

Study of Teaching Practicum on Professional Development of Integrated Teacher Education Programme B.A./B.Sc. B.Ed. Course's Pupil Teacher Prospective

Dr. Amandeep Kaur
Assistant Professor (HOD Teacher Education)
RSD College Firozpur

Abstract

The objective of this study is to investigate the impact that student teachers' participation in a teaching practicum has on their pedagogical professional development over the course of a four-year Integrated Teacher Education Program (B.A./B.Sc. B.Ed.) programme, with a particular focus on how their participation affects their beliefs and their capabilities. The “pedagogical beliefs and skills of pupil teachers are the primary focus of this study”. Also of interest is how these beliefs and skills might change in the future as a result of following the guidelines for teaching practicum provided by Panjab University Chandigarh as part of its four-year Integrated Teacher Education Program (B.A./B.Sc. B.Ed.). This study was conducted in RSD College Firozpur affiliate with Panjab University Chandigarh, India. As a sample for the study, the research team the forty-eight pupil teachers were selected who are presently enrolled in the 8th semester of a Bachelor of Arts/Bachelor of Science in Teacher Education (B.A./B.Sc. B.Ed.) programme. This degree is awarded after four years of study. An interview technique, a classroom observation based on the Broadbent Schale of Teacher Competencies, and a belief inventory for teacher educators are going to be the three approaches that will be used to collect the data. It will be assessed whether or if prospective Teacher Educators' perceptions of the overall atmosphere, discipline and behaviour of the student and pupil Teachers at the school will undergo a little adjustment as a result of their visits to the schools in question. The same holds true for pupil teachers attending regular meetings of the NCTE and Teacher Training Institutions, “weekly conferences, meeting daily with cooperative teachers, and being supervised while teaching” in the classroom All of these activities have a significant impact on the pupil teachers' pedagogical beliefs and abilities. “It is recommended that the management and administration of the college be made more legally obligated to enable the student teachers' potential for completing their teaching practicum in order to increase the aspect of teaching that focuses on the quality of the instruction being provided”.

Keywords: *teaching, professional, education*

Introduction

The school fulfils an important role by providing opportunities for teaching and learning to both students and pupil teachers. These opportunities are designed with the end goal of bringing students and pupil teachers from a state of ignorance into the light of practical knowledge through the application of their newly acquired skills. One of the key features that plays a big part in schools to bring about the change that is sought among pupil teachers is

teaching by means of practicum. This is one of the primary ways that teaching takes place. The notion that the student teacher and the teacher educator are the most important elements in the creation and management of the teaching learning programme in a real classroom has been verified by the NCTE, Regulation 2014. The demonstrated contribution of teacher educators by the NCTE demonstrates that student “teacher preparation can improve their involvement in the teaching learning process at educational institutions” that specialise in teacher education by participating in practicum. These institutions are designed specifically for the purpose of providing student teachers with a teacher education.

The level of development that a nation achieves is directly proportionate to the level of education that it makes accessible to its inhabitants and the level of education that is provided is instantly and inexorably tied to the level of preparation that teachers get. Despite this, the discipline of teacher education is built on the premise that exceptional educators are formed over time rather than being born with innate aptitude. This is because good educators are essential to the success of any classroom. Because education is both a scientific and an artistic endeavour, it is vital for student teachers to not only have the necessary topic “knowledge, but also the pedagogical talents. It is one of the aspects of the educational system that” has to be modified in order to raise the educational bar across the board in India.

“Teacher education institutions need to design programmes that would help prospective pupil teachers understand deeply the theories of teaching and learning, particularly practically their application in social and cultural contexts of learning, in order to have vigorous and vibrant teacher education and training programmes in a global perspective. This is necessary in order to have vigorous and vibrant teacher education and training programmes. This is essential in order for the programmes to maintain their vibrancy and vitality. Therefore, in order to guarantee that they have the competency, they should be able to use these learning theories in complex classroom scenarios in order to fulfil the various educational requirements of pupil teachers”. This is so that they can ensure that they have the competency. This suggests that institutions of teacher education need to broaden their scope and work in even closer collaboration with schools in order to implement a transformation plan that is mutually beneficial, despite the challenges that this will entail. The goal of this plan is to improve student learning,. importantly, educational institutions that provide teacher education and training have an obligation to participate in discussions with education “policy makers and the general public about the knowledge and pedagogical skills” that are regarded as essential in the setting of a school and the improved development of the country by means of the Professional Practical Teacher Training Program. These discussions can take place about the knowledge and pedagogical skills that are regarded as essential in the setting of a school. In point of fact, the provision of professional practical education for the goal of educating a teacher, practising teaching and associated theoretical studies do in reality play an important part in the development of country.

