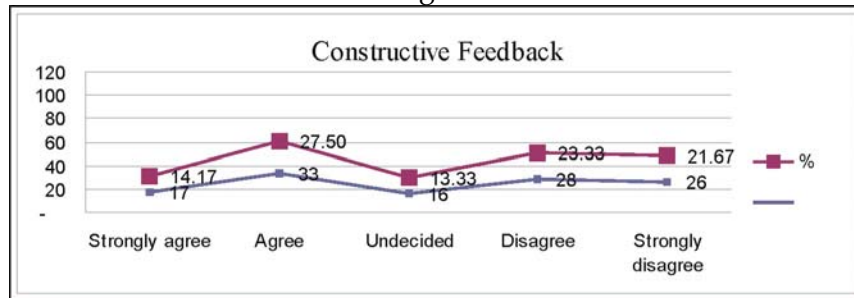
Only 42 % respondents agreed that teaching practice helped them manage classroom discipline effectively. 50 % of the respondents disagreed that teaching practice component in B.Ed programme was helpful in managing classroom discipline effectively whereas 8 % remained undecided.

Figure 4



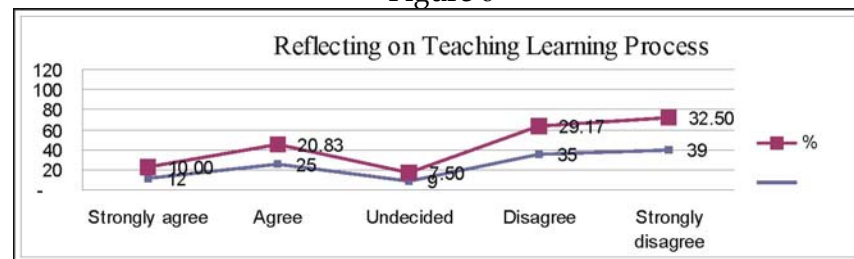
Only 40 % respondent agreed that teaching practice helped them handle diverse students well in the classroom. 45 % of the respondents disagreed that teaching practice component in B.Ed programme was helpful in handling diverse students effectively whereas 15 % remained undecided.

Figure 5



Only 41 % respondent agreed that teaching practice helped them provide constructive feedback to their students after teaching sessions. 45 % of the respondents disagreed that teaching practice component in B.Ed programme was helpful in providing constructive feedback to their students after teaching sessions whereas 14 % remained undecided.

Figure 6



Only 30 % respondent agreed that teaching practice helped them reflect on teaching learning process after teaching sessions. 62 % of the respondents disagreed that teaching practice component in B.Ed programme was helpful in reflecting on teaching learning process whereas 7 % remained undecided.

