

***CHAPTER THREE***

**METHODOLOGY**

## CHAPTER III

# METHODOLOGY

### 3.0 Introduction

The present chapter deals with methodological procedures adopted by researcher. This chapter also includes detailed description of design of the study, population, sample, tools, data collection, and data analysis.

### 3.1 Methodology of the Study

As per objectives of the study, the researcher adopted survey method. For present study the researcher adopted descriptive survey method.

### 3.2 Population

The Teacher Education College, Student Teacher, Teacher Educator, Practice Teaching School, and Headmaster/Headmistress constituted the population of the study. Osmania University has 91 Teacher Education Colleges (*Appendix G*) for the Academic Year 2012-13. The total population for the present study is presented in Table No: 3.1

**Table 3.1 Population for the Present Study**

S. No.	Name of the Population	Total Population
1	Teacher Education College	91
2	Student Teacher	9975
3	Teacher Educator	637
4	Practice Teaching School	910
5	School Headmaster/Headmistress	910

### 3.3 Sample

Educational Colleges offering Pre-service B.Ed. Course under the Jurisdiction of Osmania University for the Academic Year (2012-13) in 91 Teacher Education Colleges are distributed in Three Districts namely Hyderabad (22), Ranga Reddy (47), and Medak (22).

For the present study the researcher followed Multi-stage Sampling. The detailed description of Multi-stage Sampling is given below.

**Stage 1:** Out of Ninety one teacher education colleges, 20 percent teacher education colleges were selected randomly from each district (18 Teacher Education Colleges).

**Stage 2:** Two practice teaching schools (20 percent) were selected randomly for each of the 18 selected colleges (36 Practice Teaching Schools).

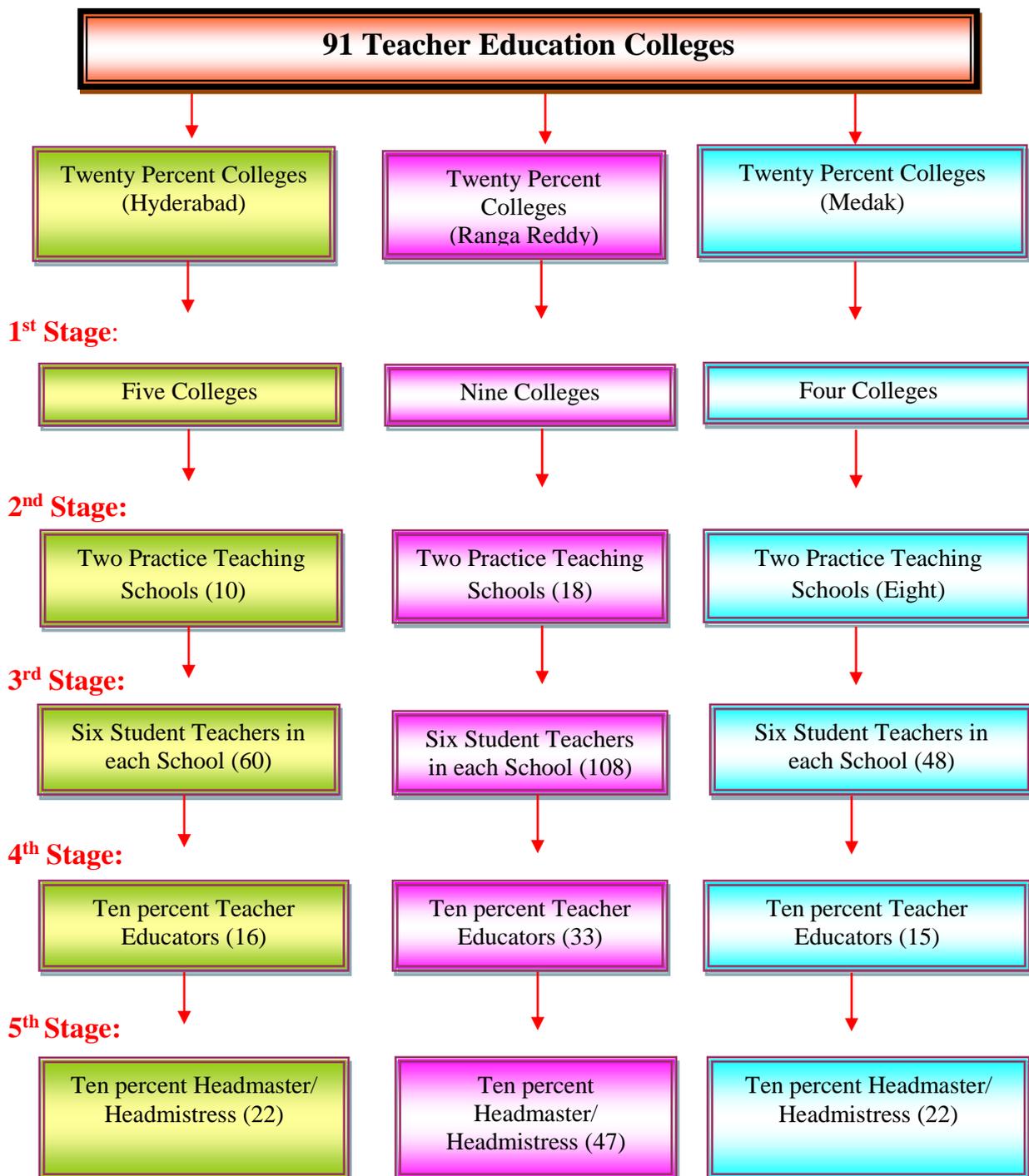
**Stage 3:** Six student teachers were selected randomly from each of the thirty six practice teaching schools (216 Student Teachers).

