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A Study of problems of conducting practicals in B.Ed colleges Affiliated to Gulbarga University Gulbarga**Sharada.M.K**Research Scholar, Department of Studies,
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Gulbarga. Karnataka State.**Dr.Jagadeesh**Research Guide &Principal, Nandini college of
Education, Raichur affiliated to Gulbarga
University Gulbarga. Karnataka State.**Abstract**

Teachers play a prominent role in national and social reconstruction and in transmission of wisdom, knowledge, and experiences of one generation to another generation. The most important factor in the contemplated educational reconstruction is the teacher- his/her personal qualities, educational qualifications, personal training, and the place that he/she occupies in the school as well in the community. The status of the teacher reflects the socio-cultural ethos of the society. In addition, for the status of the teacher, government and community are to create conditions, which will help, motivate, and inspire teachers on, constructive and creative lines so that teachers can innovate, devise appropriate methods of communication and activities relevant to the needs and capabilities of the concerns of the community. This theoretical paper highlights on issues like concept of teacher education, definitions of teacher education, Needs and importance of teacher education, concept of practice teaching, definitions of Practice teaching, Objectives of practice teaching, Difficulties of Student Teachers in Practice teaching, Problems and challenges of practice teaching in Teacher Education institution, and Recommendation for better Quality of practice teaching in teacher Education.

Key words: Teacher Education, Practice teaching, prospective teachers, challenges etc**Introduction**

Education is the most important and power full instrument invented by humankind to shape and mould he in a desirable manner. The history of the world proves that education has been the root cause for any change, which takes place in social, cultural, spiritual, political, and economic aspect of human life. In present, education has become one of the necessities of human life, like food, clothing, and shelter. Therefore, we can say that life is education and education is life. The Kothari Commission (1964-66) remarks, "The destiny of India is being shaped in its classrooms." No doubt, education plays a significant role in nation's development but the quality of education is greatly determined by the quality of teachers. In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development human capital and linked with an individual's well-being and opportunities for better living. It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity, and teacher motivation. No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. In present, teacher education is concern quality in nature. The Ministry of Education of Government of India established National Council for Teacher Education to provide guidance to the centre and states for solving various problems and to give suggestions for the developments of teacher's education. As stated by NCTE (1998) in Quality Concerns in Secondary

teacher education, the teacher is the most important element in any educational program. The teacher is mainly responsible for implementation of the education process at any stage.

Meaning & definition of Teacher Education

Good teachers are prepared who always try to introduce new ideas, techniques, and practices in classroom transaction, curriculum, or co-curricular activities. Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom.

According to Goods Dictionary of Education- "Teacher Education means, all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively"

The National Council for Teacher Education has defined teacher education as- "A programme of education, research, and training of persons to teach from pre-primary to higher education level." Thus, Teacher education is a programme and is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Need and Importance of Teacher Education

The American Commission on Teacher Education rightly observes, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factors upon the quality of their teacher." In his Call for Action for American Education in the 21st Century in 1996, Clinton indicated that, "Every community should have a talented and dedicated teacher in every class room. We have enormous opportunity for ensuring teacher quality well in to the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training."

The National Curriculum Framework for Teacher Education (2009) developed by NCTE tries to ensure that teacher education courses are reoriented to align with the epistemological shift envisaged in the NCF- 2005 and developed teachers as facilitators of learning. It includes the context, concerns, and visions of teacher education, which calls for preparing teachers for learning society, empowering teachers in learning to learn, and making teacher education liberal, humanistic, and responsive to the demands of inclusive education. It has tries to incorporate the changing school contexts and demands in the light of recently implemented Right to Education Act (RTE_2009), issue of academic burden of students, and Universalization of Secondary Education that have implication for teacher education. It is common knowledge that the academic and professional standards of teachers constitute a criteria component of essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to move a positive influence on the quality of curriculum transaction in classrooms and there by pupil learning and the large social transformations. The needs for teacher education are:

- The length of academic preparation, the level and quality of subject matter knowledge,
- The length of Academic preparation,
- The level and quality of subject matter knowledge,
- Preparing teachers for learning society,

- The repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations,
- Empowering teachers in learning to learn, Save time and money,
- The degree of commitment to the profession,
- Sensitivity to contemporary issues and problems and the level of motivation,
- The quality of education,
- Reduce workload of class room teaching,
- Effective teaching and learning,
- Making education liberal,

This is not possible if teacher preparation focused only on training. It aims at imparting professional skills and techniques to the teachers under training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training. Educating all children well depends not on ensuring that teachers have the necessary knowledge and skills to carry their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.

