



CHAPTER FOUR
DATA ANALYSIS
AND
INTERPRETATION

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The present chapter deals with description of Data Analysis and Interpretation is objective wise. The data was collected using tools viz., Questionnaire, Observation Schedule, and Semi-structured Interview. The collected data was analysed by using the both quantitative and qualitative techniques of analysis.

The detailed description of Data Analysis and Interpretation is presented as following headings.

1. Analysis and Interpretation of Questionnaire for Student Teachers of the Cooperating Practice Teaching School.
2. Analysis and Interpretation of Questionnaire for Teacher Educators of the Cooperating Practice Teaching School.
3. Analysis and Interpretation of Observation Schedule for Student Teachers of the Cooperating Practice Teaching School.
4. Analysis and Interpretation of Semi-structured Interview for Student Teachers of the Cooperating Practice Teaching School.
5. Analysis and Interpretation of Semi-structured Interview for Headmaster/Headmistress of the Cooperating Practice Teaching School.

4.1 Analysis and Interpretation of Questionnaire for Student Teachers of the Cooperating Practice Teaching School

To achieve the objective 1, “To study the process of practice teaching programme with respect to (a) Preparation of lesson plan, and (b) Cooperation from the School”, data was collected by using Questionnaire. The researcher constructed a

Questionnaire with closed ended as well as open ended items with regard to teaching aids, lesson plan, and cooperation from Headmasters/Headmistress, subject teachers, and students. The detailed description of Data Analysis and Interpretation of Questionnaire for Student Teachers of the Cooperating Practice Teaching School is presented as follows.

Table 4.1 Orientation of Workshop on Teaching Aids

Item No: 1		Yes	No
(a)	Teacher Educator conduct workshop on teaching aids before the commencement of practice teaching	204 (94.44)	12 (5.56)
(b)	Student Teachers attended workshop on teaching aids	162 (75)	54 (25)
Sub Item No: 1.1 Teaching Aids were explained during the Workshop		Total Responses	
(a)	2-Dimensional Teaching Aids	160 (98.77)	
(b)	3- Dimensional Teaching Aids	156 (96.30)	
(c)	Based on Learning Experiences	142 (87.65)	
(d)	Improvised Teaching Apparatus	129 (79.63)	
Sub Item No: 1.2 Chance/Opportunity		Yes	No
(a)	The student teachers had chance/opportunity to prepare teaching aids during the workshop	141 (87.04)	21 (12.96)
Sub Item No:1.3 Type of Teaching aids were prepared by Student Teachers		Yes	No
(a)	2-Dimensional Teaching Aids	87 (61.70)	54 (38.30)
(b)	3- Dimensional Teaching Aids	83 (58.87)	58 (41.13)
(c)	Based on Learning Experiences	72 (51.06)	69 (48.94)
(d)	Improvised Teaching Apparatus	26 (18.44)	115 (81.56)
(e)	Any above from other	8 (5.67)	133 (94.33)
Sub Item No: 1.4 Before entering the Class		Yes	No
Prepare the teaching aids before entering in to class		200 (92.59)	16 (7.41)
(a)	Charts	198 (99)	2 (1)
(b)	Models	116 (58)	84 (42)
(c)	Specimens	98 (49)	102 (51)
(d)	Maps	95 (47.50)	105 (52.50)
(e)	Improvised Teaching Apparatus	25 (12.50)	175 (87.50)
(f)	Any other	14 (7)	186 (93)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.1, it was observed that with regard to item No: 1(a). Out of 216 student teachers, 204 (94.44 percent) responded that the teacher educators conducted workshop on teaching aids before the commencement of practice teaching programme. Whereas, 12 (5.56 percent) responded that the teacher educators did not conduct workshop on teaching aids before the commencement of practice teaching programme. So it can be concluded that majority of the student teachers responded that teacher educators conducted workshop on teaching aids before the commencement of practice teaching programme.

As shown in Table 4.1, it was observed that with regard to item No: 1(b). Out of 216 student teachers, 162 (75 percent) attended the workshop on teaching aids. Whereas, 54 (25 percent) had not attended the workshop on teaching aids. So it can be concluded that majority of the student teachers attended the work shop on teaching aids before the commencement of practice teaching. Further when they were asked about type of teaching aids explained during the workshop. The responses were provided in sub item No: 1.1(a), (b), (c), & (d).

As shown in Table 4.1, it was observed that with regard to sub item No: 1.1(a), (b), (c), & (d). Out of 162 student teachers who attended the workshop on teaching aids, 160 (98.77 percent) responded that the teacher educators taught 2 - Dimensional teaching aids, 156 (96.30 percent) responded that the teacher educators taught 3 - Dimensional teaching aids, 142 (87.65 percent) responded that the teacher educators taught based on learning experiences teaching aids, and 129 (79.63 percent) responded that the teacher educators taught on improvised teaching apparatus during workshop on teaching aids. So it can be concluded that majority of the student teachers responded that teacher educators taught 2 - Dimensional teaching aids, 3 - Dimensional teaching aids, based on learning experiences teaching aids, and improvised teaching apparatus during the workshop on teaching aids.

As shown in Table 4.1, it was observed that with regard to sub item No: 1.2(a). Out of 162 student teachers who attended the workshop on teaching aids, 141 (87.04 percent) chance/opportunity to prepare teaching aids during the workshop. Whereas, 21 (12.96 percent) did not have chance/opportunity to prepare teaching aids during the workshop. So it can be concluded that majority of the student teachers had chance/opportunity to prepare teaching aids during the workshop. Further when they

were asked about type of teaching aids prepared during workshop on teaching aids. The responses were provided in sub item No: 1.3(a), (b), (c), (d), & (e).

As shown in Table 4.1, it was observed that with regard to sub item No: 1.3(a), (b), (c), (d), & (e). Out of 141 student teachers who had chance/opportunity to prepare teaching aids during the workshop, 87 (61.70 percent) prepared 2 – Dimensional teaching aids, 83 (58.87 percent) prepared 3 – Dimensional teaching aids, 72 (51.06 percent) prepared teaching aids based on learning experiences, 26 (18.44 percent) prepared improvised teaching apparatus, and eight (5.67 percent) prepared other than 2 – Dimensional teaching aids, 3 – Dimensional teaching aids, based on learning experiences and improvised teaching apparatus. So it can be concluded that most of the student teachers prepared 2 – Dimensional teaching aids, 3 – Dimensional teaching aids, and based on learning experiences during the workshop.

As shown in Table 4.1, it was observed that with regard to sub item No: 1.4. Out of 216 student teachers, 200 (92.59 percent) prepared teaching aids before entering in to class. Whereas, 16 (7.41 percent) did not prepare teaching aids before entering in to class. So it can be concluded that majority of the student teachers prepared the teaching aids before entering in to class. Further when they were asked about types of teaching aids prepared before entering in to class. The responses were provided in sub item No: 1.4(a), (b), (c), (d), (e), & (f).

As shown in Table 4.1, it was observed that with regard to sub item No: 1.4(a), (b), (c), (d), (e), & (f). Out of 200 student teachers who responded that the teaching aids were prepared before entering the class, 198 (99 percent) prepared Chart as a teaching aid, 116 (58 percent) prepared Models as a teaching aid, 98 (49 percent) prepared Specimens as a teaching aid, 95 (47.50 percent) prepared Maps as a teaching aid, 25 (12.50 percent) prepared Improvised Teaching Apparatus, and 14 (7 percent) prepared other than Charts, Models, Specimens, Maps, and Improvised Teaching Apparatus. So it can be concluded that majority of the student teachers prepared Chart as a teaching aids before entering in to class.

Table 4.2 Lesson Plan

Item No: 2		Yes	No
(a)	Subject method teacher educator explain on macro teaching lesson plan	211 (97.69)	5 (2.31)
(b)	Introduction of the lesson	211 (97.69)	5 (2.31)
(c)	Presentation of a lesson	210 (97.22)	6 (2.78)
(d)	Recapitulation	206 (95.37)	10 (4.63)
(e)	Home Assignment	209 (96.76)	7 (3.24)
(f)	Guidelines given by method teacher educator with regard to lesson planning	208 (96.30)	8 (3.70)
Sub Item No: 2.1 Innovative Lesson Plan		Yes	No
(a)	Innovative lesson plan prepared by student teachers before the commencement of practice teaching	106 (49.07)	110 (50.93)
(b)	Planning of Innovative methods of teaching for transacting lesson during the practice teaching by student teachers	53 (24.54)	163 (75.46)
Sub Item No: 2.2		Total Responses	
(a)	Constructivist Method (5- E Model)	53 (100)	
Sub Item No: 2.3		Yes	No
(a)	Sufficient practice was given in writing lesson plans during the method classes	202 (93.52)	14 (6.48)
(b)	Student teachers prepared lesson plan before taking the class	204 (94.44)	12 (5.56)
(c)	Student teachers taught the lessons in the class as per the lesson plans prepared	194 (89.81)	22 (10.19)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.2, it was observed that with regard to item No: 2(a). Out of 216 student teachers, 211 (97.69 percent) responded that the subject method teacher educator explained on macro teaching lesson plan before the commencement of practice teaching session. Whereas, five (2.31 percent) responded that the subject method teacher educator did not explain on macro teaching lesson plan before the

commencement of practice teaching session. So it can be concluded that majority of the subject method teacher educators explained on macro teaching lesson plan before the commencement of practice teaching session. Further when they were asked about had a clear idea on the macro teaching lesson plan. The responses were provided in item No: 2(b), (c), (d), & (e).

As shown in Table 4.2, it was observed that with regard to item No: 2(b), (c), (d), & (e). Out of 216 student teachers, 211 (97.69 percent) had clear idea about introduction of the lesson in lesson plan, 210 (97.22 percent) had clear idea about presentation of a lesson in lesson plan, 206 (95.37 percent) had clear idea about recapitulation in lesson plan, and 209 (96.76 percent) had clear idea about home assignment in lesson plan. So it can be concluded that majority of the student teachers had clear idea about the macro teaching lesson plan in terms of introduction of the lesson, presentation of a lesson, recapitulation and home assignment.

As shown in Table 4.2, it was observed that with regard to item No: 2(f). Out of 216 student teachers, 208 (96.30 percent) responded that the method teacher educators had given detailed guidelines with regard to lesson planning. Whereas, eight (3.70 percent) responded that the method teacher educators did not give detailed guidelines with regard to lesson planning. So it can be concluded that majority of the method teacher educators gave detailed guidelines with regard to lesson planning.

As shown in Table 4.2, it was observed that with regard to sub item No: 2.1(a). Out of 216 student teachers, 106 (49.07 percent) had prepared innovative lesson plan before the commencement of practice teaching. Whereas, 110 (50.93 percent) did not prepare innovative lesson plan before the commencement of practice teaching. So it can be concluded that most of the student teacher did not prepare innovative lesson plan before the commencement of practice teaching.

As shown in Table 4.2, it was observed that with regard to sub item No: 2.1(b). Out of 216 student teachers, 53 (24.54 percent) had planned innovative methods of teaching for transacting lesson during the practice teaching. Whereas, 163 (75.46 percent) did not plan innovative methods of teaching for transacting lesson during the practice teaching. So it can be concluded that majority of the student teachers did not plan innovative methods of teaching for transacting lesson during the practice teaching. Further when they were asked about examples of innovative

methods of teaching for transacting lesson which are being used during practice teaching. The responses were provided in sub item No: 2.2(a).

As shown in Table 4.2, it was observed that with regard to sub item No: 2.2(a). Out of 53 student teachers who were being used innovative methods of teaching for transacting lesson during practice teaching, 53 (100 percent) had planned Constructivist (5E' Model) innovative method for transacting lesson during the practice teaching. So it can be concluded that majority of the student teachers had planned Constructivist (5E' Model) innovative method for transacting lesson during the practice teaching.

As shown in Table 4.2, it was observed that with regard to sub item No: 2.3(a). Out of 216 student teachers, 202 (93.52 percent) responded that sufficient practice was given in writing lesson plans during the method classes. Whereas, 14 (6.48 percent) responded that sufficient practice was not given in writing lesson plans during the method classes. So it can be concluded that majority of the teacher educators gave sufficient practice in writing lesson plans during the method classes.

As shown in Table 4.2, it was observed that with regard to sub item No: 2.3(b). Out of 216 student teachers, 204 (94.44 percent) had prepared lesson plan before taking the class. Whereas, 12 (5.56 percent) did not prepare lesson plan before taking the class. So it can be concluded that majority of the student teachers prepared lesson plan before taking the practice teaching class.

As shown in Table 4.2, it was observed that with regard to sub item No: 2.3(c). Out of 216 student teachers, 194 (89.81 percent) had taught the lessons in the class as per the lesson plans prepared. Whereas, 22(10.19 percent) did not teach the lessons in the class as per the lesson plans prepared. So it can be concluded that majority of the student teachers taught the lessons in the class as per the lesson plans prepared.

Table 4.3 Demonstration of Macro Lesson

Item No: 3		Yes	No
(a)	The method teacher educator demonstrate macro lesson in the cooperating school	175 (81.02)	41 (18.98)
Sub Item No: 3.1 Demonstration Lesson helped for Student Teacher's in the Practice Teaching Session		Total Responses	
(a)	How to teach the students	170 (97.14)	
(b)	Managing the class and time	168 (96)	
(c)	To improve the teaching skills	164 ((93.71)	
(d)	Effective use of teaching aids	160 (91.43)	
(e)	To create interest among students	132 (75.43)	
(f)	Building self - confidence	130 (74.29)	
(g)	How to interact with children	96 (54.86)	
(h)	Bringing humour in classroom	36 (20.57)	
(i)	How to teach innovative lesson	16 (9.14)	
(j)	Not useful	2 (1.14)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.3, it was observed that with regard to item No: 3(a). Out of 216 student teachers, 175 (81.02 percent) responded that the method teacher educators gave model demonstration on macro lesson in the cooperating school. Whereas, 41 (18.98 percent) responded that the method teacher educators did not give model demonstration on macro lesson in the cooperating school. So it can be concluded that majority of the student teachers responded that the method teacher educators gave model demonstration on macro lesson in the cooperating practice teaching school. Further when they were asked about demonstration lesson helped in the practice teaching session. The responses were provided in sub item No: 3.1(a), (b), (c), (d), (e), (f), (g), (h), (i), & (j).

As shown in Table 4.3, it was observed that with regard to sub item No: 3.1(a), (b), (c), (d), (e), (f), (g), (h), (i), & (j). Out of 175 student teachers who opined

that demonstration lessons were useful in the practice teaching session, 170 (97.14 percent) opined that with regard to how to teach students, 168 (96 percent) opined that with regard to managing the class and time, 164 (93.71 percent) opined that with regard to improving their teaching skills, 160 (91.43 percent) opined that with regard to effective use of teaching aids, 132 (75.43 percent) opined that with regard to create interest among students, 130 (74.29 percent) opined that with regard to building self-confidence, 96 (54.86 percent) opined that with regard to how to interact with children, 36 (20.57 percent) opined that with regard to bringing humour in classroom, 16 (9.14 percent) opined that with regard to how to teach innovative lesson, and two (1.14 percent) opined that the demonstration lesson was given by method teacher educator are not useful. So it can be concluded that the student teachers opined that demonstration lesson given by method teacher educators was useful with regard to how to teach students, managing the class and time, improving their teaching skills, effective use of teaching aids, to create interest among students, building self-confidence.

Table 4.4 School visit by Student Teachers

Item No: 4		Yes	No
(a)	Student teachers visited cooperating school before the commencement of practice teaching session	181 (83.80)	35 (16.20)
Sub Item No: 4.1 Purpose of the School visit		Total Responses	
(a)	To collect the syllabus for the given classes	181 (100)	
(b)	To observe demonstration lesson given by method teacher educator	175 (96.69)	
(c)	To collect time table	156 (86.19)	
(d)	To know the location of the school	140 (77.35)	
(e)	Formal meeting with Headmaster/ Headmistress and concerned subject teachers	132 (72.93)	
(f)	To be aware with the rules and regulations of the school	120 (66.30)	
Sub Item No: 4.2 Collecting the Syllabus		Yes	No
(a)	Student teachers collected the syllabus from cooperating school before the commencement of practice teaching session	120 (55.56)	96 (44.44)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.4, it was observed that with regard to item No: 4(a). Out of 216 student teachers, 181 (83.80 percent) visited cooperating school before the commencement of practice teaching session. Whereas, 35 (16.20 percent) did not visit cooperating school before the commencement of practice teaching session. So it can be concluded that majority of the student teachers visited cooperating school before the commencement of practice teaching session. Further when they were asked about purpose of the school visit before the commencement of practice teaching session. The responses were provided in sub item No: 4.1(a), (b), (c), (d), (e), & (f).

