



CHAPTER FIVE
**FINDINGS, DISCUSSION,
AND
SUGGESTIONS**

CHAPTER V

FINDINGS, DISCUSSION, AND SUGGESTIONS

5.0 Introduction

The findings of the study are present objective wise. The researcher discussed the findings in detail based on prior research and existing situation. At the end suggestions for the improvement and suggestions for further research is provided by the researcher.

The findings of the study are present as following headings.

1. Findings of the Objective No: 1
2. Findings of the Objective No: 2
3. Findings of the Objective No: 3
4. Findings of the Objective No: 4

Note: The findings of the study are present as following definition.

- **None:** Zero percent.
- **Most:** Fifty (50) percent to 65.99 percent.
- **Majority:** Sixty Six (66) percent to 99.99 percent.
- **All:** Hundred (100) percent.

5.1 Findings of the Objective No: 1

The findings of the objective No: 1, i.e. To study the process of practice teaching programme with respect to preparation of lesson and cooperation from the school is present as follows:

1. Majority of the student teachers (94.44 percent) responded that the teacher educators conducted workshop on teaching aids before the commencement of practice teaching programme.
2. Majority of the student teachers (75 percent) attended the work shop on teaching aids before the commencement of practice teaching.
3. The 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.
4. Majority of the student teachers (87.04 percent) had chance/opportunity to prepare teaching aids during the workshop.
5. Most of the student teachers prepared 2 – Dimensional teaching aids (61.70 percent), 3 – Dimensional teaching aids (58.87 percent), and based on learning experiences (51.06 percent) during the workshop.
6. Majority of the student teachers (92.59 percent) prepared the teaching aids before entering in to class.
7. Majority of the student teachers (97.69 percent) responded that the subject method teacher educators were explained on macro teaching lesson plan before the commencement of practice teaching session.
8. Majority of the student teachers had a clear idea about the macro teaching lesson plan in terms of introduction of the lesson (97.69 percent), presentation of a lesson (97.22 percent), recapitulation (95.37 percent), and home assignment (96.76 percent).
9. Majority of the student teachers (96.30 percent) responded that the method teacher educators gave detailed guidelines with regard to lesson planning.

10. Most of the student teachers (50.93 percent) did not prepare innovative lesson plan before the commencement of practice teaching.
11. Majority of the student teachers (74.56 percent) did not plan innovative methods of teaching for transacting lessons during the practice teaching.
12. Majority of the student teachers (100 percent) had planned Constructivist (5E' Model) innovative method for transacting lessons during the practice teaching.
13. Majority of the student teachers (93.52 percent) responded that the teacher educators gave sufficient practice in writing lesson plans during the method classes.
14. Majority of the student teachers (94.44 percent) prepared lesson plan before taking the practice teaching class.
15. Majority of the student teachers (89.81 percent) taught the lessons in the class as per the lesson plans prepared.
16. Majority of the student teachers (81.02 percent) responded that the method teacher educators given model demonstration on macro lesson in the cooperating practice teaching school.
17. The student teachers have opined that demonstration lesson was gave by method teacher educators were 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, build self-confidence, how to interact with children, bringing humour in classroom, and how to teach innovative lesson.
18. Majority of the student teachers (83.80 percent) have visited cooperating school before the commencement of practice teaching session.
19. The student teachers have visited cooperating school before the commencement of practice teaching session with purpose to collecting the syllabus for the allotted class, to observe demonstration lesson was given by method teacher educator, to collect time table, to know the location of the school, and to formal meeting with Headmaster/ Headmistress and concerned subject teachers, and with regard to collect rules and regulation of the School.