Because of the effectiveness of the curriculum that is covered throughout a teacher's education and the teaching practicum that they participate in, a teacher is able to see teaching and learning in a true classroom setting. This is especially beneficial for beginning teachers.

In addition, a prospective pupil teacher can be transformed into a professional teacher through the use of practicum by gaining experience “in teaching, managing classroom learning, assessing children's learning and providing feedback, developing capacities associated with educational theories and applying concepts in substantial teaching learning situations, learning how to collaborate with colleagues, and reflecting on his or her own professional practises. All of these things can be accomplished through the use of practicum”.

In order to better prepare competent teachers and teacher educators, several theories of teacher education have emerged in teacher training programmes all over the world. The goal of these ideas is to better prepare teachers. This objective is being pursued with an international reach. The use of teaching practicum, which research has proven to be an effective component of teacher preparation, is one of these tactics. Other strategies include: It lays the framework for the continuous professional growth of Teacher Education and has acted as a forum for student teachers to obtain experience teaching in a classroom environment. In addition to this, it lays the groundwork for the continued professional growth of Teacher Education (Kennedy, 2006). This student teaching practicum experience has the potential to have a significant influence on the impression that the trainee teachers form of the curriculum for teaching and learning.

There are currently about 51765 institutes in India that provide training for teachers. Each of these institutes places a greater emphasis on theoretical curriculum rather than practical curriculum, and a greater stress is placed on transferring theoretical information into professional practical expertise. “The teaching practicum is an unavoidable requirement and a shared responsibility of the NCTE and all teacher training institutions, including teacher educators (TEs), cooperating Teachers (CTs), and prospective Pupil Teachers. This requirement was established to ensure that all prospective teachers have the opportunity to gain experience in the classroom. This criterion is in place to guarantee that students are receiving instruction that is both skill-oriented and professionally relevant (PTs). According to Goh and Matthews (2011), it is something that needs to be rethought in order to effectively prepare pupil teachers for the complexities and demands of the beginning teaching learning process”. This is something that needs to be rethought in order to effectively prepare pupil teachers for the beginning teaching learning process. In addition to this, it is an essential component of virtually all of the courses and programmes that are intended to train teachers.

Even though there is universal agreement that traditional teaching practice are ineffective, they are nevertheless utilised in virtually all of India's programmes designed to educate prospective teachers. This is the case despite the fact that traditional teaching practice are employed. Pupil Teachers and Teacher Educators are the most prevalent types of teachers that are generated by teacher training programmes that fail to produce trained and professional teachers at the school level in India. This is because India's teacher training programmes focus primarily on producing Pupil Teachers. This is partly due to the fact that these programmes do not place a enough focus on student teaching or other similar experiences. “Therefore, the Teacher Education Project, which is a B.A./B.Sc. B.Ed. four year programme that chains India's efforts to progress the quality of basic education through

better-prepared Teachers, laid emphasis on this component of the teacher education programme to enhance the skill and professionalism among future Teachers and Teacher Educators to give a comprehensive programme of reformed teaching practicum". This component of the teacher education programme was designed to give a comprehensive programme of reformed teaching practicum. This aspect of the programme for the education of teachers is intended to provide participants with a thorough and updated training programme for teaching practicum. This research study is going to be carried out in order to evaluate how the time that student teachers spend participating in student teaching practicums has an effect on the perspectives that they form and the skills that they develop.

Purpose of the study

"The study is to explore the effect of reformed teaching practicum on the professional development of Pupil Teacher and Teacher Educators in terms of pedagogical beliefs and skills".

Following research objectives are.

1. "To extent the change in pedagogical out come beliefs through practicum experiences among Integrated Teacher Education Program (B.A./B.Sc.B.Ed.) Prospective Pupil Teachers".
2. "To extent the changes in pedagogical skills come through practicum experiences among Integrated Teacher Education Program (B.A./B.Sc.B.Ed.) Prospective Pupil Teachers".
3. "The factor involved behind these changes in beliefs and skills of prospective Pupil Teachers and Teacher Educators".