As shown in Table 4.4, it was observed that with regard to sub item No: 4.1(a), (b), (c), (d), (e), & (f). Out of 181 student teachers who visited cooperating school before the commencement of practice teaching session, 181 (100 percent) responded that with regard to collecting the syllabus for the allotted class, 175 (96.69 percent) responded that with regard to observe demonstration lesson given by method teacher educator, 156 (86.19 percent) responded that with regard to collect time table before the commencement of practice teaching, 140 (77.35 percent) responded that with regard to know the location of the school, 132 (72.93 percent) responded that with regard to formal meeting with Headmaster/Headmistress and concerned subject teachers, 120 (66.30 percent) responded that with regard to collect the rules and regulation of the School. So it can be concluded that majority of the student teachers visited cooperating school before the commencement of practice teaching session with purpose of collecting the syllabus for the allotted class, to observe demonstration lesson given by method teacher educator, to collect time table, to know the location of the school, and for formal meeting with Headmaster/Headmistress and concerned subject teachers, and with regard to be aware with collect rules and regulation of the School.

As shown in Table 4.4, it was observed that with regard to sub item No: 4.2(a). Out of 216 student teachers, 120 (55.56 percent) had collected the syllabus from cooperating school before the commencement of practice teaching session. Whereas, 96 (44.44 percent) did not collect the syllabus from cooperating school before the commencement of practice teaching session. So it can be concluded that most of the student teachers collected the syllabus from cooperating practice teaching school before the commencement of practice teaching session.

Table 4.5 Cooperation from the Headmaster/Headmistress

Item No: 5		Yes	No
The Headmaster/Headmistress of the School Cooperate with Student Teachers in terms of			
(a)	Allotting the time table	210 (97.22)	6 (2.78)
(b)	Allotting the classes	213 (98.61)	3 (1.39)
(c)	Managing the students	203 (93.98)	13 (6.02)
(d)	Giving extra periods when needed	191 (88.43)	25 (11.57)
Sub Item No: 5.1 In terms of any other		Total Responses	
(a)	The Headmaster/Headmistress of the school showed high concern and care	200 (92.59)	
(b)	The Headmaster/Headmistress of the school gave suggestions and instructions whenever needed to improve the academic and co-curricular activities	204 (94.44)	
(c)	In emergence, The Headmaster/Headmistress of the school permit to avail leave	102 (47.22)	
Sub Item No: 5.2 Separate Staff room		Yes	No
(a)	The Headmaster/Headmistress of the school provided separate staff room for student teachers	192 (88.89)	24 (11.11)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.5, it was observed that with regard to item No: 5(a), (b), (c), & (d). Out of 216 student teachers who responded that the Headmaster/Headmistress of the school cooperation was in terms of, 210 (97.22 percent) responded that in terms of allotting the time table, 213 (98.61 percent) responded that in terms of allotting the classes, 203 (93.98 percent) responded that in terms of managing the students, and 191 (88.43 percent) responded that in terms giving extra periods when needed. So it can be concluded that majority of the student teachers responded that the Headmaster/Headmistress of the school cooperate in terms of allotting the time table, allotting the classes, managing the students, and giving extra periods when needed. Further when they were asked about the

Headmaster/Headmistress of the school cooperate in terms of any other. The responses were provided in sub item No: 5.1(a), (b), & (c).

As shown in Table 4.5, it was observed that with regard to sub item No: 5.1(a), (b), & (c). Out of 216 student teachers who responded that the Headmaster/Headmistress of the school cooperate in terms of any other, 200 (92.59 percent) responded that in terms of showing high concern and care, 204 (94.44 percent) responded that in terms of suggestions and instructions given whenever needed to improve the academic and co-curricular activities, and 102 (47.22 percent) responded that in terms of permit to avail casual leave as per norms. So it can be concluded that majority of the student teachers responded that the Headmaster/Headmistress of the school cooperate in terms of any other were showed high concern and care, suggestions and instructions are given whenever needed to improve the academic and co-curricular activities.

As shown in Table 4.5, it was observed that with regard to sub item No: 5.2(a). Out of 216 student teachers, 192 (88.89 percent) responded that the Headmaster/Headmistress of the school provided separate staff room for student teachers in the practice teaching session. Whereas, 24 (11.11 percent) responded that the Headmaster/Headmistress of the school did not provide separate staff room for student teachers in the practice teaching session. So it can be concluded that majority of the student teachers responded that the Headmaster/Headmistress of the school provided separate staff room in the practice teaching session.

Table 4.6 Cooperation from the Subject Teachers

Item No: 6		Yes	No
The Subject Teacher of the School Cooperate with Student Teachers in terms of			
(a)	Allotting the classes	212 (98.15)	4 (1.85)
(b)	Allotting the time Table	206 (95.37)	10 (4.63)
(c)	Selection of topics/units	206 (95.37)	10 (4.63)
(d)	Managing the students	202 (93.52)	14 (6.48)
(e)	Giving extra periods when needed	192 (88.89)	24 (11.11)
(f)	Preparation of lesson plan	200 (92.59)	16 (7.41)
(g)	Correction of lesson plan	200 (92.59)	16 (7.41)
(h)	Providing teaching aids	172 (79.63)	44 (20.37)
(i)	Feedback	206 (95.37)	10 (4.63)
(j)	Providing lab facility	156 (72.22)	60 (27.78)
Sub item No: 6.1 In terms any other		Total Responses	
(a)	Showing high concern and care	192 (88.89)	
(b)	Encouraging in participation of co-curricular activities	175 (81.02)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.6, it was observed that with regard to item No: 6(a), (b), (c), (d), (e), (f), (g), (h), (i), & (j). Out of 216 student teachers who responded that the subject teachers of the school cooperate in terms of, 212 (98.15 percent) responded that in terms of allotting the classes, 206 (95.37 percent) responded that in terms of allotting the time table, 206 (95.37 percent) responded that in terms of selection of topics/units, 202 (93.52 percent) responded that in terms of managing the students, 192 (88.89 percent) responded that in terms giving extra periods when needed, 200 (92.59 percent) responded that in terms of preparation of lesson plan, 200 (92.59 percent) responded that in terms of correction of lesson plan, 172 (79.63 percent) responded that in terms of providing teaching aids, 206 (95.37 percent) responded that in terms of providing feedback, and 156 (72.22 percent) responded that in terms of providing lab facility. So it can be concluded that majority of the student teachers responded that the subject teacher in the school cooperate in terms of allotting the

classes, allotting the time table, selection of topics/units, managing the students, giving extra periods when needed, preparation of lesson plan, correction of lesson plan, providing teaching aids, feedback, and providing lab facility. Further when they were asked about the subject teacher in the school cooperate in terms of any other. The responses were provided in sub item No: 6.1(a), & (b).

As shown in Table 4.6, it was observed that with regard to sub item No: 6.1(a) & (b). Out of 216 student teachers who responded that the subject teacher in the cooperating school cooperate in terms of any other, 192 (88.89 percent) responded in terms of showing high concern and care, and 175 (81.02 percent) responded in terms of encourage in participation of co-curricular activities. So it can be concluded that majority of the student teachers responded that the subject teacher in the cooperating school cooperate by showing high concern and care, and encourage in participation of co-curricular activities.

Table 4.7 Cooperation from the Students

Item No: 7		Yes	No
(a)	Student teachers had adequate cooperation from the students in the classes in practice teaching	207 (95.83)	9 (4.17)
Sub Item No: 7.1 Specify the Reason		Total Responses	
(a)	No interest with school environment	5 (55.56)	
(b)	Some students they feel that, I am not a regular teacher and make nuisance	4 (44.44)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.7, it was observed that with regard to item No: 7(a). Out of 216 student teachers, 207 (95.83 percent) had adequate cooperation from the students in the classes in practice teaching session. Whereas, nine (4.17 percent) did not have adequate cooperation from the students in the classes in practice teaching session. So it can be concluded that majority of the student teachers had adequate cooperation from the students in the classes in practice teaching session. Further when they were asked about specific reason for not getting adequate cooperation from the students in the classes in practice teaching session. The responses were provided in sub item No: 7.1(a) & (b).

As shown in Table 4.7, it was observed that with regard to sub item No: 7.1(a), & (b). Out of nine student teachers who did not have adequate cooperation from the students in the classes in practice teaching session, five (55.56 percent) opined that the students in the class were not interested with school environment, and four (44.44 percent) opined that the students in the class feels that student teacher is not a regular teacher and make disturbance in the class. So it can be concluded the student teachers did not have adequate cooperation from the students in the classes in practice teaching session with regard to the students in the class were not interest with school environment, and the students in the class feels that student teacher is not a regular teacher and make disturbance in the class.

Table 4.8 Problems faced by Student Teacher

Item No: 8		Total Responses
Sub Item No: 8.1 Preparation and use of Teaching Aids		Total Responses
(a)	Time consuming	204 (94.44)
(b)	Some teaching aids are very costly	198 (91.67)
(c)	Handling of thermocol teaching aids is very difficult	46 (21.30)
(d)	For displaying the teaching aid facility was not adequate in classroom.	26 (12.04)
Sub Item No: 8.2 Preparation of Lesson Plan		Total Responses
(a)	Preparation of Innovative Lesson is very difficult	201 (93.06)
(b)	Consuming more time	132 (61.11)
Sub Item No: 8.3 Time Table		Total Responses
(a)	Not convenient	22 (10.19)
(b)	Allotted time table is continuously in two periods	18 (8.33)
Sub Item No: 8.4 Cooperation from the School		Total Responses
(a)	Drinking water facility is not provided	18 (8.33)
(b)	Students, Teachers, The Headmaster/Headmistress of the school were not cooperative	12 (5.56)
(c)	Separate girl's toilet facility is not provided	12 (5.56)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.8, it was observed that with regard to sub item No: 8.1(a), (b), (c), & (d). Out of 216 student teachers who faced problem with regard to preparation and use of teaching aids, 204 (94.44 percent) with regard to more time consuming, 198 (91.67 percent) with regard to cost of teaching aids, 46 (21.30 percent) with regard to handling of thermocol teaching aids, and 26 (12.04 percent) with regard to display of teaching aids facility was not adequate in classroom. So it can be concluded that majority of the student teachers had faced problem of preparation and use of teaching aids with regard to more time consuming, cost of teaching aids.

As shown in Table 4.8, it was observed that with regard to sub item No: 8.2(a) & (b). Out of 216 student teachers who faced difficulty with regard to preparation of lesson plan, 201 (93.06 percent) with regard to preparation of innovative lesson plan, 132 (61.11 percent) with regard to consuming more time. So it can be concluded that majority of student teachers had faced problem of preparation of lesson plan with regard to innovative lesson plan.

As shown in Table 4.8, it was observed that with regard to sub item No: 8.3(a) & (b). Out of 216 student teachers who faced problem with regard to time table, 22 (10.19 percent) with regard to time table was not convenient, and 18 (8.33 percent) with regard to the allotted time table was in continuous two periods. So it can be concluded that very less percentage of the student teachers had faced problem with regard to time table are not convenient, and the allotted time table was in continuous two periods.

As shown in Table 4.8, it was observed that with regard to sub item No: 8.4(a), (b), & (c). Out of 216 student teachers who faced problem with regard to cooperation from the school, 18 (8.33 percent) had faced problem with drinking water facility, 12 (5.56 percent) did not to have adequate cooperation from students, teachers and Headmaster/Headmistress of the school, and 12 (5.56 percent) had faced problem with girls toilet facility. So it can be concluded that very less percentage of the student teachers had faced problem with regard to cooperation from the school were drinking water facility, did not to have adequate cooperation from students, teachers and Headmaster/Headmistress of the school, and not providing separate girls toilet facility.

Table 4.9 Suggestions Provided by Student Teachers

Item No: 9		Total Responses
Sub Item No: 9.1 Preparation and Use of Teaching Aids		Total Responses
(a)	The concerned method teacher educator shall be given orientation on teaching aids before the commencement of practice teaching session	204 (94.44)
(b)	Teaching aids shall be prepared with low cost teaching material	194 (89.81)
(c)	The demonstration of teaching aids shall be planned and rehearsed in advance	190 (87.96)
(d)	The teaching aids shall be visible to the entire class	186 (86.11)
Sub Item No: 9.2 Preparation of Lesson Plan		Total Responses
(a)	At least minimum five model lesson plans shall be planned in advance prior to beginning of practice teaching session	181 (83.80)
(b)	Every student teacher must prepare lesson plan before entering in to class and lesson plan must be approved by subject teacher and the concerned method teacher educator	174 (80.56)
(c)	The concerned method teacher educator shall give more time to practice for writing lesson plans in Teacher Education Institution	161 (74.54)
(d)	More focus shall be given to writing innovative lesson plan	158 (73.15)
Sub Item No: 9.3 Time Table		Total Responses
(a)	Time Table shall be prepared based on Psychological principles of classroom students	191 (88.43)
(b)	Continuous periods shall not be allotted to student teachers	156 (72.22)
Sub Item No: 9.4 Cooperation from the School		Total Responses
(a)	The concerned Teacher Education Institution shall maintain cordial relationship with teachers and The Headmaster/Headmistress of the school	209 (96.76)
(b)	Teachers and Headmaster/Headmistress of the school shall be encouraged to participate in all academic and co-curricular activities	202 (93.52)
(c)	Separate staffroom shall be allotted to student teachers	160 (74.07)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.9, it was observed that with regard to sub item No: 9.1(a), (b), (c), & (d). Out of 216 student teachers who provided suggestions to improve the practice teaching with regard to preparation and use of teaching aids, 204 (94.44 percent) responded that the concerned method teacher educator shall be given orientation on teaching aids before the commencement of practice teaching session, 194 (89.81 percent) responded that the teaching aids shall be low cost teaching material, 190 (87.96 percent) responded that the demonstration of teaching aids shall be planned and rehearsed in advance, and 186 (86.11 percent) responded that the teaching aids shall be visible to the entire class. So it can be concluded that majority of the student teachers gave the suggestions with regard to preparation and use of teaching aids were the concerned method teacher educator shall be given orientation on teaching aids before the commencement of practice teaching session, low cost teaching material, the demonstration of teaching aids shall be planned and rehearsed in advance, and the teaching aids shall be visible to the entire class.

As shown in Table 4.9, it was observed that with regard to sub item No: 9.2(a), (b), (c), & (d). Out of 216 student teachers who provided suggestions to improve the practice teaching with regard to preparation of lesson plan, 181 (83.80 percent) responded that at least minimum five model lesson plans shall be planned in advance prior to beginning of practice teaching session, 174 (80.56 percent) responded that every student teacher must prepare lesson plan before entering in to class and lesson plan must be approved by subject teacher and the concerned method teacher educator, 161 (74.54 percent) responded that the concerned method teacher educator shall be given more time to practice for writing lesson plans in Teacher Education Institution, and 158 (73.15 percent) responded that more focus shall be given to writing innovative lesson plan. So it can be concluded that majority of the student teachers gave the suggestions with regard to preparation of lesson plan were at least minimum Five model lesson plans shall be planned in advance prior to beginning of practice teaching session, every student teacher must prepare lesson plan before entering in to class and lesson plan must be approved by subject teacher and the concerned method teacher educator, the concerned method teacher educator shall give more time to practice for writing lesson plans in Teacher Education Institution, and more focus shall give to writing innovative lesson plan.