20. Most of the student teachers (55.56 percent) have collected the syllabus from cooperating practice teaching school before the commencement of practice teaching session.
21. Majority of the student teachers responded that the Headmaster/Headmistress of the school cooperate in terms of allotting the time table (97.22 percent), allotting the classes (98.61 percent), managing the students (93.98 percent), and giving extra periods when needed (88.43 percent).
22. The Headmaster/Headmistress of the school cooperate in terms of in any other were showed high concern and care, suggestions and instructions are given whenever needed to improve the academic and co-curricular activities, and permit to avail casual leave as per norms.
23. Majority of the student teachers (88.89 percent) responded that the Headmaster/Headmistress of the school was provided separate staff room in the practice teaching session.
24. Majority of the student teachers responded that the subject teacher in the school cooperate in terms of allotting the classes (98.15 percent), allotting the time table (95.37 percent), selection of topics/units (95.37 percent), managing the students (93.52 percent), giving extra periods when needed (88.89 percent), preparation of lesson plan (92.59 percent), correction of lesson plan (92.59 percent), providing teaching aids (79.63 percent), feedback (95.37 percent), and providing lab facility (72.22 percent).
25. The student teachers responded that the subject teacher in the cooperating school cooperate in terms of in any other was showed high concern and care, and encourage in participation of co-curricular activities.
26. Majority of the student teachers (95.83 percent) had adequate cooperation from the students in the classes in practice teaching session.
27. The student teachers (4.17 percent) who did not have adequate cooperation from the students in the classes in practice teaching session with regard to the students in the class was 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.

28. The student teachers had faced problem of preparation and use of teaching aids with regard to consuming more time, and cost of teaching aids, with regard to handling of thermocol teaching aids, and for displaying of teaching aids facility was not adequate in classroom.
29. The student teachers had faced problem of preparation of lesson plan with regard to innovative lesson plan, and consuming more time.
30. The student teachers had faced problem with regard to time table are, not convenient and the allotted time table was in continuous two periods.
31. 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.
32. 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, use of 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.
33. 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 will be must approved by subject teacher and the concerned method teacher educator, the concerned method teacher educator shall be given more time to practice for writing lesson plans in Teacher Education Institution, and more focus shall be given to writing innovative lesson plan.
34. The student teachers gave the suggestions with regard to time table shall be prepared based on psychological principles of classroom students, and continuous periods shall not be allotted to student teachers.
35. The student teachers gave the suggestions with regard to cooperation from the school were the concerned Teacher Education Institution shall be maintain

cordial relationship with teachers and the Headmaster/Headmistress of the cooperating practice teaching school, Teachers and the Headmaster/Headmistress of the school shall be encouraged to participate in all academic and co-curricular activities, and the Headmaster/Headmistress of school shall be provide separate staff room for student teachers.

36. Most of the student teachers (55.56 percent) responded that 40 days (20-lesson in each method) practice teaching session is enough for good practice.
37. The student teachers suggested that 120 days (60-lesson in each method) practice teaching session is minimum required for good practice.
38. Majority of the teacher educators (96.88 percent) conducted workshop on teaching aids before the commencement of practice teaching.
39. The teacher educators have included 2 – Dimensional, 3 – Dimensional, based on learning experiences, and improvised teaching apparatus teaching aids for the orientation before the commencement of practice teaching.
40. Majority of the teacher educators (78.12 percent) did not find any difficulties in conducting workshop on teaching aids.
41. 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.
42. Majority of the teacher educators (93.75 percent) responded that the student teachers used the teaching aids in the practice teaching session.
43. The teacher educators responded that student teachers used teaching aids in the practice teaching session were charts, low cost teaching aids, models, specimens, maps, and improvised teaching apparatus.
44. All the teacher educators (100 percent) conducted orientation on macro teaching programme.
45. All the teacher educators (100 percent) responded that conducting the orientation on macro teaching programme help student teachers to get a clear

idea in terms of introduction of the lesson, presentation of a lesson, recapitulation of a lesson, and home assignment.

46. Most of the teacher educators (62.50 percent) did not conduct the orientation programme with regard to innovative lesson plan.
47. All the teacher educators (100 percent) had given the orientation programme on innovative lesson plan with regard to Constructivist innovative lesson plan.
48. The teacher educators responded that the orientation programme did not conduct with regard to innovative lesson plan were Osmania University did not conduct orientation programme with regard to innovative lesson plan, and did not given innovative lesson plan format in University guidelines book.
49. All the teacher educators (100 percent) did not find any difficulties in conducting orientation on practice teaching programme.
50. All the teacher educators (100 percent) faced difficulties in conducting orientation programme on innovative lesson plan.
51. All the teacher educators (100 percent) gave detailed guidelines to student teachers with regard to lesson planning.
52. 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 out of 20 lesson plans two innovative lesson plans will be prepared.
53. The teacher educators responded that current Osmania University model lesson planning format is need to be revised.
54. All the teacher educators (100 percent) responded that innovative lesson plans are useful to the student teachers.
55. All the teacher educators (100 percent) responded that innovative lesson plans are to be widely used in practice teaching programme.
56. The teacher educators responded that innovative lesson plans are to be widely used in practice teaching programme with regard to innovative lesson plan helps to develop student teachers talents and express freedom while writing

