

**ROLE OF COOPERATIVE TEACHERS IN MONITORING
PROSPECTIVE TEACHERS AT TEACHING PRACTICUM:
A CASE STUDY OF UNIVERSITY IN GILGIT BALTISTAN**



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ISLAMABAD**

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Submitted in partial fulfillment of the requirements for the Master studies in
Education at the Department of the Teacher Education Faculty of Education
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DEPARTMENT OF TEACHER EDUCATION

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ABSTRACT

Professional development in 21st century provides innovative skills to educators for their effective teachings in the class rooms. Evaluation of teaching practice explores the existing gapes and provides the pathway for further strengthening the teaching skills of the future teachers. Therefor it seemed important to study the role of cooperative teachers in monitoring prospective teachers during teaching practicum and provided recommendations for further improvement in the teaching practicum. Objectives are i.To investigate the effectiveness of teaching practicum on the professional development of Prospective teachers in view of cooperative teachers. ii. To explore the existing problems and issues of teaching practicum in view of cooperative teachers. iii. To explore the existing problems and issues of teaching practicum in view of cooperative teachers. The study is significant for the prospective teachers, teacher educators, school administrators and also for government and private educational institutions for revisiting the policies and practices of teaching practicum of BS Education program. This study is also helpful in addressing the existing problems and gaps in the teaching practicum in both education departments of both universities.qualitative research design was used and interviews were used as tool for data collection. Thematic analysis technique was used for analyzing the data. Findings of the study showed participants highly recognized the unavoidable role of teaching practicum what practicum is a source of providing teachers a number of real life experience. It also recommends teaching practicum under supervision of cooperative teachers may provides pedagogical skills, positive reinforcement, cooperative teaching opportunity etc. It also recommend time span of teaching practicum may increase and it may be fully funded.

Keywords: Teaching practicum, cooperative teacher, Teacher educators, Student teacher.

DEDICATED

TO

MY MOTHER

FORWARDING SHEET

The thesis entitled “**Role of Cooperative Teachers in Monitoring Prospective Teachers at Teaching Practicum: A Case Study of university in Gilgit Baltistan**” submitted by Kaleem ud Din, Reg. No: 430-FSS/MSEDU/F20 in partial fulfillment of the requirement, for the degree of Master Studies in Education, under our guidance and supervision, is forwarded to the further necessary action.

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STATEMENT OF UNDERSTANDING

I, kaleem ud Din, Registration No. 430-FSS/MSEDU/F21 as a student of MS in Education department of Teacher Education, Faculty of Education International Islamic University Islamabad do hereby declare that the thesis entitled **“Role of Cooperative Teachers in Monitoring Prospective Teachers at Teaching Practicum: A Case Study of university in Gilgit Baltistan”** , submitted for the partial fulfillment of MS in Education, is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier, be submitted by researchers for obtaining any degree from this or any other university or institution.

Signature _____

Kaleem ud Din

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LIST OF ABBREVIATION

B Ed	Bachelor of Education
GB	Gilgit Baltistan
HEC	Higher Education Commission
ICT	Information And communication Technology
NGO	Non-Government Organization
PD	Professional Development
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Teaching practicum is a practical process in which prospective teachers are sent to educational institutions, generally lower than their institutes of learning, to teach the subject(s) in their specializations for a specified period. During the period, student teachers teaches as a subject-teachers and at the same time engage in all educational assignments given by the cooperative school authorities. Practicum refers to experiences that student-teachers have via involving actively in the classroom teaching before they involve in actual teaching when they have certified. Further, Practicum involves the cooperative-teacher's efforts too and teachers look after student-teachers activities, direct them and give feedback on each work they carry out during teaching practicum (Kumar & Azad, 2016).

According to Ulla (2016) because the construct of the practicum has been viewed as contested on one side; on the other hand traditional concept of teaching practice is surrounded by the idea that prospective teachers go to the schools to practically experience and utilize their theoretical understanding about teaching in a practical way. Teaching practicum is a source to produce good teachers. It provides opportunity to prospective teachers (1) To practice teaching skills and to acquire the role of a teacher. (2) To experience the whole range of experiences in school settings. (3) To provide exposure of practical aspects of the course as distinct from theoretical studies.

Starkey and Rawlins (2012), defines teaching practicum “Student-teachers must be monitored, supervised and guided by their supervisor-teachers through constructive discussion via online and encourage them to share classroom observation, so they shall be well prepared for actual classroom teaching. Teaching practicum is worked in triad; aspiring teacher, university supervisor-teachers and cooperating teacher. They all work in collaboration to meet the goal of aspiring teacher and guide him to successfully complete the teaching practice (Aglazor, 2017).

Teaching practicum is first teaching opportunity for student-teachers. Through this practice they can develop their skills through real work experiences. It is six credit hour course offered in B-ed programs. Through teaching practicum prospective teachers develop their teaching skills. Teaching practicum provides opportunity for field work. Teaching practicum is a platform for cooperative learning where student-teachers work with the help of cooperative teachers in schools. Therefore it is important to work on the role of cooperative teachers in monitoring prospective teachers during teaching practicum.

1.2 Problem Statement

Professional development in 21st century provides innovative skills to educators for their effective teachings in the class rooms. Teaching practicum is mandatory in BS Education program in which prospective teachers learn practically to teach effectively in future. It is responsibility of cooperative teachers to engage prospective teachers in teaching learning process successfully. It has been observed that teaching practicum of prospective teachers is not guided and monitored properly by the cooperative teachers. Therefore, prospective teachers are not performing well during teaching practicum. So, it is essential to study the role of cooperative teachers in monitoring prospective teachers during teaching practicum. Hence, the

researcher decided to work on,” Role of Cooperative Teachers in Monitoring Prospective Teachers during Teaching Practicum: A Case Study of university in Gilgit Baltistan”.

1.3 Objectives of the Study

Following were the objectives of the study

1. To investigate the effectiveness of teaching practicum on the professional development of Prospective teachers in view of cooperative teachers.
2. To determine the monitoring strategies adopted by cooperative teachers during Teaching practicum.
3. To explore the existing problems and issues of teaching practicum in view of cooperative teachers.

1.4 Research Questions

Following were the research questions of the study

RQ .1 To what extent teaching practicum practices are effective in enhancing the professional development of prospective teachers under supervision of cooperative teachers?

RQ.2 What are perspectives of teacher-educators, prospective teachers, and cooperative teachers in improving prospective teachers' teaching skills through teaching practice?

RQ.3 To what extent monitoring strategies adopted of cooperative teachers will improve the teaching skills of prospective teachers?

RQ.4 What are expectations from the students at the end of teaching practicum?

RQ.5 How problems and gaps of teaching practicum can be well addressed?

RQ.6 What kind of strategies are adopted by both education departments for further strengthening teaching practice?

RQ.7 What kind of classroom management approaches use cooperative teachers during teaching practicum?

1.5 Significance of the Study

Outcomes of the study will be beneficial for cooperative teachers in addressing the existing gaps in monitoring the teaching learning process of prospective teachers. Outcomes of the study are beneficial for cooperative teachers in addressing the existing gaps in monitoring the teaching learning process of prospective teachers. The study is also important for prospective teachers to improve teaching skills for their future teachings. This study will be significant for researchers to carryout more research on the basis of findings of the study. For policymakers, and curriculum designers this study can be beneficial. And also significant for educational administers, and Non Government Organizations for enhancement of teachers training and professional development of teachers.

1.6 Delimitation s of the Study

Following were the delimitation of the study

1. This study was delimited to the prospective teachers of BS (Education) of both Universities Karakorum International University and University of Baltistan.
2. Teacher Educators of Karakorum international University and University of Baltistan.
3. Cooperative teachers of schools.

1.7 Operational Definition

Teaching practicum

Teaching practicum is a practical process in which prospective teachers are sent to educational institutions, generally lower than their institutes of learning, to teach the subject(s) in their specializations for a specified period.

Cooperative Teachers

Cooperative teachers are supervising teachers, mentors, who cooperate or supervise prospective teachers in schools. Cooperative teachers help and facilitate perspective teachers in preparing lesson plans, implementation, and assessment of lessons in classroom.

Teacher Educators

Teacher educators who teaches at university level to the students of Education department. Teachers of courses like B.ed, BS Education , ADE etc.

Prospective teachers

Prospective teachers are pre service teachers. Prospective teachers are students of education department of universities and education colleges.

1.8 Theoretical Framework

Lev Vygotsky's (1978) sociocultural approach is highly relevant to the teaching practicum, providing a theoretical foundation that underscores the importance of social interactions and cultural tools in the learning process. Vygotsky emphasized that learning is a social endeavor, deeply rooted in the context of interaction between the learner and more knowledgeable others. Vygotsky's (1978) According to the sociocultural approach, students in a learning community handle issues by talking to each other and cooperating with more experienced members. learners learn the values, attitudes, abilities, and information that define the group they aspire to belong to through socialization. The socialization of teachers is greatly aided by teaching practice under the guidance of cooperative teachers, which blends one's own experiences in school with learning by doing and student teaching practice. The university supervisors and cooperative teachers help prospective teachers to express their experiences, provide comments, and comprehend how to enhance their performance Ottesen's (2007). Vygotsky (1986) claimed that meaning is developed involving that knowledge develops in two ways: either from general information or from specific facts. Meaning is said to be generated through real events. Both collaborating instructors and student teachers gain information from their experiences. Postill (2010) Teaching and learning are social processes where teachers and students engage in conversation to improve learning. Teachers practice teaching under the supervision of cooperating teachers in schools while engaging in this teaching-learning process. Titus and Gremler (2010) presented a theory that describes how teaching is the process of transferring knowledge from instructors (teachers) to student teachers in a practical setting. Since teachers are complicated human beings who are accountable for their personally situated experiences and lives in classrooms, they develop their own guiding principles that inform and guide their actions. In essence, Vygotsky's sociocultural approach provides a compelling framework for understanding the dynamics of the teaching practicum. It underscores the

significance of social interactions, the mentor ship role of experienced teachers, and the use of cultural tools in developing effective teaching practices.

1.9 Research Methodology

Qualitative research methodology was used to achieve the objectives. Data is collected personally from the cooperative teachers, teacher educators and prospective teachers through the unstructured interviews because unstructured interviews provides in-depth understanding of the existing situation. Population of the study is all cooperative teachers of schools, teacher educators and prospective teachers of both universities. Sample of the study is comprised of 13 teacher educators, 10 cooperative teacher and 60 prospective teachers. Universal sampling technique is used. Researcher collected data through unstructured interviews. Thematic content analysis technique is used for analyzing data to investigate concepts and ideas from collected data.

Population and Sample

Population of this study was all teacher-educators of both universities (Karakorum international University Gilgit and University of Baltistan) prospective teachers (8th semester students of BS education) of both universities and supervisors of practicum schools. Population of the study was comprised of 13 teacher educators from both universities, 60 prospective teachers of BS education and 10 cooperative teachers of schools. Universal sampling technique was used. where all the members of the population participated in the study. Sample of the study was comprised of 13 teacherEducators from both universities, 60 prospective teachers of BS education participated in this study and 10 cooperative teachers of schools also participated in this study.

Instruments

Researcher collected data through unstructured interviews. According to the

Creswell (2014) An unstructured interview is a qualitative research method in which an interviewer asks open-ended questions without predetermined response options, allowing the participant to elaborate and express their thoughts and feelings freely. Unstructured interviews are often used to gain an in-depth understanding of a participant's experiences, perspectives, and beliefs.

Data Collection

Data is collected personally from the participants of the study. Researcher personally visited the both universities for the collection of data. Interviews are conducted with prospective teachers, teacher educators from both universities and cooperative teachers of schools.

Data Analysis

Researcher used Thematic analysis technique for analyze the data. After gathering data different codes are used to categorized participants views. The codes helped in identifying similar and other ideas for developing related categories. The categories than used to develop themes. Thematic analysis is a technique used for analyzing fresh data to investigate concepts and ideas from data (Matthews & Ross, 2010).

1.10 Conceptual Framework

This study was conceptualized with the help of perceptions of Teacher Educators, Prospective Teachers and Cooperative Teachers by considering role of cooperative teachers. The conceptual frame work of the study can be clarified through the following diagram:

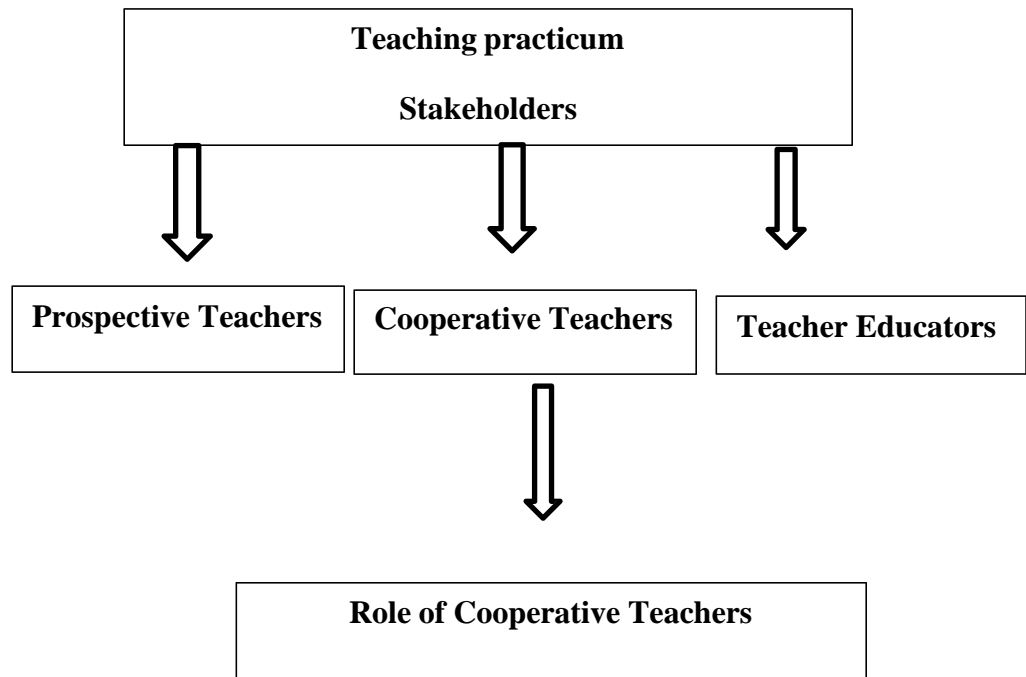


Figure 1 conceptual framework

Ethical Consideration

Participants were asked to sign a participant consent form, addressing various factors including participant confidentiality, identification of the researcher, and assurance that participants could withdraw at any time. One of the fundamental ethical considerations of research is that researchers make sure the security of the participants. Near, regarding the knowledge it is ensured that the researchers is going to use the data only for research aims or purposes. In order to keep the data confidentiality researchers named special code on computer where research details stored, so that nobody could approach or reach the data.