This study is situated within the framework of continuing global, regional, and local reforms of the educational system for teaching teachers on a global, regional, and local level. In India, a demand has developed as a result of an increase in research that might assist Teacher Educators in better understanding the obstacles and opportunities in the teaching learning process in order to educate within the local educational context. This demand has evolved as a result of an increase in research that might assist Teacher Educators in better understanding the obstacles and opportunities in the teaching learning process. As a result, the current study is conducted inside a scaled-down replica of the broader setting. The purpose of the study was to assess the effect that updated teacher training teaching practicum had on the perspectives and skills of instructors. Integrated Teacher Education Curriculum, also known as Bachelor of Arts/Bachelor of Science in Bachelor of Education or B.A./B.Sc. B.Ed. for short, is an expanded and competency-based teacher education programme that was implemented in the wake of the National Education Policy Act of 1986. This curriculum is geared for the requirements of the educational institution and offers instruction in student-centered teaching approaches, cross-curricular competences, as well as an on-site component. As a consequence of this, aspiring pupil teachers and teacher educators need to have the chance to engage in lengthy conversation with practising pupil teachers, schools, and teacher educators while they are taking part in practical experiences. The Action Research technique requires that something be done in a certain way.

Literature Review

The life experiences of teacher trainees are the primary source of their opinions regarding the teaching and learning process as well as the educational system, according to proponents working in the field of teacher training. This is a widely held belief that is widely accepted by those working in the field. “In this regard, Richardson (1996) identified three forms of experiences that are thought to persuade the expansion of beliefs about teaching: personal experience, experience with schooling and instruction, and experience with formal knowledge. Each of these three forms of experiences is thought to persuade the expansion of beliefs about teaching. It is believed that each of these three types of encounters contributes to the development of expanded views on teaching”.

It is commonly held that the personal experience encompasses facets of life that aid in the formation of a worldview. These facets include beliefs about one's self in relation to others, comprehensions of the connection between education and society, and various other forms of individual, ancestral and enlightening comprehensions. Beliefs can be influenced by a variety of factors, including a person's gender, geographic area, religious background, racial background and socioeconomic milieu. These factors can also have an impact on a person's ability to teach and tease others.

“Experience with schooling and instruction is often linked to Lortie's (1975) argument of the practicum experience, which states that prospective teacher educators have an innate belief about the concept and nature of teaching based on their own learning experiences as pupil teachers”. This assertion is made in reference to the fact that prospective teacher educators participate in a practicum. This is due to the fact that students are given the opportunity to put their knowledge into practise during their practical experiences. This is in accordance with Nespor's (1987) theory of episodic memory, which contends that significant events in the educational experience of an individual might contribute to the formation of their attitudes regarding teaching and learning. This theory contends that significant events in an individual's educational experience might contribute to the formation of their attitudes regarding teaching and learning.

According to Richardson (1996), having experience with formal knowledge means having ideas that have been accepted by a community of academics as being important and appropriate to a certain scenario. In other words, having formal knowledge means having ideas that have been validated. There are two categories of formal knowledge that are of considerable relevance when it comes to training to become a teacher. These include knowledge of subject content or school topics, as well as knowledge of formal pedagogy. The formation of what is known as pedagogical content knowledge takes place when one's grasp of the subject matter's issue is linked with one's comprehension of the manner in which the Pupil Teacher acquires knowledge of the subject matter. “Practical experience with pedagogical

knowledge often starts during pre-service teacher education programmes and is closely tied to the act of teaching. In other words, teaching is the most common setting in which this experience is gained”.

It has been established that certain beliefs have a higher degree of effect on persons than do others. This is in contrast to other ideas, which have a lower level of influence. When a person places a higher level of importance on their views, it becomes more difficult to persuade them to change those ideas. It is also common knowledge that a person's core views may have an effect on their other beliefs, which together make up their whole belief system, if those fundamental beliefs are distorted. It has also been found that concepts that are immediately connected to a person's ego—that person's perception of who they “are more important than any others (Rokeach, 1968, p. 4)”.