innovative lesson plan, the gateway for effective teaching learning process, freedom to the student teachers to think innovatively and teach on their own way, and develop creativity among student teachers.

57. Majority of the teacher educators (92.19 percent) had checked the student teachers lesson plans regularly during practice teaching session.
58. The teacher educators responded that the common errors were made by the student teachers in the lesson plans were writing objectives and specifications, the format of lesson plan, and writing the steps in lesson plan and not planned for prescribed duration, and selection of word (vocabulary).
59. Majority of the teacher educators (81.25 percent) gave demonstration macro lesson in the cooperating school.
60. The teacher educators responded that the demonstration lessons are 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.
61. Majority of the teacher educators responded that Headmaster/Headmistress of the school cooperate in terms of allotting the time table (96.88 percent), allotting the classes (98.44 percent), managing the students (93.75 percent), and giving extra periods when needed (90.62 percent).
62. Majority of the teacher educators responded that the subject teacher in the school cooperate in terms of allotting the classes (98.44 percent), allotting the time table (96.88 percent), selection of topics/units (96.88 percent), managing the students (93.75 percent), giving extra periods when needed (90.62 percent), preparation of lesson plan (87.50 percent), correction of lesson plan (90.62 percent), providing teaching aids (78.12 percent), providing feedback (95.31 percent).
63. All the teacher educators (100 percent) responded that student teachers had adequate cooperation from the practice teaching school students in the classes.
64. The teacher educators had faced problem in preparation innovative lesson plan, and with regard to consuming more time.

65. 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 beginning of the practice teaching programme, and while preparing the teaching aids more focus shall be given daily available low cost teaching material.
66. The teacher educators gave suggestions to improve practice teaching with regard to preparation of lesson plan were: every student teacher shall be planned at least minimum 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 will be must approved by subject teacher and concerned method teacher educator, and 50 percent lesson plans be innovative.
67. The teacher educators suggested that time table shall be prepared according to needs of the student teachers.
68. The teacher educators had given suggestions to improve practice teaching with regard to cooperation from the school been that the principal and faculty of teacher training college shall be maintaining cordial relationship.
69. Most of the teacher educators (53.12 percent) responded that 40 days (20-Lesson in each method) practice teaching programme is not enough for good practice.
70. The teacher educators opined that 60 days (30-Lesson in each method) practice teaching programme is enough for good practice.

5.2 Findings of the Objective No: 2

The findings of the objective No: 2, i.e. To study the transactional process of the prepared lesson plan by student teachers is present as follows:

1. Majority of the student teachers (74.07 percent) had introduced a lesson at the beginning of class.
2. The student teachers introduced a lesson appropriate in the context of testing of previous knowledge, motivation, and statement of the topic.

3. Majority of the student teachers (97.22 percent) used teaching method with reference to content.
4. Majority of the student teachers (79.63 percent) had managed the class very effectively.
5. 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.
6. Majority of the student teachers (97.22 percent) did not use ICT in transaction of a lesson.
7. Majority of the student teachers (91.67 percent) used teaching aids in the class.
8. The student teachers used teaching aids in the class in terms of relevance of subject matter, visible, and quality.
9. All the student teachers (100 percent) used 2-Dimensional Teaching Aids.
10. Majority of the student teachers (99.07 percent) used blackboard in the class.
11. 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.
12. Majority of the student teachers (84.26 percent) had presented content clarity very effectively.
13. The student teachers did recapitulation a lesson at the end of class in terms of revising the concepts, and ask questions related to content.
14. Majority of the student teachers (82.87 percent) assigned the home task to students.
15. The student teachers assigned the home task to students in terms of subject taught and project.
16. Majority of the student teachers (87.04 percent) evaluates the students in each stage of lesson.