Chapter 2

Literature Review

The literature has been critically analyzed and the important themes are presented in literature review. It starts with a definition of teaching Practicum in modern times, followed by the concept of redefining teaching Practicum, the concept of teaching practicum, role of cooperative teachers, role and importance of practicum in teachers training, specific aims of teaching practicum and problems associated with teaching practicum.

2.1.1 Teaching Practicum: An Overview

Teaching-practicum is real work experience for student-teachers who are permitted to participate in academic activities and thoroughly understand classroom management, school management, planning, management system and assessment strategies. There are also many terms used for this particular practice which are as follows: practicums, teaching practice, field work, real work experience, school work, internee of teaching are used for teaching practice Ground water & Smith, (2012). According to Zeichner (2012), Teaching Practicum is an essential chance for progress; apply teaching strategies in real classroom. Meanwhile student - teacher will be able to handle real class room challenges in real life. Practicum helps out in enhancement of professional development of student-teachers it is a first hand chance for polishing teaching skills under supervision of more experienced teacher known as cooperative teacher. Zeichner (2012) in his work extended the understanding of teaching practicum and stated that practicum is a process of solving problems in a practical ground. Student teachers are supposed to solve academic problems using different strategies learned in campus under trained teacher-educators and schools are their laboratory where student teacher practice their

teaching skills. It is also considered as an essential part of teacher education program. which provides prospective teachers with a special chance to apply their theoretical knowledge to real-world classroom situations. The practicum's main goal is to support prospective teachers' professional growth by giving them the opportunity to apply pedagogical ideas in practical classroom situations. The practicum is normally organized in a staged manner, gradually giving prospective educators increasing responsibility under close observation and mentoring. In the context of school, collaborative interaction with parents, administrators, and seasoned teachers promotes a feeling of community. Teaching practicum have many advantages, including practical application and the development of professional identities, but they can have drawbacks. Prospective teachers frequently face challenges such as properly managing their time and navigating varied classroom dynamics. Algazor (2017) narrated of the same views in his article where he said one of the basic purposes of teaching practicum is to provide student-teachers field experience to inculcate essential teaching skills and professional growth. This practical work helps student teachers to develop teaching skills and professional skills in the field of education. These experiences can be gain under supervision of cooperative teachers in schools.

Teaching practice in view of Borg (2003) is that it covers different areas of teacher-education program such as school management, classroom management, and teaching methods of which we have been taught at higher institution. Borg (2003) is also in view that while teaching-practice Student-teachers transmit knowledge as according to the assimilated content (theoretical knowledge) and the learned teaching methodologies they learned from teacher-educators at campus. Highlighting the module of teacher education Vare (2009) presented an idea in his work and said that teacher education are consists of two modules: one is theoretical

work which takes place at higher institution and the second is practical work carried out under the supervision of trained supervisor at schools. Therefore, to be an effective teacher student-teacher must have command on both sides of teacher-education. Similarly a teaching practicum, often known as a "teacher practicum" or "teaching internship," is a hands-on learning opportunity where aspiring teachers may obtain real-world classroom experience. Prospective teachers intensively collaborate with cooperative teachers, referred to as mentor teachers, during a teaching practicum to implement educational theories and pedagogical strategies in actual classroom settings. A teaching practicum's main objective is to provide prospective teachers real-world teaching experience so they may hone their classroom management skills, instructional techniques, and knowledge of various student needs (Ingersoll & Strong, 2011).

Schulz (2005) stated that teaching practicum is a most common element of teacher-education program. During teaching practicum students-teachers are found practicing strategies and methodologies that they have been through during their course study. Schulz (2005) pointed out the advantage of teaching practicum stated that it is used to improve practical knowledge. A teaching practicum is a comprehensive program created to help prospective teachers get ready for the challenges of the teaching profession. Its goal is to impart in prospective teachers a deep awareness of pedagogical practices and efficient classroom management, going beyond the simple application of theoretical information. Prospective teachers go through a transforming experience as they advance through the practicum, assisted by cooperative teachers who offer helpful feedback and encouragement. Nonetheless, improving writing skills, monitoring skills, and communicating skills are also important aspects of teacher-education system. On the other hand, Searle & Pitt (1997) stated that "a great deal of the work of teacher education should be to "produce debate,

multiple perspectives on events, practices, and effects, to move toward creative.” Teaching practicum is worked in triad aspiring teacher, university supervisor-teachers and cooperating teacher. A teaching practicum's design is thoughtfully created to provide a comprehensive educational experience. Crucial elements include mentoring and supervision, which provide prospective teachers with a structured method for developing their teaching abilities. With the use of this cooperative model, roles may be gradually increased from observation to active involvement in class preparation, teaching, and evaluation. By creating links between prospective teachers and the larger educational environment, integration into the school community enhances the practicum experience. All work in collaboration to meet the goal of acquiring teaching skills of prospective teacher and guide him or her to successfully complete the teaching practice (Aglazor, 2017).

Rajagopalan (2019) claimed that teaching is defined as either an art or science. As an art, it demands from a teacher to have inventive and creative abilities to create a useful situation in a classroom to support students to learn. As a science, it needs on the rational, mechanical, or practical steps to be followed to reach an effective accomplishment of goals. Therefore, the modern teaching requires teachers to involve the students in teaching activity and also demand from teachers to have artistic abilities so that they could make the teaching affective. Also, teaching must be a mixture of both teacher center and student center and the teacher must have the abilities mandatory to meet the need of modern teaching in order to teach the students as according to their demands. In conclusion teaching practicums give prospective teachers a thorough and engaging education. They operate as a link between theory and practice, providing an educational opportunity that molds the future generation of educators. Prospective teachers are prepared for the wide range of problems of the teaching profession

through a combination of organized mentoring, growing responsibility, and collaborative participation within the school community.

2.2.1 Historical Perspective of Teaching Practicum

From the perspective of history, the teaching practicum has developed and dynamically influenced by shifting approaches to learning and an increasing focus on real-world, experiential teacher training. Teacher preparation programs in the early 20th century sometimes placed a strong emphasis on theoretical coursework with little exposure to real classroom settings. The mid-20th century saw the acceleration of the shift to a more experiential approach, driven by progressive educational philosophies and the realization of the importance of acquiring practical skills (Labaree, 2006). John Dewey laid the foundation for a paradigm change in teacher education with his major work, which highlighted the value of experiential learning. Teaching practicums have changed throughout time to include mentorship, organized fieldwork, and reflective methods in line with the larger trend in education toward a focus on students (Dewey, 1938). The teaching practicum is also known as student teaching or teacher internship, has a rich historical perspective that illustrates the history of teacher training and education across time. The idea of an internship in education has roots in earlier cultures. For instance perspective teachers known as trainee teachers would train with cooperative teachers to acquire the teaching skills. The master-apprentice paradigm means learning under supervision of expert person was also widely used in education in ancient China. During the nineteenth century Europe and North America began to formalize teacher education. The purpose of normal schools, usually referred to as teacher colleges, was to prepare prospective teachers for teaching. Student teaching experiences during this time Scott, J., & Bajaj, M (2023).

As education institutions became more organized and regulated, the necessity for uniform teacher training became demonstrable. The teaching practicum evolved into a more organized element of teacher training programs. Under the supervision of cooperative teachers, student teachers would spend some time in actual classrooms. Progressive education became more popular in the early 20th century under the leadership of researchers like John Dewey. This movement prioritized active engagement and practical learning, which had an impact on how teaching practicum experiences were created. More participatory and practical teaching methods were promoted for student teachers in this era. The teaching practicum has advanced much further in the twenty-first century. As a result of the use of technology in education prospective teachers are frequently required to use online resources and digital technologies in their classrooms. In addition, there is a rising emphasis on diversity and inclusion, makes sure that student teachers are ready to engage with a variety of pupils in schools Darling-Hammond, L. (2017).

Teaching practicum is now an essential component of teacher education programs all around the world. To aid prospective teachers in developing their abilities, several teacher education programs include video recording, online portfolios, and continual evaluation. In conclusion, the historical viewpoint of teaching practicum demonstrates the growth of teacher education from informal situation to organized, standardized, and reflective experiences. The purpose of the practicum has always been to provide prospective teachers the tools they need to successfully teach the next generation of students and to prepare them for the difficulties of the classroom.

2.3.1 Teaching Practicum in America

A teaching practicum in America is often a hands-on, real-world experience that prospective teachers participate in as part of their teacher training or certification process. It gives them the chance to put the theories and methods they have studied into practice while working in school environment under the supervision of cooperative teachers. The majority of states in the US demand that instructors hold a teaching license or certification. It is crucial to do study on the state where prospective teacher intend to do their practicum because different states have different standards for certification. Normally, a bachelor's degree in education or related discipline is required before apply for a teaching practicum Baird, B. N., & Mollen, D. (2023). Additionally certain programs could need for coursework in classroom management and teaching strategies. Through teacher preparation programs colleges and institutions that grant degrees in education offer teaching practicum. These programs frequently collaborate with nearby schools to make the practicum experience easier under the supervision of cooperative teachers. Prospective teachers submit an application to a college or program that prepares teachers and offers practicum opportunities. After acceptance Prospective teachers will be assigned to a classroom usually at a K–12 institution where prospective teachers will collaborate with a mentor teacher Light, R., & Butler, J. (2005).

According to the Baird, B. N., & Mollen, D. (2023) explained further that depending on the curriculum and state criteria a teaching practicum's length might change. It usually lasts for a semester or academic year. Multiple practicum experiences at various grade levels and in a range of disciplines may be a part of certain curricula. At the same time cooperative teacher work closely with prospective teachers to offer advice, feedback, and support as prospective teacher acquire practical experience in the classroom. Depending on the curriculum and the stage of practicum, prospective teachers can gradually take on more responsibility for lesson

planing and delivery, classroom management and student progress evaluation. If prospective teachers want to do a teaching practicum in the United States they should first look into the state's teacher preparation programs and get in touch with them to learn more about the application procedures and deadlines. It's also a good idea to be aware of the particular certification criteria and any examinations or tests they might have to take. It's important to complete their research and be ready for the test because each state has its unique requirements for teacher certification (Siu et al., 2023).

2.3.2 Teaching Practicum in United Kingdom

Socio historical, political, and ideological influences shape teacher education through using varied and usually contradictory concepts of the school and the teaching profession. While these intricate factors frequently lead to some degree of ambiguity in the direction policies in education take it may also be a sign of the health of democracy. The promotion of high-quality education for all is a goal shared by international agreements that the UK has signed, but the realization of inclusive education and teacher training is still an unfinished movement that is growing on a global scale (UNESCO, 2015). In the UK, the term "teaching practicum" usually refers to a time of supervised teaching practice that education students or prospective teachers engage in as a component of their teacher preparation programs. This practical experience is crucial for acquiring the abilities and information required to become proficient teachers this activity take place under supervision of cooperative teachers. In the UK prospective teachers typically need to be enrolled in a teacher training program to take part in a teaching practicum. The Postgraduate Certificate in Education (PGCE), School Direct, and Teach First are popular paths to teaching in the UK. Prospective teachers need to select a program based on its admission criteria, background qualifications, and career aspirations

because there are differences between them. In a UK school or other educational setting will serve as a practicing teacher under supervision of cooperative teachers. Depending on the curriculum and your unique situation, the precise location and grade level may change (Mairitsch, et al., 2021)

The Qualified Teacher Status (QTS) in England or the equivalent in other areas of the UK is frequently earned after successfully completing teacher training program and the related practicum. To teach in public schools prospective teachers need to have this certificate. Prospective teachers must submit an application through the appropriate teacher training school in order to begin a teaching practicum in the UK. Qualified Teacher Status (QTS) in England is a crucial professional designation that prospective teachers must attain to teach in various educational settings. The process typically involves the completion of an accredited initial teacher training (ITT) program, which aligns with the standards set by the Department for Education (Department for Education, Year). The criteria and supporting advice for initial teacher training are outlined in official documents published by the Department for Education, providing comprehensive guidance for aspiring teachers (Department for Education, Year). It is important to note that policies and requirements related to QTS may evolve, necessitating individuals to stay informed about the latest updates through official sources. Dernova, M., & Perevozniuk, V. (2018). It is important to remain up to date with the most recent information from the UK government and the teacher preparation programs in which prospective teachers interested in since regulations and requirements for education and teaching might change. Additionally the methods for teacher certification and training may vary significantly depending on the UK location where prospective teacher choose (England, Scotland, Wales,

and Northern Ireland), so make to investigate and continue by guideline Mairitsch, et al., 2021).