**Stage 4:** Ten percent (10 percent) teacher educators selected randomly who observed their student teachers classes in practice teaching schools (64 Teacher Educators).

**Stage 5:** Ten percent (10 percent) Headmaster/Headmistress in practice teaching schools were selected randomly (91 Headmaster/Headmistress).

The detailed description of Multi-stage Sampling in each stage is shown in Figure 3.1

**Figure 3.1 Description of Multi-stage Sampling**



The selected sample of teacher education colleges is provided in Table No: 3.2

**Table 3.2 Sample List of Teacher Education Colleges**

S. No.	Name of the Teacher Education College	Name of the District
1	Institute of Advanced Study in Education, O U Campus	Hyderabad
2	Nava Bharathi College of Education	Hyderabad
3	Panineeya Mahavidyalaya College of Education for Women	Hyderabad
4	RGR Siddhanthi College of Education	Hyderabad
5	St. Mary's College of Education	Hyderabad
6	Lalitha College of Education	Ranga Reddy
7	Modern College of Education	Ranga Reddy
8	Pragati College of Education	Ranga Reddy
9	Princeton College of Education	Ranga Reddy
10	Holy Trinity College of Education	Ranga Reddy
11	Scient College of Education	Ranga Reddy
12	Sri Nidhi College of Education	Ranga Reddy
13	Ramadevi College of Education	Ranga Reddy
14	Sunshine College of Education	Ranga Reddy
15	Gajwel College of Education	Medak
16	AP College of Education	Medak
17	Deccan College of Education	Medak
18	Sister Niveditha College of Education	Medak

### 3.4 Tools and Techniques of Data Collection

Considering the objectives of the present study five tools and techniques were used. They are:

1. Questionnaire for Student teachers
2. Questionnaire for Teacher Educators
3. Observation Schedule
4. Semi-structured Interview for Student Teachers
5. Semi-structured Interview for School Headmaster/Headmistress

The tools were prepared by researcher and shown to experts (*Appendix A*) for validation and after receiving the feedback from experts the tools were finalized with help of guide. The detailed description of tools is presented as follows:

#### 3.4.1 Questionnaire for Student Teachers

The Questionnaire for Student Teachers (*Appendix B*) comprises following major dimensions:

