

Concept of School Experience Programme among teachers for Quality Enhancement in Teacher Education

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The concept of classroom has also undergone a transition from the restricted periphery of to the open classroom concept. The teaching and its requirements are also under transition beyond the aspired roles like counselor, investigator, planner, activator and manager of resources and developer of curriculum etc. The student coming to school has never been an empty vessel but has been found to be well knowledge conversant. He knows resources and process of locating these resources in such a condition teacher has to be well informed and in a position to guide support and select the relevant information out of available. This responsibility can best be discharged if the teacher understands the statutes and student orientation about the context situations and environment. This calls for exposure of teacher to the school experience. In view of the foresight it becomes imperative to know the concept of school experience, its practices and implication as a consequence thereof. The survey to this effect was undertaken stretched over 30 high schools of District Peshawar. A questioner was developed for the conduct of survey comprising 25 items relating to the attributes supposed to be instilled by the school experience program. The school experience program may take place during pre-service education and the in-service training. Data obtained through the conduct of survey was analyzed through the use of descriptive statistic. It was found that majority of teachers have not received training of SEP and they are not using it in their profession. Conceptual and practical training of SEP in teacher education institutions is recommended on the basis for findings

Key words: school experience program (SEP), teacher education, teacher roles, exposure to roles

Introduction

Teacher preparation programmes embrace a wide variety of experiences as the prerequisite and a continuing feature of them (Aitkin, Bennett & Hesketh, 1981). The teachers are under obligation and need to be abreast with the training needed for the discharge of their duties and wide variety of roles they have to discharge in the school setup (Anderson, 1980). It is made possible through pre service education and in service training programs (Nixon, 1981). There is something that is beyond these two programs that is School Experience Programme (SEP) which enables the teachers to be well conversant with the ground realities for the discharge of their duties. School experience programs may take different shapes like short term programs, long term programs, intensive study programs,

crash programs, long term and enduring programs. The prospective teachers come across the school experience program through such activities which are very common tasks at the school like establishing working relations with the school teachers head teachers and the trainers. It comes under the preview of the prospective teachers to pay individual attention to the students' while working with small classes for the guidance, coaching and instruction. Teachers have to seek for and utilize the opportunities to grow in devising the daily lesson plans in a befitting manner and technically sound. Teachers have to interact with the multi-age groups of students, make them comfortable and motivate them to be active learners. In the same context, teaching of hands on skills ultimately converge into

utilizable scientific reporting. Schooling remains incomplete without attending to the Humanities curriculum that embraces the social sciences and languages especially English literature, enabling the learner to lead a value based and social context matched life. Language learning is a special skill which compels the teachers to offer an individualized approach to reading, writing, grammar, vocabulary, and spelling. Go for peer and cross-age teaching by introducing the students with the variety of information and knowledge. Conceptual mastery and grasp calls for individually tailored English, Maths and science programmes for the needy students at large. Science curriculum is supposed to be innovative, open ended, thought provoking and focused on the acquisition.

It becomes sometimes an obligation on the part of teacher to support the community by providing weekly community service opportunities within the school community. Alongside this all school has to go for and manage the co-curricular activities with the support of working staff in the name of Maxi and Medi educational and excursion trips related to current studies including sites such as Lahore Fort, Museum, Science museum, Wagha border, Nandipur Hydel Power station, Punjab Public library. Teachers responsibilities do not end rather they have to demonstrate commitment to the probable changes on the recycling, composing, and conservation. The same commitment has to become reflective into job surveillance for the students during internship week, managing cooperative learning projects that develop and promote group skills. Facilitation in the shape of exposure to public occasions as an orator, conniving and bringing into being the school yearbook does rest with the teacher invoking his roles which most of the times remain dormant. It is not only urged but becomes the desire that needs to be translated into a reality by providing the chances to Participate in and exposure to activities focused on economic independence. School experience

turns into effectively functional calling for participation, in weekly/monthly/quarterly community meetings, by its teaching staff in particular, which puts an obligation on them, to provide input on the basis of experience to the organization and the community at large.

