

Teaching Practice at Undergraduate Level: A Comparative Analysis of Policies Across Universities in Nepal

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ABSTRACT

Teaching Practice (TP) is one of the important components of teacher education programs run by universities in Nepal. The program aims to equip student teachers with hands-on experience using better teaching techniques, classroom management, lesson planning, and reflective practice. A qualitative analysis of teaching practice policies in the Bachelor of Education (B.Ed.) programs at three Nepalese universities—Tribhuvan University (TU), Midwest University (MWU), and Far Western University (FWU) was conducted. The universities were chosen purposively based on the highest enrollment in teacher education programs. The data were examined to compare the essential activities required for TP and the distribution of evaluation marks across the universities. The findings show that the activities within TP were primarily common across universities, and very few activities were found to be university-specific. Varied pass marks and examination marking schemes were noted. The study emphasizes evidence-based evaluation and highlights the potential implementation challenges of assigning the activities.

Keywords: Teaching practice, student teacher, marks allocation, undergraduate level

Introduction

Quality education is crucial for national development. It relies heavily on effective teaching provided by qualified teachers shaped through teacher education programs. One globally recognized strategy is the teaching practice program (TPP), which is integral to teacher education and requires student teachers to undergo practical training

at schools and colleges. Through TPPs, students integrate theoretical knowledge with real-world teaching experiences, thus enhancing their confidence and skills. Depending on national policies, TPPs involve various elements such as classroom management, instructional preparation, and communication. Typically, students undertake TP at cooperating schools or colleges. They apply theoretical knowledge and gain practical experience under the supervision of experts. The duration of these programs varies worldwide, for example, from 16 weeks in U.S. universities (Owiti & Joshua, 2012) to 20 - 45 days in universities in Nepal.

Regardless of the duration, the focus remains on bridging the gap between theory and classroom practices (Richards & Farrell, 2011). Teacher education programs in language teaching usually include a part that connects the theory learned in university courses with the practical experiences of teaching and learning in real classrooms. In this way, effective TPPs are essential for preparing future teachers with the skills and confidence to connect what they learn in theory with real-world teaching situations. Thornbury (1991) notes the potential unease in practice teaching, highlighting the tension between the roles of students and teachers (as cited in Richards & Farrell, 2011). Success in practice teaching relies on collaboration among student teachers, school principals/headteachers, university supervisors, and school supervisors.

Teaching practice is essential for future teachers' development as it builds skills and confidence and assesses suitability for the profession. It improves classroom management and lesson planning through observation, teaching, and reflection, all crucial for educators' growth. Terms like practice teaching, student teaching, and internship are used interchangeably (Taneja, 2000) to refer to the program. This involves intensive practical training for prospective teachers who are closely managed and supervised (Sherchan, 2005) in the classroom. Critical analysis suggests dynamic roles for students and teachers, collaboration, and high-quality supervision. Effective management of practical training can identify and improve teacher education programs.

Practice teaching focuses on practical teaching skills and the teacher's role, emphasizing application over theory. Evaluation includes the supervisor's assessment of various aspects, such as lesson planning, teaching methods, resource use, voice modulation, attire, punctuality, class management, lesson objectives, and the actual class presentation.

Different countries have different practices regarding the duration of practice teaching. In New Zealand, TP lasts at least three weeks in blocks, totaling a minimum of fourteen

weeks for a three-year program (NZ Teachers Council, 2002). In England, the Teacher Training Authority mandates a minimum of 24 weeks for secondary and 18 weeks for primary teaching programs (Teacher Training Agency, 2002). The revised Kenyan education system reduces TP to 8 weeks for universities with a practicum in the third term (Owiti & Joshua, 2012). In Nepal, TP ranges from 20 to 45 days, varying across universities, and occurs in the final semester/year for hands-on experience, aiming to assess and enhance student teachers' competence. B.Ed. Teacher training involves TP in different schools each year to ensure effective coordination.

