

C H A P T E R - V I

S U M M A R Y

like qualifications, teaching methods, sex, place of residence and teaching experience of the pupil-teachers in receiving feedback and achievement marks.

The rationale of these queries and related issues were presented through a theoretical framework developed on the basis of related studies and observations which are being summarised hereunder:

In India, secondary teacher education programme is classified under three groups, namely, One year teacher training programme; Summer-cum-correspondence course and Four year integrated course. In each of these programmes practice-teaching is a very important component. The major objective of the practice-teaching programme is to prepare pupil-teachers for effective teaching. Theoretically, this programme seems to be sound but educationists in India and abroad are not satisfied with the teacher education programme in general and the practice-teaching programme in particular. They found an alleged gap between i) theory and practice; between Uni-

iversity thinking and reality in the classroom, ii) complexity of procedure, iii) ambiguity in objectives, iv) lack of scientific supervision and feedback. Based on the review of studies such as Pandey, 1967; Palsane and Ghanchi, 1967; Gage, 1967, 1968; National Institute of Education Report, 1969; Perlberg, 1970; Borg et al., 1970; Passi and Lalita, 1976, it can be concluded that existing training programme does not meet the needs of prospective teachers. Most of the investigators have studied the practice-teaching programme globally. There is a need to systematically investigate as to what extent the activities carried out during practice-teaching help the pupil-teachers to acquire teaching competencies.

The strength of the practice-teaching programme is mainly based on the nature and quality of the feedback given by the observers to their pupil-teachers. In normal practice-teaching programme, observers give feedback in the form of oral guidance and written comments. With the help of this feedback, pupil-teachers unlearn undesirable habits and learn those which can

make the teaching effective (Adams and Dicky, 1956). Thus feedback plays a vital role in the practice-teaching programme but it is observed that at present feedback is not properly given and hence the pupil-teachers do not improve steadily. A few investigations indicated the general drawbacks of feedback system (Bourai, 1965; Flanders, 1967; Palsane and Ghanchi, 1967; Marr et al., 1969; Pandey, 1969; Srivastava, 1970; Borg et al., 1970; Saikia, 1971; Perlberg, 1972; Mehrotra, 1974; Passi and Lalita, 1976; Elsmere and Dauht, 1977). It was found from these studies that generally enough time is not given for observation and wherever it is given, observations are not done seriously. Many a times, the feedback is not given objectively and specifically.

In order to overcome these drawbacks a few investigators tried to find out various techniques and procedures of giving feedback which can bring fruitful results for improving pupil-teachers' performance in teaching. They experimented various techniques and sources of giving effective feedback like interaction analysis,

oral feedback, video-tape recording as an instrument of giving feedback, peer's feedback, self-rating feedback, college and school observers' systematic feedback, etc. (Roy, 1970; Srivastava, 1970; Pangotra, 1972; Nichols, 1976). They found that if feedback is given properly by using proper media, it influences positively the pupil-teachers' performance. However, in majority of the studies, a scientifically developed procedure of analysing the feedback in terms of comments was not employed. Also, systematic studies to know in what way the types of comments i.e. positive and negative and the total number of comments influence the pupil-teachers' performance are required. The present study tries to fill these research gaps.

The pupil-teachers can receive constant feedback only when they are observed and evaluated constantly by the observers. There are a few basic principles which must be applied for effective evaluation, such as, it should be constructive, comprehensive, continuous, specific and individualized (Burns, 1942; Troyer and Pace, 1944; Grim, 1949; Curtis, 1954; Blair et al., 1958; Palsane and Ghanchi, 1967; Pandey, 1969; Borg et al., 1970; Perlberg, 1972; Bennie, 1972).

In order to understand and improve the process of feedback, it is imperative to understand the role of observers, pupil-teachers and their characteristics. Normally the persons engaged in the process of feedback are the observers such as college observers or cooperating teachers of schools.

The cooperating teachers play a vital role in the practice-teaching programme. It is he who is supposed to help to supervise, guide, orient the pupil-teachers to school practices, provide instructional resources and requirements, etc. (McGrath, 1949; Curtis, 1954; Price, 1961; Donald, 1973). Therefore, careful attention has to be given to the selection and training of most competent teachers selected for the supervisory role (Gates and Currie, 1953; Whiting, 1957; Lingren, 1957; Woodruff, 1960; MacAulay, 1960; Scrivner, 1961; Shaplin, 1962; Nash, 1965; Kruszynski, 1968; Bosse, 1973; Bush, 1977).