1. Orientation of Workshop on Teaching Aids
  - (a) Teaching aids explained during workshop
  - (b) Chance/opportunity
  - (c) Teaching aids prepared by student teachers
2. Lesson Plan
  - (a) Macro teaching lesson plan
  - (b) Innovative lesson plan
  - (c) Sufficient practice was given in writing lesson plan
  - (d) Student teachers prepare lesson plan before taking the class

### 3. Demonstration of Macro Lesson

- (a) Method teacher educator demonstrate macro lesson in school
- (b) Demonstration of macro lesson helps in practice teaching session

### 4. School Visit by Student Teachers

- (a) Purpose of school visit
- (b) Collecting the syllabus

### 5. Cooperation from the Headmaster/Headmistress

- (a) Allotting the time table
- (b) Allotting the classes
- (c) Managing the students
- (d) Separate staff room

### 6. Cooperation from the Subject Teachers

- (a) Allotting the classes
- (b) Selection of topics/units
- (c) Managing the students
- (d) Giving extra periods when needed
- (e) Preparation of lesson plan
- (f) Correction of lesson plan
- (g) Feedback
- (h) Providing lab facility

### 7. Cooperation from the Students

- (a) Adequate cooperation from students in the classes
- (b) Specific problems

## 8. Problems faced by Student Teacher

- (a) Preparation and use of teaching aids
- (b) Preparation of lesson plan
- (c) Time table
- (d) Cooperation from the school

## 9. Suggestions Provided by Student Teachers

## 10. Number of days required for Practice

The Questionnaire prepared by the researcher for student teachers to study the process of practice teaching programme with respect to preparation of lesson and cooperation from the school. The first draft of Questionnaire comprises of closed ended as well as open ended questions. Questionnaire was sent to experts in the field of education from Osmania University, Hyderabad; Regional Institute of Education, Bhubaneswar; Regional Institute of Education, Mysore, and The Maharaja Sayajirao University of Baroda, Vadodara. After receiving the constructive feedback from the various experts, accordingly the suggestions were incorporated and finalization of the tool was done with help of guide.

The first draft of Questionnaire for student teachers was designed with nine dimensions, and 22 closed ended as well as 16 open ended questions. The total number of questions was 38. After receiving the constructive feedback from the various experts, one question was deleted in each both closed ended and open ended. Accordingly as per expert's suggestions One New Dimension and one question is added in each both closed ended and open ended.

The detailed description of item wise suggestions provided by experts for Questionnaire for student teachers and the item wise suggestions incorporated by the researcher is presented in Table No: 3.3

**Table 3.3 Item wise Suggestions Provided by Experts for Questionnaire  
For Student Teachers**

S. No.	Name of the Item	Suggestions Received and Incorporated
1	Workshop on Teaching Aids	<ul style="list-style-type: none"> <li>✓ Grammatical correction in question No: 1 and 2</li> <li>✓ Modify the question No: 3</li> <li>✓ Question No: 16 and 16.1 should be shifted to Item No: 1 question as 4 and 4.1</li> </ul>
2	Lesson Plan	<ul style="list-style-type: none"> <li>✓ Modify the question No: 7 and 8</li> <li>✓ Question No: 11 be deleted</li> </ul>
3	Demonstration	-
4	School Visit	-
5	Cooperation from Headmaster/Headmistress	<ul style="list-style-type: none"> <li>✓ Rearrange the question No: 18 and shifted as question No: 15</li> <li>✓ Rearrange the question No: 18.3 and shifted as question No: 15 (c)</li> <li>✓ Grammatical correction in question No: 18.1, 18.2, &amp; 18.5 and shifted as question No: 15 (a), (b), &amp; (d)</li> <li>✓ Question No: 19 be deleted</li> <li>✓ Remove sub question numbers and assign as alphabet, i.e. a, b, c ...</li> </ul>
6	Cooperation from Subject Teachers	<ul style="list-style-type: none"> <li>✓ Rearrange the question No: 21.2 &amp; 21.4 and shifted as question No: 17 (b) &amp; 17 (d)</li> <li>✓ Grammatical correction in question No: 21.11 and shifted as question No: 17 (k)</li> <li>✓ Remove sub question numbers and assign as alphabet, i.e. a, b, c ...</li> </ul>
7	Cooperation from Students	-
8	Problems	<ul style="list-style-type: none"> <li>✓ Rearrange the question No: 24.1 and shifted as question No: 19.1</li> </ul>
9	Suggestions	<ul style="list-style-type: none"> <li>✓ Rearrange the question No: 25.1 and shifted as question No: 20.1</li> </ul>
10	Number of Days	<ul style="list-style-type: none"> <li>✓ Add the new Item No: 10 and frame the new questions as 21 and 21.1</li> </ul>