Akbas (2002) highlights that teaching practice is crucial for prospective teachers' development. It helps them establish teacher-student relationships, assess their suitability for the profession, and build connections with stakeholders. Additionally, it offers practical experience in managing classroom discipline and applying educational theories, fostering skill development, professional attitudes, and self-evaluation. TP also familiarizes future teachers with school environments and facilitates the exchange of ideas between schools and training institutions, emphasizing its significance in teacher education programs.

TP comprises three main components: observation, teaching, and reflection. Students observe the cooperating teachers' daily preparations, including their lesson plans and presentations, with supervision from their mentor teachers. They reflect on the teaching strategies through various means, such as composing reflections, reviewing recordings, and writing a teaching philosophy statement discussed in the TP seminars. This shows that the main objectives of TP are typically consistent, but they may vary slightly based on contextual factors and institutional goals. Good TP policies are crucial for maintaining quality, consistency, and equity and preparing teachers effectively to meet diverse learner needs and improve the quality of education. There are studies on improving teacher education programs in different countries, but few comparative studies of TP policies at different universities. Comparing TP policies among Nepalese universities has numerous advantages, including identifying the best practices, informing policy development, addressing disparities, and promoting a cohesive education system with accountability, transparency, innovation, and continuous improvement. This study aims to compare the TP policies of the B.Ed programs in TU), MWU, and FWU in Nepal in terms of major activities outlined for TPPs in these universities and allocation of marks (out of 100) to the various components of teaching practice.

Historical Background of TP in Nepal

Teacher education became a priority in Nepal, especially after the end of the Rana regime, when the necessity of formal education and teacher training was recognized. The Basic Teacher Training Program was initiated in 1947 to address the then-increasing demand for teachers (Nepal National Education Planning Commission, 1956).

The Basic Teacher Training Program (1947) was Nepal's first formal teacher training effort, influenced by the Gandhian philosophy (Wood, 1965). Unlike India's Basic Education Program, this initiative focused on self-support through crafts (NNEPC, 2056). Teachers trained in this program did not have to undergo TP. The Normal School Program of 1954 introduced a mandatory 4-week teaching practice carrying 100 marks, requiring a minimum of 40 marks to pass (Ghimire, 2052 BS). The College of Education, established in 1956, offered 2-year I. Ed. and B.Ed programs in which a 10-week teaching practice was compulsory (Graham & Pande, 1977). A laboratory school, initially at Man Bhawan and later at Kirtipur, was established as a site for teaching practice. An extension training program nationwide included a mandatory 45-day teaching practice to prepare primary teachers (Ghimire, 2052 BS) after TU was established in 1959, I.Ed and B.Ed programs played a significant role in producing trained teachers. Introductory programs and supervisor observations were introduced for effective teaching. Student teachers observed classes, participated in school activities, and underwent evaluation by the supervisory committee after fulfilling the teaching practice requirements.

Pre-service teacher education in Nepal has come a long way, over 75 years. In 1971 (2028 BS), I.Ed. and B.Ed. programs were brought under the Institute of Education, Tribhuvan University, with the addition of a one-year B.Ed. program. Various training programs were introduced, including B Level and A Level, with a compulsory provision of teaching practice in primary and lower secondary school teacher training. Teaching practice became mandatory in all teacher education programs along with the advent of the New Education System Plan. In 1982, the Institute of Education was renamed the Faculty of Education (FOE), maintaining the importance of teaching practice. The structure of B.Ed. and M.Ed. changed, but the essence of teaching practice remained the same. Before student teachers started teaching, they had to undergo an 'on-campus' orientation program serving as a bridge between theory and practice, particularly enhancing practical skills needed for teaching.

Initially, focused on primary teacher training, secondary teacher training (B.Ed.) and teacher educator programs (M.Ed.) followed. The qualifications for primary teachers were under SLC or SLC pass after the National Education System Plan (2071). The duration of pre-primary teacher training was 10 months, whereas that of I.Ed and B.Ed were of 2 years. In the 1980s, primary teacher training incorporated radio-based instruction. The National Center for Educational Development (NCED) began in-service teacher training in 1993. Six universities, namely TU, MWU, FWU, Kathmandu University, Nepal Open University, and Purbanchal University, offer B.Ed programs for secondary level teachers for grades 9-10 (UGC Nepal, 2022), while higher secondary level education (+2) prepares teachers for the primary level. Teaching license and Teacher Service Commission (TSC) certification became mandatory in 2001, with TSC exams covering various subjects for secondary teachers in community schools.