A few researches have indicated the nature of roles to be played by the college observers, their responsibilities and problems faced by them (Travers, 1952; Inlow, 1956; Edwards, 1957; Klausmeier, 1957). Apart from these studies, there have been a few more studies wherein the

ratings and feedback given by the observers from colleges, schools and others have been compared. They found that the status of observers played significant role in modification of teaching behaviour of pupil-teachers (Pangotra, 1972; Weiss, 1973).

These studies indicate that the findings related to feedback given by the observers of varying qualifications, teaching methods, status, etc., are inconsistent. Because of this inconsistency in results, an attempt has been made in the present study to answer a few questions related to the influence of observers' qualifications, teaching methods and status upon the feedback and achievement marks given to the pupil-teachers.

In the practice teaching programme, all activities are centred around the pupil-teachers. The experiences, pupil-teachers gain during this programme help them in acquiring the teaching competence and skill. The researches conducted in this area revealed that the practice teaching programme brings significant changes in their attitudes towards children (Corrigan and Griswold, 1963; Wilk, 1964; Lantz, 1964; Newsome, 1965).

A few correlational studies between the predictor variables of pupil-teachers and their teaching performances have been conducted. It is found that variables like sex, 'major-field-grade-point-average', work experience, socio-economic status, age, marital status, job interest, mastery over the subject matter, academic qualifications, professional training etc. were significant determinants of teaching efficiency of the pupil-teachers (Howsam, 1960; Fattu, 1963; Lohman, 1966; Debnath, 1971; Dupre, 1977). In order to know which variables are closely related to the teaching performance, an attempt has also been made in the present study to investigate the influence of predictor variables like qualifications, teaching methods, sex, place of residence, and teaching experience of the pupil-teachers upon their classroom performance.

In order to find out the answers to these queries, the present study 'Effects of observers and feedback upon changing the classroom performance of pupil-teachers' was undertaken. The problem is being stated more specifically in terms of objectives and hypotheses, in the following captions.

6.0.1 Objectives

The objectives of the present investigation are :

- (1) To analyse the positive and negative comments given by the observers with respect to the Cicirelli Category System.
- (2) To study the effect of academic qualifications, teaching methods and status of observers upon the feedback (in the form of comments) and achievement marks of pupil-teachers.
- (3) To study the effect of feedback (in the form of comments) upon changing the classroom performance of pupil-teachers.
- (4) To study the relationship between qualifications, teaching methods, sex, place of residence and teaching experience of pupil-teachers and their classroom performance in terms of observers' comments and achievement marks.
- (5) To study the relationship between the observers' comments and achievement marks obtained by pupil-teachers in practice lessons and achievement marks obtained by them at the annual examination.

6.0.2 HYPOTHESES

To fulfil the objectives of the present study, the following hypotheses were formulated.

Observers

H₁ There is no significant difference between the means of comments (positive/negative) given by the observers of different academic qualifications (graduate/postgraduate) in practice lessons.

H₂ There is no significant difference between the means of achievement marks given by the observers of different academic qualifications (graduate/postgraduate) in practice lessons.

H₃ There is no significant difference between the means of comments (positive/negative) given by the observers of different teaching methods (science/humanities) in practice lessons.

H₄ There is no significant difference between the means of achievement marks given by the observers of different teaching methods (science/humanities) in practice lessons.

H₅ There is no significant difference between the means of comments (positive/negative) given by the observers of different status (school/college) in

practice lessons.

H₆ There is no significant difference between the means of achievement marks given by the observers of different status (school/college) in practice lessons.

Feedback and Achievement Marks at
Different Stages of Practice Lessons.

H₇ There is no significant difference between the means of comments (positive/negative) given by the observers to the pupil-teachers at different practice lesson stages of the practice-teaching programme.

H₈ There is no significant difference between the means of achievement marks given by the observers to the pupil-teachers at different practice lesson stages of the practice-teaching programme.

Pupil-Teachers

H₉ There is no significant difference between the means of comments (positive/negative) obtained by the pupil-teachers of different qualifications (graduate/postgraduate) in practice lessons.

H₁₀ There is no significant difference between the means of achievement marks obtained by the pupil-teachers of different qualifications (graduate/postgraduate) in practice lessons.