We understand the importance of the school experience for every prospective teacher, their roles as teachers and models. Hence the prospective teachers undertake to discharge the following duties and responsibilities to the best of their knack; they teach the national curriculum based on national standards and arrange parent-teacher conferences to discuss students' progress and their individual needs. They make available the progress of students to the parents in black and white and ask them to provide their comments students are given access to the parents through phone to talk to the teachers. Some time parents are asked to volunteer and participate in their child's class and to observe him/her participating in the classroom activities and gaining experience in problem solving. Students are encouraged to develop scientific enquiry skills, work independently and implement research ideas. In addition students are exposed to the experience of interacting with network of teachers and taught at school and beyond school possibly province, country and worldwide. This interaction may extend to local industry and medical institutions (Faisal, 2011)

School Experience for Students

In the capacity of the prospective teacher one should understand develop and operationalize the following parameters of responsibility for making the student a lifelong learner, enabling the parents to help the parents to work comfortably with their wards, hence the exposure to the following realm becomes indispensable; firstly developing in students the responsibility for taking homework assignments and completing them to the best of their ability, secondly encouraging the students to ask for

help when they don't understand something; thirdly developing an attitude in students to obey the school rules; fourthly, developing in students' habit of reading daily by themselves or with their parents for at least 15 minutes; fifth educating the adults responsible for taking up all the information given to students each day by the school for getting the needful done. (University of Saskatchewan, 2005).

Parent/caregiver

The prospective teacher at first level should realize and make the parent realize the importance of working cooperatively with the school. H/she should be made to understand that the child's school years are very important. H/she should understand that participation of parents in child's education will help in his/her achievement and acquisition of positive attitude. Therefore, the prospective teacher should educate the parents to carry out the following:

Create an atmosphere that supports learning by; finding a quiet, well-lighted place to study, monitoring homework assignments and giving help as needed, monitoring that their child is reading regularly, at least 15 minutes daily, getting the child to bed on time, sending the child to school on time each day, suggesting limitations of television and entertainment technology and encouraging appropriate extracurricular activities.

They also are to be made to realize that attending school functions and participating in advisory meetings/opportunities relating to the education of their child are in the best interest of the education of their children. It is also urged that the parents should review all school communications and respond these promptly. Parents are to be educated to teach the child to respect the rights and the property of others. (Ralph, 1992).

Communication

There should be a consistent and effective

communication system between the home and school, enabling the parents to acquire information about the school curriculum, provincial and local assessments, the way assessment of Reading, /Math competence is made and students are chosen for support services like; invitees for parents' night, selectors and developers of curriculum booklet/ academic calendar, community School District's website with links to academic standards and national rubrics, participators of parent/teacher conferences, reviewers and respondents to progress reports, attendees of individual meetings (at varied times), visitors of National Education Week, easy in reach through personal contact by phone, email and/or letter, regular subscribers and contributors to parent newsletters (monthly), extenders of reading support to parent information meeting (am and pm), the quality track newsletter, home/school involvement compact, organized and cooperative method to ensure home-school communication via the reading bag, reading specialists' websites (Ralph, 1993)

Opportunities for Parent Involvement

Parents may be motivated to contribute in school events and offer their services for activities such as: National Education Week classroom visitations and observations, School Wide Parent Advisory Committee that plans, reviews and suggests improvements in the school's support programme, parent training sessions and workshops (Math/Reading Night), Budgetary plans of the schools, working on purchase proposals and monitoring the same.

Parent Training and Support

The following opportunities and materials may be provided to help parents in the use of techniques and strategies to improve their children's academic success and assist their children in learning at home through: Newsletters that include suggestions on how to

work with their child, definitions for comprehension and reading strategies to implement them at home, conveying the appropriate grade level expectations, making available student materials available for home use and practice, conduct of Community School parent workshops, encouraging, supporting and providing training in developing support reading materials.

The fore cited expected from teachers that form the part of school experience program can be explored through parents' survey program that how for the parents are empowered to

develop affirmative approach towards the reading/language arts and math, cater for the needs of their kids in reading/language arts and math, enhance their achievement in reading/language arts and mathematics, elevate their self-esteem and manage for their own participation in reading/language arts and math activities at school and at home.