Graduates with non-educational degrees can become secondary teachers if they pass the TSC exam and complete a one-year B.Ed within five years since they have passed it. However, exceptions can be made for urgent vacancies. Most students opt for education programs in Tribhuvan University-affiliated colleges, where B.Ed. and M.Ed. programs involve supervised teaching practice. Borg and Consult (2023) found that 70.1% of the respondents in their teacher survey held B.Ed. or M.Ed. qualifications, while over 14% held Bachelor's or Master's degrees from non-education streams. However, the researcher observed a decline in TP quality and duration, with stakeholders showing a lack of seriousness. This prompted comparing teaching practice policies between T.U. and the other universities, questioning whether policy issues affect practical implementation. Despite limited research abroad on this topic, particularly in Nepal, it underscores the need for further investigation into the challenges facing teacher education programs.

Methods and Procedures

The study adopted a qualitative approach, focusing on document analysis to examine and compare the existing Practice Teaching courses for B.Ed. programs in the final year/semester and Teaching Practice Guidelines of Tribhuvan University (TU), Midwestern University (MWU), and Far West University (FWU). These universities were selected purposively in terms of their rank in student enrollment. The qualitative data were collected through teaching practice guidelines of these universities as well as their Practice Teaching courses in B.Ed. programs. The UGC Report on Higher Education 2020/21 AD was used for additional information on higher education

institutions, student enrollment, and teacher demographics. The data were analyzed critically and comparatively.

The data regarding major activities and the allocation of marks in the Practice Teaching courses among the selected universities were analyzed. Document analysis was used to interpret and understand the differences and similarities in the TP courses and the guidelines with an aim to identify the strengths, the weaknesses, and the areas for improvement. Similarly, the ethical considerations were addressed through accurate citation and referencing. The study advances valuable insights into curriculum development and improvement in teacher education programs. It also provides a methodological framework for future research in similar contexts, particularly in evaluating educational policies and practices through document analysis.

Results and Discussion

Information related to teaching-learning activities and assessment procedures was obtained to compare and analyze teacher education programs, specifically TPPs. Two types of B.Ed., the four-year yearly system and the eight-semester system, are in practice. Students who have passed grade 12 or equivalent can join B. Ed. programs.

TU currently has a four-year B.Ed program (it was three years before the 2072 BS and two years before the 2053 BS), and an eight-semester B.Ed. in ICT is in operation. In contrast, FWU and MWU have provisioned the eight-semester B.Ed. Program.

Table 1. *Comparison of Major Activities of TP in TU, MWU, and FWU*

TU	MWU	FWU
Four-year B.Ed. 4 th year TP Ed.440, Full marks 100, Pass marks 40(150 periods). Taught as other subjects, 150 hours.	B.Ed. 8 th semester Student Teaching: On-campus, ENG 482 and Student Teaching: Off-campus ENG 483. Full marks 100/100, Pass marks 50/50(3/3, Credit hour 48-48 hour	B.Ed. 8 th Semester TP: Ed. 482 Full marks 100, Pass marks 45 Credit hour (3) 45 hours
Major Activities (Four activities including On and Off campus program) 4 Stages: Full Marks: 35 I. Orientation to TP; II. On-campus teaching: 1. Construction of operational calendar Annual work Plan, and unit plans, 2. Micro teaching, 3. Peer teaching, 4. Practice of Test construction based on the lessons taught, 5. Curriculum and textbook analysis, 6. General introduction and preparation records maintained in the school III. Teaching at school (20/18 days/hours) Full marks: 65 and IV. Overall report writing. Teaching materials, log book [Adapted from: TU, FoE (2075)]	Major Activities (4 On- campus and 4 Off-campus activities) On Campus (Full marks 100) 1. Field observation and class seminars 2. Preparation of lesson plans 3. -Preparation of teaching and learning materials - 4. Supervised micro teaching- Off Campus Full marks 100, Pass marks 50 1. Actual teaching 2. Case study 3. Teaching logbook and test Item Construction 4. Extracurricular Activities/ event management including report [Adapted from: MWU (2079)].	Major Activities (5 On campus and 7 Off campus activities) On Campus (Full marks 20) 1. Work plan of on-campus activities 2. Micro teaching session: 3. Construction of test items 4. Peer observation form 5. Reflection notes Micro teaching, student teacher ratio 15=1 Off campus (six weeks, Full marks 80) 1. Work plan 2. Real teaching /classroom teaching 3. Construction of test items 4. Peer observation 5. Case Study of Child – 6. Internship/ extracurricular activities, 7. Report writing [Adapted from: FWU (2079)].