H₁₁ There is no significant difference between the means of comments (positive/negative) obtained by the pupil-teachers of different teaching methods (science/humanities) in practice lessons.

H₁₂ There is no significant difference between the means of achievement marks obtained by the pupil-teachers of different teaching methods (science/humanities) in practice lessons.

H₁₃ There is no significant difference between the means of comments (positive/negative) obtained by the male and female pupil-teachers in practice lessons.

H₁₄ There is no significant difference between the means of achievement marks obtained by the male and female pupil-teachers in practice lessons.

H₁₅ There is no significant difference between the means of comments (positive/negative) obtained by the pupil-teachers of different areas of place of residence (rural/urban) in practice lessons.

H₁₆ There is no significant difference between the means of achievement marks obtained by the pupil-teachers of different areas of place of residence (rural/urban) in practice lessons.

H₁₇ There is no significant difference between the means of comments (positive/negative) obtained by the experienced and inexperienced pupil-teachers in practice lessons.

H₁₈ There is no significant difference between the means of achievement marks obtained by the experienced and inexperienced pupil-teachers in practice lessons.

Achievement Marks and Types of Comments.

H₁₉ There is no significant relationship between the positive comments and the achievement marks obtained by the pupil-teachers in their practice lessons and also with the achievement marks obtained by them at the annual examination.

H₂₀ There is no significant relationship between the negative comments and the achievement marks obtained by the pupil-teachers in their practice lessons and also with the achievement marks obtained by them at the annual examination.

H₂₁ There is no significant relationship between the achievement marks obtained by the pupil-teachers in their practice lessons and the achievement marks obtained by them at the annual examination.

6.1.0 METHODOLOGY

The sample, tools, procedure for data collection and statistical techniques used for the study are given in the following captions.

6.1.1 Sample

This study is basically concerned with the nature of comments received by the pupil-teachers during the practice-teaching programme. These comments were required to be studied in relation to the achievement of the pupil-teachers during practice-teaching as well as annual examination. Therefore, the study employed samples of the pupil-teachers and the observers. The pupil-teachers were from Secondary Teacher Education Institution (S T E I), whereas the observers belonged to S T E I as well as their practising schools. Both S T E Is and practising schools were from three districts, namely, Kaira, Mehsana and Baroda of Gujarat State.

Except the observers from practising schools, the pupil-teachers and rest of the observers were from four randomly selected S T E Is. These institutions were (i) Anada College of Education, Borsad, (ii) Vivekanand College of Education, Mehsana, (iii) Faculty of Education & Psychology, Baroda and (iv) Mahila Mahavidyalaya, Baroda. Thus, these four S T E Is were from three universities, namely, (i) Gujarat University, (ii) Maharaja Sayajirao University of Baroda and (iii) Shrimati Nathibai Damodar Thakersey Women's University. The sample of the observers constituted 60 teachers out of which 43 were from S T E Is and 17 were from their practising schools.

The pupil-teachers from these randomly selected S T E Is of Gujarat were employed as subjects in the sample of the study. This sample included 250 pupil-teachers. In these universities, on an average, each pupil-teacher was supposed to give 30 lessons during practice-teaching programme. Hence a sample of 7500 (250 x 30) practice-lessons of the pupil-teachers were observed by both types of observers. The observers' comments for these 7500 practice-lessons were carefully examined from the pupil-teacher's and the observer's points of view.

6.1.2 Tools

To fulfil the objectives of the present investigation, the data were collected by using different tools. To analyse the data related to the comments during practice-teaching, the Cicirelli's Category System was used as a tool. For collecting the informations regarding academic qualifications, teaching methods and status of the observers and qualifications, teaching methods, sex, place of residence, teaching experience and achievement marks at the annual examination of the pupil-teachers, two different proformae were used.

6.1.3 Procedure for Data Collection

Each pupil-teacher practised about thirty lessons during the practice-teaching programme. In all, there were 250 pupil-teachers and correspondingly there were 7500 lessons. The lesson-plan books representing 7500 practice lessons of 250 pupil-teachers were collected from their respective colleges. The comments given by the observers on the lesson plans of each lesson were analysed on the basis of the Cicirelli Category System and at the same time certain often occurring comments as illustrations for each category were noted. Similarly,

achievement marks given by the observers for each lesson were also noted.