2.4.1 Teaching Practicum in Pakistani Context

A teaching practicum is a common component of teacher education programs in Pakistan. It is designed to give prospective teachers an understanding of real-world teaching settings and hands-on classroom experience. The goal of this practical experience is to close the gap between the theoretical knowledge acquired in academic coursework and the abilities needed to effectively teach in a variety of classroom contexts. Prospective teachers may put pedagogical ideas into practice in real classrooms, improve their classroom management techniques, and interact with students while being supervised by cooperative teacher during the teaching practicum. Teachers' professional growth also strengthen through practicum, which allows them to improve their teaching techniques and adjust to the unique demands of the Pakistani educational environment(Ullah, 2010). It is essential in developing teaching skills of prospective teachers. In Pakistan and internationally teacher-education programs are offered for availability of skill full and knowledgeable pupil for educational sector which promotes both theoretical and practical aspects of teacher-education. In Pakistani context 30% of students willingly chose per-service teaching programs in different higher educational institutions in Pakistan. These pre service and in service programs are B ed, M ed, MA education and BS education purpose of these programs is provision of skill full and knowledgeable people for education sector(Khan & Saeed, 2009). similarly it bridges the gap between theory and practice, prepares prospective educators for the challenges of teaching, and ensures that instructors are well-equipped to address the different needs of students, teaching practicum is seen as crucial in Pakistan's teacher education programs. According to research, practicum experiences improve prospective teachers' self-

efficacy and pedagogical topic understanding (Khan & Khan, 2018). In Pakistan, a teacher education program, such as a bachelor's or masters in education, often includes a teaching practicum that takes for a set amount of time. Although the time frame might change, it frequently involves a sizable time commitment in a partner school or educational institution. The practicum is often designed to incorporate co-teaching, observations, and progressively more responsibility (Ali, 2017). The introduce that teachers are forever formed, not born, strength be said to be the base of teacher education. Teaching is both a science and an art; educators must develop both pedagogical skills and content understanding. In order to raise the standard of education in Pakistan, it is one of the aspects of the educational system that need attention.

National Education Policy, 2009 recommends following recommendations for induction of teachers in Pakistan.

- 1 Teaching at the primary level requires a bachelor's degree with a B.Ed. By 2018, a B.Ed. and a Masters degree for secondary and upper secondary education will be guaranteed. The current group of instructors must upgrade their qualification. Primary teachers certificate and certificate phased out.
- 2 Procedures for certification of teachers, accreditation, and training institutionalized and standardized.
- 3 The course of study for teacher education must be modified to meet the requirements of the academic program and school curriculum. The curriculum must contain a field-based component, multidisciplinary competencies, and training for student-centered teaching.

- 4 A program with a three-year cycle that organizes professional development opportunities for every teacher is required. Career advancement will be correlated with this kind of professional growth.
- 5 A wide range of topics will be covered in in-service training, including methodology of teaching , classroom management,subject content knowledge, procedures, teaching practice, monitoring, and evaluation, and programs to address new demands such language and use of ICTs for educational purposes.
- 6 Research and training initiatives will provide the foundation for evaluating training requirements.
- 7 Building teachers' and school administrators' ability for school development plans to overcome poor achievement scores is a priority for in-service teacher training programs.

According to the National Educational policy (2009) Teaching at the primary level requires a bachelor's degree with a B.Ed. By 2018, a B.Ed. and a Masters degree for secondary and upper secondary education will be guaranteed. The current group of instructors must upgrade their qualification. Primary teachers certificate and certificate were phased out. So B Ed is compulsory for teaching in Pakistan an teaching practicum is impotent part of B.Ed program having the vantage six credit hours in scheme of studies of B ed. Further teaching is treated as profession in Pakistani context. Government educational institutions and private educational institutions are also functional in Pakistan for fulfill the educational needs of the country in terms of educating pupils of Pakistan.So teacher education programs are only source of providing skill full and knowledgeable pupil for

education sector of Pakistan (Ali, 2007; Mohammed, 2008; Khan & Saeed, 2009). According to Ulla (2016) the construct of the practicum has been viewed as contested on one side; on the other hand traditional concept of teaching practice is surrounded by the idea that prospective teachers go to the schools to practically experience and utilize their theoretical understanding about teaching in a practical way. Teaching practicum is a source to produce good teachers. It provides opportunity to prospective teachers

- 1 To practice teaching skills and to acquire the role of a teacher.
- 2 To experience the whole range of experiences in school settings.
- 3 To provide exposure of practical aspects of the course as distinct from theoretical studies.

Inadequate resources, problems with classroom management, and the need for increased cooperation between teacher preparation institutes and schools are just a few of the difficulties that Pakistani practicum teachers must deal with. Researchers have proposed modifications, such as improving the recruitment and education of mentors, using technology, and fortifying relationships with educational institutions and perspectives of cooperative teachers for improving teaching practicum course (Ahmed et al., 2021). So teaching practicum is pre service teaching experience of student-teachers. Through this practice they can develop their skills through real work experiences. In Pakistani context teaching practicum is six credit hour course offered in B-ed programs. Through teaching practicum prospective teachers develop their teaching skills. Teaching practicum provides opportunity for field work. Teaching practicum is a platform for cooperative learning where student-teachers work with the help of cooperative teachers in schools. Therefore it is important to work on the role of cooperative teachers in monitoring prospective teachers during teaching practicum.

According to the Practicum I & II (2012) syllabus of teaching practicum Higher Education Commission of Pakistan at the end of this course student teachers will be able to

1. Implement theoretical knowledge that gain during university education in real ground.
2. Develop professional relationship with students, cooperative teachers, staff members of particular schools.
3. Create a learning environment for students and must engage students in learning environment.
4. Practice of appropriate teaching methods and strategies in class room during teaching practicum.
5. Assess students learning outcomes according to the level of students and must consider needs of the students at particular level.
6. Create a learning environment considering affective and cognitive needs of students.

According to the Practicum I & II (2012) syllabus of teaching practicum Higher Education Commission of Pakistan role of supervisor as authorized representative of the college or university in Practicum The authorized representative of the college or university is the College/University Practicum Supervisor. As a result, the Supervisor is in charge of supervising student teachers, acts as a contact between the schools at the college or university and those at cooperating schools, and promotes the development of goodwill between the two organizations.

1. As supervisor should give feedback on more then two lesson plans

2. Throughout the semester, conduct at least three one-hour observation visits, at least two of which must be followed by a conference between the student teacher, cooperating teacher, and college/university supervisor. The emphasis of these visits will change depending on what each Student Teacher requires.
3. Whenever feasible, Supervisors should meet with Student Teachers to discuss plans, queries, expectations, and the like before making a supervisory visit.
4. Guide the student teacher's introduction into the profession by discussing professional practice concerns with them, letting them experience a guided seminar, talking to them before and after they observe in the classroom, and giving them feedback on their instruction.

2.5.1 Teaching Practicum as Professional Development Course

The collection of elements necessary for a teacher's professional development and increase in quality is known as professional development. Since teachers are not completed goods when they go into the classroom, there is always a need for them to continue their professional development. This indicates that prospective training does not provide educators with all the abilities, know-how, and proficiency required to carry out their teaching duties in the classroom. Activities like workshops, seminars, and refresher courses that attempt to develop teachers through in-service training programs are commonly classified as teacher professional growth (Odabasi & Kabakci, 2007). According to Padwad et al. (2011), professional development (PD) training is a deliberate, ongoing, and sustained process that helps instructors grow both personally and professionally by developing their characteristics and improving their knowledge, abilities, and classroom practices. Professional development is

regarded as one of the most important components needed to improve a teacher's quality and development as a professional. Since teachers are not completed goods when they go into the classroom, there is always a need for them to continue their professional development. It implies Pre service training does not provide educators all the abilities, know-how, and proficiency they need to carry out their teaching methods in the classroom.

Teaching practicum is training under supervision of cooperative teachers at schools. For teacher professional development and capacity building, the PD cascade model was suggested and utilized for training's, workshops, and refresher courses Ahmad et al. (2022). With the use of the cascade model, instructors receive training in groups. After completing a first phase of training in a specific subject area, these teachers advance to become second group phase trainers, provided they meet the necessary qualifications. For one group after another, this procedure is repeated. Any repetition of training is usually referred to as a step of the cascade process. The cascade model, also referred to as a way of information transmission or dissemination inside an institution using informal learning activities, is a top-down strategy to training implementation (Hayes, 2000). To establish a better learning environment for students and a happy working environment for teachers, it is critical to provide effective ways of supporting, improving, and attracting prospective teachers . Continuous professional development is essential for filling up the knowledge gaps and for advancing the experience of prospective teachers (Evers et al., 2016). According to (Ingersoll & Strong, 2011) Professional development is the continuing process of enhancing one's abilities in the fields of one's chosen for a career. In the field of teacher education professional development is essential for student teachers. Education is a dynamic area and student teachers must keep up with the most recent findings, instructional strategies, and technological advancements. Teaching practicum

activities are meant to assist per-service teachers apply theoretical knowledge in real-world classroom situations under the supervision of cooperative teacher throughout initial teacher education programs. The basis for professional growth is provided by these practicums. In the field of teacher education programs experts integrate coursework with teaching practicum to promote effective pedagogical skills among prospective teachers Darling-Hammond and Bradford (2005).

According to the Ingersoll & Strong, (2011) To develop and advance their teaching abilities, of student teachers participate in professional development under supervision of cooperative teachers. A teaching practicum is one efficient method of professional development, allowing student teachers to practice their teaching methods and classroom management abilities Professional growth and teaching internships make sure that educators are ready to fulfill the various requirements of their students and adjust to the changing educational scene. These opportunities are very crucial for developing successful teaching techniques, encouraging student learning, and improving educational institutions as a whole in schools. Student teachers continue their professional development once they start working as teacher under supervision of cooperative teachers in order to improve their abilities and skills. Adjust to shifting educational trends and bringing advancement in teaching learning process. Student teachers may keep up to date by taking advantage of professional development programs including seminars, conferences, and online courses. According to Guskey and Yoon (2009) effective pedagogical skills is important for professional development of teachers. It is an ongoing process plain to the individual needs and teachers.

According to the Darling-Hammond and Bradford (2005) suggests some important points a significant part of student teachers preparation for a career in teaching is professional

development. It's crucial to provide students the abilities, information, and experiences needed to become excellent teachers. Comprehensive strategies for curriculum creation, teaching methodologies, and classroom management should be provided to student teachers. The training should adhere to best practices and current educational requirements. It's crucial to know how to evaluate students' development and give helpful criticism. The many assessment techniques that may be used, as well as how to use the results of assessments to influence instruction, should be taught to student teachers that help out for assessment of students during teaching practicum. Student teachers should be conversant with educational technology tools and methods for incorporating them into their lessons given the growing significance of technology in education. For student teacher it is important to participate in teaching learning process. It is the part of professional development of student teachers because student teachers work under supervision of cooperative teacher to develop teaching skills. Connection between professional development and teaching practicum subject is crucial. Effective teaching begins with teaching practicum experiences, and continued professional development builds on this foundation to keep educators knowledgeable and expert in teaching learning process (Evers et. al., 2016).

Cooperative teachers who play their role as supervisors and mentors are essential to the teaching practicum's success. Cooperative teachers are essential in directing and supporting the professional growth of prospective teachers. The responsibilities of a cooperative teacher go beyond simple supervision they also actively participate in giving helpful assistance, encouraging reflective practices, and imparting knowledge about good teaching techniques. The prospective teachers professional development, classroom management strategies, and pedagogical abilities are greatly influenced by their mentoring Ingersoll, R. M., & Strong, M. (2011). The teaching practicum's professional development course component is designed to

meet certain learning goals, competency requirements, and professional standards. It provides a thorough framework for evaluating and assessing student teachers, including all aspects of teaching such as course design, delivery, and classroom management. The practicum is a dynamic process of ongoing improvement rather than just an evaluation. The course incorporates reflective activities that motivate student instructors to evaluate and improve their instructional strategies all these are part of professional development(Hayes, 2000).

Cooperative teachers make an important contribution to this reflective process as collaborative partners. They have constant communication with prospective teachers, providing advice on how to handle a variety of learning requirements, manage the classroom, and use successful teaching tactics. Additionally, by providing chances for peer cooperation, cooperative instructors can promote the sharing of ideas and experiences among student teachers. In conclusion, the Teaching Practicum as a Professional Development Course combines academic understanding with real-world application through a variety of processes Ingersoll, R. M., & Strong, M. (2011). The practicum experience is enhanced by the cooperating teachers' essential role in guiding, overseeing, and working with prospective teachers. prospective teachers are better prepared for the complex and dynamic demands of the teaching profession this cooperative and thoughtful approach, which makes practicum turns into a life-changing experience for prospective teachers.

2.6.1 Teaching Practicum in the Field of Teacher Education

As several experts in the subject have shown, teaching is a complex and constructive activity in the context of teacher education. The significance of researching teacher education was underlined by Zeichner (2012), who pointed out that it implicate a complex interaction

between theories, practices, and contextual variables during teaching practicum. In order to broaden the discussion, Darling-Hammond (2017) examined teacher education practices and highlighted the variety of methods used throughout the world. This global viewpoint emphasizes how important it is to have a sophisticated understanding of education that cuts beyond contextual and cultural barriers. The influence of induction and mentorship programs like teaching practicum for prospective teachers was examined by Ingersoll and Strong (2011) in their discussion of the practical components of teacher education. Their careful analysis brought to light the importance of organized support systems for prospective teachers. This is consistent with the idea that a combination of academic understanding and real-world application is necessary for effective instruction. Essentially, the idea of teaching in the context of teacher education consists of theoretical understandings, real-world applications, and an awareness of how educational practices are always changing. It highlights the necessity of an all-encompassing strategy that incorporates research, global viewpoints, mentoring initiatives, and a certain kind of knowledge particular to the teaching profession Zeichner (2012).

Education is a process that provides an opportunity for students to develop their personality traits and teaching skills. It is a process that helps out people to transmit the traditions, customs, and culture from one generation to another generation. Therefore, education is considered as a change agent in society. Without education, no country can show progress on the globe (Murugesan (2019)). According to Naziev (2017, p. 2), “education is a socially organized and regulated process of continuous transference of socially significant experience from previous to following generations.” In the field of teacher education, depending on the educational institution and teaching practicum program requirements, the format and length of teaching practicum might change. Under the guidance of mentor teachers, teacher candidates

often gradually take on teaching duties, managing lesson preparation, curriculum implementation, and student evaluation. These opportunities are crucial for educating aspiring teachers to be efficient and self-aware practitioners (Darling-Hammond, 2017).