TU has developed a course coded as Teaching Practice Ed. 440 (100 full marks, 150 hours), MWU has developed Eng. 482 On-campus (100 full marks, three credit hours) and Eng. 483 Off-campus (100 full marks, three credit hours) courses, and FWU has developed Ed. 482 (100 full marks, three credits/45 hours) for on-campus and off-campus programs.

All three universities have similar on-campus and off-campus activities. Before the student teachers go to the cooperating schools to teach in the classroom, they are engaged in different activities as a rehearsal to develop skills and experience in

making lesson plans, work plans, test items (subjective and objective), micro- and peer teaching, class observation, receiving and providing feedback and suggestions, making teaching materials, etc.

MWU has on-campus and off-campus programs, each worth 100 marks, whereas the other two universities have both on-campus and off-campus programs worth 100 marks.

Activities Common to the Three Universities

Some activities are common to the three universities, namely micro-teaching, lesson planning, test item construction, duration of teaching at school, peer observation, extracurricular activities, internal supervision, external examination, preparation of teaching-learning materials, keeping the daily logbook, composition of the Teaching Practice Committee, and compulsory attendance in the ‘On-campus’ program. These activities are elaborated below.

Micro-Teaching

Micro teaching, a teacher training technique, involves small lessons with fewer students to develop teaching skills. It is used in all three universities. In T.U., it is part of ‘on-campus’ activities, with 15 marks requiring 24 days, 15 micro-lesson plans, and at least 10 lessons. MWU includes supervised micro-teaching with 40 marks, 3 weeks of teaching, 5-10 micro-lessons observed by a supervisor and peers, and video recording for self-evaluation. FWU has a micro-teaching component that has 20 marks and lasts two weeks. It has seven micro-lesson plans and five lessons taught. This shows that TU, MWU, and FWU include micro-teaching as a crucial component. However, TU focuses more on micro-lessons (15 constructed and 10 taught) than MWU and FWU do.

Lesson Plans

A lesson plan is a teacher’s guide for effective class instruction, outlining objectives, delivery methodology, procedure, and evaluation. In TU, students prepare 15 lesson plans during micro-teaching, 15 during peer teaching, and at least 12 during school teaching. MWU’s ‘on-campus’ program involves 20 lesson plans, 5-10 micro-lesson plans, and 30 off-campus lesson plans. FWU requires seven micro-teaching lesson plans and 25 accurate teaching plans. All three universities include specific objectives, instructional materials, teaching-learning activities, evaluation, and homework in their lesson plans. This indicates that all universities involve students in constructing lesson plans, but the number of plans and marks allocation differ. TU requires more lesson plans, especially during micro-teaching and peer teaching. However, there is a

reduction in the number of lesson plans prepared for school teaching compared to the other two universities.

Construction of Test Items

Test construction involves planning, preparing, administering, scoring, and analyzing test results. During TU's on-campus activities for 10 hours, students prepare various test items, including five long, five short, five very short, five multiple-choice, five true/false-, five fill-in-the-blanks and 1 set (5) matching items accompanied by the answer keys as on-campus activities. In school teaching, they construct five long, 10 short, 10 very short, and 10 multiple choice items with answer keys and interpretation of test results (1 set of questions) during school teaching. MWU focuses on off-campus activities, constructing 20 objective and 10 subjective questions related to the taught course. FWU covers the on-campus activities with 25 objectives (10 multiple choices, five true false, five fill-in-the-blanks, and five matching items) and 15 subjective (seven very short, five short, and three long answers) questions. The number of multiple-choice questions is 20, completion 10, true false 10, short questions 15+, and long answer questions 10 as the off-campus activities. Besides, one set of model/ sample questions should be prepared. It further clarifies that in the case of the multiple-choice items, the distractors should be four, and as far as possible, in the distractors, 'all of the above' and 'none of the above' should be avoided.