The thirty lessons given by each pupil-teachers were divided into three stages. The initial stage constituted of 1 to 10 lessons; intermediate stage of 11 to 20 lessons and final stage of 21 to 30 lessons. For each stage, the average positive and negative comments were recorded. The rest of the data related to other variables of the pupil-teachers and the observers were collected from the offices of their respective institutions on the basis of two proformae as given in Chapter II, Caption 2.2.2.

6.1.4 Statistical Techniques Used

The collected data were analysed by using different statistical techniques. In the following paragraphs objectivewise analysis of data has been given.

1. For objective 1, the simple percentages of comments for each of the Cicirelli's Categories were computed.
2. For objective 2, t-test was employed to analyse the data of observers.

3. For objectives 3 & 4, the data of pupil-teachers were subjected to Analysis of Variance (2 x 3) with repeated measures followed by the Newman-Keuls method.
4. For objective 5, the product-moment correlation was employed.

6.2.0 FINDINGS

The following are the objectivewise findings of the present study.

Related to Objective 1

1. On an average, each pupil-teacher received 3.54 comments per lesson, out of which 1.67 were positive comments and 1.87 were negative comments.
2. Out of the total comments related to the twenty three categories, as many as 44.41 per cent of the total comments were related to the category of "Specific Prescription". All these comments were negative. The observers highlighted the weak points of pupil-teachers by specifically pointing out the situations where they were wrong.
3. The observers' comments related to the categories of "Global Evaluation" and "Lesson Content or Sequence" were 11.68 per cent and 14.31 per cent of the total comments respectively. After "Specific

Prescription" category, majority of the total comments were related to these two categories. In these categories there were more positive comments than negative comments.

4. The percentage of the total comments related to "Planning and Organisation", "Preparation", "Errors", and "Interest and Participation" ranged from 4.02 to 6.75. These categories had majority of comments and they were third in the decreasing order of the comments.

5. There were a few comments related to the categories of "Objectives", "Classroom Control", "Variety", "Reinforcement", "Pupil Involvement", "Evaluation", "Enthusiasm", "Rapport", "Confidence and Morale", "Distractors", "Manner and Appearance", "Discipline Problems", "Other Classroom Reactions", "Classroom Management" and "Cooperating Teacher". This shows that the observers did not give much comments related to the above mentioned categories.

Related to Objective 2

6. The pregraduate observers gave significantly higher number of positive as well as negative comments to the pupil-teachers than the postgraduate observers.

7. No significant difference was observed between the means of achievement marks of pupil-teachers given by the graduate observers and the postgraduate observers.
8. There was no significant difference between the means of comments (positive/negative) given by the observers of different teaching methods (science/humanities) to the pupil-teachers in their practice lessons.
9. The science observers gave significantly higher achievement marks to the pupil-teachers than the humanities observers.
10. No significant difference was observed between the means of positive comments given by the college observers and the school observers. On the other hand, the college observers, on an average, gave significantly higher negative comments than the school observers.
11. The college observers gave significantly higher achievements to the pupil-teachers than the school observers.

Related to Objective 3.

12. The mean of positive comments received by the pupil-teachers at the initial lesson stage was sig-

nificantly higher than the intermediate and final lesson stages. Further, it was significantly higher at the intermediate lesson stage than the final lesson stage. Thus, the mean of positive comments decreased as the stage of practice lessons advanced.

13. The mean of negative comments received by the pupil-teachers at the initial lesson stage was significantly higher than the intermediate and final lesson stages. Further, it was significantly higher at the intermediate lesson stage than the final lesson stage. Thus, the mean of negative comments decreased as the stage of practice lessons advanced.

14. The mean of achievement marks received by the pupil-teachers at the final lesson stage was significantly higher than the intermediate and the initial lesson stages. Further, it was found to be significantly higher at the intermediate lesson stage than the initial lesson stage. Thus, the mean of achievement marks received by the pupil-teachers increased as the number of lessons given by them advanced.

Related to Objective 4

15. The mean of positive comments received by the graduate pupil-teachers in their practice lessons

was significantly higher than the postgraduate pupil-teachers.

16. There was no significant interaction effect on the positive comments due to the qualifications of pupil-teachers and the lesson stages.

17. There was no significant difference between the means of negative comments received by the graduate and postgraduate pupil-teachers.

18. There was no significant interaction effect on the negative comments due to the qualifications of pupil-teachers and the lesson stages.