Researchers believe the following six components as essential for the schools experience programme to serve students on individualized education plans (IEP) like:

Practical behavior assessment	This type of identification of problem areas help the student's educational achievement and social and emotional adjustment with the actions of teachers
Resolute curriculum	it helps the students in achieving individual academic, behavioral, social, and vocational excellence and fulfillment of needs
Effectual and resourceful instruction	it squeezes clear and modified ambitions that focus on high levels of academic involvement and student effort
Evolutionary assistance	it proves helpful for the student to adjust and readjust to the alternative setting or to return to the home school; enabling the students to be independent in their acts deeds and actions
Comprehensive system	interlace the services for the education, treatment, and supervision of a student with disabilities
Appropriate staff	reflects the meanings as qualified, trained and certified special educators to dole out students with emotional or behavior problems; requires parent involvement in student evaluation and decision processes; connections to community resources (Ralph, 1996)

Seeking for an alternative balanced program with built in components would be difficult no doubt, the mentioned are considered crucial for students with some problems. The fittest of the things would be to have some alternative unstructured program providing students a lot more freedom to make decisions about their education. Such an appropriate alternative programme would be substantiated with the needs of individuals and backed by the input from the students, parents or guardians, school

and community professionals. The crux of the matter is that, an alternative school should proffer students an enhanced opportunity to develop and fulfill their educational and behavioral goals.

Cohen (1988) opines about teaching as an "endeavor of human improvement" (p. 55),"practitioner teachers rely on their patrons to achieve the results" (p. 57). Success of a teacher bases heavily on the active cooperation of the

student (Fenstermacher, 1990). Dewey (1933) takes the teacher-student relationship as the reciprocating one" and to him it is like selling and buying". It may be described in the words like, "you can't sell if there is no buyer, and teaching is associated with the learner and his/her zeal (Jackson & Marsden, 1986, p. 81). In Pakistan the teacher education imparted to the teachers of all levels is more idealistic in nature rather than having relevance with the realities on ground. There is felt need that the teacher should have the knowledge, skill and competence to address the factual realities. It is only possible if exclusive of the routine education and training on which site experience should be provided to them. With the creeping in of technology in education and borrowing of the concept of quality from industry, education managed to strive for quality. Quality includes many imperatives inclusive of the training for the job requirements in accordance with changing and emerging roles stipulated for the teachers. The stipulated roles of the teachers call for the orientation of the teacher with school experience. This requirement reveals that the teacher is needed to act as the facilitator of learning, a counselor, investigator, coordinator of academic support activities, gatherer and exploiter of facilities, developer of academic calendar, developer of materials for assessment and evaluation etc. This study is an attempt to go for a survey of schools in district Peshawar taking CT and BEd as the target population. An effort was made to explore out of teachers how they were exposed to and could practice components of school experience. Questionnaire was used as an instrument for the conduct of survey. The survey revealed that the student teachers had not practiced the school experience program.

Statement of the problem

The study was focused on exploring the, "Concept of School Experience Program among teachers for Quality Enhancement in Teacher Education" in view of the imperatives

and the changing demands from the teacher.

Literature Review

Professional preparation of teachers demands a coincidence of the education at the first level and the training at the second level to be well matched with the jobs or tasks to be performed by the teachers. This demand persists and sustains to enable the teacher to be time and demand tuned and weeding out the possibility of going out dated and mismatched with the job imperatives making and enabling the teachers as supervisors, administrators and trainers of teachers (Bacon, 1995). The revealing facts make us think, rethink, revalidate and reorganize the practicum component possibly in relevance to the emerging demands. There are certain definite ways to gain competence by the professionals, in their practicum classes as a dependable way to gain work experience and skills in the possible varieties of professional settings. This effort would lead an individual to explore the venues and possible options for teaching careers. (Higgins,1994).

Magel (2001) describes that a teacher of worth knows to act and interact at the possible and appropriate time in accordance with the expected and desired stage rather he/she can act as the director for the same. Teacher centered learning has changed to student centered learning making learning time-consuming, messy, arguing the efficiency at all stages. Teacher's role has taken a twist after the emergence of students as responsive thinkers, prioritizing individuals, questioning the presentations, looking into problems for solution, investigating classroom activities, demands the teacher to act as a guide at all such occasions. Arora (2001) associates the liability of teacher in relations to the realities emerging as supervisor of classroom teaching; catalyst for knowledge gathering; caretaker and overseer of resources; master mind and schemer of student appraisal; pollster and person in charge; plotter and arranger of co-academic events; adviser of

the offspring; helper to the underprivileged and society and programme schedule developer.

To carry out the responsibilities in succession for which the teacher is bound desire a stipulated set of competencies. The development of the competencies, calls for, a deep look at the programme road map, enabling the analysis and synthesis of the task possible, and devising and going for the competencies accordingly making the practicum component of the teacher education programme achieve its ends. Heywood (1982) described the process of preparing an individual starts taking the learner as an apprehensive experienced person further grooming him/her in terms of traits (Barnard,1938) (Tead 1965), situations (Fiedler, 1964) and behaviors (Hemphill, 1950) in the field. This act will be initiated with the demonstration of instruction (Driver, 1983) by the instructor and consequent performance by the apprentice under the direction of the instructor (Shayer and Wylam, 1978).