This shows that test construction is only an off-campus activity at MWU, whereas it is part of both on-campus and off-campus activities at the other two. Answer key construction is specifically provisioned in TU.

Duration of Teaching at School

In TU, the student teachers are sent to basic and/or secondary schools. They must stay and work there as student teachers for 20 days and teach at least 12 planned lessons. This component of TP carries 55 marks. In MWU, 4-10 classes are allocated for school teaching, lasting 45 days. The student teachers are required to teach at least 30 planned lessons within this period. In FWU, the student teachers have to spend six weeks in school, teaching at least 25 planned lessons. The FWU and MWU guidelines clearly state that one student must teach one period per day at school. The TU guideline is not explicit in this respect, so, in some schools, the student teachers are found teaching 'combined classes,' meaning co-teaching.

This demonstrates that TU allocates the shortest period (20 days) for school teaching, while MWU and FWU provide comparatively longer durations (45 days and six weeks, respectively)

Peer Observation

Peer observation involves observing a colleague's teaching and providing constructive feedback to enhance classroom practice. Colleagues can attend classes, observe teaching activities, and collaborate to improve teaching and learning, supporting each other. TU requires filling out two peer observation forms during micro-teaching, two in peer teaching and 1 in school teaching. MWU specifies at least one peer observation form during the supervised micro-teaching stage and no definite number in off-campus activities, which carry three marks. FWU mandates 1 form during on-campus micro-practice teaching and three forms with suggestions during the off-campus activities. Peer observation with feedback is a mandatory activity for student teachers in all three universities. This signifies that peer observation is a common practice in all universities with differences in the number of forms and marks allocated.

Extra-curricular Activities

Extracurricular activities, which are not part of the regular course, encompass student-teacher engagements like quiz contests, debates, cultural programs, sports, drawing competitions, spelling, sanitation, etc. All three universities provide at least one extracurricular activity during the off-campus or actual teaching period, presented to the external supervisor in a specified format. This suggests that all universities require participation in extracurricular activities, but FWU specifically allocates marks for this.

Internal Supervision

TU, MWU, and FWU appoint supervisors for the internal supervision of TP. The Campus Chief appoints the internal supervisors at TU and the chairperson of the TP Department at MWU and FWU. The primary considerations of the appointment are seniority, experience, and qualifications. School teachers qualified in the subject can also be appointed internal supervisors at MWU. In FWU, teachers with an M.Ed. are selected. Internal supervisors must observe at least three classes of each student teacher, offering written feedback. FWU appoints one internal supervisor per 15 students (15:1), while MWU and TU apply a 20:1 ratio. Subject teachers or headmasters from the cooperating schools observe classes weekly, providing written feedback and submitting marks per the provisions in all these universities. It reveals that TU, MWU, and FWU have internal supervision processes, but the criteria for selecting internal supervisors and the number of classes observed vary.

External Examination

Likewise, the Dean's Office of each university appoints an external examiner. The presence of the internal examiners/supervisors is mandatory during the external

examination. FWU's Practice Teaching Committee requests that the Dean's Office appoint external examiners with an educational background and a Master's degree. TU Dean's Office appoints external examiners (generally teachers from constituent campuses or community colleges if they have had training on the external examination). The external examiners from MWU must have an M.Ed. or an MA + B.Ed. The TU and FWU guidelines limit external examiners to observing a maximum of 7 student teachers' classes daily. In comparison, MWU allows observing six student teachers per shift and 24 students in a single lot. This implies that each university follows specific procedures for appointing external examiners, with varying qualifications and limitations to the number of student teachers observed per day.