17. Majority of the subject teachers (80.56 percent) were observed the student teacher practice teaching class while transacting the lesson.
18. The subject teachers were observed below 15 minutes (19.54 percent), below 30 minutes (49.43 percent), and whole period (31.03 percent) of the student teacher practice teaching class while transacting lesson.
19. Majority of the method teacher educators (75.93 percent) were observed the student teacher practice teaching class while transacting the lesson.
20. The method teacher educators were observed below 15 minutes (40.24 percent), observed below 30 minutes (41.26 percent), and observed whole period (18.29 percent) of the student teacher practice teaching class while transacting class.

5.3 Findings of the Objective No: 3

The findings of the objective No: 3, i.e. To study the feedback mechanism followed by the supervisor during the practice teaching session is present as follows:

1. Majority of the student teachers (81.02 percent) responded that the subject teachers gave instruction before the beginning of student teacher practice teaching class.
2. The student teachers responded that the subject teachers gave instruction to student teachers before the beginning of practice teaching class was preparation of lesson plan, preparation of teaching aids, and classroom management.
3. Majority of the student teachers (92.59 percent) responded that the subject teachers gave feedback with regard to introduction of the lesson.
4. The subject teachers gave feedback with regard to introduction of the lesson were testing of previous knowledge, motivation, and declaration of the topic.
5. Majority of the student teachers (94.44 percent) responded that the subject teachers gave feedback with regard to presentation of a lesson.

6. 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, students response in the class, teaching aids, blackboard work, communication dimensions, and affective attributes.
7. Majority of the student teachers (97.69 percent) responded that the subject teachers gave feedback with regard to recapitulation of a lesson.
8. The subject teachers gave feedback with regard to recapitulation of a lesson were revising the concepts, asking questions related to content.
9. Majority of the student teachers (72.22 percent) responded that the subject teachers gave feedback with regard to home assignment of a lesson.
10. 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.
11. Majority of the student teachers (96.30 percent) responded that the subject teachers gave feedback while student teacher transacting the practice teaching class.
12. Majority of the student teachers (97.69 percent) responded that the subject teachers gave feedback with regard to weaknesses and strengths of student teachers teaching.
13. Majority of the student teachers (79.63 percent) responded that the method teacher educators gave instruction before the beginning of practice teaching class.
14. 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, build self-confidence, and managing the class and time.
15. Majority of the student teachers (83.80 percent) responded that the method teacher educators gave feedback with regard to introduction of the lesson.

16. 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.
17. Majority of the student teachers (88.89 percent) responded that the method teacher educators gave feedback with regard to presentation of a lesson.
18. The method 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.
19. Majority of the student teachers (79.63 percent) responded that the method teacher educators gave feedback with regard to recapitulation of a lesson.
20. The method teacher educators gave feedback with regard to recapitulation of a lesson were summarization of the lesson, and questioning.
21. The method teacher educators gave feedback with regard to home assignment of a lesson were subject taught, and interest/linking of the pupils.
22. Majority of the student teachers (93.52 percent) responded that the method teacher educators gave feedback while student teacher transacting the practice teaching class.
23. Majority of the student teachers (97.22 percent) responded that the method teacher educators gave feedback with regard to weaknesses and strengths of student teachers teaching.
24. Most of the student teachers (65.73 percent) responded that the supervisors conducted feedback session at end of each day during the practice teaching programme.
25. The student teachers opined that both (individual and group) discussions are the very effective feedback session at the end of each day during practice teaching programme.
26. Majority of the student teachers (95.37 percent) responded that the supervisor's feedback helps to improve the practice teaching session.

27. 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.
28. 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.

5.4 Findings of the Objective No: 4

The findings of the objective No: 4, i.e. To study the problems faced by school Headmaster/Headmistress for the organization of practice teaching is present as follows:

1. Majority of the Headmaster/Headmistress (96.70 percent) responded that the teacher training colleges were informed well in advance before the commencement of practice teaching programme.
2. All the Headmaster/Headmistress (100 percent) responded that the Principal/senior faculty of teacher training college had a formal meeting with the Headmaster/Headmistress before and during the practice teaching programme.
3. Most of the Headmaster/Headmistress (54.95 percent) observed that the teacher training colleges allotted equal number of student teachers in all methods.
4. The Headmaster/Headmistress observed that the student teachers were not sufficient number in all methods with regard to more student teachers allotted in Social Studies method and more number student teachers allotted in Telugu method, and Telugu medium.