Similarly education is the way through which a country can bring progress and betterment in all disciplines of a country. Education possesses one of the fundamental roles in the development of the state. No state can obtain or achieve sustainable development, with regards to economic, welfare , without investment in education and human capital. Education enables people of knowing of themselves and world. Education brings improvement in people's life and leads to large social benefits to individuals and society. Education raise people's productiveness, enables them to be productive and provide opportunity to advancement in information communication technology. It plays, in addition, a very crucial role in secure economic and social progress and rising income distribution (Ozturk, 2008) Further conceptualizing teaching practicum it is very important part of teacher education because prospective teachers can put theory into practice by teaching during their practicum. It helps them to build and improve their instructional approaches, classroom management skills, and teaching methodologies. Future educators learn how to modify their teaching strategies to fit the various requirements of pupils via practical experience (Darling-Hammond, 2017).Starkey and Rawlins (2012), explains teaching practicum as pre service training “Student-teachers must be monitored, supervised and guided by their supervisor-teachers through constructive discussion via online and encourage them to share classroom observation, so they shall be well prepared for actual classroom teaching. Teaching practicum is worked in triad; aspiring teacher, university supervisor-teachers and cooperating teacher. They all work in

collaboration to meet the goal of aspiring teacher and guide him to successfully complete the teaching practice (Aglazor, 2017).

According to Veselinovska&Kirova(2003) expressed that traditional teaching is a mixture of teacher presentation and demonstration of teaching aids, while modern teaching is based on the requirements of students to enable them to be an active individual. Moreover, the modern concept of teaching is based on the concept of teaching focused on action and highly emphasized the integrative learning. In the field of teacher education aim of teaching practicum is to bring change in the teaching learning process. According to Nilsen and Albertalli (2002) further explains teaching in its broadest sense is the process whereby a teacher guides a learner or a group of learners to a higher level of knowledge or skills. Through these skills individuals can participate in the up lifting of the society. This is the reason that teacher education gives special importance to the teaching practicum. In teaching practicum student teacher learns teaching learning skills under supervision of cooperative teachers in schools.

2.7.1 Significance of Teaching Practicum

Teaching practicum is most important area of teacher-education program. It provides opportunity to student-teachers to develop their teaching skills through teaching-practicum. That's why teaching practicum is major area for research in educational field. Most of the study take place under supervision of subordinate-teacher in schools while teaching-practicum its opportunity for subordinate-teachers learn new methods and share teaching experiences with student-teachers. It is helpful for betterment of teaching learning process. Some other studies investigate new strategies like learning by doing for teacher-education through these strategies studies student-teachers develop their teaching-skills (Trumbull , 2008). Modern researches investigates importance of professional development programs for betterment of education

system. Teacher-education encourage cooperation and group work in educational institutions. Through applying different teaching strategies teachers can make teaching learning process effective (Ali, Qasim, Jaffer & Greenland, 1993).

Schulz (2005) in view that student-teachers and supervisors claimed that teaching practice is key element of teacher-education program. Moreover, student-teachers involving in practices related to teaching can be a professional teacher. Highlighting the importance of teaching practicum Saifi, Sherzaman, Shah, Idrees & Zaman (2013, p. 126-127). It also stated that “teaching practicum provides a base for the development of student-teacher and also arenas where student-teachers can rehearsal the acquired knowledge and skills.”Critical thinking and self-reflection are encouraged through teaching practicum. student teachers can evaluate their instructional approaches, main areas for development, and make the required changes to increase their efficacy as teachers. An ability that can only be developed through real experience is good classroom management. Future student teachers can learn how to manage disciplinary situations, foster a healthy learning environment, and establish connection with students through practicum. Student teachers receives helpful guidance and direction from cooperative teacher throughout their practicum. They may enhance their professional practice and instructional methods with the aid of this feedback Veselinovska&Kirova(2003).

Education plays a significant role in the development of a country where goals are determined to be achieved by education such as social transformation, technological innovation and individual empowerment. It is comprehensible, therefore, that education is always being a subject to external pressures that define and refine its ways, approaches and courses of action (Marais & Meier, 2004). Murugesan (2019) is stated that education is a process that provides an opportunity for students to develop their personality, traits and skills. It’s a process that

helps out people to pass on the tradition from one generation to other generation. According to Naziev (2017, p. 2), “education is socially organized and regulated process of continuous transference of socially significant experience from previous to following generations.”

The modern society (in the era of technology) intensively emphasizes over the quality education in order to compete the society or countries advancing rapidly in every sphere of life. According to UNESCO (2000, as cited in Dilshad, 2010), “Quality education for all has emerged as one of the most desirable goal throughout the world. One of the six goals, outlined by the world education Dakar framework for action (2000), is related to the improvement of all aspect of quality education in order to achieve the identified learning outcome” [p. 85].prospective teachers develop their teaching experiences through teaching practicum experiences. They become more familiar with the demands, obligations, and moral obligations of the teaching profession. Mentor-ship from cooperative teachers are frequently provided during practicum assignments, which can be crucial in forming a student's professional identity and values in the field of education (Ingersoll & Strong, 2011).

Education is the means through which a country can bring advancement and improvement in all disciplines of a country. Education possesses one of the fundamental roles in the development of the countries. No country can obtain or achieve sustainable development, with regards to economic, welfare, without investment in education and human capital. Education enables people of understanding of themselves and world. Education brings improvement in people’s life and leads to vast social benefits to individuals and society. Education enhances people’s productivity, enables them to be creative and provide opportunity to technological advancement. It plays, in addition, a very crucial role in sheltered economic and social progress and improving income distribution (Ozturk, 2001).

2.8.1 Challenges Faced by Stakeholders While Teaching Practicum

Teaching is the actual responsible process for uplifting education in any country. No country can dream the dream of progress without proper education. Student teachers are, in fact, the part of teacher education program, who are directly involved in improving teaching quality. Improving teaching is key responsibility of any teacher education program. Its focus and aim is to improve teaching. In fact, teaching practicum is a key course in the teacher education program that aims to improve pedagogical skills of student teachers who start practicing teaching in the field thus teaching practicum, as a course, is the opportunity for them to not only start their career but also learn how to teach in actual field (Saifi, 2013).

Teaching being central to teacher education program itself suffers from a number of challenging factors. These factors are countless already indicated and reported by many researchers (Saifi, 2013; Shaheen, 2010). In the modern times, where technology has changed the way people work, that is enhanced efficiency, there it has put teachers in different other challenges such as to keep pace with the use of new technologies introduced in the field of education in order to improve its quality. Without studies about the nature of those challenges, any effort to improve teaching and qualify teacher could merely be nothing but a dream (Khan, 2016). Shaheen (2010) explained different problems faced by student-teachers while teaching-practicum associated to mentors, support of school, support of regular students of particular school, lack of numerical skills and Arabic subject most of the time. Mentors related problems are even multifaceted, for example, their own quality is problematic. They lack in qualification. They lack in efficiency. The classroom is a dynamic place where unforeseen obstacles frequently occur only qualified and experienced cooperative teacher can counter these

problems. Teaching practicum teaches student teachers how to change their lesson plans and instructional strategies to meet these difficulties under supervision of cooperative teachers.

Mentors hardly care student-teachers' problems, issues and challenges are. Even if they do are, there are complaints from university graduates that such mentors or very few who know students issues. In addition, they have their own domestic and non-domestic issues that they fail to provide the desired attention to the student teacher with in the exiting set up (Farrell, 2008). School support or the administrative set up is organized in such a way that hardly makes provision for teacher educators to comfortably apply their strategists, skills and knowledge in order to work and support student-teachers in the relevant university departments. The problems indicated by Shaheen (2010) regarding student support is another major area of the problem. In this regard, if one sees from different angles, student-teacher's negligence also plays a key role. To motivate prospective teachers teaching practicum should me paid. In some situations, teacher educators and cooperative teachers play their role well. They struggle to do well but when student teachers do not concentrate on their own improvement they cannot progress. There is lack of realization among the student teachers how to engage themselves with in the parameter of teacher education to benefit themselves to become professional teachers.

Farrell (2008) explored similar type of factors that affect teacher education program, which influencing teaching practicum and its effectiveness. Farell (2008) explained that teaching experience of supporting-teacher and other student-teachers (colleagues) also play a key role in reshaping the student-teachers' perceptions, beliefs, satisfaction about teacher education program. They seemed to follow their peers, seniors and mentors and also school mentors and teachers. Therefore it is another important area for teacher educators, planners of

teacher education program and other related agencies to work on the overall environment also. It could be a potential area where from student teacher can learn a lot that is from their peers.

Despite many researches make the importance of practicum conspicuous however, many have expressed negative remarks on the teaching practice saying, “teaching-practice is still considered challenge able as teaching practicum could not mold the student teachers for the teaching of classroom as it should(Haigh, Pinder & Macdonald, 2006) A study by Azlain & Shanti (2004) investigated that student-teachers feel work burden while teaching practicum. Practicum and most of the other educational activities like observation and academic activities cause pressure for a while teaching practicum. Most of the research studies explore about effectiveness of curriculum and assessment system of teacher-education program student-teachers and in-service teachers is subnormal in nature because of less practical experiences. Most of the teacher-educators are found as traditional-instructors. They use lecture method, memorizing method etc (Rough, Malik, & Farooq, 1991). For the teaching of science in Pakistan most of the Teacher-educators of science are found to be assessing students-teachers through traditional strategies. Most of the schools are still providing education through traditional methods of teaching in Pakistan (lecture method, memorizing method). As a result Pakistani community and organizations for education do not give much importance to public schools because these schools are not able to fulfill needs of students in terms of learning, knowledge, skills, and other needs of 21st century. It is very important thing to give special attention to science literacy while teaching training both teachers and students (Ali, 2008; Ahmed, 2011; Khan, 2011).

Another study by Abbas (2013) in the context of china Critical analyses of teacher-education system, at (10) higher education institutions of china, This study investigated three

problems; shortage of time or students are restricted to little number of days for teaching practicum, unsuitable time to handover trainees to the schools, and traditional strategies of dealing teaching-practicum. It's not just development of a single country and a society but as now the world has become globalized, interdependence of countries has given rise to global society. This global society has its own problems. The nature of such problems and their solutions again depends on teachers' functions and performance in society. When we observe a the other highly-developed nations they have well well-advised the role of their teachers and the issues related to education system whereas in underdeveloped nations this feature of the society aspect negligence. The society which has neglected or given less attention to its teachers has failed to develop. They have uncounted issues to address. They normally start improvement the society without reforming in education system. They look to start with a inaccurate end. Here, the teacher is the communicator that can help in solving the issues of the society.

Teacher education enables the teacher to get the necessary knowledge as indicated above along with necessary attitudes and skills which are important for the effective education of the learner. After discussing about the concept of teacher education and the importance of teacher education now I will discuss about how educational research, which is an important process in identifying, exploring and solving problems of teacher education.

2.9.1 Duties of Cooperative Teachers

According to Hoffman et al. (2015) a cooperative teacher is a school-based educator who supports prospective teachers throughout their field experiences and is intended to offer both professional and emotional support during teaching practicum. Cooperative teachers are those who oversee prospective teachers throughout their field experience. Furthermore,

research indicates that the kind of training program could have an effect on specific aspect of prospective teachers' professional identities and content knowledge. Cooperative teacher also plays role as mentor and more knowledge able person in terms of knowledge and teaching skills (Michael et al. 2020).Cooperative instructors also provide significant contributions to the education of perspective teachers and are essential to the professional growth of perspective teachers. Cooperative teacher provide a chance for perspective teachers to learn and practice before their professional career.The practicum, an extensive field experience under the supervision of an cooperative teacher who is sometimes referred to as the mentor teacher in this context, is an early but crucial phase on that continuum. Given that cooperating teachers are seen as essential to student teachers' success in earning their Bachelor of Education degree and because practicums are usually regarded as the most significant part of that degree (Clarke, 2001).Peer evaluation often involves a peer evaluator visiting another teacher in the classroom to conduct an in-person or authentic teaching assessment. Numerous scholars think that knowledgeable and skilled peers are often the best people to assess their peers, particularly those in related fields (Kohut, Burnap, & Yon,2017).

Peer review is often carried out by a cooperative teacher senior faculty member with comparable expertise in the subject matter being taught. According to (Clarke, 2001) Individuals who are trained and proficient in observation are seen as more competent in peer review, and the most genuine peer reviewers are those who are familiar with the subject matter of the instructor being assessed while teaching practicum. Following the peer review, the peer reviewer produces a report that enables the instructor to address their weaknesses, enhance certain competencies, and maintain their valued talents.The field experiences of prospective teachers are regarded as one of the most important elements of teacher education programs

where cooperating teachers supports to counter different difficulties that faced by a perspective teachers while teaching practicum. It is the problem solving stage for the prospective teachers in which they can solve educational problem of classroom management, teaching methods, understanding curriculum, and assessment etc under the supervision of cooperative teacher (Tang 2003). The partnership between the cooperative teacher and the student teacher is at the core of the field experience. Although the cooperative teacher's degree of participation is far higher than with the original design, the cooperative teacher's involvement in teacher education is highly correlated with what he or she can provide the student teacher. Additionally, communication between cooperative teachers and student teachers is primarily one-way, that is, from cooperative teachers to student teachers. (Caruso 2000).

According to the Practicum I & II (2012) syllabus of teaching practicum Higher Education Commission of Pakistan role of cooperative teacher is

1. Share the curriculum, the daily schedule of the school, the school's regulations and procedures, and provide the student teacher access to school materials including teacher's manuals and textbooks.
2. Establish a lesson plan structure that the student teacher will utilize by working with the college or university supervisor. Prior to each official observation, the student teacher must give the supervisor a thorough documented plan. Along with the written plans required by the Supervisor, cooperating teachers may choose to submit additional written plans, such as those for small group teaching.
4. formal and informal observations of the student teacher's lesson preparation and delivery, as well as verbal and written feedback.

5. Help to make a lesson plans and discuss important points with student teachers as a cooperative teacher
6. Describe the student teacher's performance to the college/university supervisor and discuss student teachers performance with university supervisor.