*Note.* Dash indicates suggestions were not provided.

The final draft of Questionnaire for Student Teachers consisted ten dimensions, and 22 closed ended questions as well as 16 open ended questions. The total number of questions is 38. The detailed design of each item of a questionnaire for student teachers is provided in Table No: 3.4

**Table 3.4 Design of Questionnaire for Student Teachers**

S. No.	Item	No. of Questions		Total Questions
		Closed	Open	
1	Workshop on Teaching Aids	6	1	7
2	Lesson Plan	8	1	9
3	Demonstration of Macro Lesson	1	1	2
4	School Visit by Student Teachers	2	1	3
5	Cooperation from Headmaster/Headmistress	2	1	3
6	Cooperation from Subject Teachers	1	1	2
7	Cooperation from Students	1	1	2
8	Problems faced by Student Teachers	-	4	4
9	Suggestions Provided by Student Teachers	-	4	4
10	Number of Days Required for Practice	1	1	2
<b>Total</b>		<b>22</b>	<b>16</b>	<b>38</b>

*Note.* Dash indicates questions were not framed.

### 3.4.2 Questionnaire for Teacher Educators

The Questionnaire for Teacher Educators (*Appendix C*) comprises following major dimensions:

1. Workshop on Teaching Aids
  - (a) Conducted workshop on teaching aids
  - (b) Types of teaching aids included for the orientation
2. Orientation Programme
  - (a) Orientation on macro teaching programme
  - (b) Innovative lesson plan
  - (c) Difficulty in conducting orientation programme

### 3. Lesson Plan

- (a) Detailed guidelines to student teachers with respect lesson plan
- (b) Following the University model lesson plan format
- (c) Views regarding the University model lesson plan format
- (d) Checking the lesson plans regularly
- (e) The common errors in student teachers lesson plans
- (f) Innovative lesson plans

### 4. Demonstration of Macro Lesson

- (a) Demonstration of macro lesson in the school
- (b) Demonstration of macro lesson help to student teacher

### 5. Cooperation from the Headmaster/Headmistress

- (a) Allotting the time table
- (b) Allotting the classes
- (c) Managing the students
- (d) Giving extra periods when needed
- (e) Separate staff room

### 6. Cooperation from the Subject Teachers

- (a) Allotting the classes
- (b) Selection of topics/units
- (c) Managing the students
- (d) Correction of lesson plan
- (e) Feedback
- (f) Providing lab facility

## 7. Cooperation from the Students

- (a) Student teachers get adequate cooperation from students

## 8. Problems faced by Teacher Educators

- (a) Preparation and use of teaching aids
- (b) Preparation of lesson plan
- (c) Time table
- (d) Cooperation from the school

## 9. Suggestions for Improvement of Practice Teaching

## 10. Number of days required for Practice

The Questionnaire prepared by the researcher for teacher educators to study the process of practice teaching programme with respect to preparation of lesson and cooperation from the school. The first draft of Questionnaire comprises of closed ended as well as open ended questions. Questionnaire was sent to experts in the field of education from Osmania University, Hyderabad; Regional Institute of Education, Bhubaneswar; Regional Institute of Education, Mysore, and The Maharaja Sayajirao University of Baroda, Vadodara. After receiving the constructive feedback from the various experts, accordingly the suggestions were incorporated and finalization of the tool was done with help of guide.