As shown in Table 4.9, it was observed that with regard to sub item No: 9.3(a) & (b). Out of 216 student teachers who provided suggestions to improve the practice teaching with regard to time table, 191 (88.43 percent) responded that time table should be prepared based on psychological principles of classroom students, and 156 (72.22 percent) responded that continuous periods shall not be allotted to student teachers. So it can be concluded that majority of the student teachers gave the suggestions that time table shall be prepared based on psychological principles of classroom students, and continuous periods shall not be allotted to student teachers.

As shown in Table 4.9, it was observed that with regard to sub item No: 9.4(a), (b), & (c). Out of 216 student teachers who provided suggestions to improve the practice teaching with regard to cooperation from the school, 209 (96.76 percent) suggested that the concerned Teacher Education Institution shall maintain cordial relationship with Teachers and The Headmaster/Headmistress of the school, 202 (93.52 percent) suggested that Teachers and The Headmaster/Headmistress of the school shall be encouraged to participate in all academic and co-curricular activities, and 160 (74.07 percent) suggested that separate staff room shall be provided for student teachers. So it can be concluded that majority of the student teachers gave the suggestions with regard to cooperation from the school were the concerned Teacher Education Institution shall maintain cordial relationship with teachers and Headmaster/Headmistress of the school, Teachers and The Headmaster/Headmistress of the school shall be encouraged to participate in all academic and co-curricular activities.

Table 4.10 Number of Days required for Practice

Item No: 10		Yes	No
(a)	40 days (20-lesson in each method) practice teaching programme is enough for good practice	120 (55.56)	96 (44.44)
Sub Item No: 10.1 The number of days enough for good Practice		Total Responses	
(a)	60 Days (30-lesson in each method)	20 (20.83)	
(b)	120 Days (60-lesson in each method)	50 (52.08)	
(c)	180 Days (90-lesson in each method)	26 (27.08)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.10, it was observed that with regard to item No: 10(a). Out of 216 student teachers, 120 (55.56 percent) responded that 40 days (20-lesson in each method) practice teaching session is enough for good practice. Whereas, 96 (44.44 percent) responded that 40 days (20-lesson in each method) practice teaching session is not enough for good practice. So it can be concluded that most of the student teachers responded that 40 days (20-lesson in each method) practice teaching session is enough for good practice. Further when they were asked about the number of days required for practice teaching session. The responses were provided in sub item No: 10.1(a), (b), & (c).

As shown in Table 4.10, it was observed that with regard to sub item No: 10.1(a), (b), & (c). Out of 96 student teachers who responded that the number days of practice teaching session is not enough for good practice, 20 (20.83 percent) responded that 60 days (30-lesson in each method) practice teaching session is enough for good practice, 50 (52.08 percent) responded that 120 days (60-lesson in each method) practice teaching session is enough for good practice, and 26 (27.08 percent) responded that 180 days (90-lesson in each method) practice teaching session is enough for good practice. So it can be concluded that most of the student teachers responded that 120 days (60-lesson in each method) practice teaching session is enough for good practice.

4.2 Analysis and Interpretation of Questionnaire for Teacher Educators of the Cooperating Practice Teaching School

To achieve the objective 1, “To study the process of practice teaching programme with respect to (a) Preparation of lesson plan, and (b) Cooperation from the School”, data was collected by using Questionnaire. The researcher constructed a Questionnaire with closed ended as well as open ended items with regard to workshop on teaching aids, orientation on macro teaching programme, lesson plan, demonstration of macro lesson, and cooperation from Headmasters/Headmistress, subject teachers, and students. The detailed description of Data Analysis and Interpretation of Questionnaire for Teacher Educators of the Cooperating Practice Teaching School is presented as follows.

Table 4.11 Workshop on Teaching Aids

Item No: 1		Yes	No
(a)	Teacher educator conducted workshop on teaching aids	62 (96.88)	2 (3.12)
Sub Item No: 1.1 Included for Orientation		Total Responses	
(a)	2- Dimensional Teaching Aids	62 (100)	
(b)	3- Dimensional Teaching Aids	61 (98.39)	
(c)	Based on Learning Experiences	59 (95.16)	
(d)	Improvised Teaching Apparatus	46 (74.19)	
Sub Item No: 1.2 Difficulties		Yes	No
(a)	Difficulties in conducting Workshop on Teaching Aids	14 (21.88)	50 (78.12)
Sub Item No: 1.3 Specify the Reason		Total Responses	
(a)	Osmania University did not conduct any orientation programme on workshop on teaching aids	9 (64.29)	
(b)	Osmania University did not given any guidelines in manual book	5 (35.71)	
Sub Item No: 1.4		Yes	No
(a)	Student teachers used teaching aids in their practice teaching session	60 (93.75)	4 (6.25)
Sub Item No: 1.5 The types of teaching aids were used by student teachers		Total Responses	
(a)	Charts	60 (100)	
(b)	Low cost Teaching Aids	58 (96.67)	
(c)	Models	54 (90)	
(d)	Specimens	48 (80)	
(e)	Maps	34 (56.67)	
(f)	Improvised Teaching Apparatus	32 (53.33)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.11, it was observed that with regard to item No: 1(a). Out of 64 teacher educators, 62 (96.88 percent) conducted workshop on teaching aids before the commencement of practice teaching. Whereas, two (3.12 percent) did not

conduct workshop on teaching aids before the commencement of practice teaching. So it can be concluded that majority of the teacher educators conducted workshop on teaching aids before the commencement of practice teaching. Further when they were asked about types of teaching aids included for the orientation. The responses were provided in sub item No: 1.1(a), (b), (c), & (d).

As shown in Table 4.11, it was observed that with regard to sub item No: 1.1(a), (b), (c), & (d). Out of 62 teacher educators who conducted workshop on teaching aids before the commencement of practice teaching, 62 (100 percent) responded that 2 – Dimensional teaching aids are included for the orientation, 61 (98.39 percent) responded that 3 – Dimensional teaching aids are included for the orientation, 59 (95.16 percent) responded that based on learning experiences teaching aids are included for the orientation, and 46 (74.19 percent) responded that improvised teaching apparatus teaching aids are included for the orientation. So it can be concluded that majority of the teacher educators included 2 – Dimensional, 3 – Dimensional, based on learning experiences, and improvised teaching apparatus teaching aids for the orientation before the commencement of practice teaching.

As shown in Table 4.11, it was observed that with regard to sub item No: 1.2(a). Out of 64 teacher educators, 14 (21.88 percent) found difficulty in conducting workshop on teaching aids. Whereas, 50 (78.12 percent) did not find any difficulties in conducting workshop on teaching aids. So it can be concluded that majority of the teacher educators did not find any difficulties in conducting workshop on teaching aids. Further when they were asked about the reasons for difficulty in conducting workshop on teaching aids. The responses were provided in sub item in 1.3(a) & (b).

As shown in Table 4.11, it was observed that with regard to sub item No: 1.3(a) & (b). Out of 14 teacher educators who found difficulty in conducting workshop on teaching aids, nine (64.29 percent) responded that Osmania University did not conduct any orientation programme on workshop on teaching aids, and five (35.71 percent) responded that Osmania University did not give any guidelines in manual book. So it can be concluded that most of the teacher educators found difficulty conducting orientation programme on workshop on teaching aids with regard to Osmania University did not conduct any orientation programme on workshop on teaching aids, and did not give any guidelines in manual book.

As shown in Table 4.11, it was observed that with regard to sub item No: 1.4(a). Out of 64 teacher educators who responded with regard to student teachers use teaching aids in the practice teaching session, 60 (93.75 percent) responded that the student teachers used the teaching aids in the practice teaching session. Whereas, four (6.25 percent) responded that the student teachers did not use teaching aids in the practice teaching session. So it can be concluded that majority of the teacher educators responded that the student teachers used the teaching aids in the practice teaching session. Further when they were asked about types of teaching aids used by the student teachers in the practice teaching session. The responses were provided in sub item No: 1.5(a), (b), (c), (d), (e), & (f).

As shown in Table 4.11, it was observed that with regard to sub item No: 1.5(a), (b), (c), (d), (e), & (f). Out of 60 teacher educators who responded that with regard to the types of teaching aids are used by the student teachers, 60 (100 percent) responded that with regard to charts, 58 (96.67 percent) responded that with regard to low cost teaching aids, 54 (90 percent) responded that with regard to models. 48 (80 percent) responded that with regard to specimens, 34 (56.67 percent) responded that with regard to maps, and 32 (53.30 percent) responded that with regard to improvised teaching apparatus. So it can be concluded that majority of the teacher educators responded that teaching aids used by student teachers in the practice teaching session were charts, low cost teaching aids, models, specimens.

Table 4.12 Orientation Programme

Item No: 2		Yes	No
(a)	Teacher educator conducted orientation on practice teaching programme	64 (100)	-
Sub Item No: 2.1 Student Teachers get a clear idea about the Orientation Programme in terms of		Yes	No
(a)	Introduction of the lesson	64 (100)	-
(b)	Presentation of a lesson	64 (100)	-
(c)	Recapitulation of a lesson	64 (100)	-
(d)	Home Assignment	64 (100)	-
Sub Item No: 2.2 Innovative Lesson Plan		Yes	No
(a)	Teacher educator conducted orientation programme with regard to innovative lesson plan	24 (37.50)	40 (62.50)
Sub Item No: 2.3 Example		Total Responses	
(a)	Constructivist innovative lesson plan	24 (100)	
Sub Item No: 2.4 Specify the reason		Total Responses	
(a)	Osmania University did not conduct orientation programme with regard to innovative lesson plan	30 (75)	
(b)	Osmania University did not given innovative lesson plan format in University guidelines book	8 (20)	
(c)	No clear idea on innovative lesson plan	2 (5)	
Sub Item No: 2.5 Difficulty		Yes	No
(a)	Difficulties in conducting orientation on practice teaching programme	-	64 (100)
(b)	Difficulties in conducting orientation on innovative lesson plan	24 (100)	-

Note. Figure in the parenthesis indicate percentage and dash indicate data were not obtained.

As shown in Table 4.12, it was observed that with regard to item No: 2(a). Out of 64 teacher educators, 64 (100 percent) conducted the orientation on macro teaching programme. So it can be concluded that all the teacher educators conducted orientation on macro teaching programme. Further when they were asked whether student teachers had a clear idea about macro teaching programme. The responses were provided in sub item No: 2.1(a), (b), (c), & (d).

As shown in Table 4.12, it was observed that with regard to sub item No: 2.1(a), (b), (c), & (d). Out of 64 teacher educators who responded that conducting the orientation on macro teaching programme helped student teachers had a clear idea in terms of, 64 (100 percent) responded that in terms of introduction of the lesson, 64 (100 percent) responded that in terms of presentation of a lesson, 64 (100 percent) responded that terms of recapitulation of a lesson, and 64 (100 percent) responded that in terms of home assignment. So it can be concluded that all the teacher educators responded that conducting the orientation on macro teaching programme helped student teachers had a clear idea in terms of introduction of the lesson, presentation of a lesson, recapitulation of a lesson, and home assignment.

As shown in Table 4.12, it was observed that with regard to sub item No: 2.2(a). Out of 64 teacher educators, 24 (37.50 percent) conducted the orientation programme with regard to innovative lesson plan. Whereas, 40 (62.50 percent) did not conduct the orientation programme with regard to innovative lesson plan. So it can be concluded that most of the teacher educators did not conduct the orientation programme with regard to innovative lesson plan. Further when they were asked about example of innovative lesson plan taught during orientation programme. The responses were provided in sub item No: 2.3(a).

As shown in Table 4.12, it was observed that with regard to sub item No: 2.3(a). Out of 24 teacher educators who were conducted the orientation programme with regard to innovative lesson plan. 24 (100 percent) conducted with regard to Constructivist innovative lesson plan. So it can be concluded that all the teacher educators had given the orientation programme on innovative lesson plan with regard to Constructivist innovative lesson plan. Further when they were asked about the reason for not conducting the orientation programme with regard to innovative lesson plan. The responses were provided in sub item No: 2.4(a), (b), & (c).

As shown in Table 4.12, it was observed that with regard to sub item No: 2.4(a), (b), & (c). Out of 40 teacher educators who did not conduct the orientation programme with regard to innovative lesson plan, 30 (75 percent) responded that Osmania University did not conduct orientation programme with regard to innovative lesson plan, eight (20 percent) responded that Osmania University did not give innovative lesson plan format in University guidelines book, and two (5 percent) responded that no clear idea on innovative lesson plan. So it can be concluded that majority of teacher educators responded that Osmania University did not conduct orientation programme with regard to innovative lesson plan, and most of teacher educators responded that Osmania University did not give innovative lesson plan format in University guidelines book.

As shown in Table 4.12, it was observed that with regard to sub item No: 2.5(a). Out of 64 teacher educators, 64 (100 percent) responded that no difficulties in conducting orientation on practice teaching programme. So it can be concluded that none of the teacher educators found any difficulties in conducting orientation on practice teaching programme.

As shown in Table 4.12, it was observed that with regard to sub item No: 2.5(b). Out of 24 teacher educators who gave orientation programme on innovative lesson plan, 24 (100 percent) had faced difficulties in conducting orientation programme on innovative lesson plan. So it can be concluded that all the teacher educators faced difficulties in conducting orientation programme on innovative lesson plan.

Table 4.13 Lesson Plan

Item No: 3		Yes	No
(a)	Teacher educator gave detailed guidelines to student teachers with regard to lesson planning	64 (100)	-
Sub Item No: 3.1 Important Guidelines		Total Responses	
(a)	Objectives and Specifications	64 (100)	
(b)	Steps in lesson plan	62 (96.88)	
(c)	According to syllabus and level of the students	60 (93.75)	
(d)	Innovative lesson plan	24 (37.50)	
Sub Item No: 3.2 University Model Lesson Plan		Yes	No
(a)	Following the University model lesson plan format	64 (100)	-
Sub Item No: 3.3 Views		Total Responses	
(a)	Innovative lesson plan in guidelines book	59 (92.19)	
(b)	At least one model lesson plan in each method	51 (79.69)	
(c)	Objectives and Specifications	38 (59.38)	
(d)	Stereotype and need to be modified	35 (54.69)	
(e)	Current lesson planning format is moderate	30 (46.88)	
(f)	Did not provide Telugu lesson plan format	6 (9.38)	
Sub Item No: 3.4 Innovative Lesson Plan		Yes	No
(a)	Innovative lesson plans are useful to student teachers	64 (100)	-
(b)	Suggest innovative lesson plans in practice teaching	64 (100)	-
Sub Item No: 3.5 Specify the Reason		Total Responses	
(a)	It helps to develop student teachers talents and express freedom while writing innovative lesson plan	60 (93.75)	
(b)	Gate way for effective teaching learning process	58 (90.63)	
(c)	To think innovatively and teach on their own way	55 (85.94)	
(d)	It develops creativity among student teachers	51 (79.69)	
Sub Item No: 3.6		Yes	No
(a)	Sufficient practice was given in writing lesson plans	60 (93.75)	4 (6.25)
(b)	The lesson plans are regularly checked by teacher educators	59 (92.19)	5 (7.81)
Sub Item No: 3.7 The common errors		Total Responses	
(a)	Objectives and Specifications	48 (81.36)	
(b)	Format of lesson plan	41 (69.49)	
(c)	Steps in lesson plan	34 (57.63)	
(d)	Not planned for prescribed duration	32 (54.24)	
(e)	Selection of word (Vocabulary)	31 (52.54)	

Note. Figure in the parenthesis indicate percentage and dash indicate data were not obtained.

As shown in Table 4.13, it was observed that with regard to item No: 3(a). Out of 64 teacher educators, 64 (100 percent) gave detailed guidelines to student teachers with regard to lesson planning. So it can be concluded that all the teacher educators gave detailed guidelines to student teachers with regard to lesson planning. Further when they were asked about the most important guidelines that are given to student teachers with regard to lesson planning. The responses were provided in sub item No: 3.1(a), (b), (c), & (d).