According to Attard Tonna and Calleja (2021) teacher identity is frequently viewed as a process including the interconnected dimensions of personal experience, professional activity, and the surrounding environment. The research on prospective teachers places a strong emphasis on cooperative teachers' contributions to their early professional identity formation (Leshem 2012; Martin, Snow, and Franklin Torrez 2011). Similarly teachers continue to see alternative words for their position as being "synonymous with the designation of cooperative teacher and means nothing more than providing a place for the prospective teacher to practice teaching," according to a research by Hall, Draper, Smith, and Bullough (2008). As instructors work to enhance their instruction, teacher education serves as a continuum of professional growth. Same observation has also been described in Gujjar et al. (2011, p. 306) stating, "It is a fact that student teachers are not perfect teachers, practicing school-teachers can't give them full authorities but they can trust on them."prospective teachers in Pakistan are closely supervised by seasoned cooperative teachers who function as mentors throughout the teaching practicum. To help the prospective teachers enhance their teaching skills, these mentors offer direction, criticism, and encouragement (Khalid & Gulzar, 2020). The practicum, a protracted field experience under the supervision of an experienced teacher who is sometimes referred to as the cooperative teacher in this context, is an early but crucial phase carry professional development of student teacher at teaching practicum. There for it impotent to study the role of cooperative teachers in monitoring perspective teachers in teaching practicum.

2.10.1 Cooperative Teachers as a Mentor

Mentoring defined by Bernard and Goodyear's (2004) definition of Mentoring describes it as an intervention given to a younger member or members of the same profession by a senior member of the same profession. They have a long-lasting, evaluative connection that serves two objectives at once. The first involves improving the member(s)'s or teams' professional performance and keeping an eye on the standard of the expert services provided to the patients they encounter. The second is serving as a gatekeeper for those entering the specific profession. During teaching practicum program prospective teachers understand different areas of teaching learning process. It is very important thing to be pay attention on different activities of teaching-training program. It provides opportunity to researchers to investigate. For example, it's an important area to investigate how much student-teacher learned as a student of teachers from experienced pupil (Borg, 2003). A study conducted by Kerr (2009) to investigate standards which develops effective academic relationship between cooperative-teachers and student-teachers while teaching practicum. On the other hand cooperative-teachers should follow cooperative learning strategies while supervising teaching practicum which will help out to enhance different teaching skills while practicum. It also investigated that use of cooperative learning strategies enhance socialization, motivation, and promotes confidence level of student-teachers. Teaching practice provides opportunity for student-teacher to acquire different professional development skills in real work experiences.

Teacher-education is program designed for uplifting the strengths of in-service and prospective teachers. Through teacher education programs student-teacher acquire subject matter knowledge and teaching-strategies at a time. In Pakistani context teachers' pay attention on promotion of cultural knowledge through teaching learning process (Akhter, 2013). A

supportive community is particularly important if learners are to risk public discourse of problems associated with their teaching practices, beliefs about teaching and learning that differ from those of their peers or instructors (Morine-Dershimer, 2003). Starkey and Rawlins (2012) who said, “student-teachers must be monitored, supervised and guided by their supervisor-teachers through constructing discussion via online and encourage them to share classroom observation, so they shall be well prepare for actual classroom teaching.

Different researches explored new strategies like co-operative learning, project work etc. In teacher-education programs train teachers-educators pay attention on these strategies. These studies explore needs of different countries for promoting educational strength. This research study helps both prospective teachers and in-service teachers too (Cochran-Smith & Lytle, 1990). Boz & Boz (2006) support this perception through quoted the reflection of some student-teachers on teaching practicum and stating “student-teachers did not feel like the teacher of the class because their mentors’ cooperative teachers interfered. In addition, some of the cooperative teachers did not give student teachers enough chance to practice. They explained the topic themselves, and there is no chance for student teachers to the solved problems in class” [p. 365].

Another research conducted by Hobson, Ashby, Malderez, and Tomlinson (2009) moaned the fact that the "conditions for effective mentoring" (p. 214) have yet to be fulfilled and that the potential advantages of mentoring are frequently unmet. We have used the word "cooperative teacher" throughout this piece since it is still the most common way to describe instructors who collaborate with student teachers in teaching practice. Role of Cooperative teachers as mentors and essential component of the practicum is the evaluation of the per-service teachers. Cooperative teachers use both formative and summative assessments for

evaluating the progress of student teachers. Summative evaluations measure the overall performance of the student teachers, whereas formative assessments concentrate on continuing feedback and progress (Hussain & Munir, 2019).

Previous studies on teaching practicum investigated importance and need of practicum some of them mentioned above. The question is that what kind of strategies and methods cooperative teachers should use for make it more effective. Also it is important to explore what kind of difficulties do faced by cooperative teachers while supervising teaching-practicum. There for it is very important to evaluate the role of cooperative teachers during teaching practicum.

2.11.1 Place of Cooperative Teacher in Monitoring Perspective Teachers

Cooperative teachers' importance in teaching practicum is complex and essential for the growth and training of future educators. Cooperative teachers act as experienced mentors who guide perspective teachers through the challenges of the teaching field. They give emotional support, impart their knowledge, and offer helpful guidance on lesson planning, classroom management, and student participation. For aspiring teachers, this mentoring program develops a feeling of community and professional development. The setting in the classroom is dynamic and frequently unpredictable. Cooperative teachers assist perspectives teachers use their theoretical knowledge in real-world situations by exposing them to the realities of teaching. For learning how to modify teaching tactics to fit the various requirements of pupils, experiential learning is crucial Khan, A., & Khan, I. (2018).

According to the Mokoena, S. (2017) explained further effective teaching strategies are modeled by cooperative teachers. perspective teachers learn firsthand what works in the classroom by seeing more seasoned teachers in action. Through this modeling, they are able to

build a toolkit of evaluation approaches, classroom management skills, and teaching strategies. Cooperative teachers provide timely and specific constructive feedback on perspective teachers' teaching performance, allowing teacher candidates to reflect on their practices, make adjustments, and continuously improve. This feedback also emphasizes the value of ongoing professional development. Cooperative teachers are essential in locating opportunities for prospective teachers to advance their careers. They could suggest seminars, classes, or other tools that might aid prospective teachers in developing their abilities and expertise. This assistance aids in the creation of well-rounded instructors.

Similarly every area and school has a distinctive culture and setting. Perspective teachers learn the intricacies of their teaching environment from cooperative teachers. This entails comprehending the requirements of various student demographics, deference to regional traditions, and appropriate adaptation of educational methodologies. Perspective teachers can be introduced to professional networks, colleagues, and educational resources by cooperative teachers. The ability to establish oneself within the educational community and get access to continued assistance throughout their careers can be facilitated by these ties for teacher candidates. During the practicum, cooperative teachers often review and evaluate the performance of prospective teachers. Their feedback aids teacher preparation programs in determining how prepared their candidates are to teach in the classroom Tuli F. (2009).

According to the Tang S. Y. F. (2003) The learning of the students is ultimately where cooperative teachers have the biggest influence. Effective mentoring has a significant impact on perspective teachers' instructional strategies, which improves the educational opportunities and results for the children they teach. In summary, cooperative teachers play a crucial role in bridging the gap between theory and practice by offering prospective teachers a supportive

atmosphere in which they may develop into competent teachers. Their mentoring and direction make a substantial difference in the overall standard of teacher preparation, and consequently, in the standard of instruction that students get. There for it is important to study the role of cooperative teacher in monitoring perspective teachers at teaching practicum.

CHAPTER 3

RESEARCH METHODOLOGY

3.1.1 Research Methodology

Qualitative research methodology was used to achieve the objectives. Data was collected personally from the cooperative teachers, teacher educators and prospective teachers through the unstructured interviews because unstructured interviews provides in-depth understanding of the existing situation. Population of the study was all cooperative teachers of schools, teacher educators and prospective teachers of both universities. Sample of the study was comprised of 13 teacher educators, 10 cooperative teacher and 60 prospective teachers. Universal sampling technique was used. Researcher collected data through unstructured interviews. Thematic content analysis technique was used for analyzing data to investigate concepts and ideas from collected data.

3.2.1 Population and Sample

Population of this study was all teacher-educators of both universities (Karakorum international University Gilgit and University of Baltistan) prospective teachers (8th semester students of BS education) of both universities and supervisors of practicum schools. Population of the study was comprised of 13 teacher educators from both universities, 60 prospective teachers of BS education and 10 cooperative teachers of schools. Universal sampling technique was used. where all the members of the population participated in the study. Sample of the study was comprised of 13 teacherEducators from both universities, 60 prospective teachers of BS education participated in this study and 10 cooperative teachers of schools also participated in this study.

Source: www.KIU.edu.pk & www.uob.edu.pk (10 January 2024)

3.3.1 Instrument

Researcher collected data through unstructured interviews. According to the Creswell (2014) An unstructured interview is a qualitative research method in which an interviewer asks open-ended questions without predetermined response options, allowing the participant to elaborate and express their thoughts and feelings freely. Unstructured interviews are often used to gain an in-depth understanding of a participant's experiences, perspectives, and beliefs.

3.4.1 Validity and Reliability of the Instrument

Validity refers to the extent that the instrument measures what it was designed to measure (Creswell, 2017). For validity, the interview protocol were reviewed by two education experts. After their observation and feedback, necessary changes like change of sequence of questions, omission of irrelevant questions, and some additional questions were made and then validated.

Reliability refers to the degree that the instrument produces the same results over multiple trials (Creswell, 2017). The reliability of the interview questions were further evaluated using the Cronbach alpha coefficient which was found 0.867, higher than 0.5 validating the reliability of the questions.

3.5.1 Data Collection

Researcher collected data through unstructured interviews from participants of the study. Researcher personally visited the both universities for the collection of data. Interviews were conducted face to face and online according to the availability of participants with prospective teachers, teacher educators from both universities and cooperative teachers of schools.

3.6.1 Data Analysis

Researcher used Thematic analysis technique for analyze the data. After gathering data different codes were used to categorized participants views. The codes helped in identifying similar and other ideas for developing related categories. The categories than used to develop themes. Thematic analysis is a technique used for analyzing fresh data to investigate concepts and ideas from data (Matthews & Ross, 2010). Researcher used Braun and Clarke's model for developing themes from data. According to Braun and Clarke's (2006) work thematic analysis is a technique for locating, examining, and summarizing patterns (themes) from qualitative data. Finding and analyzing themes or patterns. Thematic analysis is regarded as an flexible and methodical approach that enables researchers to investigate experiences of people.

3.7.1 Ethical Consideration

Participants were asked to sign a participant consent form, addressing various factors including participant confidentiality, identification of the researcher, and assurance that participants could withdraw at any time. One of the fundamental ethical considerations of research is that researchers make sure the security of the participants. Near, regarding the knowledge it is ensured that the researchers is going to use the data only for research aims or purposes. In order to keep the data confidentiality researchers named special code on computer where research details stored, so that nobody could approach or reach the data.

CHAPTER 4

DATA ANALYS AND INTERPRETATION

This chapter consists of the details concern to the analysis procedures. Since the study was qualitative in nature, hence the data obtained through open ended interviews they were analyzed using qualitative analyses process thematic analysis where coding of textual data, and then identifying categories to describe respondents interpretations of the phenomenon. The analyses start with detailed description of various themes which emerged as a result of the analyses process. Discussions on findings have been supported with the help of literature and researcher's own understanding of the participants views.

4.1.1 Identification of themes from Collected Data

The researcher analyzed Qualitative data (interviews) by using thematic analysis. Using this method the researcher gathers qualitative data, examines it to identify themes and present. This method is what would be considered to be basic qualitative analysis for developing seance out of qualitative data. According to Braun and Clarke's (2006) work thematic analysis is a technique for locating, examining, and summarizing patterns (themes) from qualitative data. Finding and analyzing themes or patterns. Thematic analysis is regarded as an flexible and methodical approach that enables researchers to investigate experiences of people. Finding, examining, and summarizing repeated patterns also known as themes from a qualitative data. To get important insights and comprehend the underlying patterns or meanings inherent in the information gathered, researchers code, categorize, and analyze data and writing report on the basis of themes. in the field of teacher education for the analysis of qualitative data most of the researchers used Braun & Clarke model like Armstead, K. L. (2023), McGrath, K. F., & Van

Bergen, P. (2019) , Arabnarmi, B. (2021), Thematic analysis steps given by Creswell (2017) also includes all these steps of Braun & Clarke, (2006).

For thematic analysis, the researcher followed the steps given by Braun & Clarke, (2006) which includes following steps

1. Transcription of the audio-recorded data; This involves writing field notes, transcribing interviews, scanning materials , or classifying and organizing the data into various categories based on the details and sources.
2. Familiarization; Getting a broad understanding of the material and considering its overall meaning are the initial steps. At this point, qualitative researchers occasionally write down notes in the margins or begin jotting down general observations about the data.
3. Coding; The act of arranging the content into sections of text or chunks before giving meaning to information is called coding.
4. Generating themes according to the codes; In addition to creating categories for analysis, use of the coding process to describe the sense of data. A description involves an in-depth summary of facts about individuals, locations, or activities within a particular setting.
5. Reviewing Theme; In order to make sure the themes effectively reflect the base of the data, this procedure include closely reviewing the themes that have been found, validating internal continuity, investigating links between themes, and data.
6. Naming themes; each theme clarifies and gives its own meaning. each theme gives a short, meaningful title that gives its essence.

7. writing up; Arranging and presenting the analysis in a logical way. Including data samples to strengthen each theme. Transparent reporting of findings and way towards conclusion.