5. Majority of the Headmaster/Headmistress (86.81 percent) observed that the teacher training colleges did not allot student teachers more than required number.
6. The Headmasters/Headmistress had faced problem with regard to allotment of student teachers more than required number were allotment of classes, rooms, time-table, and Telugu medium student teachers.
7. Majority of the Headmaster/Headmistress (67.03 percent) observed that the teacher training colleges allotted student teachers with equal number of method subjects.
8. All the Headmaster/Headmistress observed that effect of school functioning with regard to allotting of unequal number of student teachers in method subjects are the cooperating practice teaching school cannot accommodate more Social Studies and Telugu method student teachers with regard to allotment of classes and time-table.
9. All the Headmaster/Headmistress (100 percent) of the cooperating practice teaching school was observed that practice teaching programme is not organized in appropriate time of the academic year.
10. The Headmaster/Headmistress cooperating practice teaching school were opined that the organization of practice teaching programme shall be conduct from July to September.
11. Majority of the Headmaster/Headmistress cooperating practice teaching school were opined that the practice teaching programme shall conduct at the beginning of the academic year.
12. Most of the Headmaster/Headmistress (59.34 percent) cooperating practice teaching school were observed that the practice teaching programme did not cause inconvenience for school programmes.
13. The Headmaster/Headmistress cooperating practice teaching school 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.

14. Majority of the Headmaster/Headmistress (83.52 percent) cooperating practice teaching school observed that the student teachers were worked according to their expectations during practice teaching programme.
15. 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, not managing the class, and did not attend prayer before beginning of the school.
16. All Headmaster/Headmistress (100 percent) observed that the supervisors had regular interactions with them and teachers with regard to practice teaching.
17. All the Headmaster/Headmistress (100 percent) observed that the supervisors met every day with them and teachers during practice teaching programme.
18. All the Headmaster/Headmistress (100 percent) of the cooperating practice teaching school has no problem with student teachers to manage cordial relationship with students, teachers and non-teaching staff.
19. Majority of the Headmaster/Headmistress (96.70 percent) of the cooperating practice teaching school has no problem with student teachers to maintain discipline with students in the school.
20. The Headmaster/Headmistress of the cooperating practice teaching school had faced problems with regard to the organization of practice teaching programme was inappropriate time, allotment of unequal number in all method subjects, and student teachers did not work according to expectations.
21. Majority of the Headmaster/Headmistress (92.31 percent) of the cooperating practice teaching school have no difficulty in allotting the classes for student teachers.
22. Majority of the Headmaster/Headmistress (87.91 percent) of the cooperating practice teaching school have no difficulty in preparing the time-table for student teachers.

23. The Headmaster/Headmistress of the cooperating practice teaching school suggest for improvement of practice teaching programme were: 1. The organization of practice teaching programme shall 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.

5.5 Discussion of the Findings

The present study investigate the practice teaching programme in teacher education institutions of Osmania University, Hyderabad, Telangana State, India, in the light of process of process of practice programme such as preparation of lesson plan, cooperation from the school, transactional process by student teachers, feedback given by supervisors, and problems faced by school Headmaster/Headmistress.

Before the commencement of practice teaching session, the concerned teacher training college has to give proper orientation for student teachers with regard to preparation of teaching aids, lesson plan, and model demonstration lesson. The student teachers who participated in this study opined that the teacher educators given orientation programme on teaching aids with main focus on 2 – Dimensional teaching aids, 3 – Dimensional teaching aids, based on learning experiences and improvised teaching aids. The findings of the study pinpoints that focusing on inculcation of use of ICT based teaching aids and every teacher education college must give the orientation on teaching aids before beginning of practice teaching session.