19. There was no significant difference between the means of achievement marks of practice lessons obtained by the graduate and postgraduate pupil-teachers.

20. There was no significant interaction effect on the achievement marks due to the pupil-teachers' qualifications and the lesson stages.

21. There was no significant difference between the means of positive comments received by the pupil-teachers having science and humanities subjects as methods of teaching.

22. There was no significant interaction effect on the positive comments due to the teaching methods

of pupil-teachers and the lesson stages.

23. The mean of negative comments received by the humanities pupil-teachers was significantly higher than that of the science pupil-teachers.

24. There was significant interaction effect on the negative comments due to the teaching methods of pupil-teachers and the lesson stages.

25. The mean of achievement marks obtained by the science pupil-teachers was significantly higher than that of the humanities pupil-teachers.

26. There was no significant interaction effect on the achievement marks due to the teaching methods of pupil-teachers and the lesson stages.

27. The mean of positive comments received by the male pupil-teachers was significantly higher than that of the female pupil-teachers.

28. There was no significant interaction effect on the positive comments due to sex of the pupil-teachers and the lesson stages.

29. The mean of negative comments received by the female pupil-teachers was significantly higher than that of the male pupil-teachers.

30. There was no significant interaction effect on the negative comments due to sex of the pupil-teachers and the lesson stages.

31. The male and female pupil-teachers did not differ significantly in receiving the achievement marks in their practice lessons.

32. There was no significant interaction effect on the achievement marks due to sex of the pupil-teachers and the lesson stages.

33. There was no significant difference between the mean of positive comments received by the pupil-teachers from rural area and that of urban area.

34. There was no significant interaction effect on the positive comments due to the areas of place of residence and the lesson stages.

35. The pupil-teachers belonging to urban area of place of residence received significantly higher negative comments than that of rural area.

36. There was no significant interaction effect on the negative comments due to the place of residence and the lesson stages.

37. The pupil-teachers from urban area received significantly higher achievement marks than the pupil-teachers from rural area.

38. There was no significant interaction effect on the achievement marks due to the place of residence of pupil-teachers and the lesson stages.

39. The experienced pupil-teachers received significantly higher positive comments than the inexperienced pupil-teachers.

40. There was no significant interaction effect on the positive comments due to the teaching experience of pupil-teachers and the lesson stages.

41. The inexperienced pupil-teachers received significantly higher negative comments than the experienced pupil-teachers.

42. There was a significant interaction effect on the negative comments due to the teaching experience of pupil-teachers and the lesson stages.

43. The experienced pupil-teachers received significantly higher achievement marks than the inexperienced pupil-teachers.

44. There was no significant interaction effect on the achievement marks due to the teaching experience of pupil-teachers and the lesson stages.

Related to Objective 5

45. The means of positive and negative comments were positively and significantly correlated.

46. There was no significant correlation between the mean of positive comments and the achievement marks

obtained by the pupil-teachers in practice lessons and also at the annual examination.

47. There was a negative but significant correlation between the mean of negative comments and the achievement marks obtained by the pupil-teachers in practice lessons and also at the annual examination.

48. There was a positive and significant correlation between the achievement marks and the annual marks.

6.3.0 IMPLICATIONS

The present inquiry touches the pupil-teaching aspects in the performance of teacher preparation. The efforts at improving pupil-teaching have been sporadic, unplanned and void of empirical evidence. There have been a few studies on supervision, evaluation and gradings of the practice-teaching activities. The present study has highlighted the factors that are influencing the observation and pupil-teachers' performance in the practice-teaching.

The following implications of the findings have been stated. These implications are being presented in accordance to the findings related to different objectives.

Objective 1

1. Generally the supervisory comments are brief, global and cover small area of classroom situations. Apart from a few aspects like Lesson Content, Lesson Plan Preparation, Errors, Discipline Problems, the other important aspects like Classroom Management, Rapport, Evaluation, Variety, Relations with Cooperating Teachers etc. are rarely or not at all touched. These aspects are indicating the emotional climate of the class and should be included in observation and feedback. The feedback covering these areas play a vital role in making teaching-learning process more effective, inspiring and interesting. These findings thus provide a clue that the teacher educators in teacher training institutions should be made to consider these aspects while supervising lessons and make the pupil-teacher conscious of them while teaching.
2. The observers give comparatively more number of negative comments than the positive comments. The observers should not restrict to negative

criticism only but should give equal weightage to the positive side of the practice lesson in order to motivate the pupil-teachers. Moreover, negative comments should be in the form of suggestions rather than direct and severe criticism alone.