Table 4.1 Themes

S NO	Themes	Codes
1	Cooperative learning environment	Learning with experts, creating experimental situation, team work, group activities, collaborative learning, inclusion etc
2	Development of a professional teaching attitude	understanding classroom environment, punctual, act as teacher, hard working, Noble profession etc
3	Enhancement of pedagogical skills	Teaching skills, classroom management, lesson planing, continuous professional development, professional identity etc
4	Holistic development of prospective teachers	Communication skills, follow H E C hand book, understanding and observing activities etc
5	Diversity of experiences	Schools are laboratories, classroom practices, accepting mistakes, understanding assessment system etc
6	Work load and shortage of time	Duration of teaching practicum, annual activities of school, unit plans, time table etc
7	Engagement of prospective teachers in	Reflective practices, monitoring is limited, preparing prospective teachers, creating

	academic activities	informative environment, participation etc
8	Source of self evaluation	Teaching practicum as assessment process, overcome weaknesses, source of motivation, understanding teaching process etc
9	Positive Reinforcement	Constructive feedback, inclusive environment, motivation, support prospective teachers, observation etc
10	School Administrative Issues	Restrictions, school leadership issues, administrative problems, see teaching practicum as a extra burden etc
11	Communication Gap Between Stakeholders	Coordination issues, relations with cooperative teachers, university supervisor visit to schools etc
12	Increase in Time Duration	Shortage of time, time limit, increase in time frame etc
13	Fully Funded Practicum	economical support, internship, paid services etc

4.2.1 Cooperative Learning Environment

A considerable high number of the research participants 10 out of 14 cooperative teachers uttered that as supervises teaching practicum is a good chance of cooperative learning. For example, it was mentioned that the prospective teacher use different teaching strategies and they try to create effective cooperative learning environment in classroom. Prospective teachers

show their willingness towards teaching learning in teaching practicum. For example, cooperative Teacher (respondent 5) told that;

“Teaching practicum is a first chance for prospective teachers where they teach different lessons under supervision of cooperative teachers. This is also a good example of collaborative learning there for I personally call it as cooperative learning teaching”.

Some Teacher Educators pointed out that prospective teachers are although learned educational psychology, content knowledge, teaching methods etc in university. Main objective of teaching practicum is to demonstrate all these learned skills in real situation which is classroom. Cooperative teachers provide a cooperative learning environment for prospective teacher. For example, Teacher educator (respondent 8) told that;

“Same like other areas eg Medical, Agriculture, etc they offer projects and house job etc same like that in Teacher education teaching practicum is a project of learning about educational institutions and real classes in schools. Where Cooperative teachers help prospective teachers to understand classroom environment and provide assistance in lesson planning”.

A dynamic learning environment is fostered by cooperative classroom management. In order to foster cooperation and cooperative learning, prospective teachers participate in professional learning under supervision of cooperative teachers where they do activities like cooperative lesson preparation, and group activities. In addition to preparing prospective teachers for successful instruction, this experiential method instills critical abilities like communication, reflective practice, and cooperative problem-solving, all of which are vital for fostering an enjoyable and productive learning environment in the classroom. Forsling, K. (2022) emphasized during teaching practicum prospective teachers should learn strategies that help reflect on their job and professional development possibilities in a technologically

advanced world. Additionally, cooperative teachers should create an environment where prospective teachers can learn teaching skills in cooperative environment. Carmi and Tamir (2021) highlight the role of teacher educators they cooperate with prospective teachers to utilize authority to provide possibilities for professional development for students. Therefore cooperation between stakeholders is very important for in teaching practicum.

4.3.1 Development of a Professional Teaching Attitude

Many cooperative teachers (8 out of 14) indicated that expectations from prospective teachers is that during teaching practicum prospective teachers should develop professions teaching attitude under supervision of cooperative teachers For example, It was mentioned that teaching is profession having its roots in society. Teaching is only profession which provides pupil for all areas of the society. Therefor to perform this duty teacher should have professionally rich and skillful. For Example, cooperative Teacher (respondent 2) told that;

“ Teaching is a noble profession so a person who chose teaching as a profession he or she should have teaching skills and teaching behavior. One of the objective of teaching practicum is that prospective teachers will adopt teaching skills and teaching behavior under supervision of cooperative teachers in schools ”.

Some prospective teachers pointed out that expectations from teaching practicum is that to develop teaching skills under supervision of cooperative teachers who are responsible for look after all activities during teaching practicum. There for prospective teachers expectation is to develop skills which are required to be a professional teacher like teaching methods, use of ICTs in classroom, classroom management, lesson planing etc. For Example, Teacher educator(respondent 9) told that;

“ As a prospective teacher expectation from teaching practicum is that develop a strong bound between theory and practice because for a professional teacher should

have professional attitude. To inculcate professional teaching skills prospective teachers works under supervision of cooperative teachers and teacher educators”.

In order to develop a teaching as a profession , prospective teachers develop a professional teaching attitude during their teaching practicum. Classroom management techniques are another important area of focus, with the goal of creating a learning environment. As a prospective teacher with a strong dedication to education, a love of learning, and a skill set that allows them to effectively convey information to their students is considered a professional teacher. In order to keep up professional development they update their knowledge and skills they consistently participate in professional development through research, qualification, professional development programs etc. Additionally, there should be chances for prospective teachers to reflect on their education both individually and in groups. To help students as they grow in their professional position as teachers, Teacher educators and cooperative teachers must collaborate to give timely and effective feedback (Ribaeus et al., 2022). While there are differences in opinion and the prospective teachers experiences of teaching practicum shows a real desire of develop teaching skills, and focus on professional development suggests that transparency and cooperation are necessary for developing competence in teaching profession (Scanlon, 2010).

4.4.1 Enhancement of Pedagogical Skills

A considerable high number of the research participants (9 out of 14) cooperative teachers uttered that teaching practicum enhances professional development of prospective teachers in-terms of uplifting pedagogical skills of prospective teachers under supervision of cooperative teachers in schools. For example, it was mentioned that the prospective teacher improve teaching skills during teaching practicum and prepare them self for teaching. For Example, cooperative Teacher (respondent 4) told that;

“Teaching is an art so it needs continuous professional development programs through these program teachers can improve their teaching skills. In my opinion teaching practicum is one of them through this program prospective teachers can develop their teaching skills”.

Some prospective Teachers pointed out that teaching practicum is good source of professional development. Because it provides us an opportunity to teach and observe classroom environment through these observation we can easily shape our behavior as a teacher. For Example, one prospective teacher (respondent 5) told that;

“ Teaching practicum provides professional identity to prospective teachers because teaching practicum is first teaching experience for most of the prospective teachers. Once developing professional identity is some how difficult after that individual can easily perform in the field”.

Some Teacher Educators pointed out that teaching practicum is a course of developing teaching skills among the prospective teachers there for to develop pedagogical skills university teachers and cooperative teachers look after all academic activities of prospective teachers during teaching practicum For Example, one Teacher educator (respondent 7) told that;

“ Developing pedagogical skills of prospective teachers is the main objective of teaching practicum through teaching practicum prospective teachers develop their pedagogical skills under supervision of experts in school”.

Successful pedagogy is a real teaching. Learners can be inspired and motivated when teachers show professional attitude towards students and having good subject matter knowledge. This passion is reflected in the welcoming and encouraging setting that fosters active engagement making the learning environment. In the field of teacher education programs

experts integrate coursework with teaching practicum to promote effective pedagogical skills among prospective teachers Darling-Hammond and Bradford (2005). According to Guskey and Yoon (2009) effective pedagogical skills is important for professional development of teachers. It is an ongoing process plain to the individual needs and teachers. So teaching practicum provides opportunity for prospective teachers to develop pedagogical skills under supervision of cooperative teachers.

4.5.1 Holistic Development of Prospective Teachers

Some cooperative teachers pointed out that to develop professionalism among prospective teachers cooperative teachers use strategies that will help to develop teaching skills, teaching behavior, assessing students out comes, and also develop effective communication skills. There is no one method to monitor prospective teachers during teaching practicum in order to develop professionalism among prospective teachers For Example, Teacher educator (respondent 1) told that;

“there is not set only one strategies for cooperative teachers to treat prospective teachers accordingly. Main objective of teaching practicum is development of prospective teachers in all areas of teaching e., classroom management, communication skills, content knowledge etc”.

Some Teacher Educators pointed out that sense of professionalism is very important concept to be a good teacher. Once prospective teacher develops professionalism then all areas of teaching can be improve. For Example, Teacher educator (respondent 7) told that;

“ Although recommendations for prospective teachers, cooperative teachers are mentioned in HEC hand book for teaching practicum that is very comprehensive document developed by educational experts every stake holder of teaching practicum

should study. So in my opinion teaching practicum deals all most all areas related to teaching learning”.

Education is considered as change agent in society with out professional preparation of teachers teaching learning process can not be effective. Teaching practicum is a process that provides an opportunity for prospective teachers to develop their personality traits and teaching skills. It is a process that helps prospective teachers to understand all areas of teaching learning under supervision of cooperative teachers in schools. Education that is holistic seeks to develop each person's full potential, abilities, and individuality all these potentials helps to develop teaching skills Murugesan (2019). During teaching practicum prospective teachers counter different difficulties that with help of cooperative teachers. It is stage of holistic understanding of educational situation and developing teaching skills(Khalid & Gulzar, 2020) . So teaching practicum is a chance of holistic development of prospective teachers under supervision of cooperative teachers.

4.6.1 Diversity of Experience

A considerable number of the research participants (8 out of 14) cooperative teachers indicated that current teaching practicum enable prospective teachers to develop their teaching skills in school environment. For example, it was mentioned that the prospective teacher learn knowledge e and skills both during teaching practicum. For Example, cooperative Teacher (respondent 2) told that;

“ As a cooperative teacher I believe that schools are laboratories for prospective teachers where they can perform practically. Learn new experiences and clarify mistakes under supervision of cooperative teachers”.

Some teacher educators pointed out that current teaching practicum course is good source of developing teaching skills. For example, it was mentioned that effective teaching

skills is a product of teaching practicum through teaching practicum experiences prospective teachers develop their portfolio. For Example, teacher educator (respondent 6) told that;

“ As teacher educator I believe that aim of teaching practicum is that to develop teaching skills and observe the environment of schools. Engagement in different activities like lesson planning, assessment, discussion with teachers, feedback of head teachers etc all these experiences enhances teaching skills of prospective teachers”.

Some prospective teachers pointed out that current teaching practicum course provides opportunity for developing teaching skills. For example, it was mentioned that teaching practicum is chance to understand school climate and develop teaching skills. For Example, prospective teacher (respondent 20) told that;

“ teaching practicum is like a bridge which connects theory and and practice. On the basis of this process prospective teachers develop their teaching skills”.

The present teaching practicum offers prospective teachers a variety of activities that enhance their all-around classroom preparation. This variety includes exposure to a range of grade levels, among other things. Teaching a range of different ages helps teachers understand the significance of student growth and adjust their methods of education accordingly. With a focus on all aspects of the practicum prospective teachers are confident to acquire a broad range of skills that will enable them to develop teaching skills under supervision of cooperative teachers . Algazor (2017) narrated that basic purposes of teaching practicum is to provide student-teachers field experience to inculcate essential teaching skills and professional growth. According to Guskey and Yoon (2009) effective pedagogical skills is important for professional development of teachers. Teaching practicum provides experiences of teaching and learning these experiences are important for professional development of prospective

teachers. So teaching practicum is good source developing teaching skills among prospective teachers.

4.7.1 Work load and Shortage of Time

A considerable number of the research participants (10 out of 14) cooperative teachers uttered that monitoring teaching is very pleasurable job but in school teacher have do so many tasks in along with teaching like record keeping, assignment chalking, preparing papers etc. For example, it was mentioned that there are so many problems are concern with teaching practicum but thing which is most important is availability of proper time for monitoring all activities of prospective teacher. For Example, cooperative Teacher(respondent 10) told that;

“ Teacher set once a goal for whole academic year that he or she will cover all chapters in this month and will start revision from this month. Teaching practicum is surprise for cooperative so they can not properly give time for monitoring teaching practicum. So university administration should inform at the start of academic year then teachers will manage the time accordingly”.

Some prospective teachers pointed out that problems of monitoring are some how directly influence outcomes of teaching practicum because there is not any satisfactory monitoring system is available. For example, it was mentioned that teaching practicum is teaching training program every training program needs proper monitoring then it will show its progress. For Example, prospective teacher (respondent 15) told that;

“ monitoring is back bone of any on going program. Through proper monitoring expert can give feedback but in case of teaching practicum both cooperative teacher and teacher educator are seen so much busy on their duties. Although they chalk lesson

plans and visit classes on the basis of lesson plans and one classroom visit developing proper feedback is impossible”.

A planned strategy is needed to oversee the teaching practicum while managing a demanding workload and time management. Good time management is crucial to setting out specified times to monitor and provide feedback on time. Consistent strategy review feedback integration, and appropriate adjustment-making lead to continuous process improvement in the monitoring process of teaching practicum. Overall overcoming the difficulties of effectively monitoring a teaching practicum requires a combination of administrative abilities, professional communication skills, and good time management. Shaheen (2010) explained different problems faced by student-teachers while teaching-practicum associated to mentors, support of school, support of regular students of particular school, lack of numerical skills and shortage of time. Student teachers receive guidance and direction from cooperative teacher throughout their practicum. Feedback is source of motivation if cooperative teachers give at a time Veselinovska & Kirova (2003).

4.8.1 Engagement of Prospective Teachers in Academic Activities

A considerable number of the research participants (8 out of 14) cooperative teachers indicated that to overcome existing problems of monitoring teaching practicum can be done through involvement of prospective teachers in different activities in classroom and also in school activities. For example, it was mentioned that there are so many problems are concern with teaching practicum monitoring all these problems can be overcome through active participation of prospective teachers in academic activities. For Example, cooperative Teacher (respondent 9) told that;

“ Reflective practices are very impotent for monitoring prospective teachers during teaching practicum. Through these practices cooperative evaluate what is done? What did not done and Why?”.

Some teacher educators pointed out that the existing problems of monitoring teaching practicum can be addressed through evaluation of activities which are performed during teaching practicum. For example, it was mentioned that although prospective teachers involve in academic activities in schools like lesson planing, group work, reading, writing, assessment etc so the responsibility of cooperative teacher is to monitor all these activities and give feedback. For Example, teacher educator (respondent 4) told that;

“ teaching practicum is crated hour course university teacher give grade or numbers on the basis of his or her observations and also give weightage to comments of cooperative teachers about prospective teachers progress.”

Some prospective teachers pointed out that the existing problems of monitoring teaching practicum can be addressed through engaging prospective teachers in all activities of school. For example, it was mentioned that in general narrative about prospective teachers is that prospective teachers can only assist cooperative teachers and cooperative teachers will give feed back on lesson plans. If this is teaching practicum then it can be done in a single day. Objective of teaching practicum is to involve prospective teachers in academic activities and also provide timely feedback on our performance For Example, one prospective teacher (respondent 28) told that;

“during teaching practicum monitoring and evaluation is limited to feedback on lesson plans”.