In order to develop instructional skills for the student teachers, practice in writing lesson plan is very important. The findings of the study showed that majority of the teacher educators given orientation on macro teaching lesson plan with

reference to introduction of the lesson, presentation of a lesson, recapitulation of a lesson, and home assignment. As for the norms of Osmania University preparing of innovative lesson plan is mandatory for every student teacher. But, it was observed that majority of the student teachers has no clear idea about innovative lesson plan. There is a dire to need of proper planning of innovative lesson plan. Shahid and Hussain (2011) results revealed that student teachers were taking much interest in preparing their lesson plans and field observations showed that student teachers were very much keen in knowing various models of lesson planning. Ramaligela (2012) findings indicated that student teachers unable to understand the meaning of the aspects reflected on the template lesson plan provided by University. Gafoor and Farooque (2010) intends to stimulate critical thinking about lesson planning practices in B.Ed. programmes; via identifying the major difficulties faced by student teachers in lesson planning.

Demonstration of macro lesson is given by the concerned method teacher educator is also one of the important activity before the commencement of practice teaching session. This study was found that demonstration of macro lessons are very useful for novice student teachers with regard to how to teach students, managing the class and time, improve teaching skills, effective use of teaching aids, to create interest among students, and builds self-confidence. The importance of demonstration lesson in practice teaching programme revealed in the findings of Marr et al. (1969), Sharma (1973), Shah (1986), Dekhatwala et al. (1991), and Akbar (2001).

To make effective organization of practice teaching session, the cooperation from the Headmaster/Headmistress and subject teacher of the cooperating practice teaching school is one of the key successes of the practice teaching programme. It was found that majority of student teachers opined that the Headmaster/Headmistress of the practice teaching school cooperate in terms of allotting the time-table, allotting the classes, and managing the students and subject teacher cooperates in terms of preparation of lesson plan, correction of lesson plan, providing teaching aids, feedback, and showing high concern and care. This study also revealed the importance of cooperation from Headmaster/Headmistress and subject teacher. The similar findings also revealed by Akbar (2001), Akcan and Tatar (2010), Alkhaldeh (2011), Azeem (2011), Ntsaluba and Chireshe (2013), and Ekundayo et al. (2014). This study was also found that few of the student teachers who did not get adequate

cooperation from the students in the classes in practice teaching session with regard to the students in the classes were not interest with school environment, and the students in the classes felt that student teacher was not a regular teacher and make disturbance in the class. The similar findings also revealed by Kiggundu and Nayimuli (2009), Ranjan (2013), and Maila (2014).

The teacher educators must conduct the proper orientation programme for student teachers before sending the practice teaching in cooperating school. It was observed that majority of the teacher educators did not conduct the orientation programme with regard to innovative lesson plan. So the University should be given proper orientation programmes with regard to innovative lesson plan. Majority of the teacher educators opined that innovative lesson plans are to be widely used in practice teaching. It can be concluded that University should be take necessary initiative to induct variety of innovative lesson plans in practice teaching. The similar findings also revealed by Shahid and Hussain (2011).

To changing the scenario of teacher education, it is the high time to increase the number of days and practice of more teaching classes are needed to enhance the quality and student teacher practice. It was observed that majority of the teacher educators and student teachers opined that 40 days (20-Lesson in each method) practice teaching session is not enough for good practice. This findings also revealed in Jekayinafa et al. (2012), Hussain et al. (2013), Komba and Kira (2013), Patil and Kamble (2013), and Parveen and Saeed (2014).

To study the transactional process of prepared lesson by the student teachers in practice teaching session. It was observed that student teacher faced with class management. The similar findings revealed by Alkhaldeh (2011). It was also observed that majority of the student teachers did not use ICT in transaction of a lesson. Patil and Kamble (2013) revealed that student teachers can't use ICT. Present study also observed that majority of the student teachers used 2-Dimensional teaching aids in practice teaching session. The similar findings revealed by Topkar and Naik (2012).

The teacher educators and subject teachers (supervisors), who observed student teachers practice teaching class while transacting lesson. It was found that majority of the teacher educators and subject teachers did not observe the student

teachers whole period. Sukhia (1973) found that supervisors devoted only about eight minutes to supervise the student teachers actual classroom teaching in period of forty minutes. Mohanty (1984) findings revealed that the supervisors did not observe lessons completely and Akbar (2001) findings also revealed that cooperating teachers did not go to the student teacher classes.