Preparation of Teaching Learning Materials

TU requires student teachers to prepare teaching materials for micro-teaching, peer teaching, and school teaching. MWU conducts a one-week workshop under the 'on-campus' activities, emphasizing material preparation for micro-teaching and school teaching. FWU also mandates material collection and construction for micro-teaching and real-time classroom teaching. This illustrates that preparing teaching materials is a key activity in all three universities, with MWU placing additional emphasis on workshops.

Keeping Daily Logbook

In the three universities selected, student teachers must keep a logbook to record daily classroom events and activities, particularly those related to their subjects during school. This underscores that student teachers in all three universities must maintain a daily logbook, particularly those related to their subject during school.

Orientation

An orientation program is conducted at all three universities to familiarize student teachers with the course objectives, requirements, supervision, and evaluation processes before they begin school teaching.

Composition of Teaching Practice Committee

In TU, the campus chief in each campus forms a 'Teaching Practice Committee' of 5-7 members, including a Coordinator with an M.Ed., based on seniority. A supervision committee, led by the Campus Chief or Assistant Campus Chief, along with the coordinator and senior teachers, enhances TP. The implementation monitoring is conducted by the Dean's Office.

MWU has a Teaching Practice Department under the Graduate School of Education on each campus. The head of the department is appointed based on seniority, experience, efficiency, and M.Ed. qualification. Four members are nominated on the recommendation of the Dean or the Campus Chief. The Dean's Office and a three-member supervision committee manage orientation, workshops, and interaction programs.

FWU's Teaching Practice branch, coordinated by the Dean or Assistant Dean, consists of a 7-member committee representing different departments or campuses. This committee manages TP, formulates improvement procedures, and maintains records. A 3–7-member Teaching Practice Committee is composed based on seniority and experience among M.Ed. degree holders at the Central Campus Faculty of Education and each campus. This indicates that all three universities have their PT conducted by committees, although the formation process varies.

Compulsory Attendance in the 'On-Campus' Program

All students must participate in the on-campus sessions and meet all requirements to qualify for school teaching in all three universities. The comparative study reveals variations in the primary activities across the three universities. Some common activities include micro-teaching, lesson plan construction, test item construction, classroom teaching, peer observation, extracurricular activities, internal supervision, and external examination. However, the allocation of marks to these activities varies, indicating differences in emphasis and the evaluation criteria

Common Activities in the Universities

Some common activities are conducted in teaching practice in different universities.

Case Study

In MWU and FWU, students study a child's case in a specified format. FWU's format includes sections like introduction, physical condition, family background, academic achievement, talents, skills, weaknesses, conclusion, and suggestions. MWU's format includes a title page, acknowledgment, table of contents, introduction, methodology, analysis, interpretation, conclusion, and appendices. MWU requires a 2000-word case study report. TU currently does not require a case study report. This shows that MWU and FWU students analyze child cases in specified formats, while TU students do not require one.

Workplan

TU mandates the creation of an annual work plan during school teaching based on the operational calendar. FWU includes a work plan for classroom teaching and other off-campus activities. MWU does not have a work plan provision.

Unique Activities in the Three Universities

TU includes activities like constructing an operational calendar, unit plan, peer teaching, curriculum, and textbook analysis as parts of its ‘on-campus’ program. It also involves preparing daily diaries, instructional planning, analyzing school records, and writing an overall teaching practice report. MWU stands out with field observation and class seminars in its ‘on-campus’ activities. FWU emphasizes writing reflection notes during micro-teaching in its ‘on-campus’ program. These features are not provisioned in the other two universities.

All three universities share common activities in TP, including two times of supervision by the internal supervisor, peer observations, test construction, and analysis, creating question sets, conducting and reporting co-curricular activities, writing case study reports (overall report in TU), maintaining the daily log book, and mandatory on-campus session attendance for eligibility in actual school teaching. Slips are common to writing in all the universities, depending on the number of working days, the number of planned lessons, and the grades the student teachers should teach. Inconsistencies in the TP guidelines and evaluation forms cause confusion. It illustrates that each university has distinct TP guidelines.

Distribution of Marks in Different Activities

Marks distribution to TP activities varies among the three universities, but overall, the provisions and marks are mostly similar. Table 2 displays the marks assigned to internal and external examinations in various activities.