The first draft of Questionnaire for teacher educators was designed with nine dimensions, and 19 closed ended as well as 23 open ended questions. The total number of questions is 42. After receiving the constructive feedback from the various experts, one question was deleted in closed ended and two questions in open ended questions. Accordingly as per expert's suggestions One New Dimension and one question was added in each both closed ended and open ended.

The detailed description of item wise suggestions provided by experts for questionnaire for teacher educators and the item wise suggestions incorporated by the researcher is presented in Table No: 3.5

**Table 3.5 Item wise Suggestions Provided by Experts for Questionnaire  
For Teacher Educators**

S. No.	Name of the Item	Suggestions Received and Incorporated
1	Workshop on Teaching Aids	✓ Grammatical correction in question No: 1, 1.1, 2, 3, and 3.1
2	Orientation Programme	<ul style="list-style-type: none"> <li>✓ Remove the sub question numbering in 4.1 and reassign the alphabet i.e., a, b, c, &amp; d.</li> <li>✓ Grammatical correction in question No: 5 and shifted as question No: 6</li> <li>✓ Modify the question No: 9 and shifted as question No: 5</li> <li>✓ Modify the question No: 12 and shifted as question No: 7</li> </ul>
3	Lesson Plan	<ul style="list-style-type: none"> <li>✓ Grammatical correction in question No: 6, 7, &amp; 10 and shifted as question No: 8, 9, &amp; 11</li> <li>✓ Question No: 7.1 be deleted</li> <li>✓ Question No: 8 change the sequence as question No: 10</li> <li>✓ Rearrange the question No: 9 and shifted as question No: 5</li> </ul>
4	Demonstration	✓ Rearrange the question No: 15.1
5	Cooperation from Headmaster/Headmistress	<ul style="list-style-type: none"> <li>✓ Rearrange the question No: 16</li> <li>✓ Remove sub question numbering and reassign as alphabet, i.e. a, b, c, &amp; d</li> <li>✓ Question No: 17 be deleted</li> <li>✓ Rearrange the question No: 18 and shifted as question No: 17</li> </ul>
6	Cooperation from Subject Teachers	<ul style="list-style-type: none"> <li>✓ Shift the question No: 19 as question No: 18 and remove sub question numbering and reassign as alphabet, i.e. a, b, c ...</li> <li>✓ Question No: 20 be deleted</li> </ul>
7	Cooperation from Students	✓ Modify the question No: 21 and shifted as question No: 19
8	Problems	✓ Rearrange the question No: 22.1 and shift as question No: 20.1
9	Suggestions	✓ Rearrange the question No: 23.1 and shift as question No: 21.1
10	Number of Days	✓ Add the new Item No: 10 and frame the new questions as 22 and 22.1

The final draft of Questionnaire for Teacher Educators consisted ten dimensions, and 19 closed ended as well as 22 open ended questions. The total number of questions is 41. The detailed design of questionnaire for teacher educators is provided in Table No: 3.6

**Table 3.6 Design of Questionnaire for Teacher Educators**

S. No.	Item	No. of Questions		Total Questions
		Closed	Open	
1	Workshop on Teaching Aids	3	3	6
2	Orientation Programme	4	3	7
3	Lesson Plan	6	5	11
4	Demonstration of Macro Lesson	1	1	2
5	Cooperation from Headmaster/Headmistress	2	-	2
6	Cooperation from Subject Teachers	1	-	1
7	Cooperation from Students	1	1	2
8	Problems faced by Teacher Educators	-	4	4
9	Suggestions for Improvement	-	4	4
10	Number of Days Required for Practice	1	1	2
<b>Total</b>		<b>19</b>	<b>22</b>	<b>41</b>

*Note.* Dash indicates questions were not framed.