In the practice teaching session feedback given by supervisors is most crucial part of the programme. Findings of this study indicates that subject teachers and method teacher educators given feedback while student teachers transacting the lesson and regarding the weaknesses and strengths. This study results showed that both individual and group discussions is the effective feedback session. Further the present study findings revealed that written feedback is more effective than oral feedback. The study results indicate that subject teacher feedback is essential component in practice teaching. These similar findings are revealed in Dholakia (1979), Akcan and Tatar (2010), Kothari et al. (2012), Ali and Al-Adawi (2013), Percara (2013), and Rosemary et al. (2013).

The role of Headmaster/Headmistress is another key to success in the organization of practice teaching programme. Unfortunately, most of the Occasions University and Teacher Education Colleges fails to recognize the role of Headmaster/Headmistress. There is dire to need good collaboration in between University, Teacher Education Colleges, and Practice Teaching School. Every practice teaching school has own their academic calendar. To induction of practice teaching programme is one of the challenge activity for schools. In the organization of practice teaching programme the Headmaster/Headmistress of the practice teaching school facing several problems such as, organization time of practice teaching session, allotting of student teachers, allotting of classes, allotting of equal number of students in each method, preparation of separate time-table for student teachers, managing the classes, and cooperation from University and Teacher Education College. It was found that practice teaching school cannot accommodate more than ten student teachers with regard to allotment of classes, rooms, and time-table. It was also found that most of the student Teacher Education Colleges allotted more number in Social Studies method and less number in Mathematic and Physical Sciences method.

The organization time of practice teaching is also another key factor of school function. All the Headmaster/Headmistress opined that practice teaching programme was not organized in appropriate time of the academic year. The similar findings also revealed in studies of Sharma (1973), Mtika (2008), Kiggundu and Nayimuli (2009), Komba and Kira (2013), and Menlah (2013).

5.6 Suggestions for the Improvement

The deep insight based on findings of present study findings, the researcher is provided following suggestions. They are:

1. All the Headmaster/Headmistress (100 percent) of the cooperating practice teaching school was observed that practice teaching programme is not organized in appropriate time of the academic year. So it was suggested that practice teaching programme should be organized at the appropriate time of the academic calendar of cooperating practice teaching school.
2. Majority of the student teachers (74.56 percent) did not plan innovative methods of teaching for transacting lessons during the practice teaching and all teacher educators (100 percent) faced difficulty in conducting orientation programme on innovative lesson plan. Hence, more focus should be given of innovative lesson plans.
3. It was observed that student teachers did not use ICT in their practice teaching. Use of ICT will encouraged in student teachers for transacting practice teaching class.
4. There should be good collaboration in between University, Teacher Education College, and Cooperating Practice Teaching School.
5. The theory and practice will be matched.
6. Before sending the student teachers for practice teaching session, the following measures should be considered. They are:
 - (a) The Teacher Education College cover the syllabus with regard to practical aspect of theory classes.
 - (b) Proper orientation on teaching aids should be organized.

- (c) Micro teaching/Simulation should be conducted.
 - (d) Proper orientation on practice teaching should be organized.
 - (e) The method teacher educator should be given clear guidelines with regard to lesson planning.
 - (f) Sufficient practice should be given in writing model lesson plans during method classes.
 - (g) The method teacher educator should be given a model demonstration lesson in Teacher Education College and cooperating practice teaching school.
7. Every student teacher must prepare lesson plan before entering into practice teaching class and lesson plan will be must approved by subject teacher and the concerned method teacher educator.
 8. The concerned Teacher Education College shall be maintaining cordial relationship with teachers, the Headmaster/Headmistress of the cooperating practice teaching school.
 9. The duration of practice teaching session is not enough for good practice. There is a dire to need to increase more number of days practice and lessons.
 10. The concerned University/Institution will be conduct regular orientation programmes for teacher educators with regard to teaching aids, lesson plan, innovative lesson plan, innovative methods of teaching.
 11. The concerned University/Institution will be conduct regular short duration workshop programmes for subject teachers of the cooperating practice teaching school and also conduct regular short duration orientation programmes for the Headmaster/Headmistress of the cooperating practice teaching school.
 12. Variety of innovative lesson plans will be encouraged and Fifty percent of innovative lesson plans will be used in practice teaching session.
 13. Variety of innovative methods of teaching for transaction of lesson will be promoted during practice teaching session.