A wide range of study methodologies have been utilised over the course of a number of years in order to investigate the ways in which the beliefs that teachers hold impact the manner in which they behave in the classroom. Fang (1996) and Richardson (1996) were able to discover important shifts that have taken place in the area of study on the beliefs and practises of teachers as a result of their examination of the earlier research that had been conducted on the topic. They made the remark that the earlier study on teachers' views had commonly conceived of the link between beliefs and behaviour as a clear, linear-causal one. This led them to believe that beliefs directly cause behaviour. The purpose of study of this kind is often to determine whether or not there is a correlation between a person's beliefs and their behaviour in the classroom, as well as to identify factors that can serve as predictors of how successful instructors are. It is anticipated that over the next few years, the use of quantitative techniques of data collection in these sorts of research, including instruments “like multiple choice tests, inventories, and structured questionnaires to gauge instructors' perspectives, will become an increasingly common practise”.

Recent studies seem to point to the fact that the relationship between thoughts and deeds is one that is dynamic and participatory in nature. It is generally accepted that beliefs are the primary factor in determining behaviour and it is conceivable that individuals' experiences will, as a consequence, lead their beliefs to evolve and/or expand the findings clearly imply that the link between beliefs and practise is dialectic, rather than a direct cause-and-effect relationship. This is the conclusion that can be drawn from the study of the correlation between the two. The author presents this idea as his or her working hypothesis. He went on to argue that future studies, particularly those that had to do with bringing about change, ought to seek to elucidate the dialectic between the beliefs and practises of Teacher Educators rather than trying to determine whether and how shifts in beliefs lead to shifts in practise. He argued that this would be more fruitful than trying to figure out whether or how shifts in beliefs lead to shifts in practise. He maintained that this particular path of research was the most fruitful one.

Despite the fact that it is a widely accepted presumption “that the beliefs of teacher trainees are likely to influence their behaviour while they are teaching, there is a dearth of research that seeks to explicate certain aspects of the idea”. This is despite the fact that it is a widespread assumption that this is the case.

“Beswick (2006), Borg (2003), and Minor, Onwuegbuzie, Witcher, and James (2002) are just a few examples of the studies and analyses of research done in this area that have commented on the gaps in the study and made suggestions for future research. There are many more studies and analyses of research done in this area. The following are some recommendations that have been made:

1. The utilisation of methods that could facilitate in-depth analyses and interpretations of the beliefs and actions of teacher trainees in the classroom;
2. The classroom observation of teacher trainees in field-based settings, whereby the teacher trainees' beliefs and practises could be examined in actual classroom contexts;
3. The study of teacher trainees” in the 8th semester during and after the completion of their training.

In a nutshell, the goal of this investigation was to fill a knowledge gap on the nature of the connection, if any connection at all, that exists between the beliefs that are held by teacher trainees and the methods that they use in the classroom. Specifically, the investigation was conducted to determine whether or not there is a connection between the two. It did not make the premise that there is a causal link between the perspectives that teacher trainees have about training and learning and how well they do in the classroom. Rather, it said that there is no correlation between the two factors. In addition to this, it acknowledged the potential that parts of the life of teacher trainees other than their beliefs may also have an influence on their behaviour when they were teaching. This was done in order to account for the complexity of the situation. The research is going to be structured in such a manner that it will be possible to take into consideration any newly discovered factors in the same context in which they were found. The following is going to be the major research question that will be established in order to act as a guide for the investigation that will be carried out: “What are the Secondary teacher trainees' stated beliefs about teaching and learning, and what is the nature of the relationship if there is one between these beliefs and their practise in the classroom? What is the nature of the relationship if there is one between these beliefs and their practise in the classroom”

A detailed literature review of the views held by prospective teachers was carried out by Brook Hart and Freeman. Their examination revealed some recurring patterns in the research methodologies utilised by earlier scholars. These writers pointed out that there would be relatively few longitudinal studies that follow the same pupil teacher throughout their whole time spent in teacher development. They

believe that this will be the case since longitudinal studies are difficult to conduct. According to the analysis, the study has a number of serious problems, one of the most notable of which is an excessive concentration on survey methodologies. Additionally, the study has a number of other significant defects as well. The vast majority of the research studies that were looked at for the purpose of this examination made use of either a questionnaire in the form of a survey or an instrument that was completed using paper and pencil. According to Brookhart and Freeman's argument, placing an excessive amount of focus on survey methods is detrimental for research that investigate the views that teacher trainees have on teaching. They questioned whether the survey items were capable of capturing the substance of what an entering teacher candidate genuinely believes about teaching and how he or she feels pupil teachers learn. Richardson (1996) outlined a variety of methods that might be implemented in order to conduct a more in-depth investigation of the ideas held by teacher candidates. In particular, they emphasised the necessity for the following:

- a) The more in-depth studies of the beliefs held by teacher trainees, and recommended the use of qualitative methodologies and case studies as these have the potential to lead to deeper insights into the beliefs held by teacher trainees during the course of teacher training;
- b) The Teacher Educator will be explorations in-depth of the relationship between the beliefs and classroom actions of the teacher trainees”.