As shown in Table 4.13, it was observed that with regard to sub item No: 3.1(a), (b), (c), & (d). Out of 64 teacher educators who gave the most important guidelines to student teachers with regard to lesson planning, 64 (100 percent) responded that with regard to objectives and specifications, 62 (96.88 percent) responded that with regard to follow the sequential steps in lesson plan, 60 (93.75 percent) responded that with regard to lesson plan will be prepared according to the syllabus and level of the students, and 24 (37.50 percent) responded that with regard to out of 20 lesson plans two innovative lesson plan will be prepared. So it can be concluded that majority of the teacher educators gave the most important guidelines to student teachers with regard to lesson planning were objectives and specifications, follow the sequential steps in lesson plan, and lesson plan will be prepared according to the syllabus and level of the students and most of the teacher educators responded that out of 20 lesson plans two innovative lesson plan will be prepared.

As shown in Table 4.13, it was observed that with regard to sub item No: 3.2(a). Out of 64 teacher educators, 64 (100 percent) followed the University model lesson plan format. So it can be concluded that all the teacher educators followed the University model lesson plan format.

As shown in Table 4.13, it was observed that with regard to sub item No: 3.3(a), (b), (c), (d), (e), & (f). Out of 64 teacher educators who gave the views regarding the University model lesson plan format, 59 (92.19 percent) responded that Osmania University should be given the innovative lesson plan in guidelines book, 51 (79.69 percent) responded that Osmania University should be given at least one model lesson plan in each method, 38 (59.38 percent) responded that objectives and specifications should be included in Osmania University lesson plan format, 35 (54.69 percent) responded that current lesson format are stereotype and need to be modified according to the needs of learners, 30 (46.88 percent) responded that current Osmania

University current model lesson planning format is moderate, and six (9.38 percent) responded that University did not provide Telugu method lesson plan format in guidelines book. So it can be concluded majority of teacher educators responded that current Osmania University model lesson planning format is need to be revised.

As shown in Table 4.13, it was observed that with regard to sub item No: 3.4(a). Out of 64 teacher educators, 64 (100 percent) responded that innovative lesson plans are useful to the student teachers. So it can be concluded that all the teacher educators responded that innovative lesson plans are useful to the student teachers.

As shown in Table 4.13, it was observed that with regard to sub item No: 3.4(b). Out of 64 teacher educators, 64 (100 percent) suggested that innovative lesson plans are to be widely used in practice teaching programme. So it can be concluded that all the teacher educators suggested that innovative lesson plans are to be widely used in practice teaching programme. Further when they were asked to specify the reason that the innovative lesson plans are to be widely used in practice teaching programme. The responses were provided in sub item No: 3.5(a), (b), (c), & (d).

As shown in Table 4.13, it was observed that with regard to sub item No: 3.5(a), (b), (c), & (d). Out of 64 teacher educators who specified the reason that the innovative lesson plans are to be widely used in practice teaching programme, 60 (93.75 percent) responded that innovative lesson plan helps to develop student teachers talents and express freedom while writing the innovative lesson plan, 58 (90.63 percent) responded that innovative lesson plan will be the gateway for effective teaching learning process, 55 (85.94 percent) responded that innovative lesson plan will give freedom to the student teachers to think innovatively and teach in their own way, and 51 (79.69 percent) responded that innovative lesson plan will develop creativity among student teachers. So it can be concluded that majority of the teacher educators responded that innovative lesson plans are to be widely used in practice teaching programme, as innovative lesson plan helps to develop student teachers talents and express freedom while writing the innovative lesson plan, innovative lesson plan will be the gateway for effective teaching learning process, innovative lesson plan will give freedom to the student teachers to think innovatively and teach in their own way, and innovative lesson plan will develop creativity among student teachers.

As shown in Table 4.13, it was observed that with regard to sub item No: 3.6(a). Out of 64 teacher educators, 60 (93.75 percent) responded that sufficient practice was given to student teachers in writing lesson plans during method classes. Whereas, four (6.25 percent) responded that sufficient practice was not given to student teachers in writing lesson plans during method classes. So it can be concluded that majority of the teacher educators gave sufficient practice in writing lesson plans to student teachers during method classes.

As shown in Table 4.13, it was observed that with regard to sub item No: 3.6(b). Out of 64 teacher educators, 59 (92.19 percent) had checked the student teachers lesson plans regularly during practice teaching session. Whereas, five (7.81 percent) did not check the student teachers lesson plans regularly during practice teaching session. So it can be concluded that majority of the teacher educators had checked the student teachers lesson plans regularly during practice teaching session. Further when they were asked about the common errors made by student teachers in the lesson plans. The responses were provided in sub item No: 3.7(a), (b), (c), (d), & (e).

As shown in Table 4.13, it was observed that with regard to sub item No: 3.7(a), (b), (c), (d), & (e). Out of 59 teacher educators who responded that the common error was made by student teachers in the lesson plans during practice teaching session, 48 (81.36 percent) responded that with regard to writing objectives and specifications, 41 (69.49 percent) responded that with regard to the format of lesson plan, 34 (57.63 percent) responded that with regard to writing the steps in lesson plan, 32 (54.24 percent) responded that with regard to not planned for prescribed duration, and 31 (52.54 percent) responded that with regard to selection of word (vocabulary). So it can be concluded that majority of the teacher educators responded that the common errors made by the student teachers in the lesson plans were writing objectives and specifications, the format of lesson plan, and most of the teacher educators responded that the common errors made by the student teachers in the lesson plans were writing the steps in lesson plan, and not planned for prescribed duration, and selection of word (vocabulary).

Table 4.14 Demonstration of Macro Lesson

Item No: 4		Yes	No
(a)	The demonstration of macro lesson in the cooperating school	52 (81.25)	12 (18.75)
Sub Item No: 4.1 The demonstration of Macro Lesson help to Student Teacher		Total Responses	
(a)	How to teach the class	52 (100)	
(b)	Managing the class and time	50 (96.15)	
(c)	Effective use of teaching skills and teaching aids	48 (92.31)	
(d)	Building self-confidence	42 (80.77)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.14, it was observed that with regard to item No: 4(a). Out of 64 teacher educators, 52 (81.25 percent) had given demonstration macro lesson in the cooperating school. Whereas, 12 (18.75 percent) did not give demonstration macro lesson in the cooperating school. So it can be concluded that majority of the teacher educators gave demonstration macro lesson in the cooperating school. Further when they were asked about how did these demonstration lessons help to student teachers in the practice teaching session. The responses were provided in sub item No: 4.1(a), (b), (c), & (d).

As shown in Table 4.14, it was observed that with regard to sub item No: 4.1(a), (b), (c), & (d). Out of 52 teacher educators who opined that demonstration lessons help to student teachers in the practice teaching session, 52 (100 percent) opined that with regard to how to teach the class, 50 (96.15 percent) opined that with regard to managing the class and time, 48 (92.31 percent) opined that with regard to effective use of teaching skills and teaching aids, and 42 (80.77 percent) opined that with regard to building self-confidence. So it can be concluded that majority of the teacher educators opined that the demonstration lessons were helpful to student teachers in the practice teaching session with regard to how to teach the class, managing the class and time, effective use of teaching skills and teaching aids, and building self-confidence.

Table 4.15 Cooperation from the Headmaster/Headmistress of the School

Item No: 5		Yes	No
The Headmaster/Headmistress of the School Cooperation in terms of			
(a)	Allotting the time table	62 (96.88)	2 (3.12)
(b)	Allotting the classes	63 (98.44)	1 (1.56)
(c)	Managing the Students	60 (93.75)	4 (6.25)
(d)	Giving extra periods when needed	58 (90.62)	6 (9.38)
Sub Item No: 5.1 Separate Staff room		Yes	No
(a)	The Headmaster/Headmistress of the school provide separate staff room for student teachers	54 (84.38)	10 (15.62)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.15, it was observed that with regard to item No: 5(a), (b), (c), & (d). Out of 64 teacher educators, 62 (96.88 percent) responded that the Headmaster/Headmistress of the school cooperate in terms of allotting the time table. Whereas, two (3.12 percent) responded that the Headmaster/Headmistress of the school did not cooperate in terms of allotting the time table. 63 (98.44 percent) responded that the Headmaster/Headmistress of the school cooperate in terms of allotting the classes. Whereas, one (1.56 percent) responded that the Headmaster/Headmistress of the school did not cooperate in terms of allotting the classes. 60 (93.75 percent) responded that the Headmaster/Headmistress of the school cooperate in terms of managing the students. Whereas, four (6.25 percent) responded that the Headmaster/Headmistress of the school did not cooperate in terms of managing the students, and 58 (90.62 percent) responded that the Headmaster/Headmistress of the school cooperate in terms of giving extra periods when needed. Whereas, six (9.38 percent) responded that the Headmaster/Headmistress of the school did not cooperate in terms of giving extra periods when needed. So it can be concluded that majority of the teacher educators responded that Headmaster/Headmistress of the school cooperate in terms of allotting the time table, allotting the classes, managing the students, and giving extra periods when needed.

As shown in Table 4.15, it was observed that with regard to sub item No: 5.1(a). Out of 64 teacher educators, 54 (84.38 percent) responded that the Headmaster/Headmistress of the school provided separate staff room for student teachers. Whereas, 10 (15.62 percent) responded that the Headmaster/Headmistress of the school did not provide separate staff room for student teachers. So it can be concluded that majority of the teacher educators responded that the Headmaster/Headmistress of the school provided separate staff room for student teachers.

Table 4.16 Cooperation from the Subject Teachers

Item No: 6		Yes	No
The Subject Teacher Cooperation in terms of			
(a)	Allotting the classes	63 (98.44)	1 (1.56)
(b)	Time table	62 (96.88)	2 (3.12)
(c)	Selection of topics/units	62 (96.88)	2 (3.12)
(d)	Managing the Students	60 (93.75)	4 (6.25)
(e)	Giving extra periods when needed	58 (90.62)	6 (9.38)
(f)	Preparation of lesson plan	56 (87.50)	8 (12.50)
(g)	Correction of lesson plan	58 (90.62)	6 (9.38)
(h)	Providing of teaching aids	50 (78.12)	14 (21.88)
(i)	Feedback	61 (95.31)	3 (4.69)
(j)	Providing lab facility	40 (62.50)	24 (37.50)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.16, it was observed that with regard to item No: 6(a), (b), (c), (d), (e), (f), (g), (h), (i), & (j). Out of 64 teacher educators, 63 (98.44 percent) responded that the subject teacher in the school cooperate in terms of allotting the classes. Whereas, one (1.56 percent) responded that the subject teacher in the school did not cooperate in terms of allotting the classes, 62 (96.88 percent) responded that the subject teacher in the school cooperate in terms of allotting the time table. Whereas, two (3.12 percent) responded that the subject teacher in the school did not cooperate in terms of allotting the time table, 62 (96.88 percent) responded that the subject teacher in the school cooperate in terms of selection of topics/units. Whereas, two (3.12 percent) responded that the subject teacher in the school did not cooperate

in terms of selection of topics/units, 60 (93.75 percent) responded that the subject teacher in the school cooperate in terms of managing the students. Whereas, four (6.25 percent) responded that the subject teacher in the school did not cooperate in terms of managing the students, 58 (90.62 percent) responded that the subject teacher in the school cooperate in terms of giving extra periods when needed. Whereas, six (9.38 percent) responded that the subject teacher in the school did not cooperate in terms of giving extra periods when needed, 56 (87.50 percent) responded that the subject teacher in the school cooperate in terms of preparation of lesson plan. Whereas, eight (12.50 percent) responded that the subject teacher in the school did not cooperate in terms of preparation of lesson plan, 58 (90.62 percent) responded that the subject teacher in the school cooperate in terms of correction of lesson plan. Whereas, six (9.38 percent) responded that the subject teacher in the school did not cooperate in terms of correction of lesson plan, 50 (78.12 percent) responded that the subject teacher in the school cooperate in terms of providing teaching aids. Whereas, 14 (21.88 percent) responded that the subject teacher in the school did not cooperate in terms of providing teaching aids, 61 (95.31 percent) responded that the subject teacher in the school cooperate in terms of providing feedback. Whereas, three (4.69 percent) responded that the subject teacher in the school did not cooperate in terms of providing feedback, and 40 (62.50 percent) responded that the subject teacher in the school cooperate in terms of providing lab facility. Whereas, 24 (37.50 percent) responded that the subject teacher in the school did not cooperate in terms of providing lab facility. So it can be concluded that majority of the teacher educators responded that the subject teacher in the school cooperate in terms allotting the classes, allotting the time table, selection of topics/units, managing the students, giving extra periods when needed, preparation of lesson plan, correction of lesson plan, providing teaching aids, and providing feedback.

Table 4.17 Cooperation from the Students

Item No: 7		Yes	No
(a)	Student teachers get adequate cooperation from practice teaching school students in the classes	64 (100)	-

Note. Figure in the parenthesis indicate percentage and dash indicate data were not obtained.

As shown in Table 4.17, it was observed that with regard to item No: 7(a). Out of 64 teacher educators, 64 (100 percent) responded that student teachers got adequate cooperation from the practice teaching school students in the classes. So it can be concluded that all student teachers had adequate cooperation from the practice teaching school students in the classes.

Table 4.18 Problems Faced by Teacher Educators

Item No: 8		Total Responses
Sub Item No: 8.1 Preparation and use of Teaching Aids		
(a)	Consuming more Time	14 (21.88)
Sub Item No: 8.2 Preparation of Lesson Plan		Total Responses
(a)	Preparation of innovative lesson plan	56 (87.50)
(b)	Consuming more time	12 (18.75)
Sub Item No: 8.3 Time table		Total Responses
(a)	Time table was not convenient	2 (3.12)
Sub Item No: 8.4 Cooperation from the School		Total Responses
(a)	The Headmaster/Headmistress of the school and subject teachers not cooperative	4 (6.25)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.18, it was observed that with regard to sub item No: 8.1(a). Out of 64 teacher educators who faced problem with regarding to preparation and use of teaching aids, 14 (21.88 percent) with regard to consuming more time. So it can be concluded that majority of the teacher educators did not face any problem in preparation and use of teaching aids, and most of the teacher educators faced problem with consuming more time.

As shown in Table 4.18, it was observed that with regard to sub item No: 8.2(a) & (b). Out of 64 teacher educators who faced problem with regard to preparation of a lesson plan, 56 (87.50 percent) with regard to preparation of innovative lesson plan, and 12 (18.75 percent) with regard to consuming more time. So it can be concluded that majority of the teacher educators had faced problem in preparation of innovative lesson plan, and most of the teacher educators faced problem in preparation of lesson plan with regard to consuming more time.

As shown in Table 4.18, it was observed that with regard to sub item No: 8.3(a). Out of 64 teacher educators who faced problem with regard to time table, two (3.12 percent) with regard to the allotted time table was not convenient. So it can be concluded that majority of the teacher educators did not face any problem with regard to time table.

As shown in Table 4.18, it was observed that with regard to sub item No: 8.4(a). Out of 64 teacher educators who faced problem with regard to cooperation from the school, four (6.25 percent) with regard to the Headmaster/Headmistress of the school and subject teachers were not cooperative. So it can be concluded that majority of the teacher educators did not face any problem with regard to cooperation from the school.

Table 4.19 Suggestions for Improvement of Practice Teaching

Item No: 9		Total Responses
Sub Item No: 9.1 Preparation and use of Teaching Aids		
(a)	Teaching aids workshop shall be conducted before commencement of the practice teaching	60 (93.75)
(b)	More focus shall be given low cost teaching material	58 (90.62)
Sub Item No: 9.2 Preparation of Lesson Plan		Total Responses
(a)	Every student teacher shall plan at least five model lesson plans in advance prior to beginning of practice teaching session	62 (96.88)
(b)	Every student teacher must prepare lesson plan before entering into class and lesson plan must be approved by subject teacher and concerned method teacher educator	59 (92.19)
(c)	Fifty percent lesson plans be prepared by innovative	46 (71.88)
Sub Item No: 9.3 Time table		Total Responses
(a)	Time table shall be prepared according to needs of the student teachers	56 (87.50)
Sub Item No: 9.4 Cooperation from the School		Total Responses
(a)	The principal and faculty of teacher training college shall maintain cordial relationship	60 (93.75)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.19, it was observed that with regard to sub item No: 9.1(a) & (b). Out of 64 teacher educators who suggested to improve practice teaching with regard to preparation and use of teaching aids, 60 (93.75 percent) suggested that teaching aids workshop shall be conducted before commencement of the practice teaching session, and 58 (90.62 percent) suggested that while preparing the teaching aids more focus shall be given to daily available low cost teaching material. So it can be concluded that majority of the teacher educators gave suggestions to improve practice teaching with regard to preparation and use of teaching aids were: teaching aids workshop shall be conducted before commencement of the practice teaching programme, and while preparing the teaching aids more focus shall be given to daily available low cost teaching material.