Table 2 *Distribution of Marks (100) to Different Components*

Headings	Internal evaluation (60+50+40)			External examination (40+50+60) (internal +external examiner) off campus activities		
	TU	MWU	FWU	TU	MWU	FWU
Work plans	-	-		-	-	3
Lesson plans	4+5+3	5	5+4	6	8	4
Peer observation form	1+2+1	3	2+1	-	3	1
Test items/questions	-	4	-	-	4	3+3(SEE)
Regularity/attendance	2 (co-op. school)	3(co-op. school)	2	-	-	-
Teaching Strategies/ activities	3+5+4	5(co-op. school)+4(internal)	4+3+2	6	6	4
Supervised microteaching	-	-	10	-	-	-
(Use of) teaching materials	2+2+2	3	3+2	4	4	3+3
Content knowledge/ knowledge of subject matter	3+4+3	4	4+3	5	6	4
Classroom management	2+2+2	2	2+2	4	4	4
Professional behaviour	-	2(co-op. school)	-	-	-	-
Reflection note	-	-	5	-	-	-
Daily teaching log book	-	3	-	-	3	2
Impression of the evaluator on the student teacher.	3(co-op. school)	-	3(co-op. school)	-	-	-
Over all activities			2			2
Student participation	-	-	-	-	-	2.5
Case study report	-	5	-	-	5	8
Evaluation/assessment	-	2	1	-	2	
Over all report writing	0+0+3	-	-	8	-	
Presentation						3
Overall organization of the report /extra-curricular	0+0+2	-	-	7	-	-
Report writing of extra-curricular...	-	5	4	-	5	
Viva on report			4			
Total	60	50	53	40	50	47

Source: Existing courses of Teaching Practice (B.Ed.) and Teaching Practice Guidelines of the three universities (Tribhuvan University, 2075 BS, Far West University, 2079 BS, Mid-West University Graduate of Education, 2079 BS).

Table 2 outlines the mark distribution for internal and external examinations for various activities in the selected universities: TU (60-40), FWU (53-47), and MWU (50-50). The three universities have on-campus and off-campus activities. MWU allocates 100 marks for ‘on-campus’ activities, which are not counted in the final evaluation (off-campus).

Common Pattern of Marks Allocation

Though marks are allocated for doing different activities in the three universities, some common patterns of mark allocation were found in all of them.

Lesson Plans

During TP, all three universities involve students in constructing lesson plans, but they allocate different marks. TU assigns 18 marks (12 internal and 6 external), MWU allocates 13 marks (5 internal and eight external), and FWU provisions 13 marks (5 micro, four internal on campus, and four external in the final examination). This shows that all three universities involve students in constructing lesson plans, with varying marks allocation.

Peer Observation

During TP, student teachers across the three universities observe their peers’ classes and provide feedback by completing a peer observation form, contributing to their evaluation. In TU, four marks are allocated to internal supervision (1 micro + 2 peer + 1 school teaching), with no marks for the external. In MWU, six marks are assigned (3 internal in-school teachings + three external), while FWU designates four marks (2 micros + 1 internal and one external) for filling out the peer observation form. This indicates that student teachers engage in peer observation during TP, TU, MWU, and FWU.

Use of Teaching Materials

Student teachers use teaching materials during TP, with marks allocated for this purpose. TU assigns 10 marks: 6 internal (2 micro+2 peer +2 school teaching) and four external), MWU designates seven marks (3 internal and four external), and FWU allots 11 marks (3 micro, two internal, three external, and 3 for report writing and school performance). It reveals variations in the way the universities allocate marks for the use of teaching materials during TP.

Content Knowledge

Effective teaching requires mastering knowledge, including facts, theories, principles, and concepts. Teachers should deeply understand the specific subjects they teach. In evaluating student teachers, TU allocates 15 marks: 10 internal (3 micro+4 peer +3 school teaching) and five external, MWU allocates 10 marks (4 internal, six external), and FWU allocates 11 marks (4 micro, three internal, four external). This indicates a variation in content knowledge marks (10-15 marks) across the three universities.