In the light of advice made available by the guide, the apprentice unremittingly tries to perk up the quality of his practice and thus masters the trade in due course of time. If necessary, the speculative pedestal of the job could be explained by the master trainer along with the demonstration while providing feedback to the trainee after observing him at work. This succession of professional preparation may prove workable for middle level occupations, for higher level occupations like medicine, the teacher removes the impediment to teach and the student to learn theory before the start of materialization (Gulliford, 1985). The same act of training sometimes proves valuable in case of large group training. Work on location or in-plant experience forms the 'core' of a professional preparation program. All components of the program are designed and conducted to address its 'core', viz. the onsite work experience. In the case of teaching profession, the 'core', is generally known as

'Practice Teaching', or 'School Experience' and in some cases even 'internship'. The concept of 'Practice Teaching', has gradually given way to 'School Experience', which is more comprehensive and professionally sound than the 'Practice Teaching', as it attempts to provide experiences to the trainees in respect of all the tasks a regular teacher is called upon to perform, while the 'practice teaching' program is restricted to only one task, that is, 'classroom teaching'. (Arora, 2001) points to components of school experience program as: (a) Classroom teaching in different contexts such as teaching in large size classes, multi-grade situations, rural, urban and remote areas, mixed ability classes, multicultural classes, etc. (b) Watching of teaching and other activities of regular teachers of the school. (c) Observation of the teaching and other activities of other trainees and offering remarks, comments and suggestions for improvement. This in fact is a mechanism for mutual learning as it proves useful for the 'observer' as well as for the 'observed'. (d) Participation in the school assembly as an observer and sometimes as a speaker, anchor, organizer, etc., and sometimes preparing students for presenting talks, news reading, thoughts of the day, songs, etc. (e) Student counseling for which the students feel the need shall have to be identified through observation and discussion with teachers. The trainees may prepare case studies of one or two identified students for which they may collect the requisite information from the students themselves their parents, teachers or peers. On the basis of insights gained through the case study, the trainees shall devise the strategies for providing guidance to the students concerned. (f) A teacher is also expected to be sensitive to the problems of students, fellow teachers, parents, and school staff including head of the school. The problems may relate to teaching learning environment, classroom organization, school discipline, inter and intra personal relations, attendance at school and absenteeism, relevance of curriculum content and

effectiveness of curriculum transaction. A teacher is under obligation to study the problems systematically for seeking solutions or to adopt appropriate remedial measures. A trainee teacher should also be required to identify a problem for systematic investigation or research, which, definitely, shall be of 'action research' type. Besides it a teacher or a trainee who so ever is dissatisfied with the existing mode of curriculum transaction, may attempt an alternative mode or technique to achieve the most wanted results. If the technique is found useful and effective, the teacher may use it in routine and can go for recommending it to the other teachers. (g) The organization of a wide variety of co-curricular activities also forms an important component of teacher's responsibilities as it is considered essential to realize the over-all objective of education, that is, total development of child's personality. It is a common observation that all the teachers do not have the same level of competence for the selection and organization of co-curricular activities. Bad organization of the co-curricular activities would be sheer wastage of time and effort since the realization of the stated objectives would not be possible (Hashmat Ali, 1980). The trainee teacher shall acquire the requisite organizational skills by observing the teacher educators and teachers working at school organizing various activities and then by organizing the activities themselves. (h) The school is expected to request the parents' for their involvement and cooperation in all matters relating to the education of their wards such as their attendance at school and advancement in studies. In addition to parents, the school is also under obligation to seek for whole-hearted cooperation from the community. It is the moral duty of the school staff to ask, motivate and encourage the trainees to play their role as observers in the meetings at school with parents and other committees. They should also be encouraged to make the parents aware of their children's position in education through formal or informal means (i) Evaluation, is the most

important and indispensable part of the process of instruction, it includes the evaluation of the students' academic success through oral, written or practical modes. School experience program provides an exposure to the potential teachers in the construction of different types of evaluation. Before the finalization of such tools they are required to collect feedback from the teachers, supervisors and peers regarding their validity and reliability for the set up in which these are to be used. To address these components and improve the instructional process, it sought to measure out the concept and practical implications of SEP among teachers. Specifically, answer of the following questions was desired:

1. To what extent teachers are well aware with the concept of School Experience Program?
2. To what extent teachers have received training of School Experience Program in professional courses?
3. To what extent teachers are practicing components of School Experience Program in teaching-learning process at school?