As shown in Table 4.19, it was observed that with regard to sub item No: 9.2(a), (b), & (c). Out of 64 teacher educators who suggested to improve practice teaching with regard to preparation of lesson plan, 62 (96.88 percent) suggested that every student teacher shall plan at least minimum five model lesson plans in advance prior to beginning of practice teaching session, 59 (92.19 percent) suggested that every student teacher must prepare lesson plan before entering in to class and lesson plan must be approved by subject teacher and concerned method teacher educator, 46 (71.88 percent) suggested that 50 percent lesson plans be gave innovative. So it can be concluded that majority of the teacher educators gave suggestions to improve practice teaching with regard to preparation of lesson plan were: every student teacher shall plan at least five model lesson plans in advance prior to beginning of the practice teaching session, every student teacher must prepare lesson plan before entering in to class and lesson plan must be approved by subject teacher and concerned method teacher educator, and 50 percent lesson plans be innovative.

As shown in Table 4.19, it was observed that with regard to sub item No: 9.3(a). Out of 64 teacher educators who suggested improving practice teaching with regard to time table, 56 (87.50 percent) suggested that time table shall be prepared according to needs of the student teachers. So it can be concluded that majority of the teacher educators suggested that time table shall be prepared according to needs of the student teachers.

As shown in Table 4.19, it was observed that with regard to sub item No: 9.4(a). Out of 64 teacher educators who suggested improving practice teaching with

regard to cooperation from the school, 60 (93.75 percent) suggested that the principal and faculty of teacher training college shall maintain cordial relationship. So it can be concluded that majority of the teacher educators gave suggestions to improve practice teaching with regard to cooperation from the school was that the principal and faculty of teacher training college shall maintain cordial relationship.

Table 4.20 Number of Days Required for Practice

Item No: 10		Yes	No
(a)	40 days (20-Lesson in each method) practice teaching programme is enough for good practice	30 (46.88)	34 (53.12)
Sub Item No: 10.1 The number of Days and Lessons		Total Responses	
(a)	60 days (30-Lesson in each method)	21 (61.76)	
(b)	120 days (60-Lesson in each method)	8 (23.53)	
(c)	180 days (90-Lesson in each method)	5 (7.81)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.20, it was observed that with regard to item No: 10(a). Out of 64 teacher educators, 30 (46.88 percent) responded that 40 days (20-Lesson in each method) practice teaching programme is enough for good practice. Whereas 34 (53.12 percent) responded that 40 days (20-Lesson in each method) practice teaching programme is not enough for good practice. So it can be concluded that most of the teacher educators responded that 40 days (20-Lesson in each method) practice teaching programme is not enough for good practice. Further when they were asked about how many days of practice teaching programme will be required. The responses were provided in sub item No: 10.1(a), (b), & (c).

As shown in Table 4.20, it was observed that with regard to sub item No: 10.1(a), (b), & (c). Out of 34 teacher educators who opined with regard to 40 days (20-Lesson in each method) practice teaching programme is not enough for good practice, 21 (61.76 percent) opined that 60 days (30-Lesson in each method) practice teaching programme is enough for good practice, eight (23.53 percent) opined that 120 days (60-Lesson in each method) practice teaching programme is enough for

good practice, and five (7.81 percent) opined that 180 days (90-Lesson in each method) practice teaching programme is enough for good practice. So it can be concluded that most of the teacher educators opined that 60 days (30-Lesson in each method) practice teaching programme is enough for good practice.

4.3 Analysis and Interpretation of Observation Schedule for Student Teachers of the Cooperating Practice Teaching School

To achieve the objective 2, “To study the transactional process of the prepared lesson plan by student teachers”, data was collected by using Observation Schedule. The researcher observed transactional process of the student teachers of the practice teaching class with regard to introduction of a lesson, presentation, recapitulation, home assignment, evaluation of students, and observed time by supervisors. The overall 216 student teacher practice teaching classes were observed by the researcher. The detailed description of Data Analysis and Interpretation of Observation Schedule for Student Teachers of the Cooperating Practice Teaching School is presented as follows.

Table 4.21 Introduction of a Lesson

Item No: 1		Yes	No
(a)	The student teacher introducing a lesson at the beginning of class	160 (74.07)	56 (25.93)
Sub Item No: 1.1 Introduction appropriate in the Context of		Total Observations	
(a)	Testing of previous knowledge and statement of the topic	34 (21.25)	
(b)	Motivation and statement of the topic	22 (13.75)	
(c)	Testing of previous knowledge, motivation, and statement of the topic	104 (65)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.21, it was observed that with regard to item No: 1(a). Out of 216 observed student teacher practice teaching classes, 160 (74.07 percent) introduced a lesson at the beginning of class. Whereas, 56 (25.93 percent) did not introduce a lesson at the beginning of class. So it can be concluded that majority of the student teachers introduced a lesson at the beginning of class. Further when it was

observed that the student teachers given introduction appropriate in the context of testing of previous knowledge, motivation, and statement of the topic. The observations were provided in sub item No: 1.1(a), (b), & (c).

As shown in Table 4.21, it was observed that with regard to sub item No: 1.1(a), (b), & (c). Out of 160 student teachers who were given introduction appropriate in the context of, 34 (21.25 percent) had introduced a lesson in terms of only testing of previous knowledge and statement of the topic, 22 (13.75 percent) had introduced a lesson in terms of only motivation and statement of the topic, and 104 (65 percent) had introduced a lesson in terms of testing of previous knowledge, motivation, and statement of the topic. So it can be concluded that most of the student teachers introduced a lesson appropriate in the context of testing of previous knowledge, motivation, and statement of the topic.

Table 4.22 Teaching Method with reference to Content

Item No: 2		Yes	No
(a)	The student teacher used teaching method with reference to Content	210 (97.22)	6 (2.78)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.22, it was observed that with regard to item No: 2(a). Out of 216 observed student teacher practice teaching classes, 210 (97.22 percent) used teaching method with reference to content. Whereas, only six (2.78 percent) did not use teaching method with reference to content. So it can be concluded that majority of the student teachers used teaching method with reference to content.

Table 4.23 Class Management

Item No: 3		Yes	No
(a)	Class management	172 (79.63)	44 (20.37)
Sub Item No: 3.1 with regard to		Total Observations	
(a)	Promoting attention behaviour	172 (100)	
(b)	Teacher pupil interaction	170 (98.84)	
(c)	Making learning interesting and purposeful	168 (97.67)	
(d)	Working a friendly cordial environment	156 (90.70)	
(e)	Reinforcing acceptable behaviours	102 (59.30)	
(f)	Handling of indiscipline cases	11 (6.40)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.23, it was observed that with regard to item No: 3(a). Out of 216 observed student teacher practice teaching classes, 172 (79.63 percent) managed the class very effectively. Whereas, 44 (20.37 percent) did not manage the class very effectively. So it can be concluded that majority of the student teachers managed the class very effectively. Further when it was observed that with regard to the components of class management skills. The observations were provided in sub item No: 3.1(a), (b), (c), (d), (e), & (f).

As shown in Table 4.23, it was observed that with regard to sub item No: 3.1(a), (b), (c), (d), (e), & (f). Out of 172 student teachers who were observed with regard to the components of class management skills very effectively, 172 (100 percent) used with regard to promoting attention behaviour, 170 (98.84 percent) used with regard to teacher pupil interaction, 168 (97.67 percent) used with regard to making learning interesting and purposeful, 156 (90.70 percent) used with regard to working a friendly cordial environment, 102 (59.30 percent) used with regard to reinforcing acceptable behaviours, and 11 (6.40 percent) used with regard to handling of indiscipline cases. So it can be concluded that majority of the student teachers managed the class very effectively with regard to promoting attention behaviour, teacher pupil interaction, making learning interesting and purposeful, working a friendly cordial environment, and reinforcing acceptable behaviours.

Table 4.24 Use of ICT

Item No: 4		Yes	No
(a)	Use of Information and Communications Technology (ICT) in transaction of a lesson	6 (2.78)	210 (97.22)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.24, it was observed that with regard to item No: 4(a). Out of 216 observed student teacher practice teaching classes, only six (2.78 percent) used Information and Communications Technology (ICT) in transaction of a lesson. Whereas, 210 (97.22 percent) did not use ICT in transaction of a lesson. So it can be concluded that majority of the student teachers did not use ICT in transaction of a lesson.

Table 4.25 Teaching Aids

Item No: 5		Yes	No
(a)	Teaching aids used in the class	198 (91.67)	18 (8.33)
Sub Item No: 5.1 Teaching Aids in terms of		Total Observations	
(a)	Relevance of subject matter	198 (100)	
(b)	Visible	162 (81.82)	
(c)	Quality	154 (77.78)	
Sub Item No: 5.2 Type of Teaching Aid		Total Observations	
(a)	2-Dimensional Teaching Aids	198 (100)	
(b)	3-Dimensional Teaching Aids	61 (30.81)	
(c)	Based on Learning Experiences	8 (4.04)	
(d)	Improvised Teaching Apparatus	2 (1.01)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.25, it was observed that with regard to item No: 5(a). Out of 216 observed student teacher practice teaching classes, 198 (91.67 percent) have been used teaching aids in the class. Whereas, 18 (8.33 percent) did not use teaching aids in the class. So it can be concluded that majority of the student teachers used teaching aids in the class. Further when it was observed that the student teachers prepared teaching aids in terms of relevance of subject matter, visible, and quality. The observations were provided in sub item No: 5.1(a), (b), & (c).

As shown in Table 4.25, it was observed that with regard to sub item No: 5.1(a), (b), & (c). Out of 198 student teachers who were observed with regard to teaching aids, 198 (100 percent) prepared teaching aids in terms of relevance of subject matter, 162 (81.82 percent) prepared teaching aids in terms of visible, and 154 (77.78 percent) prepared teaching aids in terms of quality. So it can be concluded that majority of the student teachers used teaching aids in the class in terms of relevance of subject matter, visible, and quality. Further when it was observed that the type of teaching aids prepared by student teachers. The observations were provided in sub item No: 5.2(a), (b), (c) & (d).

As shown in Table 4.25, it was observed that with regard to sub item No: 5.2(a), (b), (c), & (d). Out of 198 student teachers who were observed with regard to

type of teaching aids used, 198 (100 percent) have been prepared 2–Dimensional Teaching Aids, 61 (30.81 percent) have been prepared 3–Dimensional Teaching Aids, eight (4.04 percent) have been prepared based on Learning Experiences, and two (1.01 percent) have been prepared Improvised Teaching Apparatus. So it can be concluded that majority of the student teachers used 2–Dimensional Teaching Aids.

Table 4.26 Blackboard

Item No: 6		Yes	No
(a)	The student teacher used blackboard	214 (99.07)	2 (0.93)
Sub Item No: 6.1 The Blackboard Work in terms of		Total Observations	
(a)	Legibility of the hand writing	159 (74.30)	
(b)	Neatness of the blackboard work	166 (77.57)	
(c)	Adequacy of the blackboard work with reference to content covered	214 (100)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.26, it was observed that with regard to item No: 6(a). Out of 216 observed student teacher practice teaching classes, 214 (99.07 percent) has been used blackboard. Whereas, two (0.93 percent) did not use blackboard. So it can be concluded that majority of the student teachers used blackboard in the class. Further when it was observed that the student teachers used blackboard in terms of skill components. The observations were provided in sub item No: 6.1(a), (b), & (c).

As shown in Table 4.26, it was observed that with regard to sub item No: 6.1(a), (b), & (c). Out of 214 student teachers who were observed with regard to the components of blackboard skills effectively, 159 (74.30 percent) used with regard to legibility of the hand writing, 166 (77.57 percent) used with regard to neatness of the blackboard work, and 214 (100 percent) used with regard to adequacy of the blackboard work with reference to content covered. So it can be concluded that majority of the student teachers used blackboard in the class with regard to the components of blackboard skills very effectively were legibility of the hand writing, neatness of the blackboard work, and adequacy of the blackboard work with reference to content covered.

Table 4.27 Integration of other Topics/Subjects

Item No: 7		Yes	No
(a)	Integration of other Topics/Subjects	18 (8.33)	198 (91.67)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.27, it was observed that with regard to item No: 7(a). Out of 216 observed student teacher practice teaching classes, 18 (8.33 percent) integrated other Topics/Subjects. Whereas, 198 (91.67 percent) did not integrate other Topics/Subjects. So it can be concluded that majority of the student teachers did not integrate other Topics/Subjects.

Table 4.28 Content Clarity

Item No: 8		Yes	No
(a)	Presentation of content clarity	182 (84.26)	34 (15.74)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.28, it was observed that with regard to item No: 8(a). Out of 216 observed student teacher practice teaching classes, 182 (84.26 percent) had presented content clarity very effectively. Whereas, 34 (15.74 percent) did not present content clarity very effectively. So it can be concluded that majority of the student teachers had presented content clarity very effectively.

Table 4.29 Recapitulation

Item No: 9		Yes	No
(a)	The student teacher recapitulate the lesson at the end of class	201 (93.06)	15 (6.94)
Sub Item No: 9.1 The Recapitulation done in terms of		Total Observations	
(a)	Revising the concepts	201 (100)	
(b)	Ask questions related to content	154 (76.62)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.29, it was observed that with regard to item No: 9(a). Out of 216 observed student teacher practice teaching classes, 201 (93.06 percent) did recapitulation of a lesson at the end of class. Whereas, 15 (6.94 percent) did not

recapitulation a lesson at the end of class. So it can be concluded that majority of the student teachers did recapitulation of a lesson at the end of class. Further when it was observed that the student teachers recapitulation done in terms of, the observations were provided in sub item No: 9.1(a) & (b).

As shown in Table 4.29, it was observed that with regard to sub item No: 9.1(a) & (b). Out of 201 student teachers who were observed with regard to the recapitulation done at the end of the class, 201 (100 percent) did in terms of revising the concepts, and 154 (76.62 percent) did in terms of asking questions related to content. So it can be concluded that majority of the student teachers did recapitulation of a lesson at the end of class in terms of revising the concepts, and ask questions related to content.

Table 4.30 Home Assignment

Item No: 10		Yes	No
(a)	The student teachers assign home task to students	179 (82.87)	37 (17.13)
Sub Item No: 10.1 The Assignment work given in terms of		Total Observations	
(a)	Subject taught	179 (100)	
(b)	Project	4 (2.23)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.30, it was observed that with regard to item No: 10(a). Out of 216 observed student teacher practice teaching classes, 179 (82.87 percent) assigned the home task to students. Whereas, 37 (17.13 percent) did not assign the home task to students. So it can be concluded that majority of the student teachers assigned the home task to students. Further when it was observed that the student teachers given assignment work in terms of, the observations were provided in sub item No: 10.1(a) & (b).

As shown in Table 4.30, it was observed that with regard to sub item No: 10.1(a) & (b). Out of 179 student teachers who were observed with regard to the assignment work, 179 (100 percent) gave assignment work in terms of subject taught, and four (2.23 percent) gave assignment work in terms of project. So it can be

concluded that majority of the student teachers assigned the home task to students in terms of subject taught.

Table 4.31 Evaluate the Students

Item No: 11		Yes	No
(a)	The student teacher evaluate the students in each stage of lesson	188 (87.04)	28 (12.96)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.31, it was observed that with regard to item No: 11(a). Out of 216 observed student teacher practice teaching classes, 188 (87.04 percent) evaluates the students in each stage of lesson. Whereas, 28 (12.96 percent) did not evaluate the students in each stage of lesson. So it can be concluded that majority of the student teachers evaluates the students in each stage of lesson.