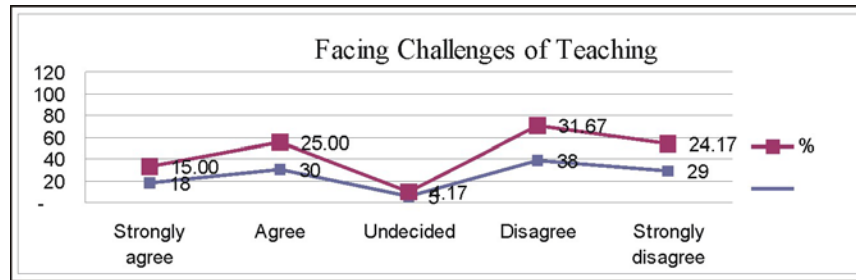
Figure 7





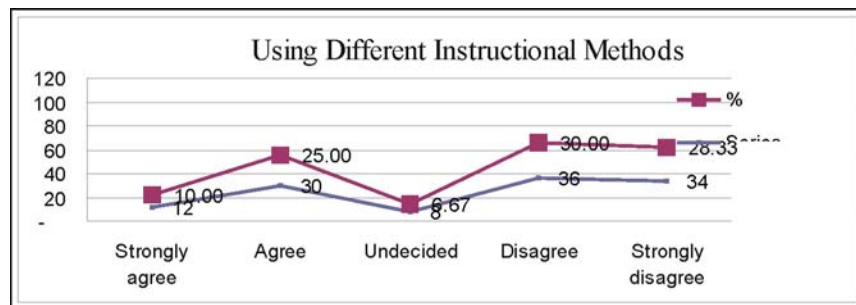
Only 42 % respondent agreed that teaching practice helped them develop new strategies after teaching sessions. 62 % of the respondents disagreed that teaching practice component in B.Ed programme was helpful in developing new teaching strategies whereas 5 % remained undecided.

Figure 8



Only 40 % respondent agreed that teaching practice helped them face challenges of teaching new strategies after teaching sessions. 56 % of the respondents disagreed that teaching practice component in B.Ed programme was helpful in facing challenges of teaching whereas 7 % remained undecided.

Figure 9



Only 35 % respondent agreed that teaching practice helped them use different instructional methods after teaching sessions. 58 % of the respondents disagreed that teaching practice component in B.Ed programme was helpful in using different instructional methods whereas 7 % remained undecided.

## DISCUSSION

### *Findings*

Existing coursework of B.Ed programme of studies in the province of Sindh is not presently focused on the demand-led scholastic expertise of teachers. At present, B.Ed post-training classroom teaching is faced with professional issues and challenges such as lack of teaching practice effectiveness. The teaching practice contents are highly test-oriented and lack support to implement the strategies and techniques at post-training level in real classrooms. Moreover, practice-bound teaching content does not reflect latest knowledge and beliefs pertaining to the pedagogic concepts. This aspect of the post-training at B.Ed level requires the attention of concerned policy makers and stakeholders. Textbooks used in the content delivery at the B.Ed level are not classroom-teaching oriented. Student-teachers must be trained on the skills that are realistic, contextual and practical addressing the training-teaching issues namely large class size, lesson plans, assessment procedures and content delivery methodology. It was also found that student-teachers' professional lesson delivery in the classroom context is based on traditional practices that have been descended to them by their senior colleagues. Most lesson delivery in teaching practice relies on textual context.

Classroom teaching at post B.Ed level lacks in its essence towards disseminating task-oriented knowledge and expertise. Lecturing is considered to be the most effective aspect of teaching practice. Both the student-teachers and teacher trainers require practicing learner-centered approaches while the training is on in training colleges. Consequently, the student-teachers in the formal teaching in real classroom situation do not achieve their lesson objectives meaningfully. This notion is further strengthened through ineffectiveness of teachers in formal teaching-learning situations due to the non-exposure to the learning dynamics. Teachers' effectiveness was low as they were not trained in the entire programme for a consistent time during the training as to how they could deliver lessons more

effectively. The teaching practice component was found to be inappropriate. The current teaching practice traditions are too hectic and demand -led and produce little standard than expected. Practical preparation of teachers is also neglected during practice teaching because of short duration for adequate supervision. Due to the dearth of professional resources, B.Ed teacher trainers often use lecture and discussion methods during instructions and tutorials. These pedagogical lacks of competency cause ineffectiveness amongst the trained teachers.

### RECOMMENDATIONS

- Objectives of the teaching practice be developed and supplied to all the concerned before the teaching practice is commenced.
- Duration of practice teaching be increased for effective lesson delivery
- B.Ed supervisors and trainers be critically subject specialists and play the role as committed, competent and qualified individuals to meet the objectives of practice teaching when implemented in real classrooms.
- Availability of modern teaching tools be ensured to create interest amongst student-teachers during training and post-training stages in real classes.
- Monetary incentive, scholarship and stipend be given to student-teachers during teaching practice cycle for developing interest and dedication.
- Feedback to the student-teachers be provided by the competent authority on the subjects taught in written form highlighting student-teachers' strength and weaknesses.