To support the professional growth of prospective teachers it is essential to actively include them in a variety of academic activities during the teaching practicum. Productive

lesson planning, sessions on academic topics are essential because they help teachers match goals with standards and encourage teamwork in the preparation process. Most important thing is to evaluate each activity and give written feedback at the end of activity is the responsibility of cooperative teachers and teacher educators also. Teaching practicum is a process of involvement of prospective teachers in different academic activities. responsibility of cooperative teacher is to supervise all activities and give feedback on every activity that cared out by prospective teachers during teaching practicum (Recine, 2018). Practice teaching is a performing set academic activities under supervision of cooperative teacher (Gujjar et al., 2011). So problems regarding monitoring can be addressed through active engagement of prospective teachers in academic activities.

4.9.1 Source of Self Evaluation

A considerable number of the research participants (10 out of 14) cooperative teachers uttered that prospective teachers see teaching practicum as a evaluation process in which they evaluate their learning and practical aspect of teaching under supervision of cooperative teacher. For example, it was mentioned that during course work in university prospective teachers go through different courses like teaching methods, classroom management, foundations of education, educational psychology etc teaching practicum provides opportunity to demonstrate these theoretical aspects in real classroom situation. For Example, cooperative Teacher(respondent 9) told that;

“prospective teachers perceive teaching practicum as a assessment process because they know that teaching practicum credit hour course at the end university supervise give grade on bases of their performance in school”.

Some prospective teachers pointed out that the feedback of cooperative teachers about teaching practicum is some how positive because cooperative teachers see teaching practicum

as a course of training and evaluation of practical progress of prospective teachers. For example, it was mentioned that teaching practicum involves discussions, assignments, group work, cooperative learning, classroom management etc all these activities helps prospective teachers to judge their abilities and skills. For Example, prospective teacher (respondent 22) told that;

“ cooperative teachers recognized the impotence of teaching practicum according to my experience of teaching practicum cooperative teachers helped and motivated us during teaching practicum. Apart from that they also helped us in overcome weaknesses”.

Teaching practicum gives prospective teachers practical experience in an actual classroom a teaching practicum is an essential tool for self-evaluation. Prospective teachers evaluate what went well and where they need to improve by reflecting on their performance and using their learned knowledge in real-world situations. Peer and mentor teacher feedback provides motivation for further improvement in teaching and learning. Perceives the teaching practicum which is as a process in which student-teachers are placed to school environment to gain teaching experience and assess their performance under supervision of cooperative teacher Mokoena (2017). According to Zeichner (2012) Teaching Practicum is an essential chance for prospective teachers to evaluate their learning and apply teaching strategies in real classroom. Meanwhile student -teacher will be able to handle real class room challenges in real life. So teaching practicum is good source of self evaluation and it also motivates prospective teachers towards improvement.

4.10.1 Positive Reinforcement

A considerable number of the research participants (8 out of 14) cooperative teachers uttered that to motivate prospective teachers towards learning teaching practicum is a good

source. To motivate the prospective teachers building good relations is very important . For example, it was mentioned that if prospective teachers are motivated towards teaching and learning then objectives of teaching practicum can be achieve. To motivate and encourage prospective teachers cooperative teachers should create learning environment, encourage, acknowledge success etc because motivation can use as a catalyst. For Example, cooperative Teacher (respondent 8) told that;

“ giving constructive feedback is an effective form of motivation. On the basis of this kind of motivation prospective teachers develop their teaching attitude”.

Some teacher educators pointed out that motivation is very important tool for encourage prospective teachers toward learning. Practical aspect of teaching practicum needs motivated individuals who can easily perform in the practical field. For example, it was mentioned that although with out motivation nothing can be done. To motivate prospective teachers cooperative teachers and university supervisors should encourage cooperation, clear communication, set clear objectives, acknowledge their work etc For Example, teacher educator (respondent 4) told that;

“ It is responsibility of cooperative teacher to create an inclusive environment where prospective teachers can easily participate in teaching activities and they can easily express them self. To feel safe and active engagement in activities is it self sign of motivation”.

To effectively encourage prospective teachers during a teaching practicum it is important to create motivational environment where rewarding positive behavior. Creating a welcoming climate in the classroom is essential giving students immediate and helpful feedback promotes a motivational level and lets them know that their efforts are appreciated. Student collaboration promotes a feeling of cooperation, achievement celebrations, reward, and

good behavior. Schulz (2005) pointed out the advantage of teaching practicum stated that it is used to improve practical knowledge, motivate prospective teachers, work in real classroom, practice activities, all these leads towards effective teaching. Teaching practicum involves the supervisor-teacher's efforts too and teachers look after student-teachers activities, direct them and give timely feedback on each work they carry out during teaching practicum to encourage prospective teachers Recine (2018). So motivation from university supervisor and cooperative teacher plays vital role in encouragement of prospective teachers towards teaching learning.

4.11.1 School Administrative Issues

A considerable number of the research participants (9 out of 14) teacher educators indicated that administration of schools are unable to create learning environment for prospective teachers. For example, it was mentioned that it was observed that in most of the schools administration restrict prospective teachers to one or two classes. Head teachers and section heads also restrict cooperative teachers to continue classes as usual it means that some schools see teaching practicum as extra burden. For Example, teacher educator (respondent 10) told that;

“ according to the education policy 2009 B Ed degree is compulsory for teachers in Pakistan and teaching practicum is compulsory course of B Ed degree. But unfortunately in schools school administration did not gave impotence to teaching practicum. As a result prospective teachers face practical issues in their professional life”.

Some cooperative teachers pointed out that administrative issues were some how challenging because as a subject teacher of teacher have to complete course in a time. Most of the time head teachers force teachers to be concerned and limited to the given course outline. In such difficult time it is difficult to accommodate extra work. But as a cooperative teachers

keeping impotence of teaching practicum in mind cooperative teachers engage prospective teachers in academic activities. For example, it was mentioned that there was no any encouraging and motivating policy for cooperative teachers from school administration For Example, cooperative teacher (respondent 9) told that;

“ school administration perceive teaching practicum as a extra burden because the is no space for extra activities in school. There for most of the school administration pay less attention on teaching practicum”.

Some prospective teachers pointed out that administrative issues regarding administration were discouraging. Because cooperative teachers follow the commands of head teachers and competent administrative authority. It was observed that school administration restricts cooperative teachers to continue classes and little engagement of prospective teachers in academic activities. Little engagement means cooperative teachers just give feedback on lesson plans and observe classroom activities. For example, it was mentioned that school administration was not aware about impotence of teaching practicum. As result top authority of school see teaching practicum is extra headache for them For Example, teacher educator (respondent 11) told that;

“ university should chose those school which encourage and motivate prospective teachers towards teaching learning process. In addition to teaching learning also arrange seminars on different topics like lesson planing, classroom management, job hunting skills and professional development”.

Different administrative problems come up during a teaching practicum and affect the effectiveness of teaching practicum. To resolve issues there should be good communication between university and school administration. Engagement in school events and development of strong connections with colleagues is a part of teaching practicum. If administration of

school allow prospective teachers to engage in academic activities then prospective teacher can show their progress. Shaheen (2010) explained different problems faced by student-teachers while teaching-practicum associated to mentors, support of school, support of regular students of particular school. Farrell (2008) explored similar type of factors that affect teacher education program, which influencing teaching practicum and its effectiveness supportive environment of schools where prospective teachers develop their teaching skills.

4.12.1 Communication Gap Between Stakeholders

A considerable number of the research participants (8 out of 14) cooperative teachers uttered that university supervisors and cooperative teachers both should interact with each other regarding progress of prospective teachers. university supervisor must visit schools once in a working days and give feedback at a time. For example, it was mentioned there should be structured set of instructions and strategies for prospective teachers to follow. Role of university supervisor plays a crucial role in an effectiveness of teaching practicum because authority of final assessment and making is in the hands of of university supervisor. Cooperative teachers can only give feedback. For Example, cooperative Teacher(respondent 10) told that;

“ main stake holders of teaching practicum are university supervisors, cooperative teachers and prospective teachers. Coordination among all stake holders is very important with out coordination objectives of the teaching practicum can not be achieved. There for in my opinion university supervisor should visit school on daily basis”.

Some prospective teachers pointed out that monitoring of cooperative teacher is also interconnected with level of cooperation of prospective teachers and university supervisors. Strong academic relations between cooperative teachers and university supervisors directly

affect the learning of prospective teachers. Because on the basis of timely feedback prospective teachers improve their teaching skills. For example, it was mentioned that to motivate prospective teachers it is responsibility of university supervisor to visit and observe classes in schools. For Example, prospective teacher (respondent 27) told that;

“ university supervisor given a full authority of assessment and evaluation of teaching practicum although cooperative teachers comments and opinions also considered while evaluation. Therefor university supervisor should observe each and every activity of teaching practicum including lesson plans, reflations and classroom activities. Similarly to become aware progress of prospective teachers university supervisor should use technological means of communication as well ”.

During their teaching practicum prospective teachers and university supervisors frequently have a lack of interaction because of a number of issues including availability of time. These problems may be solved by setting up frequent meetings and developing organized communication channels like online forums or email updates etc .Cooperative teacher also plays role as mentor and more knowledge able person in terms of knowledge but it is important to have clear communication between all stakeholders (Michael et., al. 2020). Use technology is a effective methods for bridging the communication among cooperative teachers and university supervisors.

4.13.1 Increase in Time Duration

A considerable number of the research participants (10 out of 14) cooperative teachers uttered that that the time allocated for teaching practicum is very short. Teaching practicum is practical process its requires sufficient time for give effective out come. For example, it was mentioned increase in time frame of teaching practicum is very important because increase in

time frame of teaching practicum directly affect on professional development of prospective teachers. For Example, cooperative Teacher (respondent 7) told that;

“ Time frame of teaching practicum should be one year. Where prospective teachers will engage in academic activities in whole year. As a cooperative teachers it is difficult for us to manage teaching practicum in a short time ”.

Some prospective teachers pointed out that time frame designed for teaching practicum is not enough. Prospective teachers can not manage activities effectively due to shortage of time. For example, it was mentioned that during current time frame it is impossible to improve each and every aspect of teaching and improve teaching skills according to the feedback of cooperative teachers. To improve and fulfill the needs of teaching practicum it needs long term teaching practicum should at list one year. For Example, prospective teacher 9(respondent 33) told that;

“ like other field of studies medical, Law, DVM etc in teacher education teaching practicum should be of one year with out university classes”.

One of the top concerns that prospective teachers have is time during a teaching practicum. To handle this problem well cooperative teachers and prospective teachers try to balance activities. But the nature of teaching practicum requires long time frame for effective results. However in relation to the teaching practicum cooperative teachers try their best to utilize provided time for teaching practicum. A previous study over the topic was conducted by Gujjaret et al. (2011) where they claimed, “Teaching practice duration is very short during this short time frame prospective teachers unable to develop their professional development”. Another study by Abbas (2013) in the context of china Critical analyses of teacher-education system, This study investigated three problems; shortage of time or students are restricted to

little number of days for teaching practicum, unsuitable time to handover trainees to the schools, and traditional strategies of dealing teaching-practicum.

4.14.1 Fully Funded Practicum

A considerable number of the research participants (11 out of 14) cooperative teachers uttered that that the teaching practicum should be fully funded. To build interest of prospective teachers to wards teaching teaching practicum should be paid. For example, it was mentioned that to motivate prospective teachers and fully engage them in academic activities is very important. To engage prospective tracers actively teaching practicum should be paid. Responsibility of cooperative teachers is to cooperate and engage prospective teachers in class administrative maters are part of school administration and university. For Example, cooperative Teacher (respondent 9) told that;

“It is responsibility of government education department and university administration to make a frame work for prospective teachers. Where they collaboratively develop paid teaching practicum for period of one year “

Some prospective teachers pointed out that teaching practicum is practical element of teacher education practical aspect of every field of study requires time and resources both. There for teaching practicum should be paid. For example, it was mentioned that for high quality training of prospective teachers teaching practicum should be paid and fully funded. Cooperative teachers and school administration although provide help to prospective teachers but they have not much resources for offering paid teaching practicum for prospective teachers. For Example, prospective teacher (respondent 33) told that;

“ It is responsibility of university administration to bridge teaching practicum with public and private sector institutions for offering paid teaching practicum for prospective teachers”

Educational institutions can improve the general level of teacher preparation programs by fully financing teaching practicums. To develop professional development activities that enhance their knowledge and abilities. This all-encompassing strategy helps the prospective teachers receiving instruction as well as long-term enhancement of the educational system. Encouraging teachers to participate in paid practicum also helps to address the problem. Making the practicums financially feasible increases the attraction of the teaching profession and may help to retain qualified and motivated teachers. Cooperative teachers also recommends paid teaching practicum for prospective teachers. Providing full funding for teaching practicum is necessary to guarantee that all students have fair access to high-quality education and to develop a diverse and competent pool of instructors (Smith, 2018). The problems indicated by Shaheen (2010) regarding student support is another major area of the problem. In this regard, if one sees from different angles, student-teacher's negligence also plays a key role. To motivate prospective teachers teaching practicum should be paid. In some situations, teacher educators and cooperative teachers play their role well. Although the responsibility of cooperative teachers is to cooperate and motivate prospective teachers they also recommends that teaching practicum should be fully funded.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION & RECOMMENDATIONS

Overview

This chapter deals with the main findings of the study and presents the discussion and recommendations. Including summary of research problem, significance, methodology and findings. Discussions about major finding to develop better understanding of the problem and findings. And further recommends some recommendations on the basis of findings .