It is believed that trainees' pre-existing beliefs about schools, Teacher Educators, teaching, and learning have a crucial impact in both what they learn in teacher training programmes and what they transfer to their practise once they are working in classrooms. “Therefore, it is essential that the research team pay more attention to the beliefs that are held by those who are in the process of becoming teachers. Researchers are particularly interested in trainees' beliefs about teaching and learning because of the influence such beliefs appear to have on what trainees learn in teacher training programmes and what they later use in their classroom practise”.

The pedagogical views and skills of potential teacher educators are going to be evaluated in the study using criteria that are going to be taken into consideration in the setting in which they both formed. The study is going to be constructed to do this.

Research Methodology

“It is a descriptive and mixed method quantitative and qualitative research study that has practical significance and potential solutions because the answers to the research questions would be helpful for the National Council for the Teaching Profession (NCTE) and Teacher Training Institutions (PTs, TEs, and CTs) for the effective implementation of reformed teaching practicum. The study's practical significance and potential solutions come from the fact that it is a descriptive and mixed method quantitative and qualitative research study. The study is descriptive, and it has both theoretical and practical weight, as well as prospective answers. In addition, the purpose of this research is to conduct an exploratory study with the

objective of determining when, why, and how aspiring teacher educators develop specific pedagogical views and instructional skills as a result of their participation in practicum experiences”. Specifically, this research focuses on the relationship between participation in practicum experiences and the development of these attributes. The study will be conducted in a manner that is considered to be quasi-experimental, utilising a pre-test and a post-test, with one group serving as the unit of analysis.

Sample of the Study

All of the student teachers who are currently enrolled in the Bachelor of Arts/Bachelor of Science in Education (B.A./B.Sc. B.Ed.) Integrated Teacher Education Programs are in the process of completing their teaching practicum in accordance with the requirements outlined in the reformed teaching practicum make up the population of the study, from which generalizable conclusions can be drawn. Since this is an experimental study, the only group of participants that has been taken from the Integrated Teacher Education Program (B.A./B.Sc. B.Ed.) Pupil Teacher, studying at, has been taken as an intact group. This is because the purpose of the study is to investigate something new. This has been carried out in order to accomplish the goal. The sample for this convenient sampling method will be chosen at random from among the student teachers who are currently enrolled in the 8th semester of the Bachelor of Arts/Bachelor of Science in Education (B.A./B.Sc. B.Ed.) Integrated Teacher Education Program.

- I). The four week placement of the prospective Teacher Educators seven Govt. Schools of city Ferozpur will be selected with the consent of the District Education Officer Ferozpur. These schools will be selected for the reasons:
 - i) It’s convenient to access,
 - ii) It’s easy to get consent from school
 It’s easy to get cooperation of cooperating Teachers (CTs) from each seven
- II) The CTs will be secondary (grades 8-10) level Teacher Educators. Two selected CTs from school each school, with subject background comprising, English, Punjabi, Hindi, Social Sciences, Math and General Science. (Time Table of Teaching)”
 - i). The CTs having less than ten years of services will be included in the study. The reason for not choosing 10+2 years experience is to be providing an opportunity to study the CTs who educated the latest teaching skills/practices”.
 - ii). “Constraint to had access for more than two CTs in each school is to be the big issue because Head Teacher of concerned school had some academic difficulties in this regard”.
- III). Teacher educators (TEs) will be all the seven members of research team of department of education, College who visited and collected data from seven schools.
- IV). 48 Pupil Teacher of Integrated Teacher Education Program (B.A./B.Sc.B.Ed.) 8th semester of will be “the prospective teacher (PTs) for this research study. Ten CTs from these schools will be called upon in the, and given orientation workshop of one day about the conduct of teaching practicum in line with the guidelines of reformed teaching practicum”.