Table 4.32 Subject Teacher Observation

Item No: 12		Yes	No
(a)	The subject teacher observed the student teacher practice teaching class while transacting the lesson	174 (80.56)	42 (19.44)
Sub Item No: 12.1 Observed Time		Total Observations	
(a)	Below 15 minutes	34 (19.54)	
(b)	Below 30 minutes	86 (49.43)	
(c)	Whole period	54 (31.03)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.32, it was observed that with regard to item No: 12(a). Out of 216 observed practice teaching classes, 174 (80.56 percent) subject teachers observed the student teacher practice teaching class while transacting the lesson. Whereas, 42 (19.44 percent) subject teachers not observe the student teacher practice teaching class while transacting the lesson. So it can be concluded that majority of the subject teachers observed the student teacher practice teaching class while transacting the lesson. Further when it was observed that with regard to observed time by subject

teacher in the practice teaching class. The observations were provided in sub item No: 12.1(a), (b), & (c).

As shown in Table 4.32, it was observed that with regard to sub item No: 12.1(a), (b), & (c). Out of 174 observations, the subject teachers who observed the transaction of student teacher practice teaching class, 34 (19.54 percent) did observed below 15 minutes, 86 (49.43 percent) did observed below 30 minutes, and 54 (31.03 percent) observed the whole period. So it can be concluded that most of the subject teachers were observed below 30 minutes.

Table 4.33 Method Teacher Educator Observation

Item No: 13		Yes	No
(a)	The method teacher educator observed the student teacher practice teaching class while transacting the lesson	164 (75.93)	52 (24.07)
Sub Item No: 13.1 Observed Time		Total Observations	
(a)	Below 15 minutes	66 (40.24)	
(b)	Below 30 minutes	68 (41.46)	
(c)	Whole period	30 (18.29)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.33, it was observed that with regard to item No: 13(a). Out of 216 observed practice teaching classes, 164 (75.93 percent) method teacher educators were observed the student teacher practice teaching class while transacting the lesson. Whereas, 52 (24.07 percent) method teacher educators did not observe the student teacher practice teaching class while transacting the lesson. So it can be concluded that majority of the method teacher educators were observed the student teacher practice teaching class while transacting the lesson. Further when it was observed that with regard to observation time by method teacher educators in the class. The observations were provided in sub item No: 13.1(a), (b), & (c).

As shown in Table 4.33, it was observed that with regard to sub item No: 13.1(a), (b), & (c). Out of 164 observations, the method teacher educators who were observed the transaction of student teacher practice teaching class, 66 (40.24 percent)

did observed the below 15 minutes, 68 (41.46 percent) did observed the below 30 minutes, and 30 (18.29 percent) observed the whole period. So it can be concluded that most of the method teacher educators were observed below 30 minutes.

4.4 Analysis and Interpretation of Semi-structured Interview for Student Teachers of the Cooperating Practice Teaching School

To achieve the objective 3, “To study feedback mechanism followed by the supervisor during the practice teaching session”, data was collected by using Semi-structured Interview. The researcher conducted Semi-structured Interview to study the feedback mechanism given by the subject teacher and method teacher educator of the cooperating practice teaching school with regard to introduction of the lesson, presentation of a lesson, recapitulation of a lesson, home assignment, weaknesses and strengths, effective feedback session, problems of feedback, and suggestions to improve feedback session during practice teaching programme. The overall 216 Semi-structured Interviews were conducted by the researcher. The detailed description of Data Analysis and Interpretation of Semi-structured Interview for Student Teachers of the Cooperating Practice Teaching School is presented as follows.

Table 4.34 Subject Teacher Feedback before beginning of Class

Item No: 1		Yes	No
(a)	The subject teacher given instruction before the beginning of practice teaching class	175 (81.02)	41 (18.98)
Sub Item No: 1.1 Type of Instruction		Total Responses	
(a)	Prepare lesson plan before enter in to class	175 (100)	
(b)	Preparation of teaching aids	172 (98.29)	
(c)	Class management	162 (92.57)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.34, it was observed that with regard to item No: 1(a). Out of 216 student teachers, 175 (81.02 percent) responded that the subject teacher gave instruction before the beginning of practice teaching class. Whereas, 41 (18.98 percent) responded that the subject teacher did not give any instruction before the beginning of practice teaching class. So it can be concluded that majority of the

student teachers responded that the subject teachers gave instruction before the beginning of student teacher practice teaching class. Further when they were asked about the type of instruction gave by subject teacher before the beginning of student teacher practice teaching class. The responses were provided in sub item No: 1.1(a), (b), & (c).

As shown in Table 4.34, it was observed that with regard to sub item No: 1.1(a), (b), & (c). Out of 175 student teachers who responded that with regard to the type of instruction was given by subject teacher before the beginning of student teacher practice teaching class, 175 (100 percent) responded that with regard to prepare lesson plan before enter in to class, 172 (98.29 percent) responded that with regard to preparation of teaching aids, and 162 (92.57 percent) responded that with regard to classroom management. So it can be concluded that majority of the student teachers responded that the subject teachers gave instruction to student teachers before the beginning of practice teaching class were preparation of lesson plan, preparation of teaching aids, and classroom management.

Table 4.35 Subject Teacher Feedback on Introduction of the Lesson

Item No: 2		Yes	No
(a)	The subject teacher given feedback with regard to introduction of the lesson	200 (92.59)	16 (7.41)
Sub Item No: 2.1 Type of Feedback		Total Responses	
(a)	Testing of previous knowledge	172 (86)	
(b)	Motivation	192 (96)	
(c)	Declaration of the topic	200 (100)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.35, it was observed that with regard to item No: 2(a). Out of 216 student teachers, 200 (92.59 percent) responded that the subject teacher gave feedback with regard to introduction of the lesson. Whereas, 16 (7.41 percent) responded that the subject teacher did not give any feedback with regard to introduction of the lesson. So it can be concluded that majority of the student teachers responded that the subject teachers gave feedback with regard to introduction of the lesson. Further when they were asked about the type of feedback given by subject

teacher with regard to introduction of a lesson. The responses were provided in sub item No: 2.1(a), (b), & (c).

As shown in Table 4.35, it was observed that with regard to sub item No: 2.1(a), (b), & (c). Out of 200 student teachers who responded that the subject teacher gave feedback with regard to introduction of the lesson, 172 (86 percent) responded that with regard to testing of previous knowledge, 192 (96 percent) responded that with regard to motivation, and 200 (100 percent) responded that with regard to declaration of the topic. So it can be concluded that majority of the student teachers responded that the subject teachers gave feedback with regard to introduction of the lesson were testing of previous knowledge, motivation, and declaration of the topic.

Table 4.36 Subject Teacher Feedback on Presentation of a Lesson

Item No: 3		Yes	No
(a)	The subject teacher gave feedback with regard to presentation of a lesson	204 (94.44)	12 (5.56)
Sub Item No: 3.1 Type of Feedback		Total Responses	
(a)	Use of teaching method	152 (74.51)	
(b)	Organization of teaching points	196 (96.08)	
(c)	Teaching skills	200 (98.04)	
(d)	Class management	202 (99.02)	
(e)	Students response in the class	102 (50)	
(f)	Teaching aids	204 (100)	
(g)	Blackboard work	198 (97.06)	
(h)	Communication dimensions	146 (71.57)	
(i)	Affective attributes	102 (50)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.36, it was observed that with regard to item No: 3(a). Out of 216 student teachers, 204 (94.44 percent) responded that the subject teacher gave feedback with regard to presentation of a lesson. Whereas, 12 (5.56 percent) responded that the subject teacher did not give any feedback with regard to presentation of a lesson. So it can be concluded that majority of the student teachers responded that the subject teachers gave feedback with regard to presentation of a

lesson. Further when they were asked about the type of feedback given by subject teacher with regard to presentation of a lesson. The responses were provided in sub item No: 3.1(a), (b), (c), (d), (e), (f), (g), (h), & (i).

As shown in Table 4.36, it was observed that with regard to sub item No: 3.1(a), (b), (c), (d), (e), (f), (g), (h), & (i). Out of 204 student teachers who responded that the subject teacher gave feedback with regard to presentation of a lesson, 152 (74.51 percent) responded that with regard to use of teaching method, 196 (96.08 percent) responded that with regard to organization of teaching points, 200 (98.04 percent) responded that with regard to teaching skills, 202 (99.02 percent) responded that with regard to class management, 102 (50 percent) responded that with regard to students response in the class, 204 (100 percent) responded that with regard to teaching aids, 198 (97.06 percent) responded that with regard to blackboard work, 146 (71.57 percent) responded that with regard to communication dimensions, and 102 (50 percent) responded that with regard to affective attributes. So it can be concluded that majority of the student teachers responded that the subject teachers gave feedback with regard to presentation of a lesson were use of teaching method, organization of teaching points, teaching skills, class management, teaching aids, blackboard work, and communication dimensions.

Table 4.37 Subject Teacher Feedback on Recapitulation of a Lesson

Item No: 4		Yes	No
(a)	The subject teacher given feedback with regard to recapitulation of a lesson	211 (97.69)	5 (2.31)
Sub Item No: 4.1 Type of Feedback		Total Responses	
(a)	Revising the concepts	211 (100)	
(b)	Asking questions related to content	208 (98.58)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.37, it was observed that with regard to item No: 4(a). Out of 216 student teachers, 211 (97.69 percent) responded that the subject teacher gave feedback with regard to recapitulation of a lesson. Whereas, five (2.31 percent) responded that the subject teacher did not give any feedback with regard to recapitulation of a lesson. So it can be concluded that majority of the student teachers

responded that the subject teachers gave feedback with regard to recapitulation of a lesson. Further when they were asked about the type of feedback gave by subject teacher with regard to recapitulation of a lesson. The responses were provided in sub item No: 4.1(a) & (b).

As shown in Table 4.37, it was observed that with regard to sub item No: 4.1(a) & (b). Out of 211 student teachers who responded that the subject teacher gave feedback with regard to recapitulation of a lesson, 211 (100 percent) responded that with regard to revising the concepts, and 208 (98.58 percent) responded that with regard to asking questions related to content. So it can be concluded that majority of the student teachers responded that the subject teachers gave feedback with regard to recapitulation of a lesson were revising the concepts, asking questions related to content.

Table 4.38 Subject Teacher Feedback on Home Assignment

Item No: 5		Yes	No
(a)	The subject teacher given feedback with regard to home assignment of a lesson	156 (72.22)	60 (27.78)
Sub Item No: 5.1 Type of Feedback		Total Responses	
(a)	Home assignment shall be designed based on creativity, curiosity, and originality	132 (84.62)	
(b)	Subject taught	150 (96.15)	
(c)	Project	128 (82.05)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.38, it was observed that with regard to item No: 5(a). Out of 216 student teachers, 156 (72.22 percent) responded that the subject teacher gave feedback with regard to home assignment of a lesson. Whereas, 60 (27.78 percent) responded that the subject teacher did not give any feedback with regard to home assignment of a lesson. So it can be concluded that majority of the student teachers responded that the subject teachers gave feedback with regard to home assignment of a lesson. Further when they were asked about the type of feedback gave by subject teacher with regard to home assignment of a lesson. The responses were provided in sub item No: 5.1(a), (b), & (c).

As shown in Table 4.38, it was observed that with regard to sub item No: 5.1(a), (b), & (c). Out of 156 student teachers who responded that the subject teacher gave feedback with regard to home assignment of a lesson, 132 (84.62 percent) responded that with regard to the home assignment shall be designed based on creativity, curiosity, and originality, 150 (96.15 percent) responded that with regard to subject taught, and 128 (82.05 percent) responded that with regard to project. So it can be concluded that majority of the student teachers responded that the subject teachers gave feedback with regard to home assignment of a lesson shall be designed based on creativity, curiosity, and originality, subject taught, and project.

Table 4.39 Subject Teacher Feedback given while transacting Class

Item No: 6		Yes	No
(a)	The subject teacher given feedback while student teachers transacting in the class	208 (96.30)	8 (3.70)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.39, it was observed that with regard to item No: 6(a). Out of 216 student teachers, 208 (96.30 percent) responded that the subject teacher gave feedback while student teachers were transacting the practice teaching class. Whereas, eight (3.70 percent) responded that the subject teacher did not give any feedback while student teachers were transacting the practice teaching class. So it can be concluded that majority of the student teachers responded that the subject teachers gave feedback while student teacher transacting the practice teaching class.

Table 4.40 Subject Teacher Feedback regarding Weaknesses and Strengths

Item No: 7		Yes	No
(a)	The subject teacher gave feedback weaknesses and strengths of student teacher teaching	211 (97.69)	5 (2.31)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.40, it was observed that with regard to item No: 7(a). Out of 216 student teachers, 211 (97.69 percent) responded that the subject teacher gave feedback with regard to weaknesses and strengths of student teacher teaching.

Whereas, five (2.31 percent) responded that the subject teacher did not give any feedback with regard to weaknesses and strengths of student teacher teaching. So it can be concluded that majority of the student teachers responded that the subject teachers gave feedback with regard to weaknesses and strengths of student teachers teaching.

Table 4.41 Teacher Educator Feedback before beginning of Class

Item No: 8		Yes	No
(a)	The method teacher educator gave instruction before the beginning of practice teaching class	172 (79.63)	44 (20.37)
Sub Item No: 8.1 Type of Instruction		Total Responses	
(a)	Present a lesson according to prepared lesson plan	172 (100)	
(b)	Effective use of teaching aids	161 (93.60)	
(c)	Building self-confidence	156 (90.70)	
(d)	Managing the class and time	148 (86.05)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.41, it was observed that with regard to item No: 8(a). Out of 216 student teachers, 172 (79.63 percent) responded that the method teacher educator gave instruction before the beginning of practice teaching class. Whereas, 44 (20.37 percent) responded that the method teacher educator did not give any instruction before the beginning of practice teaching class. So it can be concluded that majority of the student teachers responded that the method teacher educators gave instruction before the beginning of practice teaching class. Further when they were asked about the type of instruction gave by method teacher educator before the beginning of student teacher practice teaching class. The responses were provided in sub item No: 8.1(a), (b), (c), & (d).

As shown in Table 4.41, it was observed that with regard to sub item No: 8.1(a), (b), (c), & (d). Out of 172 student teachers who responded that with regard to the type of instruction given by method teacher educators before the beginning of student teacher practice teaching class, 172 (100 percent) responded that with regard to present a lesson according to prepared lesson plan, 161 (93.60 percent) responded

that with regard to effective use of teaching aids, 156 (90.70 percent) responded that with regard to building self-confidence, and 148 (86.05 percent) responded that with regard to managing the class and time. So it can be concluded that majority of the student teachers responded that the method teacher educators gave instruction to student teachers before the beginning of practice teaching class were presenting the lesson according to prepared lesson plan, effective use of teaching aids, building self-confidence, and managing the class and time.

Table 4.42 Teacher Educator Feedback on Introduction

Item No: 9		Yes	No
(a)	The method teacher educator gave feedback with regard to introduction of the lesson	181 (83.80)	35 (16.20)
Sub Item No: 9.1 Type of Feedback		Total Responses	
(a)	Utilization of previous experiences	181 (100)	
(b)	Arousing motivation	172 (95.03)	
(c)	Declaration of the topic	170 (93.92)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.42, it was observed that with regard to item No: 9(a). Out of 216 student teachers, 181 (83.80 percent) responded that the method teacher educator gave feedback with regard to introduction of the lesson. Whereas, 35 (16.20 percent) responded that the method teacher educator did not give any feedback with regard to introduction of the lesson. So it can be concluded that majority of the student teachers responded that the method teacher educators gave feedback with regard to introduction of the lesson. Further when they were asked about the type of feedback given by teacher educator with regard to introduction of the lesson. The responses were provided in sub item No: 9.1(a), (b), & (c).

As shown in Table 4.42, it was observed that with regard to sub item No: 9.1(a), (b), & (c). Out of 181 student teachers who responded that the method teacher educator gave feedback with regard to introduction of the lesson, 181 (100 percent) responded that with regard to utilization of previous experiences, 172 (95.03 percent) responded that with regard to arousing motivation, and 170 (93.92 percent) responded that with regard to declaration of the topic. So it can be concluded that majority of the

student teachers responded that the method teacher educators gave feedback with regard to introduction of the lesson were utilization of previous experiences, arousing motivation, and declaration of the topic.