5.1 Summary

Teaching practicum plays a key role in teacher education. Teacher education it self training program for prospective teachers and in service teachers as well. It involves learning of teaching methods, educational psychology, philosophy etc. Similarly teaching practicum is the practical part of the teacher education. The major purpose of this study was to study the role of cooperative teachers in monitoring prospective teachers during teaching practicum. This study used qualitative research methodology. The targeted population of the study was all teacher-educators of both universities (Karakorum international University Gilgit and University of Baltistan) prospective teachers (8th semester students of BS education) of both universities and supervisors of practicum schools. Universal sampling technique was used. Sample of the study was comprised of 13 teacher Educators from both universities, 60 prospective teachers of BS education participated in this study and 10 cooperative teachers of schools also participated in this study. Data was collected through an unstructured

interviews. The researcher used thematic analysis technique for the analysis of the data. The major findings of the study reflected that teaching practicum is the good source of cooperative learning under supervision of cooperative teachers. Some cooperative teachers pointed out that teaching practicum provides opportunity for prospective teachers to enhance pedagogical skills, professional development, management skills. Some teacher educators pointed out that teaching practicum is good source of holistic development of prospective teachers under supervision of cooperative teachers. Some prospective teachers pointed out some recommendations for further strengthening of teaching practicum was to increase the time frame of teaching practicum and also to motivate prospective teachers it should be paid. So cooperative teachers can easily engage prospective teachers in academic activities.

5.2 Findings

Following were the Findings of the study

1. During the thematic analysis of the interviews, it was found that teaching practicum is good source of cooperative learning. Because it is responsibility of cooperative teacher to create a cooperative learning environment for prospective teachers in classroom.
2. It was found that teaching practicum develops professional teaching attitude among prospective teachers. Where cooperative teachers helps and motivate prospective teachers to develop teaching skills.
3. It was found that prospective teachers enhance their pedagogical skills under supervision of cooperative teachers in schools.
4. It was found that teaching practicum provides opportunity for holistic development of prospective teachers.

5. It was found that prospective teachers acquire bundle of teaching experiences during teaching practicum. Experiences of prospective teachers depends on efforts of cooperative teachers.
6. It was found that the time span of teaching practicum is so short. In this short time frame prospective teachers are unable to manage work load.
7. It was found that the teaching practicum is a good source of engaging prospective teachers in academic activities. It responsibility of cooperative teachers to engage prospective teachers in a academic activities.
8. It was found that the teaching practicum is a Source of self evaluation. According to the feedback of cooperative teachers prospective teachers evaluate their performance.
9. It was found that on the basis of cooperative teachers monitoring and feedback. teaching practicum is a good source of positive reinforcement of teaching skills.
10. It was found that School administration is unable to create a learning environment for prospective teacher. Although cooperative teachers work hard for creating learning environment for prospective teachers in classes.
11. It was found that there is communication gap between university supervisor and cooperative teachers. This communication gap directly affects prospective teachers learning.
12. It was found that the time span of teaching practicum is too much short which effects learning of prospective teachers directly.

13. It was found that to motivate prospective teachers teaching practicum should be fully funded. It is important for encouraging cooperative teachers towards teaching profession.

5.3 Discussion

This study was designed to assess the role of cooperative teachers in monitoring prospective teachers at teaching practicum. Also investigate existing problems and issues of teaching practicum in view of cooperative teachers. And also explore the role of teaching practicum in enhancing professional development of prospective teachers. Different experts and researchers had conducted studies regarding teaching practicum For example, Teaching practice in view of Borg (2003) is that it covers different areas of teacher-education program such as school management, classroom management, and teaching methods of which we have been taught at higher institution. Borg (2003) is also in view that while teaching-practice Student-teachers transmit knowledge as according to the assimilated content (theoretical knowledge) and the learned teaching methodologies they learned from teacher-educators at campus. Cooperative teachers' importance in teaching practicum is complex and essential for the growth and training of prospective teachers. Cooperative teachers act as experienced mentors who guide perspective teachers through the challenges of the teaching field. They give emotional support, impart their knowledge, and offer helpful guidance on lesson planning, classroom management, and student participation. For prospective teachers, this mentoring program develops a professional development. The setting in the classroom is dynamic and frequently unpredictable. The researchers have found that the teaching practicum is a good source of cooperative learning because prospective teachers work under supervision of cooperative teachers who are more experienced than the prospective teachers. However, for the

professional development of prospective teachers teaching practicum plays important role. Researchers recommended that teaching practicum should given more weightage for up lifting the professional development of the prospective teachers. Cooperative teachers assist perspectives teachers use their theoretical knowledge in real-world situations by exposing them to the realities of teaching. For learning how to modify teaching tactics to fit the various requirements of pupils, experiential learning is crucial Khan, A., & Khan, I. (2018).cooperative teacher are source of professional development for prospective teachers.Teaching practicum is training under supervision of cooperative teachers at schools.For teacher professional development and capacity building, the PD cascade model was suggested and utilized for training's, workshops, and refresher courses Ahmad et al. (2022).

The researchers have also found that teaching practicum is not only source of pedagogical development it source of holistic development which include administrative issues, monitoring issues, developing communication skills and bridging up ward and down word communication etc. It is a process that helps prospective teachers to understand all areas of teaching learning under supervision of cooperative teachers in schools. Education that is holistic seeks to develop each person's full potential, abilities, and individuality all these potentials helps to develop teaching skills Murugesan (2019). For bringing improvement in teaching practicum it is important take some serious actions from university side increasing time frame of teaching practicum, creating public private partnership programs to make teaching practicum fully funded. In this regard it is responsibility of university is to create such motivating opportunities for prospective teachers. Providing full funding for teaching practicum is necessary to guarantee that all students have fair access to high-quality education and to develop a diverse and competent pool of instructors (Smith, 2018).Hence with out involving cooperative teachers in teaching practicum teaching practicum become meaning less

because all the recommendations and feedback that provided by cooperative teachers have huge weightage in evaluation of progress of prospective teachers during teaching practicum.

5.4 Conclusions

The main objective of this study was to assess the role of cooperative teachers in monitoring prospective teachers at teaching practicum. Also investigate existing problems and issues of teaching practicum in view of cooperative teachers. And also explore the role of teaching practicum in enhancing professional development of prospective teachers. Based on the findings and analysis of the data, the following conclusions were drawn.

- 1 Based on Finding number 1 it was concluded that the teaching practicum is a good source of cooperative learning. Cooperative teachers play fundamental role in creating cooperative learning environment during teaching practicum.
- 2 Based on Finding number 3 it was concluded that teaching practicum provides opportunity for prospective teachers to develop their pedagogical skills and also develop teaching attitude under supervision of cooperative teachers.
- 3 Based on Finding number 2 it was concluded that teaching practicum enhances professional development of prospective teachers. Because prospective teachers work under supervision of more experienced pupil known as cooperative teachers .
- 4 Based on Finding number 10 it was concluded that administration of schools not allows cooperative teachers to cooperate and fully engage prospective teachers in teaching learning process.
- 5 Based on Finding number 7 it was concluded that teaching practicum is a effective source of engaging prospective teachers in academic activities and also evaluation process.

- 6 Based on Finding number 6 and 12 it was concluded that to time frame of the teaching practicum is too much short. Due to work load and in short time duration both cooperative teachers and prospective teachers can not show their progress.
- 7 Based on Finding number 13 it was concluded that to motivate the prospective teachers teaching practicum should be fully funded. With out motivation cooperative teachers can not engage prospective teachers in academic activities.
- 8 Based on Finding number 11 it was concluded that the communication gap among stakeholders creates knowledge gap and cooperative teachers are unable to create effective learning environment according to the objectives of teaching practicum.
- 9 Based on finding number 8 and 9 it was concluded that teaching practicum is a good source of self evaluation and positive reinforcement. Under supervision of cooperative teachers prospective teachers evaluate their skills and reinforce according to the feedback provided by cooperative teacher.
- 10 Based on finding number 4 and 5 it was concluded that prospective teachers learn diversity of experiences under supervision of cooperative teachers. All these experiences helps in holistic development of prospective teachers.

5.1 Recommendations

Based on findings and conclusions, this study puts forward the following recommendations.

1. The cooperative teachers may engage prospective teachers in academic activities properly. It will be possible if school administration allow cooperative teachers to engage prospective teachers in overall academic activities to create cooperative learning environment.

2. Stakeholders of teaching practicum may focus on professional development of prospective teachers to develop professionalism among prospective teachers. It will be possible through developing strong bounds between stakeholders including cooperative teachers, university supervisors, prospective teachers etc.
3. Prospective teachers may develop professional teaching attitude through active participation while teaching practicum. It will be possible if prospective teachers follow the instructions provided by cooperative teachers.
4. University supervisors and cooperative teachers timely feedback may helpful for developing professionalism among prospective teachers. Developing professionalism will be possible through effective monitoring strategy and timely feedback.
5. School administration may encourage cooperative teachers to cooperate and engage prospective teachers in academic activities properly. It will be possible through effective communication between university administration and school administration.
6. Higher education commission may increase in time frame of teaching practicum. Time provided for teaching practicum in hand book for teaching practicum of HEC is too much short. It will be possible in changing time frame of teaching practicum.
7. Government education department and private sector educational institutions may offer paid teaching practicum for cooperative teacher to motivate them towards teaching profession. It will be possible through developing public private partnership.
8. University supervisors and cooperative teachers may provide diversified learning experience including classroom management, lesson planing, teaching strategies etc. It will be possible through engaging in different activities in classroom.

9. University supervisors and cooperative teachers may provide opportunity for self evaluation of prospective teachers. It will help out to evaluate their teaching skills under supervision of more experienced teacher.
10. Cooperative teachers may provide positive reinforcement on the basis of observations to prospective teachers. Cooperative teachers feedback will be beneficial for enhancement of pedagogical skills of prospective teachers.
11. Cooperative teachers may engage prospective teachers in academic activities properly. It will be beneficial for developing teaching skills and also will be a source of motivation for prospective teachers.

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Role of Cooperative Teachers in Monitoring Prospective Teachers during Teaching Practicum: A Case Study of Gilgit Baltistan

ANNEXURE-A

Interview Questions for Cooperative teachers

Name _____

Designation _____

1. How was your supervising experience as a cooperative teacher ?

2. What are your expectations from your prospective teachers students at the end of teaching practicum?

3. How teaching practicum enhances professional development of prospective teachers?

4. What strategies do you recommend for enhancing professional development of prospective teachers?

5. To what extent you believe that the current course of teaching practicum enable prospective teachers to develop their teaching skills ?

6. What are the problems while monitoring teaching practicum?

7. How the existing problems while monitoring teaching practicum can be addressed ?

8. Whether prospective students while taking their classes are regularly monitored ? What are the problems of prospective teacher while teaching the classes ?

9. What is feedback of the prospective teacher concerning their teaching practicum ?

10. What strategies do you use to motivate prospective teachers ?

11. Do you think the school administration provide a learning environment to prospective teachers to apply the knowledge they learned during course of studies?

12. Do you satisfied with the monitoring of university supervisors ? What you recommend for further improvement in the supervision of teaching practicum by the university supervisor ?

13. As a cooperative-teacher how would you handle behavioral challenges of prospective teachers while supervising teaching practicum?

14. What would you suggest for further strengthen teaching practicum?

Thank You

ANNEXURE-B

Interview Questions for Teacher Educators

Name _____

Designation _____

1. How was your supervising experience as a teacher educator during teaching practicum ?

2. What are your expectations from your prospective teachers (students) at the end of teaching practicum?

3. How teaching practicum enhances professional development of prospective teachers?

4. What strategies do you recommend for enhancing professional development of prospective teachers?

5. To what extent you believe that the current course of teaching practicum enable prospective teachers to develop their teaching skills ?

6. What are the problems while monitoring teaching practicum?

7. How the existing problems while monitoring teaching practicum can be addressed ?

8. Whether prospective teachers while taking their classes are regularly monitored ?
What are the problems of prospective teacher while teaching the classes ?

9. What is feedback of the prospective teacher concerning their teaching practicum ?

10. What strategies do you use to motivate prospective teachers ?

11. Do you think the school administration provide a learning environment to prospective teachers to apply the knowledge they learned during course of studies?

12. Do you satisfied with the monitoring of cooperative teachers ? What you recommend for further improvement in the supervision of teaching practicum by the cooperative teachers?

13. As a teacher educator how would you handle behavioral challenges of prospective teachers while supervising teaching practicum?

14. What would you suggest for further strengthen teaching practicum?

Thank You

Interview Questions for Prospective Teachers

Name _____ Semester _____

1. How was your experience of teaching as a prospective teacher during teaching practicum ?

2. What are your expectations from course of teaching practicum at the end of this course?

3. Is teaching practicum enhances professional development of prospective teachers?

4. What strategies do you learned for enhancing professional development while teaching practicum?

5. Do you believe that the current course of teaching practicum enable prospective teachers to develop their teaching skills ?

6. What are the problems of monitoring while teaching practicum?

7. Suggest how the problems of monitoring teaching practicum can be addressed ?

8. Whether cooperative teachers monitored your class regularly?

9. What is feedback of the cooperative teachers concerning teaching practicum ?

10. What strategies do you use to motivate your students ?

11. Do you think the school administration provide a learning environment to apply the knowledge you learned during course of studies?

12. Do you satisfied with the monitoring of cooperative teachers ? What you recommend for further improvement in the supervision of teaching practicum by the cooperative teachers?

13. As a prospective teacher how would you handle behavioral challenges of students while teaching practicum?

14. What would you suggest for further strengthen teaching practicum?

Thank You



PMAS-Arid Agriculture University Rawalpindi Pakistan
Department Of Education

To whom may it concern

Subject: Validation of Research Instruments

It is certify that I have participated in the content validation of the research instrument Interview questions developed by Kaleem ud Din bearing registration no 430-FSS/MSEDU/F21 for his MS thesis "Role of Cooperative Teachers in Monitoring Prospective Teachers during Teaching Practicum: A Case Study of Gilgit Baltistan". It is apprised that research instruments are valid from content perspective and can be used in the above mentioned research for data collection.

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Designation: Professor / Chairman

Institute: PMAS Arid Agriculture University

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Prof. Dr. M. Imran Yousuf
Department of Education
PMAS-Arid Agriculture University
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INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

Faculty Of Education Department Of Educational Leadership And Management

Date:

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