Each of the forty-eight prospective pupil teachers (PTs) will first participate in an orientation discussing teaching practicum before commencing their four-week assignments at schools to finish their teaching practise. These placements are required in order to complete their teaching practise. During the course of this orientation, topics such as the problems and issues, the behaviour of the Head teacher and staff; and the general culture of the schools will be discussed. Additionally, a standard format for the lesson plan, classroom management strategies, student assessment strategies, and the general culture of the schools will also be covered. Beginning the next week, these particular PTs will be sent to these seven schools. A predetermined number of needed physical will be allotted to each individual school (PTs). At the end of the 8th semester, the PTs will be ranked according to their cumulative grade point average (CGPA), and then they will be put in mixed ability groups taking their CGPA records into consideration.

Nature of Data: data Sources and Instruments

“It is a mixed method study in which both quantitative and qualitative data is to be collected to address the research questions. The following items will be the nature and source of data”:

1. A belief inventory is to be constructed and utilised to collect information about the beliefs of 48 PTs at RSD College Ferozpur. This information is to be used for research purposes. This instrument was comprised of beliefs pertaining to a total of ten aspects of the teaching practicum.
2. An observation planned checklist is to be prepared and utilised in order to evaluate the PTs' pedagogical abilities while they are conducting the class. There were seven aspects of classroom instruction that were included on this checklist.
3. It is necessary to establish and implement an interview procedure consisting of ten questions in order to determine the factors that contributed to the PTs' shifts in beliefs and abilities. The questions concentrated on the 10 aspects of the beliefs survey, as well as the seven aspects of class observation.

Validation of the instruments

The creation of all three of these devices will fall under the purview of the research team. A pilot study will be carried out and given to Pupil Teachers in the 2nd , 4th , 6th and 8th Semesters. This will allow us to establish the reliability and validity of the instruments that have been designed. It is necessary to compute the Cronbach alpha in order to determine whether or not there is consistency between the items. After the instruments have been subjected to any alterations and revisions that may be deemed necessary, they will be distributed to the study's sample, which is comprised of forty-eight student teachers who are currently enrolled in the 8th semester of the integrated teacher education programme (B.A./B.Sc. B.Ed.).

Data Collection Procedure

The procedure of data collection is to be:

1. The 48 prospective Pupil Teacher who are enrolled in the Integrated Teacher Education Program (B.A./B.Sc. B.Ed.) of the 8th semester, which began on the 8th of July 2018, will be divided into seven groups and placed at seven Government schools in Ferozpur City to complete their teaching practicum in accordance with the criteria that were outlined above.
2. The 48 prospective Teacher Educators who are enrolled in the Integrated Teacher Education Program (B.A./B.Sc. B.Ed.) On the very first day of the two-week teaching practicum and on the very last day of the practicum, seven members of the research team will take on the role of TEs and they will implement the instruments to collect data on the beliefs and skills of PTs by having the PTs fill out a belief inventory tool. This will be done on the very first day of the practicum. In this instance, the research team are going to gather the data using the same method so that the research team can minimise the likelihood of their being any bias.
3. “In the same manner, the pre-post classroom observation checklist about PTs needs to be completed by three distinct observers, three times by three different observers at the beginning and final stage of the practicum. The last part of the investigation will consist of analysing the differences between the pre-observation and post-observation mean scores”.
4. It is necessary to organise a training programme for interviewers that will teach them how to conduct interviews, as well as the many categories of questions that may be asked and the appropriate amount of time that should be spent on inquiring inquiries. In order to avoid any possibility of bias, those who will be conducting the interviews will get training from either members of the study team or the academics. Interviews will be filmed and then played back numerous times in order to guarantee the accuracy of the data. Even if the interviewee will provide the same response, the interviewer will ask the interviewee in-depth questions in order to cross-validate or reinforce the response that was provided by the interviewee.

Data Analysis

In the course of this investigation, the research team are going to carry out a number of different research procedures outside. In order to do the analysis on the data that was acquired, SPSS will be employed. The Wilcoxon Signed Rank Test is going to be used for the analysis of the observation and belief inventory. This is because there will be “the same group of prospective teacher educators from which continuous data will be collected as repeated measures during the initial and final stage of the teaching practicum”. This is due to the fact that the same pool of potential teachers who will become educators will be present. Because the data are not going to fulfil all of the assumptions that the t-test demands, “this test, which converts scores to rankings and compares before and after median scores” will be utilised. This test was chosen because it compares before and after median scores. This analysis is going to be carried out in order to provide responses to the research questions that have been posed about the extent to which the PTs' views and skills have evolved as a direct result of participating in the teaching practicum. On the other hand, due to the small number

of people who will be interviewed, the interview schedule will be analysed in a straightforward manner utilising the percentage technique.