Methodology

A survey was carried out in 30 schools of Peshawar district on the teachers having C.T and B.Ed qualifications as the target population. A group of 300 out of 3000 teachers was randomly selected as sample, having half of it either of the two qualifications. A questionnaire was used to collect the information from teachers. They were asked whether they have learnt or practiced components of School Experience Program during professional courses and as if they are practicing these components now in their schools.

Questionnaire comprising 25 items was used to measure mentioned SEP components practiced during professional courses and are being practiced now at schools. The questionnaire was pilot tested on the teachers who were not included in the sample, the face

validity was got determined through expert opinion and reliability was established through the computation of Chronbach alpha α by administering the questionnaire to 30 teachers not included in the sample which came out to be .80. The items can be seen in annexure A;

Results and Discussion

Data portrayed that majority of teachers were not well aware with the concept of school experience program. During teacher training courses, student-teachers were not exposed to the components of school experience program. Only the components of attending the assembly, using the chalk board and using the teaching aids were practiced. The components being practiced in school are also not encouraging. Teachers participate in assembly, use chalk board, use teaching aids and develop evaluation tools. Data revealed that all those components which were ignored during teacher training courses, are still ignored in practice. Student counseling, preparing case studies, discussion/criticism sessions, action research and mentoring all are directly related to quality education. For the enhancement of quality in teacher education, components of school experience program may be given importance. The school experience programs are kept restricted to teachers and does not trickle down to all the stake holders like parents, community and employers as well.

Recommendations

In the teacher education institution, the trainees' are under obligation to participate in all the school activities for gaining experience from the session one of day. In the interest of the teacher education institution to be effective and the trainee to be a person with spark zeal and competence it is recommended that each teacher education institution should manage for the measures jotted down in the lines to come to enable the teacher to be exposed to and become a part and practice the measures lime lighted:-

- (i) Sufficient chances of observation of reputed teachers classes be provided to the trainees to observe the teaching of experienced and ensured, rather there should be interactive sessions managed for improvements. The same may be arranged in the cooperating schools also. In addition, demonstration lessons by the teacher educators and screening of video recordings of samples of 'good' teaching may be arranged in the training institution. The trainees' observation may be followed by detailed discussion on the strong as well as weak points of the 'teaching' like the spirit of micro teaching. The trainees may be made to recollect the positive and unforgettable proceedings of the class delivery and interaction of their teachers and their own as well (Rosenholtz, 1989)
- (ii) To encourage use of computer as an instructional device all the trainees must be afforded instruction in ICT, enabling them to make teaching and learning congenial, comfortable and pleasing, both on line and off line co-operating schools (
- (iii) The trainees may be enabled to give away full lessons in the disciplines of their interest. Such lessons shall be observed by the concerned teacher educator and teacher trainers jointly. The lesson delivery should be followed by discussion on the presentation enabling him/her to draw benefit out of the observations and viewpoint of the specialized authorities and their peers (Mukhtar, 2011).
- (iv) The trainees may be put under obligation to go for action research, but prior to that they may be provided with a chance to discuss its basic notion in terms of perception, objectives to be achieved, relevance with the milieu, applicability and method of attack (Nixon, 1984) and Case Study of (Jamea, 1994). Such sessions would facilitate the trainee to organize the sketch out/ scheme of some

- venture which they may present in a seminar for conversation in the presence of some outside professional (Cheng, 1991).
- (v) The student counseling should follow a detailed discussion on the educational and psychological problems of children, technique of their recognition (Reber, 1985), perception, services and line of attack of different type of counseling (Barfield, 1973).
 - (vi) The trainees may be made well versed to apprehend that children's edification is the collective liability of the school, parents and the community. While the novice shall get the first hand experience of cooperation working with children's parents and members of the community during SEP in the cooperating school, the teacher educators may provide some useful tips/hints to the trainees in this regard (Mukhtar, 2011).
 - (vii) Those who work at school and are expected to work as guides and supervisors of novice teachers are required to be apt in the performance of the responsibilities and functions desired of them (Faisal, 2011). It becomes an obligation of the teacher education institution to expose the teachers of such schools where the prospective teachers are to accomplish their practice teaching, to the training, enabling them to act as good mentors.
 - (viii) Education of parents need be arranged enabling them to take part in, work with their wards and take this as a concern for them (Epstein, 1996).
 - (xi) Every doable endeavor should be made to engage the parents in the progression of schooling wherever required, possible viable.
 - (x) Trainees and teachers as well must be exposed to better and pleasant communication skills, media and processes as and when done so with

- various stake holders
- (xii) Sessions for parents needs be arranged most frequently making them work and support their wards comfortably (Black, 1996)
 - (xi) Open houses should be arranged for the idea sharing and maturing on a variety of areas.