### 3.4.3 Observation Schedule

The Observation Schedule for Student Teachers (*Appendix D*) comprises following major dimensions:

1. Introduction of a Lesson
  - (a) Testing of previous knowledge
  - (b) Motivation
  - (c) Statement of Topic

## 2. Presentation

- (a) Appropriate teaching method
- (b) Class management
- (c) Use of ICT
- (d) Teaching aids used
- (e) Blackboard work
- (f) Presentation of content clarity

## 3. Recapitulation

## 4. Home Assignment

## 5. Evaluation of Students

## 6. Observed time by Supervisors

- (a) Subject teacher observation
- (b) Method teacher educator observation

The researcher prepared Observation Schedule to study the transactional process of the prepared lesson plan by the student teachers. The first draft of Observation Schedule was sent to experts in the field of education from Osmania University, Hyderabad; Regional Institute of Education, Bhubaneswar; Regional Institute of Education, Mysore, and The Maharaja Sayajirao University of Baroda, Vadodara. After receiving the constructive feedback from the various experts, accordingly the suggestions were incorporated and finalization of the tool was done with help of guide.

The first draft of Observation Schedule for Student Teachers was designed with Six Observed dimensions and 20 Sub-Observed dimensions. After receiving the constructive feedback from the various experts, One Observed dimension was deleted. According to expert's suggestions Two Observed dimensions and Three Sub-Observed dimensions are added.

The detailed description of item wise suggestions provided by experts for Observation Schedule for Student Teachers and the item wise suggestions incorporated by the researcher is presented in Table No: 3.7

**Table 3.7 Item wise Suggestions Provided by Experts for Observation Schedule**

S. No.	Name of the Item	Suggestions Received and Incorporated
1	Introduction	<ul style="list-style-type: none"> <li>✓ Grammatical correction in Item No: 1</li> <li>✓ Rearrange the sub item No: 1 (d) and shifted as sub item No: 1 (c)</li> </ul>
2	Presentation	<ul style="list-style-type: none"> <li>✓ Add the new sub item of Information and Communications Technology (ICT)</li> <li>✓ Add the new sub item of integration of other Topics/Subjects</li> <li>✓ Add the new sub item of Presentation of Content Clarity</li> <li>✓ Rearrange the sub item No: 6 and shifted as sub item No: 4</li> <li>✓ Rearrange the sub item No: 7 and shifted as sub item No: 5</li> <li>✓ Rearrange the sub item No: 8 and shifted as sub item No: 6</li> </ul>
3	Recapitulation	<ul style="list-style-type: none"> <li>✓ Modify the sub item No: 1</li> </ul>
4	Home Assignment	<ul style="list-style-type: none"> <li>✓ Modify the sub item No: 1</li> </ul>
5	Grade the Lesson	<ul style="list-style-type: none"> <li>✓ Item be deleted</li> </ul>
6	Evaluate the Students	<ul style="list-style-type: none"> <li>✓ Rearrange the item</li> </ul>
7	Subject Teacher Observation	<ul style="list-style-type: none"> <li>✓ Add the new item of Observed time by Subject Teacher</li> </ul>
8	Teacher Educator Observation	<ul style="list-style-type: none"> <li>✓ Add the new item of Observed time by Teacher Educator</li> </ul>

The final draft of Observation Schedule consisted Seven Observed Items and 23 Sub-Observed Items. The detailed design of Observation Schedule for Student Teachers of the Cooperating Practice Teaching School is provided in Table No: 3.8

**Table 3.8 Design of Observation Schedule**

S. No.	Observed Item	No. of Observed Sub Items
1	Introduction of a Lesson	4
2	Presentation	10
3	Recapitulation	2
4	Home Assignment	2
5	The Student Teachers Evaluate the Students	1
6	Observation time by Subject Teachers	2
7	Observation time by Method Teacher Educators	2
<b>Total Observed Items</b>		<b>23</b>

#### 3.4.4 Semi-structured Interview for Student Teachers

The Semi-structured Interview for Student Teachers (*Appendix E*) comprises following major dimensions:

1. Subject Teachers Feedback in terms of
  - (a) Before beginning of the class
  - (b) Introduction of the lesson
  - (c) Presentation of a lesson
  - (d) Recapitulation of a lesson
  - (e) Home Assignment of a lesson

