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GRT **EFFECTIVENESS OF PRACTICE-TEACHING IN
TEACHING-LEARNING PROCESS AT
SECONDARY SCHOOL**

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Abstract :- *Teaching is the most artistic but complex activity performed by every teacher. The task of preparing teacher falls under the area of teacher education. The goals of education cannot be achieved unless teachers have the necessary skills and competencies. For achieving these competencies practical knowledge of teaching is the utmost necessity. From this point of view practice teaching programme is the most important component of teacher education programme and for the teachers. Practice teaching is the specific part of the total training programme that provides teachers an opportunity to improve their teaching skills for teaching-learning process in particular and in the process of education in general. Practice teaching programme gives direction to the teachers regarding effective teaching in real classroom. The present study was an attempt to analyze the effectiveness of practice teaching programme of teacher education in real classroom teaching-learning process.*

Key Words:- *Practice teaching, teaching-learning, effectiveness*

INTRODUCTION

Teaching is a purposeful activity which ends at desired changes of learners' behaviour. Good classroom teaching lies in the application of innovative techniques by the teachers. "Teaching is a complex, creative and morally-laden activity. It has characteristics both of a science and that of an art. So any model for teacher preparation programme if it is only confined to technical/mechanical approach based on apprentice model of skill development leads only towards an uninspired and lifeless teaching and such an approach can do more harm than any help to teaching; therefore, in any teacher preparation programme a balance between its twin nature of science and art is to be maintained" (Dhall, 2012). Practice teaching programme is the ultimate need to maintain the bridge between science and art in teacher preparation programme. Practice teaching programme gives direction to the teachers regarding effective teaching in real classroom.

Rationale of the study

Teaching is the most artistic but complex activity performed by every teacher. "Whether teachers are born or made is no longer a debate in education. Because irrespective of the fact that some individuals are endowed with those positive qualities which a good teacher should have even without undergoing any formal teacher training course, no one can undermine the need and importance of formal teacher education program" (Bhattacharjee, 2011). The task of preparing teachers falls under the area of teacher education. "Teaching is an innovative profession. In teaching process a teacher requires his innovations to impart the lesson effectively. The success of a teacher in his professional life is wholly influenced by his attitude towards his teaching" (Kalita Baruah and Upadhyaya, 2013).

To change the attitude of teachers towards successful teaching teacher education programme is the utmost necessity. Practice teaching is the specific part of the total teacher education programme that provides teachers an opportunity to improve their teaching skills for teaching-learning process in particular and in the process of

education in general. "Practice teaching, which constitutes the most functional part of teacher preparation" (NCFTE, 2009). Practice teaching is a teacher training procedure which gives a logical direction to effective and successful teaching in classroom transaction. According to NCTE (1984), "The most crucial part of the training programme is its component of practice teaching". Though it is the most crucial part of the total teacher education programme but it gives a practical shape to this programme. "Practice teaching is one of the most influential components in the preparation of pre-service teachers" (Clark et al., 1985; Graham, 2006; Koehler, 1988; Lemma, 1993; Tang, 2003). Practice teaching is that particular component of teacher education through which trainee teachers' can make themselves prepare for meet the problems of classroom transaction. "It prepares the students to fulfill the responsibilities of teachers in real life situations. It gives practical feel and experience of class control, lesson presentation, integration of teaching skills etc. or what may be called planning, managing, organizing, leading and controlling the teaching-learning situation. We may call it the 'SOUL' of teacher training programme" (Tandon and Dubeja, 2012). "Practice-teaching as the embryo teacher, under the direct and continuing of supervision of experience masters, begins to teach, to apply the theory-learned in the practice" (Naik, 1998). Tang (2003) stated that the practice teaching context is conceptualized as consisting of three major aspects. The aspects are - the action/classroom context (Eraut, 1994); the socio-professional context (Menally et al. 1997); and the supervisory context (Slick, 1998). Perry (1977) stated, "Practice teaching refers to the period of time in which a student-teacher gains first-hand experience in working with particular group of children".

Statement of the problem

The present study is entitled "Effectiveness of practice-teaching in teaching-learning process at secondary school".

Objectives of the study

1. To study the effectiveness of practice-teaching in classroom transaction.
2. To compare the teaching competencies between male teachers and female teachers in classroom teaching at secondary school.
3. To compare the teaching competencies between trained teachers and untrained teachers in classroom transaction in secondary school.

Sample

For the present study the researcher has randomly selected 10 secondary schools from two districts of middle Assam i.e. Morigaon and Nagaon. The sample consists of 40 secondary school teachers from these two districts, 20 secondary school teachers from Morigaon district and 20 secondary school teachers from Nagaon district. Out of 20 secondary school teachers of Morigaon district, 10 are trained teachers, containing 5 male teachers and 5 female teachers and 10 are untrained teachers, containing 5 male teachers and 5 female teachers. Similarly, out of 20 secondary school teachers of Nagaon district, 10 are trained teachers, containing 5 male teachers and 5 female teachers; and 10 are untrained teachers, containing 5 male teachers and 5 female teachers.

Tools used

In order to collect the necessary data to achieve the objectives of the study, Teaching Competence Scale was used. The scale consists of 35 items in a 3 point Likert scale ranging from strongly agree, agree, disagree. As the tool is a three-point scale, the answers to each question has been scored in a system of 3, 2 and 1. The items are equally divided among seven (7) dimensions of practice teaching i.e. preparing lesson plan, classroom management, and proper attention towards individual difference, evaluation, using audio-visual aids, blackboard writing, and application of teaching techniques. Again for the present study the investigator has constructed a self designed questionnaire consists of 35 items containing yes/no, covering above mentioned seven (7) criterion of practice teaching to find out the effectiveness and competencies of teaching.