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Annexure A

1.	Experience of the classroom teaching in different contexts.
2.	Observation of the teaching of other teachers of the school.
3.	Offering comments, observations and suggestions for improvement consequent upon the observation of the teaching and other activities of trainees/teachers
4.	Participation in the school assembly as an observer. 5. Participation in the school assembly as a speaker.
5.	Students are enabled to give away talks, read the news, express the hot issues of the day, plunge deep into thoughts of the day, sing songs and the role plays as deem fit.
6.	Involvement in student counseling
7.	Preparation of case studies.
8.	Identification of problem for systematic investigation or research.
9.	Organization of co-curricular activities.
10.	Interaction with parents.
11.	Interaction with community and stake holders.
12.	Development of evaluation tools.
13.	Observation of high quality teaching.
14.	Practice of black/white board.
15.	Learning to use teaching aids.
16.	Learning to use ICT.
17.	Attending the criticism/discussion sessions.
18.	Conducting action research.
19.	Working as mentor
20.	Taking part in educating the parents to work with their wards and take this as a concern for them
21.	Parents involvement in the processes of schooling
22.	Exposure to better and pleasant communication with various stake holders,
23.	Experience of working with the parents educating them to be comfortable while working with their wards,
24.	Developing an environment of socializing for the fellows and students

Data Analysis

Data regarding components learnt/practiced and exposed to during professional courses showed that:

1.	20 % teachers experienced the classroom teaching in different contexts.
2.	12% got a chance to observe the teaching of other teachers of the school.
3.	15% of the trainees/teachers managed to observe other teachers classes and engagements for offering comments, observations and suggestions for their improvement.
4.	Only 45% participated as observers in the school assembly.
5.	16% participated in the school assembly as a speaker, anchor or organizer.
6.	6% prepared students for presenting talks, news reading, thoughts of the day, songs.
7.	4% involved in student counseling.
8.	1% prepared case studies.
9.	1% identified problem for systematic investigation or research.
10.	6% organized co-curricular activities.
11.	2% interacted with parents.
12.	1% interacted with community and stake holders.
13.	22% developed evaluation tools.
14.	1% observed high quality teaching.
15.	65% practiced chalk board.
16.	70% learned to use teaching aids.
17.	3% learned to use ICT.
18.	15% attended criticism/discussion sessions.
19.	1% did action research.
20.	3% worked as mentor,
21.	85% were of the opinion that they were not provided with a chance or exposed to by taking part in educating the parents to work with their wards and take this as a concern for them,
22.	80% were not exposed to the activities where the parents involvement in the processes of schooling was possible,
23.	90% were not exposed to better and pleasant communication modes and skills while communication with various stake holders

Data regarding components being practiced on the job shows that:

1.	80 % experienced the classroom teaching in different contexts.
2.	25% observed the teaching and other activities of colleagues in school.
3.	7% observed activities the offered comments, observations and suggestions for improvement.
4.	100% participated in the school assembly as an observer.
5.	35% participated in the school assembly as a speaker.
6.	12% prepared students for presenting talks.
7.	7% involved in student counseling.
8.	No one prepared case studies.
9.	1% identified problem for systematic investigation or research.
10.	40% organized co-curricular activities.
11.	80% interacted with parents.
12.	55% interacted with community and stake holders.
13.	100% developed evaluation tools.
14.	21% observed high quality teaching.
15.	100% practiced black/white board.
16.	65% used teaching aids.
17.	2% used ICT.
18.	45% attended criticism/discussion session.
19.	No one did action research.
20.	1% worked as mentor,
21.	90% teachers never took part in educating the parents to work with their wards and take this as a concern for them,
22.	88% teachers never took part or arranged any activity for the parents involvement in the processes of schooling,
23.	86% teachers never found any chance of organization or exposure to better and pleasant communication with various stake holders