14. At least any one of the supervisor (Subject teacher/Method teacher educator) shall observe the whole period of student teacher practice teaching class.
15. Feedback shall be provided every day for student teachers in the cooperating practice teaching school.
16. The University and the Teacher Education College should be recognize and gave the importance of practice teaching school Headmaster/Headmistress for succession of practice teaching session.
17. The University or Institution should pay the Honorius amount for subject teachers, method teacher educators who observed the student teacher practice teaching class.
18. The University or Institution should pay the Honorius amount for cooperating practice teaching school Headmaster/Headmistress who monitor the student teacher practice teaching session.
19. The Headmaster/Headmistress and subject teachers of the cooperating school should be cooperative with novice student teachers and encourage to participating in all curricular and co-curricular activities.
20. The Headmaster/Headmistress and subject teachers of the cooperating school should be provided separate staffroom for student teachers.

5.7 Suggestions for Further Research

The researcher felt more studies can be conducted of practice teaching. The following area of studies can be taken up for further research. They are:

1. A mismatch between Theory and Practice in Pre-service Practice Teaching
2. Designing of Innovative Lesson Planning for Practice Teaching
3. Developing of a new Practice Teaching Model
4. Designing of Innovative Methods of Teaching for Transaction of Lesson for Pre-service Student Teachers in Practice Teaching
5. Problems faced by Student Teachers during Practice Teaching

6. Experiences and Expectations of Student Teachers during Practice Teaching
7. Designing of a new Model for Feedback Mechanism in Pre-service Practice Teaching
8. Developing of a new Model for Supervisory Practices in Pre-service Practice Teaching
9. Developing of Teaching Skills for Pre-service Student Teachers of Practice Teaching
10. Analysing of Teaching Skills for Pre-service Student Teachers of Practice Teaching
11. Effectiveness of Teaching Skills for Pre-service Student Teachers of Practice Teaching
12. Quality Assurance in Pre-service Practice Teaching
13. Assessment Practices in Pre-service Practice Teaching
14. Innovative Practices in Pre-service Practice Teaching
15. Effectiveness of use of Teaching Aids in Practice Teaching
16. Designing of ICT Skills for Pre-service Student Teachers of Practice Teaching
17. Perceptions of Pre-service Student Teachers during Practice Teaching
18. Designing of Constructivist Approach in Pre-service Practice Teaching
19. Pre-service Student Teachers beliefs about the Practice Teaching
20. Reflections of Pre-service Student Teachers about Practice Teaching
21. Developing and Assessing Competencies of Pre-service Student Teachers of Practice Teaching
22. A Study of Pre-service Student Teacher Practices of Peer Observation of Practice Teaching
23. A Study of Pre-service Student Teacher Practices of Writing Teaching Dairy
24. Developing a Package for Teacher Educators Orientation of Practice Teaching

25. A Study of Observation Practices of Practice Teaching School Subject Teachers
26. A Study of Observation Practices of Practice Teaching School Method Teacher Educators
27. A Study of Effectiveness of Demonstration of Macro Teaching Lesson for Practice Teaching
28. A Study of Cooperation from Practice Teaching School
29. A Study of Problems faced by Cooperating Practice Teaching School Headmaster/Headmistress
30. A Study of Role of Practice Teaching School Headmaster/Headmistress
31. A Study of Role of Cooperating Practice Teaching School Subject Teachers
32. Developing and Implementation of Co-curricular Activities for Pre-service Student Teachers during Practice Teaching
33. A Study of Collaborative Partnership in between University, Teacher Education College, and Cooperating Practice Teaching School
34. A Study of Organization Time of Pre-service Practice Teaching
35. Present study is delimited to only for Pre-service Student Teachers at Secondary Level, A Similar Study can be studied at Pre-service Elementary Level
36. A Similar Study can be studied for In-service Practice Teaching
37. A Similar Study can be taken up as a Case Study
38. A Similar Study can be taken up as a Comparative Study in Two or more Universities
39. A similar Study can be taken up in Open Distance Learning