Objective 2

3. The third implication of the study is related to the observers. Generally the observers are having postgraduate degree in one subject and have a deep understanding of that subject. But due to administrative problems, the observers have to observe lessons of other subjects as well. At times the observers even observe and guide the lessons of such subjects in which they do not have even preliminary conceptual knowledge. This happens when an observer having a degree with humanities observes science or mathematics lessons. This type of arrangement leads to defective observation and feedback. When observers without the sound knowledge of subject and method guide and observe such lessons, it becomes sheer formality without any returns. This study indicates that such observations and feedback were partial fulfillment of the job

and administrative arrangements. In order to overcome these problems, more cooperating teachers can be involved. These teachers would have mastery of the respective subject matter and hence can give better guidance for effective teaching.

4. The fourth implication of this study is a promise it provides to the teacher educationists on the basis of empirical evidences that if the cooperating teachers are given proper responsibility, recognition and orientation for observation and giving feedback, they can be effective observers as college observers and can also give as detailed feedback as their counterparts.

The cooperating teachers are well versed with the contents and likely problems to be faced while teaching. They understand the classroom climate, treatment to be provided to the individual student etc. On the other hand, the college observers have superficial knowledge of actual situations prevailing in the classroom in dealing with school pupils and their subjects. Moreover, the college observers have theoretical knowledge and hence their guidance is more useful

in learning new techniques of teaching and in giving a new approach to the practice-teaching. This implies that orientation programmes, regular seminars, workshops and meetings could be beneficial for both the college observers and the cooperating school teachers. The exchange of views can make observation and feedback more realistic, objective, uniform and systematic. Thus, by such arrangements, the cooperating school teachers can learn/know new innovations in teaching and the college observers can know about the realities of the school atmosphere and classroom situations.

Objective 3

5. The fifth implication is that there should be a common base of observation so that the pupil-teachers do not face problems of too many variations in the types of guidance and feedback which may lead to confusion. In this broad base common approach of observation each area and its weightage in grades/marks should be specified. Such a common approach may provide some scope of developing creative outlook of observations

and feedback with a view to improving the performance of the pupil-teachers. It will help the observers to observe minutely and systematically. Normally it is found that there are a very few observers who minutely observe the lessons and give detailed feedback. Most of the observers casually give scattered comments or they do not give any feedback at all. In order to avoid lack of uniformity in observing the lessons and in giving appropriate feedback, a common frame of observation schedule should be developed and used.

It is also observed from the findings that the observers differ in evaluating and giving marks to the pupil-teachers. The observers' academic qualifications, subject methods and status influence their nature of evaluation. These findings indicate that there is a need of bringing uniformity in judging the pupil-teachers' performance. There should be a system of uniform marking which should guide the observers to evaluate the pupil-teachers in an objective and systematic manner. This system will overcome the usual discrepancies caused

due to the variations in outlook and approach of the evaluation by the observers.

Objective 4

6. The sixth implication is regarding the pupil-teachers. It is seen from the findings that the experienced pupil-teachers demonstrate better performance than the inexperienced pupil-teachers in the practice-teaching. It implies that the experienced pupil-teachers should be given priority in giving admission to the training institutions. And also the inexperienced pupil-teachers should be attended to in a much more comprehensive manner as compared to their counterparts.

6.4.0 SUGGESTIONS FOR FURTHER RESEARCH

Though the effect of observers and feedback upon the performance of pupil-teachers have been studied, there are still certain factors which require the attention of researchers in this field.

- 1) There is a need to study the comparative effectiveness of the comments given by the observers according to the Cicirelli's Category System, and the traditional system. This study can be made more comprehensive by introducing variations in the level of training

for the given observation system.

2) A comparative study of the comments given by method observers observing pupil-teachers having method subjects as that of their own versus method observers observing pupil-teachers with other method subjects. This study can be extended to pupil-teachers getting training for elementary schools and secondary schools.

3) A comparative study of the nature of comments given by observers to in-service teachers and pre-service teachers and its influence on their performance. This study can be extended to in-service teachers who are taking training by correspondence courses.

-----:o:o:o:o:0:o:o:o:o:-----