Conclusion

The prospective teachers did not experience a significant alteration in their pedagogical views as a direct result of their actual classroom teaching experiences, as was demonstrated by the comparison of the two different sets of beliefs. Although the data gathered from classroom observation demonstrated that there has been a significant change in the pedagogical abilities of prospective teacher educators with relation to their class teaching, the data also showed that there has been no development in these skills in general. The comparison of the PTs' attitudes on a factor-by-factor basis indicated that some PTs' opinions have moderately modified in relation to the following subjects: classroom teaching, weekly seminar, observation, reflection on peer teaching, parent engagement, PTs' assessment, and the teaching profession. Other areas that were explored in the research included school visits, conferences of PTs with teacher educators and collaborating Teacher Educators, and meetings of NCTE and Teacher Training Institutions. It has been discovered that prospective teacher educators who visit schools do have some impact on the pedagogical views that they hold, but not a significant amount of influence on such beliefs. Even if the factors that have been discussed are a part of the practicum, they need to be more methodical in order for them to have a significant impact on the prospective teacher's educational ideas rather than a small one.

The future teachers enhanced their pedagogical abilities during the period of the teaching practicum that they participated in. As a consequence of this, they increased their material command, their ability to arrange classes, the ways in which they guaranteed that their students were involved with the teaching process and the ways in which they evaluated students as a result of having prior teaching experience. The component-wise observation carried out throughout the teaching practicum made this point very clear.

In a similar fashion, supervised classroom teaching, “weekly conferences with teacher educators in the department, daily meetings with cooperative teacher educators, and” regular meetings with prospective teacher educators all have a significant impact on the pedagogical beliefs and capabilities of prospective teacher educators. After completing supervised teaching practise, it will be notice an overall improvement in the various aspects of teaching practise, such as classroom management, subject matter knowledge, lesson planning, teaching skills, student homework and the process of evaluating students. Teacher Training Institutions prospective teacher educators, cooperative teacher educators, and teacher educators. Therefore, the most effective strategy to improve these teaching abilities is to gain experience teaching in a real-world setting.

Following the conclusion of the practicum, the research team will conduct interviews with the future teacher educators to inquire about their thoughts and feelings on the experience. Because it enables students to visit schools and see how things are done in those settings, the findings indicate that practically all of the individuals who are considering careers as teacher

educators take pleasure in participating in the activity. The head Teacher Educators and cooperative Teacher Educators working in the schools will cooperate more with one another, and they will make it easier for the Pupil Teachers to do their jobs. This is due to the fact that they have improved teaching abilities, including classroom management, lesson planning, problem-solving, decision-making, assessing students' work and a variety of different approaches for motivating students. In spite of the fact that prospective teacher educators are aware of a number of shortcomings, such as an absence of teacher-parent meetings and a traditional attitude held by more experienced teacher educators toward innovative teaching methods, prospective teacher educators continue to demonstrate a strong desire to enter the teaching profession.

Recommendations

In spite of the fact that this research study had a few flaws, the researchers determined that participating in a teaching practicum had a positive influence on both the beliefs and capabilities of those who were interested in becoming teacher educators. In addition to this, the circumstances that contributed to these adjustments in attitudes and capabilities were brought to light. As a consequence of this, "it is recommended that the educational institutions in India adhere to the standardised practicum system and should strive toward establishing an atmosphere that is suitable to the application of this system. The School Education Departments of the Secondary Education Punjab should also legislate a uniform system of teaching practicum in order to facilitate the respective universities and affiliated Teacher Educators training institutions in improving the quality of education. This is because the quality of education is more dependent on the quality of their Teacher Educators than it is on any other single factor".

