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Title of the Thesis: A STUDY OF THE FEASIBILITY AND EFFECTIVENESS OF 'LESSON STUDY' FOR MENTORING STUDENT TEACHERS

Keywords: Lesson study, Mentoring, School Internship, Cooperative Schools, Pre-service Teacher Education, School- University Partnership

ABSTRACT

Over the past 20 years, the lesson study has gained recognition as a partnership approach which involves the mentoring of student teachers by cooperative school mentor teachers during school internship component of the pre-service teacher education programme. It has been adopted and adapted worldwide to bridge the theory-practice gap. A lesson study engages a group of teachers (cooperative school mentor teachers and student teachers) and knowledgeable others (teacher education institution supervisor) collaborating in an iterative process. This process involves the planning of a research lesson, teaching of the lesson, followed by collective observation of the lesson, and finally, a critical reflection in a post-lesson meeting or discussion. It is expected to result in the collective development of the modified version of the lesson plan and progression again around the cycle.

Researches conducted overseas have revealed that the lesson study is effective for pre-service teacher education; however, it is still an unexplored area in India. Therefore, the present research aimed to investigate the feasibility and effectiveness of a lesson study for mentoring student teachers during school internship in an Indian context. The research was conducted in two phases. Phase-I was designed to gauge the current role of cooperative school mentor teachers and their perception related to the feasibility and effectiveness of the lesson study adopting the survey method. For this purpose, a perception scale, a feasibility rating scale, and a lesson study effectiveness scale were administered by the researcher to cooperative school mentor teachers. Phase-I results led to the development of a feasible lesson study cycle, which was experimented with the student teachers of two cooperative schools using a quasi-experimental design in Phase-

II. The effectiveness was gauged in terms of the teaching proficiency of student teachers, measured through RTOP (pre-test and post-test). Interviews with mentor teachers and focus group discussions with student teachers were also conducted. Mean, median, standard deviation, Mann-Whitney U-test, percentage analysis, and content analysis were employed to analyze the data. The lesson study proved to be effective in improving the teaching proficiency of the student teachers. It was found to be feasible in Indian pre-service teacher education; however, the mentor teachers stated that its effective integration into the school experience program requires certain changes to be made at the systemic level, TEI level, and at the level of a cooperative school.