Table 4.43 Teacher Educator Feedback on Presentation of a Lesson

Item No: 10		Yes	No
(a)	The method teacher educator gave feedback with regard to presentation of a lesson	192 (88.89)	24 (11.11)
Sub Item No: 10.1 Type of Feedback		Total Responses	
(a)	Organization of teaching points	192 (100)	
(b)	Appropriate use of teaching skills	190 (98.96)	
(c)	Class management	186 (96.88)	
(d)	Effective use of teaching aids	184 (95.83)	
(e)	Integration of other topics/subjects	176 (91.67)	
(f)	Presentation of content clarity	169 (88.02)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.43, it was observed that with regard to item No: 10(a). Out of 216 student teachers, 192 (88.89 percent) responded that the method teacher educator gave feedback with regard to presentation of a lesson. Whereas, 24 (11.11 percent) responded that the method teacher educator did not given any feedback with regard to presentation of a lesson. So it can be concluded that majority of the teacher educators gave feedback with regard to presentation of a lesson. Further when they were asked about the type of feedback given by method teacher educator with regard to presentation of a lesson. The responses were provided in sub item No: 10.1(a), (b), (c), (d), (e), & (f).

As shown in Table 4.43, it was observed that with regard to sub item No: 10.1(a), (b), (c), (d), (e), & (f). Out of 192 student teachers who responded that the method teacher educator gave feedback with regard to presentation of a lesson, 192 (100 percent) responded that with regard to organization of teaching points, 190 (98.96 percent) responded that with regard to appropriate use of teaching skills, 186 (96.88 percent) responded that with regard to class management, 184 (95.83 percent) responded that with regard to effective use of teaching aids, 176 (91.67 percent)

responded that with regard to integration of other topics/subjects, and 169 (88.02 percent) responded that with regard to presentation of content clarity. So it can be concluded that majority of the student teachers responded that the teacher educators gave feedback with regard to presentation of a lesson were organization of teaching points, appropriate use of teaching skills, class management, effective use of teaching aids, integration of other topics/subjects, and presentation of content clarity.

Table 4.44 Teacher Educator Feedback on Recapitulation of a Lesson

Item No: 11		Yes	No
(a)	The method teacher educator gave feedback with regard to recapitulation of a lesson	172 (79.63)	44 (20.37)
Sub Item No: 11.1 Type of Feedback		Total Responses	
(a)	Summarization of the lesson	172 (100)	
(b)	Questioning	161 (93.60)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.44, it was observed that with regard to item No: 11(a). Out of 216 student teachers, 172 (79.63 percent) responded that the method teacher educator gave feedback with regard to recapitulation of a lesson. Whereas, 44 (20.37 percent) responded that the method teacher educator did not give any feedback with regard to recapitulation of a lesson. So it can be concluded that majority of the student teachers responded that the method teacher educators gave feedback with regard to recapitulation of a lesson. Further when they were asked about the type of feedback given by method teacher educator with regard to recapitulation of a lesson. The responses were provided in sub item No: 11.1(a) & (b).

As shown in Table 4.44, it was observed that with regard to sub item No: 11.1(a) & (b). Out of 172 student teachers who responded that the method teacher educator gave feedback with regard to recapitulation of a lesson, 172 (100 percent) responded that with regard to summarization of the lesson, and 161 (93.60 percent) responded that with regard to questioning. So it can be concluded that majority of the student teachers responded that the teacher educators gave feedback with regard to recapitulation of a lesson are summarization of the lesson, and questioning.

Table 4.45 Teacher Educator Feedback on Home Assignment

Item No: 12		Yes	No
(a)	The method teacher educator gave feedback with regard to home assignment of a lesson	150 (69.44)	66 (30.56)
Sub Item No: 12.1 Type of Feedback		Total Responses	
(a)	Subject taught	150 (100)	
(b)	Interest/linking of the pupils	126 (84)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.45, it was observed that with regard to item No: 12(a). Out of 216 student teachers, 150 (69.44 percent) responded that the method teacher educator gave feedback with regard to home assignment of a lesson. Whereas, 66 (30.56 percent) responded that the method teacher educator did not give any feedback with regard to home assignment of a lesson. So it can be concluded that majority of the student teachers responded that the method teacher educators given feedback with regard to home assignment of a lesson. Further when they were asked about the type of feedback given by teacher educator with regard to home assignment of a lesson. The responses were provided in sub item No: 12.1(a) & (b).

As shown in Table 4.45, it was observed that with regard to sub item No: 12.1(a) & (b). Out of 150 student teachers who responded that the method teacher educator gave feedback with regard to home assignment of a lesson, 150 (100 percent) responded that with regard to subject taught, and 126 (84 percent) responded that with regard to interest/linking of the pupils. So it can be concluded that majority of the student teachers responded that the method teacher educators gave feedback with regard to home assignment of a lesson are subject taught, and interest/linking of the pupils

Table 4.46 Teacher Educator Feedback gave while transacting Class

Item No: 13		Yes	No
(a)	The method teacher educator gave feedback while student teachers transacting in the class	202 (93.52)	14 (6.48)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.46, it was observed that with regard to item No: 13(a). Out of 216 student teachers, 202 (93.52 percent) responded that the method teacher educator gave feedback while student teacher transacting the practice teaching class. Whereas, 14 (6.48 percent) responded that the method teacher educator did not give any feedback while student teacher transacting the practice teaching class. So it can be concluded that majority of the student teachers responded that the method teacher educators gave feedback while student teachers were transacting the practice teaching class.

Table 4.47 Teacher Educator Feedback regarding Weaknesses and Strengths

Item No: 14		Yes	No
(a)	The method teacher educator gave feedback weaknesses and strengths of student teacher teaching	210 (97.22)	6 (2.78)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.47, it was observed that with regard to item No: 14(a). Out of 216 student teachers, 210 (97.22 percent) responded that the method teacher educator gave feedback with regard to weaknesses and strengths of student teacher teaching. Whereas, six (2.78 percent) responded that the method teacher educator did not give any feedback with regard to weaknesses and strengths of student teacher teaching. So it can be concluded that majority of the student teachers responded that the method teacher educators gave feedback with regard to weaknesses and strengths of student teachers teaching.

Table 4.48 Feedback Session

Item No: 15		Yes	No
(a)	Feedback session at end of each day during the practice teaching programme	142 (65.74)	74 (34.26)
Sub Item No: 15.1 Effective Session		Total Responses	
(a)	Individual discussion	30 (21.13)	
(b)	Group discussions	14 (9.86)	
(c)	Both (Individual and Group discussions)	98 (69.01)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.48, it was observed that with regard to item No: 15(a). Out of 216 student teachers, 142 (65.74 percent) responded that the supervisors conducted feedback session at end of each day during the practice teaching programme. Whereas, 74 (34.26 percent) responded that the supervisors did not conduct feedback session at end of each day during the practice teaching programme. So it can be concluded that majority of the student teachers responded that the supervisors conducted feedback session at end of each day during the practice teaching programme. Further when they were asked about the effective feedback session at the end of each day during practice teaching programme. The responses were provided in sub item No: 15.1(a), (b), & (c).

As shown in Table 4.48, it was observed that with regard to sub item No: 15.1(a), (b), & (c). Out of 142 student teachers who responded that the effective feedback session at the end of each day during practice teaching programme, 30 (21.13 percent) opined that individual discussion is the very effective feedback session, 14 (9.86 percent) opined that group discussions is the very effective feedback session, 98 (69.01 percent) opined that both (individual and group) discussions is the very effective feedback session. So it can be concluded majority of the student teachers opined that both (individual and group) discussions is the very effective feedback session at the end of each day during practice teaching programme.

Table 4.49 Feedback helps to improve Practice

Item No: 16		Yes	No
(a)	Supervisors feedback helps to improve for student teacher practice teaching	206 (95.37)	10 (4.63)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.49, it was observed that with regard to item No: 16(a). Out of 216 student teachers, 206 (95.37 percent) responded that the supervisors feedback helps to improve the practice teaching. Whereas, 10 (4.63 percent) responded that the supervisors feedback did not help to improve the practice teaching. So it can be concluded that majority of the student teachers responded that the supervisor's feedback helps to improve the practice teaching.

Table 4.50 Problems with regard to Feedback

Item No: 17		Total Responses
Problems with regard to Feedback given by Supervisors		
(a)	Supervisors did not observe the lesson whole period of class	170 (78.70)
(b)	Supervisors did not give the feedback immediately after completion of class	78 (36.11)
(c)	Supervisors talk my weaknesses in front of other student teachers	58 (26.85)
(d)	Teacher educators did not observe the class daily	40 (18.52)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.50, it was observed that with regard to item No: 17(a), (b), (c), & (d). Out of 216 student teachers who responded that problems faced with regard to supervisory feedback, 170 (78.70 percent) responded that supervisors did not observe the lesson whole period of class, 78 (36.11 percent) responded that supervisors did not give the feedback immediately after completion of class, 58 (26.85 percent) responded that supervisors talk my weaknesses in front of other student teachers, and 40 (18.52 percent) responded that teacher educators did not observe the class daily. So it can be concluded that majority of the student teachers faced the problems with regard to feedback given by supervisors were not observe the lesson whole period of class and did not give the feedback immediately after completion of class, talk weaknesses in front of other student teachers, and teacher educators did not observe the class daily.

Table 4.51 Suggestions to Improve Feedback Session

Item No: 18		Total Responses
Suggestions with regard to Feedback Session gave by Supervisors		
(a)	Written feedback is more effective than oral feedback	212 (98.15)
(b)	The positive feedback provided by supervisors will be enhance student teachers teaching	209 (96.76)
(c)	At least any one of the supervisor (Subject Teacher or Teacher Educator) shall observe the lesson whole period of the class	203 (93.98)
(d)	Both individual as well as group feedback shall be encouraged	172 (79.63)
(e)	Feedback shall be provided every day	164 (75.93)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.51, it was observed that with regard to item No: 18(a), (b), (c), (d), & (e). Out of 216 student teachers who responded to provide suggestions to improve supervisory feedback, 212 (98.15 percent) suggested that written feedback is more effective than oral feedback, 209 (96.76 percent) suggested that the positive feedback provided by supervisors will be enhance student teachers teaching, 203 (93.98 percent) suggested that at least any one of the supervisor (Subject Teacher or Teacher Educator) shall observe the lesson whole period of the class, 172 (79.63 percent) suggested that both individual as well as group feedback shall be encouraged, and 164 (75.93 percent) suggested that feedback shall be provided every day. So it can concluded that majority of the student teachers provided suggestions to improve supervisory feedback were written feedback is more effective than oral feedback, the positive feedback provided by supervisors will be enhance student teachers teaching, at least any one of the supervisor (Subject Teacher or Teacher Educator) shall observe the lesson whole period of the class, both individual as well as group feedback shall be encouraged, and feedback shall be provided every day.

4.5 Analysis and Interpretation of Semi-structured Interview for Headmaster/Headmistress of the Cooperating Practice Teaching School

To achieve the objective 4, “To study the problems faced by school Headmaster/Headmistress in the organization of practice teaching”, data was collected by using Semi-structured Interview. The researcher conducted Semi-structured Interview for Headmaster/Headmistress of the cooperating practice teaching school with regard to allotment of student teachers, effect of school functioning, difficulties in preparing time table, organization of practice teaching programme at appropriate time of the academic year, cordial relationship, and regular interactions of supervisors, problems, and suggestions for the improvement of practice teaching programme. The overall 91 Semi-structured Interviews were conducted by researcher. The detailed description of Data Analysis and Interpretation of Semi-structured Interview for Headmaster/Headmistress of the Cooperating Practice Teaching School is presented as follows.

Table 4.52 Teacher Training Colleges Inform and Formal Meeting

Item No: 1		Yes	No
(a)	The teacher training college inform well in advance about practice teaching programme	88 (96.70)	3 (3.30)
(b)	The principal/senior faculty of teacher training college have a formal meeting with Headmaster/Headmistress before and during practice teaching programme	91 (100)	-

Note. Figure in the parenthesis indicate percentage and dash indicate data were not obtained.

As shown in Table 4.52, it was observed that with regard to item No: 1(a). Out of 91 Headmaster/Headmistress, 88 (96.70 percent) responded that the concerned teacher training college informed well in advance about the commencement of practice teaching programme. Whereas, three (3.30 percent) responded that the concerned teacher training college did not inform well in advance about the commencement of practice teaching programme with regard to their own administrative problems. So it can be concluded that majority of

Headmaster/Headmistress responded that the teacher training colleges informed well in advance before the commencement of practice teaching programme.

As shown in Table 4.52, it was observed that with regard to item No: 1(b). Out of 91 Headmaster/Headmistress, 91 (100 percent) responded that the Principal/senior faculty of teacher training college had a formal meeting with them before and during the practice teaching programme. So it can be concluded that all the Headmaster/Headmistress responded that the Principal/senior faculty of teacher training college had a formal meeting with Headmaster/Headmistress before and during the practice teaching programme.

Table 4.53 Allotment of Student Teachers

Item No: 2		Yes	No
(a)	Allotment of student teachers is sufficient number in all methods	50 (54.95)	41 (45.05)
Sub Item No: 2.1 Specify the Problem		Total Responses	
(a)	More number of student teachers allotted in Social Studies method	30 (73.17)	
(b)	More number of student teachers allotted in Telugu method	7 (17.07)	
(c)	More number of student teachers allotted in Telugu medium	4 (9.76)	
Sub Item No: 2.2 More than Required		Yes	No
(a)	Allotment of student teachers was more than required	12 (13.19)	79 (86.81)
Sub Item No: 2.3 Specify the Problem		Total Responses	
(a)	Practice teaching school cannot accommodate more than ten student teachers with regard to allotment of classes, rooms, and time-table	9 (75)	
(b)	Practice teaching school requires English medium student teachers rather than Telugu medium student teachers	3 (25)	

Sub Item No: 2.4 Equal Number of Method Subjects		Yes	No
(a)	The teacher training college allotted student teachers with equal number of method subjects	61 (67.03)	30 (32.97)
Sub Item No: 2.5 Effect of School Function		Total Responses	
(a)	Allotted more number in Social Studies and Telugu method student teachers and less number in Mathematics and Physical Sciences method	30 (100)	
(b)	Practice teaching school cannot accommodate more Social Studies and Telugu method student teachers with regard to allotment of classes and time-table.	30 (100)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.53, it was observed that with regard to item No: 2(a). Out of 91 Headmaster/Headmistress, 50 (54.95 percent) responded that allotment of student teachers were sufficient number in all methods. Whereas, 41 (45.05 percent) responded that allotment of student teachers are not sufficient number in all methods. So it can be concluded that most of the Headmaster/Headmistress observed that the teacher training colleges allotted equal number of student teachers in all methods. Further when they were asked about reasons for allotment of student teachers are not sufficient number in all methods. The responses were provided in sub item No: 2.1(a), (b), & (c).

As shown in Table 4.53, it was observed that with regard to sub item No: 2.1(a), (b), & (c). Out of 41 Headmaster/Headmistress who responded that allotment of student teachers are not sufficient number in all methods, 30 (73.17 percent) responded that more number of student teachers allotted in Social Studies method, seven (17.07 percent) responded that more number of student teachers allotted in Telugu method, and four (9.76 percent) responded that more number of student teachers allotted in Telugu medium. So it can be concluded that majority of the Headmaster/Headmistress observed that the student teachers are not sufficient number in all methods with regard to more number student teachers are allotted in Social

Studies method. Further when they were asked about allotment of student teachers are more than required number. The responses were provided in sub item No: 2.2(a).

As shown in Table 4.53, it was observed that with regard to sub item No: 2.2(a). Out of 91 Headmaster/Headmistress, 12 (13.19 percent) responded that allotment of student teachers were more than required number. Whereas, 79 (86.81 percent) observed that allotment of student teachers are not more than required number. So it can be concluded that majority of the Headmaster/Headmistress responded that the teacher training colleges did not allot student teachers more than required number. Further when they were asked about problem faced with allotting of student teachers more than required number. The responses were provided in sub item No: 2.3(a) & (b).