Concept of practice teaching

Practice teaching occupies a key position in the programme of teacher education. It is a culminating experience in teacher preparation. It provides opportunity to beginning teachers to become socialized into the profession. Performance during practice teaching provides some basis for predicting the future success of the teacher. Outgoing popularity and centrality of practice teaching is an important contributing factor towards the quality of teacher education programme. During practice teaching, working with students in schools provides a high degree of emotional involvement of a mostly positive nature. Student teachers feel themselves grow through experience and they begin to link to a culture of teaching. During practice teaching, they feel engaged, challenged, and even empowered.

Definitions of Practice Teaching

Taneja (2000):-“A number of terms such as the practice teaching, student teaching, teaching practice, field studies, infield experience, school based experience or internship are used to refer to this activity.”

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

Stones and morris (1977):- “The term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies”.

Thus, Practice teaching is the name of the preparation of student teachers for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice / exercise of different activities of daily school life.

Objectives of practice teaching:- According to Akbar (2002), Following are the objectives of practice teaching:

- To provide the prospective teachers with an opportunities of establishing and appropriating teacher pupil relationship,
- To provide an opportunity for evaluating the student potential as a teacher and suitability for the teaching profession,
- To develop personal relationship with others: administrators, teachers, parents and students,
- To provide the future teacher with practical experience in school to overcome the problems of discipline and enable him / her to develop method of control,
- To provide with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implication for learning,
- To enable the student teachers effectively to plan and prepare lessons,
- To develop skill in the use of fundamental procedures, techniques and methods of teaching,
- To develop desirable professional interests, attitudes and ideas relative to teaching profession,
- To enable student teachers to acquire desirable characteristics / traits of a teacher and to display appropriate behavior,
- To provide student teachers with an opportunity to have teaching evaluate and to gain from the benefits of constructive criticism,
- To provide an opportunity for self-evaluation and to discover own strengths and weaknesses,
- To develop skills in future teachers related to teaching like fluent speaking, meaningful reading, using blackboard, and other teaching material,
- To provide an opportunity to liaise with school environment, its functioning and with community and its resources, and
- To provide for the exchange of ideas and methods between practicing school and teacher training institution, by teacher training institutions' staff and students, perceiving new ideas material and equipment in use in practicing schools and introducing new ideas, material and equipments into the school.

Difficulties of Student Teachers in Practice teaching:- Moreover, the following are the special problems facing student teachers:

- Amazed at demands on time for activities besides teaching;
- Career opportunities;
- Dealing with mechanics of individual participation in laboratory work in limited space with limited equipment;
- Difficulty in finding suitable professional literature;
- Fear of performing experiments unless what should happen is known;
- Feeling overwhelmed;
- Frustration of not knowing how to keep laboratory work moving;
- Frustration when periods are cut short;
- How to deal with cultural difference

- How to deal with exceptional students- the very good, the disabled; and
- Incompetence of skill of questioning;
- Lack of training in conducting experiments for 30 or more in class;
- Laws regarding teachers and teaching;
- Need for involvement in many disciplines in science and content and for more required mathematics;
- Need of training in using educational television programs, individualized instruction, and other new tools;
- Need to know how to find equipment, how to improvise, how to meet emergencies;
- Poor preparation in organizing work for single period, 5 days per week;
- Preparation of valid tests and quizzes;
- Problems concerning evaluation: setting standards and assigning grades;
- Professional growth and development;
- Recognizing real understanding in pupils; Evaluation of questions for fairness and validity;
- Selection of course content from textbook, laboratory manual, syllabus, teacher guides and others;
- Time Management;
- Transition from student to teacher;
- Understanding what should be taught; Etc