### CONCLUSION

B.Ed teaching practice does not enhance teachers' real classroom skills. It does not help in effective use of learner-centered pedagogy. The host school and training college do not

provide sufficient support to increase effectiveness. Consequently, the teaching practice does not succeed to implement the taught skills in real classes effectively. Real classroom diversity and learner-centered approaches must be significantly emphasized. The use of instructional techniques in content delivery must form a part of teaching practice. Emphasis on lecture method must be incorporated with other teaching strategies. Official support to introduce the newly learned techniques can boost the morale of trained teachers. B.Ed teaching practice has to be real-classroom task oriented to improve scholastic requirements. B.Ed teaching practice sessions will remain ineffective and inefficient if they neglect the integral components of delivering contents that are balanced on knowledge and skills. Student-teacher competency must not be restricted to mere mastery over delivery of course contents. It must invite student-teachers' post training professional thoughts and actions to be open to accept professional challenges and pedagogic pressures.

Teaching practice ineffectiveness has to be addressed through administrative and academic measures to be an enjoyable experience in which supervisor should play an active role. Unless teaching practice student-teachers feel themselves to be an essential part of teaching profession, a culture of collegiality can not be built. Teaching practice must help the novice teachers plan effective lesson and deliver the contents through learner-friendly manner in real classes. A student-teacher in practice lessons can be effective in real classes only if he can relate the purpose of teaching practice with the effectiveness enabling him to be acceptable by his students.

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## APPENDIX A

## PART 1

## Questionnaire for teachers

## Learning from teaching practice in B.Ed programme

Please attempt all the items below and rate your degree of agreement or disagreement with all of the statements listed on a five point Lickert scale.

Strongly Agree = 5    Agree =4    Undecided=3    Disagree = 2  
Strongly Disagree =1

S.No	Statements	S	A	A	U	D	S	D
1	I have learnt effective lesson planning through teaching practice in B.Ed.							
2	Through teaching practice I can make beneficial use of teaching resources.							
3	Teaching practice developed confidence to maintain classroom discipline.							
4	In B. Ed Programme I have learnt how to handle classroom comprising diverse students/learners.							
5	I can give constructive feedback after each lesson as I have learnt to do so in teaching practice.							
6	In B.Ed I learnt how to reflect regularly on teaching learning processes.							
7	I have learnt about different strategies for effective teaching in B.Ed.							
8	I can implement different kind of teaching activities in classroom after teaching practice.							
9	B.Ed Programme taught me how to face the challenges of teaching.							
10	I can use different kind of instructional methods in classroom practice after my B.Ed.							

## **Part 2**

### **Teachers' interview**

- How would you describe the overall experience of teaching practice?
- Did you enjoy the teaching practice? How?
- Was teaching practice a stressful experience?
- What kind of challenges and issues did you face during teaching practice?
- Did you use teaching aids? Were they practically helpful in teaching?
- What pedagogical support was provided by supervisor and host teachers?
- Do you consider the time sufficient for teaching practice?
- What was the feedback mechanism during teaching practice?
- As a student-teacher, did you implement the techniques which you learnt?
- Why factors make teaching practice really ineffective?
- What changes are required to make teaching practice more effective?
- What are the challenges facing the trained teachers in real classes?
- What administrative support can make teaching practice effective?
- What are the disciplinary problems that you faced in host schools?
- What was the length of each practice lesson? What is adequate?
- Did you discuss the teaching problems with the supervisors after lessons?

- Did host teachers cooperate with you while you were delivering lessons?
- What was the format of feedback from the host teachers?
- What was the format of feedback from the supervisors?
- How was the technical facility at the host school to deliver lessons?
- What are the gaps between the training and its classroom implementation?
- Is implementation of the techniques through teaching practice possible?
- Are your lessons changed significantly after teaching practice?
- How do you rate the teaching practice experience in general?