Design of the study

In the present study, quantitative methods of data analysis were used by the researcher for analyzing the data. The researcher used the statistical techniques like percentage, and "t" test for analysis of quantitative data relating to the present study.

Analysis of data

Data of the present study are analyzed and interpreted under the following tables (in relation to the objectives of the study):

Table -1.1
To study the effectiveness of practice-teaching in classroom transaction

SL	Criterion of practice teaching	Trained teacher		Untrained teacher	
		Yes	No	Yes	No
1.	Preparing the lesson plan	65%	35%	0%	100%
2.	Classroom management	70%	30%	50%	50%
3.	Proper attention towards individual difference	75%	25%	10%	90%
4.	Evaluation	90%	10%	20%	80%
5.	Using audio-visual aids	50%	50%	5%	95%
6.	Blackboard writing	100%	0%	95%	5%
7.	Application of teaching techniques	85%	15%	10%	90%

Table 1.1 reveals that 65% of trained teachers prepare the lesson plan for classroom teaching whereas untrained teachers are not prepared the lesson plan for classroom teaching. Classroom management is done by 70% of trained teachers whereas 50% of untrained teachers have done classroom management. The study reveals that 75% of trained teachers have paid individual attention while teaching whereas only 10% of untrained teachers paid individual attention while teaching. It is notice that proper evaluation is done by 90% of trained teachers whereas it is used by only 20% of untrained teachers. It is observed that skill of using audio-visual aids is used by 50% trained teachers and only 5% of untrained teachers have been using this skill in the classroom transaction. 100% trained teachers use blackboard while teaching, on the other hand 95% of untrained teachers use blackboard while teaching. 85% of trained teachers apply the teaching techniques in classroom transaction whereas only 10% of untrained teacher apply these teaching techniques in classroom teaching.

Table -1.2
Table indicating the teaching competencies between male teachers and female teachers in classroom teaching at secondary school

Category of the teachers	N	Mean	SD	SEm	't' value	Table value of 't' at 0.05 level	DF	Sig.
Male teachers	20	58.55	3.06	1.07	1.78	2.02	38	#
Female teachers	20	60.45	3.67					

The Table 1.2 indicates the comparison the teaching competencies between male teachers and female teachers in classroom teaching at secondary school. From the same table, it is found that the obtained 't' value 1.78 is less than the table value of 't' is 2.02 at 0.05 level of significance. Therefore, it is concluded that there exist no significant difference in teaching competencies between male teachers and female teachers in classroom teaching at secondary school.

Table 1.3
Table indicating the teaching competencies between trained teachers and untrained teachers in classroom transaction in secondary school

Status of teachers	N	Mean	SD	SEm	"t" value	Table Value of "t" at 0.05 level	DF	Sig.
Trained teacher	20	100.6	1.24	0.98	43.47	2.02	38	*
Untrained teacher	20	58	4.20					

The Table 1.3 indicates the teaching competencies between trained teachers and untrained teachers in classroom transaction in secondary school. From the same table it is found that, the obtained "t" value 43.47 is more than the table value of "t" at 0.05 level significance for 38 DF. For 38 DF, the table value of "t" is 2.02 at 0.05 level of significance. Therefore, it is concluded that there exist significant difference in teaching competencies between trained teachers and untrained teachers in classroom transaction in secondary school. Since mean score of teaching competencies of trained teachers (100.6) is more than the mean score of teaching competencies of untrained teachers (58), so, it is summarized that the teaching competencies of trained teachers are better than the teaching competencies of untrained teachers in classroom transaction in secondary school.

Major Findings of the study

- ❖ 65% of trained teachers prepare the lesson plan for classroom teaching whereas untrained teachers are not prepared the lesson plan for classroom teaching.
- ❖ Classroom management is done by 70% of trained teachers whereas 50% of untrained teachers do Classroom management.
- ❖ 75% of trained teachers have paid individual attention while teaching whereas only 10% of untrained teachers paid individual attention while teaching.
- ❖ 90% of trained teachers whereas it is used by only 20% of untrained teachers.
- ❖ Audio-visual aids are used by 50% trained teachers and only 5% of untrained teachers have been using audio-visual aids in the classroom transaction.
- ❖ 100% trained teachers use blackboard while teaching, on the other hand 95% of untrained teachers use blackboard while teaching.
- ❖ 85% of trained teachers apply the teaching techniques in classroom transaction whereas only 10% of untrained teacher apply these teaching techniques in classroom teaching.
- ❖ There exist no significant difference in teaching competencies between male teachers and female teachers in classroom teaching at secondary school.
- ❖ The teaching competencies of trained teachers are better than the teaching competencies of untrained teachers in classroom transaction in secondary school.

Educational implication

- Practice teaching programme should be more organized to improving quality of teacher education programme.
- Demand of the using teaching aids is increasing day by day. So, maximum training should be given to the teacher trainees through practice teaching programme.
- Teachers should be trained for competency of paying individual difference in classroom transaction.
- Teaching skills can be developed through practice teaching among the teacher trainees.

CONCLUSION

Teaching is not a mechanical process. Through the process of teaching teachers have been shouldering with the great responsibilities of making human being and the destiny of the nation. Kothari commission stated, "Destiny of the nation is being shaped in her classroom". Teachers are act as the builder for this purpose and

teaching is the tool for this construction. To be a successful teacher he/she should possess with those qualities, skills, techniques and competencies to meet all the challenges of real classroom. This can be possible not only through theoretical knowledge of teacher education but with the help of practical part which is the live component of teacher education. In real sense, practice teaching makes a teacher more competent, more integrated, and more confident.

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