Problems and challenges of practice teaching in Teacher Education institution

Unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. The backlog of untrained teachers in the system and the essential requirement of pre-service teacher education certification for appointment as a teacher led to mounting pressure on existing institutional capacity. The teacher challenges for education for All in India conference will focus on five areas identified during discussions between the Task Force Secretariat and the Government of India. The conference will bring together members of the Central and State governments as well as a wide range of stakeholders from non-governments and civil society organizations at the national level as well as international organizations to deliberate over the five following areas:

1. Continuing professional development for teachers in India;
2. Decentralization: challenges and steps forward;
3. Feminization of the teacher force;
4. Public-private partnership to address the teacher gap;
5. Monitoring & evaluation of teacher policy reform

In India, Others emerging challenges of teacher education are-

- Selection of quality teacher,
- Innovation in pre-service teacher education curriculum,
- Lack of up-to-date books, and materials on teacher education,
- Development of national professional standards,
- Strengthen workshops and partnership between Universities and schools to prepare teachers,

- Development of a system of ongoing professional development for teachers,
- Establish learning communities and networks among teachers,
- Professional learning for educational leaders,
- A greater transparency in the funding of teacher education,
- Staff appraisal systems and the use of peer observation in schools are still in development,
- Teacher education seems to place more emphasis on professional duties than on actual classroom teaching practices,
- Teacher-centered strategies and pedagogy still dominate in the classroom,
- There is a need to explore the development of performance-based evaluation or development teacher evaluation systems for the purposes of teacher education,
- Lack of facilities for professional development,
- Unplanned and insufficient co-curricular activities,
- Narrow scope of teacher education,
- Negative attitude of management towards development of both human as well as material resources, and research in Teacher education.

Recommendation for better Quality of practice teaching in teacher Education:- Better selection of the teacher for improve the quality of training and save the personal and social wastage,

- Effectiveness of the new initiatives curricular reforms,
- Emphasized two year B.Ed. and M. Ed. Programme,
- Intensive use of ICT for teacher education and also involvement of the community,
- Modern and latest communication and knowledge management for quality teacher education,
- Modern and latest communication and knowledge management for quality teacher education,
- More emphasis should be given on practice teaching,
- Proper curriculum Transaction among teacher trainees,
- Research in teacher education should be encouraged
- Several types of co-curricular activities should be included in the curriculum, and
- To adopt innovation teaching strategies in teacher education and improve education administration practices,
- To provide infrastructure and professional competency in teacher education,
- To provide professional development for practicing in-service teachers by updating their knowledge and skills,
- Uniformity among teacher education must be ensured and maintained in terms of curriculum, duration,
- Uniformity among teacher education must be ensured and maintained in terms of curriculum, duration and timings of the programme,

Conclusion:

Teaching practice would remain an important component of the teacher-training programme especially if society desires is to produce quality teachers. The exercise of Teaching Practices boosts trainee teacher's confidence and prepares them for actual professional fieldwork.

Trainee teachers however have certain concerns, which need urgent redress in order to improve the quality of the teacher-training programme. Supervisors need not see teaching practice as a time to antagonize trainee teachers and vilify them unjustifiably. Being friends to trainee teachers and giving professional coaching to them are some of the surest ways of helping trainee teachers teach with confidence and hope during their training period. It would also be very helpful if supervisors consciously make the effort to assess trainees comprehensibly and not just a part of the lessons as some supervisors are in the habit of doing because this may not give global outlook of the trainee teacher's classroom competencies. Feedback for trainee teachers help them reorganize subsequent lessons and therefore it becomes imperative for supervisors to discuss delivered lessons with them (trainees) as a way of obtaining feedback for future remedial teaching. When these concerns are properly attended to, it would positively affect quality of teaching practice in the country. In this regard, workshops on TP run for supervisors by training institutions could help standardize Teaching Practices.

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