- (f) While transacting a lesson
- (g) Weaknesses and strengths of student teacher teaching

## 2. Method Teacher Educators Feedback in terms of

- (a) Before beginning of the class
- (b) Introduction of the lesson
- (c) Presentation of a lesson
- (d) Recapitulation of a lesson
- (e) Home Assignment of a lesson
- (f) While transacting of a lesson
- (g) Weaknesses and strengths of student teacher teaching

## 3. Effective Feedback Session

## 4. Feedback helps in Improving Practice Teaching

## 5. Problems with regard to Feedback

## 6. Suggestions to improve Feedback

The researcher prepared Semi-structured Interview to study about feedback mechanism given by the supervisors during the practice teaching session. The first draft of Semi-structured Interview for student teachers was sent to experts in the field of education from Osmania University, Hyderabad; Regional Institute of Education, Bhubaneswar; Regional Institute of Education, Mysore, and The Maharaja Sayajirao University of Baroda, Vadodara. After receiving the constructive feedback from the various experts, accordingly the suggestions were incorporated and finalization of the tool was done with help of guide.

The first draft of Semi-structured Interview for Student Teachers was designed with six dimensions and 20 questions. After receiving the constructive feedback from the various experts, two questions were deleted. The final draft of Semi-structured Interview for Student Teachers is designed with Six Dimensions and 18 questions.

The detailed description of item wise suggestions provided by experts for Semi-structured Interview for student teachers and the item wise suggestions incorporated by the researcher is presented in Table No: 3.9

**Table 3.9 Item wise Suggestions Provided by Experts for Semi-structured Interview for Student Teachers**

S. No.	Name of the Item	Suggestions Received and Incorporated
1	Subject Teachers Feedback	<ul style="list-style-type: none"> <li>✓ Grammatical corrections in question No: 1, 2, 4, &amp; 5</li> <li>✓ Rearrange the question No: 11 and shifted as question No: 7</li> <li>✓ Question No: 13 be deleted</li> </ul>
2	Teacher Educators Feedback	<ul style="list-style-type: none"> <li>✓ Rearrange the question No: 6 and shifted as question No: 8</li> <li>✓ Modify the question No: 8 and shifted as question No: 10</li> <li>✓ Grammatical corrections in question No: 7, 9, &amp; 10 and shifted as question No: 9, 11, &amp; 12</li> <li>✓ Question No: 14 will deleted</li> </ul>
3	Effective Feedback Session	✓ Revised the Item
4	Feedback helps to Improve Practice	✓ Revised the Item
5	Problems with Feedback	✓ Revised the Item
6	Suggestions to improve Feedback	✓ Revised the Item

### 3.4.5 Semi-structured Interview for School Headmaster/Headmistress

The Semi-structured Interview for School Headmaster/Headmistress (*Appendix F*) comprises following major dimensions:

1. Teacher training college inform well in advance
2. Allotment of Student Teachers
  - (a) Allotment of student teachers is sufficient number in all methods
  - (b) Allotment of student teachers is more than required number
  - (c) Allotment of student teachers with equal number of methods
3. Organization Time of Practice Teaching
  - (a) When it should be organized
  - (b) The reasons for choice of time
4. Practice Teaching cause Inconvenience to School
5. Student Teachers work Expectations
6. Interactions of Supervisors
7. Problems faced by School Headmaster/Headmistress
  - (a) With teacher training college
  - (b) With student teachers
  - (c) Three most important problems faced
8. Difficulties faced by School Headmaster/Headmistress
  - (a) Allotting the classes for student teachers
  - (b) Preparing the time table for student teachers
9. Suggestions for Improvement of Organization of Practice Teaching

The researcher prepared Semi-structured Interview to study the problems faced by the school Headmaster/Headmistress in the organization of practice teaching. The first draft of Semi-structured Interview for School Headmaster/Headmistress was sent to experts in the field of education from Osmania University, Hyderabad; Regional Institute of Education, Bhubaneswar; Regional Institute of Education, Mysore, and The Maharaja Sayajirao University of Baroda, Vadodara. After receiving the constructive feedback from the various experts, accordingly the suggestions were incorporated and finalization of the tool was done with help of guide.