Classroom Management

Classroom management is the teacher's process of creating a conducive learning environment. It ensures smooth lessons and keeps students organized and focused. TU allocates 10 marks for classroom management: 6 internal (2 micro+2 peer +2 school teaching) and four external. MWU allocates six marks (2 internal, four external), and FWU allocates eight (2 micro, two internal, four external). These allocations vary among the three universities, indicating that different classroom management assessments are made.

Teaching Strategies/Activities

Teaching strategies are methods and techniques used for effective instruction. In evaluating TP, TU allocates 18 marks: 12 internal (3 micro + 5 peer + 4 school teaching) and six externals, MWU allocates 10 marks (4 internal, six external), and FWU allocates 13 marks (9 internal, four external) for teaching strategies. This reveals varying allocations among the three universities for evaluating teaching strategies.

Maximum and Minimum Marks

All three universities have a policy of minimum and maximum marks. Evaluators must provide authentic documents to validate scores. The policy limits are TU 80-40, MWU 85-50, and FWU 90-50. It shows that all three universities have minimum and maximum mark policies.

Marks Allocation for Co-operative School

All three universities allocate marks for cooperative schools to enhance student teachers' responsibility. TU allocates five marks, while MWU and FWU each allocate 10 marks for cooperative schools in student teachers' evaluations. This indicates that all three universities allocate marks for the cooperating school's experience to enhance student teachers' responsibility.

Unique Features

Three features were found unique to each university.

1. FWU allocates marks to the work plan (3: 0+3), overall activities (4: 2+2), and viva on the report (0+4).
2. MWU allocates two marks for professional behavior (from a cooperative school) and six marks for the daily teaching logbook (3+3).
3. TU allocates marks for an impression of the evaluator on the student teacher. (3 marks from co-operative school). Moreover, the overall report writing was 20 [for presentation 11 (3+8), and the overall organization of the report was 9 (2+7).

In the other two universities, student teachers are not assigned to write the overall report; instead, they write the specific reports (case studies and extra-curricular activities). TU does not assign marks to various activities like work plans, daily logbooks, test item construction, peer observation in external evaluation, extracurricular activities, curriculum and textbook analysis, or instructional plannings (operational calendar, annual work plan, unit plan, daily and weekly routine), studying school record, (sheet role form, log book of teacher, school improvement plan, school statistic form,) and filling them and more, even though these tasks are assigned to the student teachers.

Marks are allocated to various aspects, including lesson plans, use of teaching materials, content knowledge (except in FWU internal), classroom management/assessment, teaching strategies (except in FWU), the evaluator's impression of the student-teacher peer observation (except in TU external), and overall report writing (presentation and overall report writing) in all three universities.

FWU allocates marks for supervised micro-teaching, reflection notes, student participation, and work plans. MWU assigns marks for daily teaching logbooks and professional behavior. TU allocates marks for student teachers' impressions by the school cooperating with them. Both MWU and FWU have the practice of mark allocation for test item construction.

This shows that mark allocation varies across activities and universities. For instance, lesson plans receive different marks, with TU allocating 18 marks, MWU 13 marks, and FWU 13 marks. Similarly, peer observation, use of teaching materials, content knowledge, and classroom management receive varying marks. Excluding marks for these activities hinders policy implementation.

Conclusion and Implications

The comparative analysis shows similarities and differences between the activities, marking schemes, and pass marks system. While everyday activities aim to develop teaching skills and knowledge, variations in course structures, assessment procedures, and mark allocation reflect different institutional priorities and implementation strategies. Understanding these differences can guide curriculum development and policy-making to improve teacher education programs in Nepal. Standardizing the evaluation criteria and more precise guidelines could enhance the effectiveness and consistency of these programs. The need for evidence in marking the above-specific percentages and differences in internal and external examination marks highlight the need for harmonization. Assigning the activities without allocating marks may impact student engagement, questioning the obligatory nature of these requirements.

The analysis mainly focused on the administrative and academic aspects of the TP provisions, excluding financial considerations. The three universities were selected based on the higher student numbers in their B.Ed. Programs. Future studies could compare data from all universities offering B.Ed programs and other aspects of the TP in detail.

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