References

- [1]. All India Survey of Higher Education and All India educational statistics 2018-19. National education management information system, National Educational Planning and Management, National Council Teacher Education and National Technical Teacher Training, New Delhi.
- [2]. Beswick, K. (2006). Changes in preservice teacher's attitudes and beliefs: The net impact of two mathematics education units and intervening experiences. *School Science and Mathematics*.
- [3]. Borg, S. (2003). *Teacher cognition in language teaching: A review of research on what language Teacher Educators think, know, believe and do*. Leeds, UK: Cambridge University Press. Retrieved June 28, 2007 from <http://education.leeds.ac.uk/devt/research/sborg.htm>
- [4]. Cabaroglu, N., & Roberts, J. (2000). Development in student Teacher Educators' pre-existing beliefs during a 1-year PGCE program. *System*.
- [5]. Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*.
- [6]. Farrell, T. (2008). „Here's the book, go teach the class" ELT practicum support.
- [7]. Fullan, M. (1993). *Changes Forces*. London. Falmer Press.

- [8]. Glickman, G. & Bey, T.(1990). Supervision. In W.R.Houston (Ed.), *Handbook of Research in Teacher Education* (PP. 549-566).New York:Macmillan.
- [9]. Goh, P.S. & Matthews, B. (2011) "Listening *Journal of Teacher Education*: Vol. 36: Iss.3, Article 3. *RELC*, 39(2), 226-241.
- [10]. Gustafson, J. & Rowell, M. (1995). Elementary pre-service Teacher Educators: constructing conception about learning science, *Teaching Science and the Nature of Science*. *International Journal of Science Education*.
- [11]. Higher Education Commission (2010), *Curriculum of education*, New Delhi – India
- [12]. Hill, G. & Brodin, K.L. (2004). Physical education teacher's perceptions of the adequacy of university course work in preparation for Teaching. *Physical Educator*.
- [13]. Kennedy, J. (2006). A study of Learning Environment in the Extended Practicum of a Pre-Service Teacher Education Course at a Catholic University. School of Graduate study. Unpublished Dissertation. Australian Catholic University
- [14]. Koc, Isil. (2012) Pre-service science Teacher Educators reflect on their practicum experiences: *Educational Studies*.
- [15]. Lortie, D. (1975). *School teacher: A sociological study*. Chicago: The University of Chicago Press.
- [16]. MacKinnon, A., and Scarff-Seatter, C. (1997). Constructivism: Contradictions and confusion in teacher education. In V. Richardson (Ed.), *Constructivist Teacher Education: Building New Understandings* (pp.38-55). Is to behington, DC: Falmer Press.
- [17]. Minor, L. C., Onwuegbuzie, A. J., Witcher, A. E., & James, T. L. (2002). Pre service teacher's educational beliefs and their perceptions of characteristics of effective Teacher Educators. *The Journal of Educational Research*.
- [18]. Nespor, J. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum Studies*.
- [19]. NCTE.(1997/2003/2009/2014/2018). *Quality concerns in secondary teacher education,Concept of Teacher Education*.
- [20]. National Education Policy-1986. Ministry Human Resource Mangement Department Higher of Education, Teacher Education, School Education and Technical Teacher Training Govt. of India.
- [21]. Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula, T. Buttery & E. Guyton (Eds.), *Handbook of research on teacher education*. New York: Macmillan.
- [22]. Rokeach, Milton. (1968). *Beliefs, attitudes, and values*. San Francisco: Jossey-Bass.

- [23]. Smith, K. E. (2006). Student Teacher Educators' beliefs about developmentally appropriate practice: Pattern, stability, and the influence of locus of control. *Early Childhood Research Quarterly*.
- [24]. Sheen, R. & O'Neill, R. (2005). Tangled up in form: Critical comments, on Teacher Educators' stated beliefs about incidental focus on form and their classroom practices by Basturkmen, Loewen, & Ellis. *Applied Linguistics*.
- [25]. Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*.]
- [26]. Smagorinsky, P., Cook, L. S., Moore, C., Jackson, A.Y., & Fry, P. G. (2004). Tensions in learning to teach: Accommodation and development of a teaching identity. *Journal of Teacher Education*.
- [27]. Stuart, C., & Thurlow, D. (2000). Making it their own: Pre service Teacher Educators' experiences, beliefs, and classroom practices. *Journal of Teacher Education*,.
- [28]. NCTE Regulation 2014/2018 Integrated Teacher Education Program (B.A./B.Sc.B.Ed.) Course Guide: The Practicum: (USAID) Pre-Service Teacher Education Program (Pre-STEP) in India.
- [29]. Thompson, A. (1992). Teacher Educators' beliefs and conceptions: A synthesis of the research. In D. A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning* (pp.127-143). New York: Macmillan.