The first draft of Semi-structured Interview for Headmaster/Headmistress was designed with nine dimensions and 18 questions. After receiving the constructive feedback from the various experts, one question was deleted. The final draft of Semi-structured Interview for Headmaster/Headmistress is designed with Nine Dimensions and 17 questions.

The detailed description of item wise suggestions provided by experts for Semi-structured Interview for school Headmaster/Headmistress and also suggestions incorporated by the researcher is presented in Table No: 3.10

**Table 3.10 Item wise Suggestions Provided by Experts for  
Semi-structured Interview for Headmaster/Headmistress**

S. No.	Name of the Item	Suggestions Received and Incorporated
1	Teacher Training College Inform and Formal Meeting	<ul style="list-style-type: none"> <li>✓ Modify the Question No: 1</li> <li>✓ Grammatical correction in Question No: 2 and rearrange it</li> <li>✓ Question No: 4 will deleted</li> </ul>
2	Allotment of Student Teachers	<ul style="list-style-type: none"> <li>✓ Modify the Question No: 6.1 and shifted as Question No: 5.1</li> <li>✓ Grammatical corrections in Question No: 5 and 7</li> </ul>
3	Organization Time	<ul style="list-style-type: none"> <li>✓ Modify the Question No: 10 and shifted as Question No: 9</li> <li>✓ Rearrange the Question No: 11 and shifted as Question No: 12</li> </ul>
4	Inconvenience	<ul style="list-style-type: none"> <li>✓ Modify the Question No: 12 and shifted as Question No: 10</li> </ul>
5	Student teachers work	<ul style="list-style-type: none"> <li>✓ Modify the Question No: 16 and shifted as Question No: 14</li> </ul>
6	Interactions of Supervisors	<ul style="list-style-type: none"> <li>✓ Revised the Item</li> </ul>
7	Problems	<ul style="list-style-type: none"> <li>✓ Revised the Item</li> </ul>
8	Difficulties	<ul style="list-style-type: none"> <li>✓ Revised the Item</li> </ul>
9	Suggestions	-

*Note.* Dash indicates suggestions were not provided.

### 3.5 Data Collection

The researcher took Permission from Teacher Education Colleges from Osmania University, Hyderabad, Telangana State, India and Cooperating Practice Teaching Schools Headmaster/Headmistress. A forwarding letter was given them personally and assurance was given that present study adheres to research ethics and their confidentiality and anonymity are guaranteed. The data collected from Teacher Education Colleges of Osmania University and Practice Teaching Schools. Practice Teaching Session started in the month of January, 2013 (3<sup>rd</sup> week) during the Academic Year 2012-13. The data were collected in two phases, i.e. during and after the Practice Teaching Session. The researcher collected the data with the help of Questionnaire, Observation Schedule and Semi-structured Interview from the following Table No: 3.11

**Table 3.11 Sample for the Present Study**

S. No.	Sample Unit	Total
1	Teacher Education College	18
2	Practice Teaching School	36
3	Student Teacher	216
4	Teacher Educator	64
5	School Headmaster/Headmistress	91

### 3.6 Data Analysis

The collected data were analyzed by using the both quantitative as well as qualitative techniques. The data collected by Questionnaires were analyzed through Frequency, Percentage and Content Analysis. The data collected by Observation Schedule and Semi-structured Interview were also analyzed through Frequency, Percentage and Content Analysis. The collected data were analyzed by using different statistical techniques and details of the same have been shown in the following Table No: 3.12

**Table 3.12 Objective wise Tools and Techniques for Data Analysis**

Objective	Tools	Techniques for Data Analysis
1	Questionnaire	Frequency, Percentage and Content Analysis
2	Observation Schedule	Frequency, Percentage and Content Analysis
3 & 4	Semi-structured Interview	Frequency, Percentage and Content Analysis

The Data Analysis and Interpretation done by the researcher is discussed with greater detail in proceeding chapter.