As shown in Table 4.53, it was observed that with regard to sub item No: 2.3(a) & (b). Out of 12 Headmaster/Headmistress who responded that problem faced with regard to allotting of student teachers more than required number, nine (75 percent) responded that the cooperating practice teaching school cannot accommodate more than ten student teachers with regard to allotment of classes, rooms, and time-table, and three (25 percent) responded that the cooperating practice teaching school requires English medium student teachers rather than Telugu medium student teachers. So it can be concluded that majority of the Headmasters/Headmistress had faced problem with regard to allotment of student teachers more than required number were allotment of classes, rooms, time-table. Further when they were asked about allotted student teachers with equal number of method subjects. The responses were provided in sub item No: 2.4(a)

As shown in Table 4.53, it was observed that with regard to sub item No: 2.4(a). Out of 91 Headmaster/Headmistress, 61 (67.03 percent) responded that the teacher training college allotted student teachers with equal number of method subjects. Whereas, 30 (32.97 percent) responded that the teacher training college did not allot student teachers with equal number of method subjects. So it can be concluded that majority of the Headmaster/Headmistress observed that the teacher training colleges allotted student teachers with equal number of method subjects. Further when they were asked about effect of school functioning with regard to allotting of unequal number of student teachers in method subjects. The responses were provided in sub item No: 2.5(a) & (b).

As shown in Table 4.53, it was observed that with regard to sub item No: 2.5(a) & (b). Out of 30 Headmaster/Headmistress who responded that effect of school functioning with regard to allotting of unequal number of student teachers in method subjects, 30 (100 percent) responded that the teacher training college allotted more number in Social Studies and Telugu method student teachers and less number in Mathematics and Physical Sciences method, and 30 (100 percent) responded that the cooperating practice teaching school cannot accommodate more Social Studies and Telugu method student teachers with regard to allotment of classes and time-table. So it can be concluded that all the Headmaster/Headmistress observed that effect of school functioning with regard to allotting of unequal number of student teachers were more number in Social Studies and Telugu method student teachers and less number in Mathematics and Physical Sciences method, and the cooperating practice teaching school cannot accommodate more Social Studies and Telugu method student teachers with regard to allotment of classes and time-table.

Table 4.54 Organization Time of Practice Teaching

Item No: 3		Yes	No
(a)	The practice teaching programme was organized at the appropriate time of the academic year	-	91 (100)
Sub Item No: 3.1 Appropriate Time		Total Responses	
(a)	July to September	65 (71.43)	
(b)	November to January	26 (28.57)	
Sub Item No: 3.2 Reasons for Choice		Total Responses	
(a)	The practice teaching programme shall conduct at the beginning of the academic year, and very easy to accommodate student teachers, and it does not affect school functioning	65 (71.43)	
(b)	The practice teaching programme shall conduct after quarterly examinations and it does not much affect school functioning	26 (28.57)	

Note. Figure in the parenthesis indicate percentage and dash indicate data were not obtained.

As shown in Table 4.54, it was observed that with regard to item No: 3(a). Out of 91 Headmaster/Headmistress, 91 (100 percent) responded that practice teaching

programme is not organized at appropriate time of the academic year. So it can be concluded that all the Headmaster/Headmistress of the cooperating practice teaching school were observed that practice teaching programme is not organized at appropriate time of the academic year. Further when they were asked about organization time of the practice teaching programme. The responses were provided in sub item No: 3.1(a) & (b).

As shown in Table 4.54, it was observed that with regard to sub item No: 3.1(a) & (b). Out of 91 Headmaster/Headmistress who responded that practice teaching programme is not organized at appropriate time of the academic year, 65 (71.43 percent) opined that the organization of practice teaching programme should be conducted from July to September, and 26 (28.57 percent) opined that the organization of practice teaching programme should be conducted from November to January. So it can be concluded that the majority of the cooperating practice teaching school Headmaster/Headmistress were opined that the organization of practice teaching programme should be conducted from July to September. Further when they were asked about choice time of the practice teaching programme in the academic year of the school. The responses were provided in sub item No: 3.2(a) & (b).

As shown in Table 4.54, it was observed that with regard to sub item No: 3.2(a) & (b). Out of 91 Headmaster/Headmistress who responded that choice time of the practice teaching programme in the academic year of the school, 65 (71.43 percent) opined that the practice teaching programme should be conducted at the beginning of the academic year, and very easy to accommodate student teachers, and it does not affect school functioning, and 26 (28.57 percent) opined that the practice teaching programme should be conducted after quarterly examinations and it does not much affect school functioning. So it can be concluded that the majority of the cooperating practice teaching school Headmaster/Headmistress were opined that the practice teaching programme should be conducted at the beginning of the academic year.

Table 4.55 Practice Teaching Cause Inconvenience

Item No: 4		Yes	No
(a)	The practice teaching programme cause inconvenience for school programmes	37 (40.66)	54 (59.34)
Sub Item No: 4.1 Suggestions		Total Responses	
(a)	The University should conduct the organization of the practice teaching programme at appropriate time	37 (100)	
(b)	The teacher education colleges should consult before the beginning of the practice teaching programme	37 (100)	
(c)	The teacher education colleges should allot student teachers with equal number in all method subjects	30 (81.08)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.55, it was observed that with regard to item No: 4(a). Out of 91 Headmaster/Headmistress, 37 (40.66 percent) responded that the practice teaching programme will cause inconvenient for school programmes. Whereas, 54 (59.34 percent) responded that practice teaching programme did not cause inconvenience for school programmes in any way. So it can be concluded that the most of the cooperating practice teaching school Headmaster/Headmistress were observed that the practice teaching programme did not cause inconvenience for school programmes. Further when they were asked about measures to suggest inconvenience to school programmes in any way. The responses were provided in sub item No: 4.1(a), (b), & (c).

As shown in Table 4.55, it was observed that with regard to sub item No: 4.1(a), (b), & (c). Out of 37 Headmaster/Headmistress who were asked about measures to suggest inconvenience to school programmes in any way, 37 (100 percent) suggested that the University should conduct the organization of the practice teaching programme at appropriate time, 37 (100 percent) suggested that the teacher education colleges should consult before the beginning of the practice teaching programme, and 30 (81.08 percent) suggested that the teacher education colleges

should allot student teachers with equal number in all method subjects. So it can be concluded that majority of the cooperating practice teaching school Headmaster/Headmistress were suggested measures to inconvenience to school programmes in any way were the University should conduct the organization of the practice teaching programme at appropriate time, the teacher education colleges should consult before the beginning of the practice teaching programme, and the teacher education colleges should allot student teachers with equal number in all method subjects.

Table 4.56 Student Teachers Work

Item No: 5		Yes	No
(a)	Student teachers work according to expectations	76 (83.52)	15 (16.48)
Sub Item No: 5.1 Specify the Reason		Total Responses	
(a)	Student teachers did not prepare lesson plan and teaching aids before taking the class	15 (100)	
(b)	Student teachers did not manage the class	12 (80)	
(c)	Student teachers did not attend prayer before beginning of the school	3 (20)	

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.56, it was observed that with regard to item No: 5(a). Out of 91 Headmaster/Headmistress, 76 (83.52 percent) responded that the student teachers worked according to their expectations during practice teaching programme. Whereas, 15 (16.48 percent) responded that the student teachers are did not work according to their expectations during practice teaching programme. So it can be concluded that the majority of the cooperating practice teaching school Headmaster/Headmistress were observed that the student teachers worked according to their expectations during practice teaching programme. Further when they were asked about specify the reason that the student teachers did not work according to their expectations during practice teaching programme. The responses were provided in sub item No: 5.1(a), (b), & (c).

As shown in Table 4.56, it was observed that with regard to sub item No: 5.1(a), (b), & (c). Out of 15 Headmaster/Headmistress who responded that the student

teachers did not work according to their expectations during practice teaching programme, 15 (100 percent) responded that the student teachers did not prepare lesson plan and teaching aids before taking the class, 12 (80 percent) responded that student teachers did not manage the class, and three (20 percent) responded that student teachers did not attend prayer before beginning of the school. So it can be concluded that majority of the Headmaster/Headmistress observed that the student teachers did not work according to their expectations during practice teaching programme with regard to the student teachers did not prepare lesson plan and teaching aids before taking the class, and not managing the class.

Table 4.57 Interactions of Supervisors

Item No: 6		Yes	No
(a)	The regular interactions of supervisors	91 (100)	-
Sub Item No: 6.1 Often met of Supervisors		Total Responses	
(a)	Supervisor met every day	91 (100)	

Note. Figure in the parenthesis indicate percentage and dash indicate data were not obtained.

As shown in Table 4.57, it was observed that with regard to item No: 6(a). Out of 91 Headmaster/Headmistress, 91 (100 percent) responded that supervisors had regular interactions with them and teachers. So it can be concluded that all Headmaster/Headmistress observed that the supervisors had regular interactions with them and teachers with regard to practice teaching. Further when they were asked about often meeting with supervisors. The responses were provided in sub item No: 6.1(a).

As shown in Table 4.57, it was observed that with regard to sub item No: 6.1(a). Out of 91 Headmaster/Headmistress who were asked about often meeting with supervisors, 91 (100 percent) responded that the supervisors met every day during practice teaching programme. So it can be concluded that all the Headmaster/Headmistress observed that the supervisors met every day with them and teachers during practice teaching programme.

Table 4.58 Problems faced by School Headmaster/Headmistress

Item No: 7		Yes	No
(a)	Problems with teacher training college with regard to practice teaching	11 (12.09)	80 (87.91)
(b)	Problems with student teachers to manage cordial relationship with students, teachers and non-teaching staff	-	91 (100)
(c)	Problems with student teachers to maintain discipline with students in the school	3 (3.30)	88 (96.70)
Sub Item No: 7.1 Most Important Problems		Total Responses	
(a)	Organization of practice teaching programme was inappropriate time	91 (100)	
(b)	Allotment of unequal number in all method subjects	30 (32.97)	
(c)	Student teachers did not work according to expectations	15 (16.48)	

Note. Figure in the parenthesis indicate percentage and dash indicate data were not obtained.

As shown in Table 4.58, it was observed that with regard to item No: 7(a). Out of 91 Headmaster/Headmistress, 11 (12.09 percent) had problems with regard to delay in sending list of student teachers and allotment of Telugu medium students more than required. Whereas, 80 (87.91 percent) responded that there is no problem with teacher training college with regard to practice teaching. So it can be concluded that majority of the Headmaster/Headmistress of the cooperating practice teaching school have not problems with teacher training college with regard to practice teaching.

As shown in Table 4.58, it was observed that with regard to item No: 7(b). Out of 91 Headmaster/Headmistress, 91 (100 percent) responded that there is no problem with student teachers to manage cordial relationship with students, teachers and non-teaching staff. So it can be concluded that all the Headmaster/Headmistress of the cooperating practice teaching school have no problem with student teachers to manage cordial relationship with students, teachers and non-teaching staff.

As shown in Table 4.58, it was observed that with regard to item No: 7(c). Out of 91 Headmaster/Headmistress, three (3.30 percent) had problem with student

teachers to maintain discipline with students with regard to how to manage the students in the school. Whereas, 88 (96.70 percent) responded that there is no problem with student teachers to maintain discipline with students in the school. So it can be concluded that majority of the Headmaster/Headmistress of the cooperating practice teaching school have no problems with student teachers to maintain discipline with students in the school. Further when they were asked about three most important problems faced by the cooperating practice teaching school Headmasters/Headmistress during the practice teaching programme. The responses were provided in sub item No: 7.1(a), (b), & (c).

As shown in Table 4.58, it was observed that with regard to sub item No: 7.1(a), (b), & (c). Out of 91 Headmaster/Headmistress who responded to provide three most important problems faced during the practice teaching programme, 91 (100 percent) responded that the organization of practice teaching programme was conducted inappropriate time, 30 (32.97 percent) responded that allotment of unequal number in all method subjects, 15 (16.48 percent) responded that student teachers did not work according to their expectations. So it can be concluded that majority of the Headmaster/Headmistress of the cooperating practice teaching school had faced problems with regard to the organization of practice teaching programme was inappropriate time.

Table 4.59 Difficulties faced by School Headmaster/Headmistress

Item No: 8		Yes	No
(a)	Allotting the classes for student teachers	7 (7.69)	84 (92.31)
(b)	Preparing the time-table for student teachers	11 (12.09)	80 (87.91)
(c)	Student teachers with regard to rules and regulation of school	-	91 (100)

Note. Figure in the parenthesis indicate percentage and dash indicate data were not obtained.

As shown in Table 4.59, it was observed that with regard to item No: 8(a). Out of 91 Headmaster/Headmistress, seven (7.69 percent) had faced difficulty in allotting the classes for student teachers with regard to unequal number in all method subjects, and more number in Telugu medium student teachers. Whereas, 84 (92.31 percent)

had no difficulty in allotting the classes for student teachers. So it can be concluded that majority of the Headmaster/Headmistress of the cooperating practice teaching school have no difficulty in allotting the classes for student teachers.

As shown in Table 4.59, it was observed that with regard to item No: 8(b). Out of 91 Headmaster/Headmistress, 11 (12.09 percent) had faced difficulty in preparing the time-table with regard to allotment of more number of student teachers by the concerned teacher training college. Whereas, 80 (87.91 percent) have no difficulty in preparing the time-table for student teachers. So it can be concluded that majority of the Headmaster/Headmistress of the cooperating practice teaching school have no difficulty in preparing the time-table for student teachers.

As shown in Table 4.59, it was observed that with regard to item No: 8(c). Out of 91 Headmaster/Headmistress, 91 (100 percent) had no difficulty with student teachers with regard to rules and regulation of the school. So it can be concluded that none of the Headmaster/Headmistress of the cooperating practice teaching school have any difficulty with student teachers with regard to rules and regulation of the school.

Table 4.60 Suggestions for Improvement of Organization of Practice Teaching

Item No: 9		Total Responses
Suggestions for improvement of Organization of Practice Teaching given by Headmaster/Headmistress		
(a)	Organize at the appropriate time of the academic year	91 (100)
(b)	Good collaboration in between University, teacher education college, and cooperating practice teaching school	91 (100)
(c)	Not allot more than required number of student teachers and allot equal number in all methods	91 (100)
(d)	Method teacher educator visit regularly to the practice teaching school and observe the lesson of student teachers	88 (96.70)
(e)	Teacher training college cover the syllabus with regard to practical aspect of theory classes	72 (79.12)
(f)	Proper orientation on practice teaching should be conducted to student teachers	68 (74.73)

Note. Figure in the parenthesis indicate percentage.

As shown in Table 4.60, it was observed that with regard to item No: 9(a), (b), (c), (d), (e) & (f). Out of 91 Headmaster/Headmistress who responded to provide suggestions for improvement of practice teaching programme, 91 (100 percent) suggested that the organization of practice teaching programme should be organize at the appropriate time of the academic year, 91 (100 percent) suggested that there is a need of good collaboration in between University, teacher education college, and cooperating practice teaching school, 91 (100 percent) suggested that the teacher training college did not allot more than required number of student teachers and allot equal number in all methods, 88 (96.70 percent) suggested that the concerned method teacher educator visit regularly to the practice teaching school and observe the lesson of student teachers, 72 (79.12 percent) suggested that before sending the student teachers to cooperating practice teaching school, the concerned teacher training college cover the syllabus with regard to practical aspect of theory classes, and 68 (74.73 percent) suggested that proper orientation on practice teaching should be conducted to student teachers. So it can be concluded that majority of the Headmaster/Headmistress of the cooperating practice teaching school suggests for improvement of practice teaching programme were: 1. The organization of practice teaching programme should be organize at the appropriate of the academic year. 2. There is a need of good collaboration in between University, Teacher Education College, and the cooperating practice teaching school. 3. The teacher training college did not allot more than required number of student teachers and allot equal number in all methods. 4. The concerned method teacher educators visit regularly to the practice teaching school and observe the lesson of student teachers, and 5. Before sending the student teachers to cooperating practice teaching school, the concerned teacher training college cover the syllabus with regard to practical aspect of theory classes and proper orientation programme on practice teaching shall conducted to student teachers.

The finding of the present study, discussion, and suggestions is presented greater detail in proceeding chapter.