

C H A P T E R - I I I

A N A L Y S I S O F
O B S E R V E R S ' C O M M E N T S

CHAPTER III

ANALYSIS OF OBSERVERS' COMMENTS

3.0.0 INTRODUCTION

One of the objectives of the study was to analyse the positive and negative comments given by the observers with respect to the Cicirelli Category System. The data related to this objective were collected by carrying out content analysis of the comments given by the observers on 7500 practice lessons of the pupil-teachers. This analysis was done with the help of the Cicirelli Category System. The analysis was done categorywise for each institution separately and results are reported in terms of frequency count and percentages. In this chapter, the results and discussion related to the above said objective are given.

3.1.0 RESULTS AND DISCUSSION

On analysis, it was found that the total number of comments given by the observers on

7500 practice lessons was 26,540. On an average, 3.54 comments were given by the observers to each pupil-teacher per lesson. Of 26,540 comments, 12,536 (47.23 per cent) were positive comments and 14,004 (52.77 per cent) were negative comments. On an average, 1.67 positive comments and 1.87 negative comments were given by the observers to each pupil-teacher per lesson. The institutionwise mean and S.D. of positive, negative and total comments were computed and are presented in Table 3.1.

T A B L E 3.1

Institutionwise Mean and S.D. of Positive, Negative and Total Comments

Institution	N	Positive Comments		Negative Comments		Total Comments	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
1. Anada College, Borsad	76	1.72	0.65	1.63	0.61	3.35	1.02
2. Vivekanand College, Mehsana	41	2.18	0.61	2.13	0.56	4.31	0.85
3. Faculty of Educ. & Psych., Baroda	110	1.44	0.57	1.63	0.72	3.07	0.93
4. Mahila Mahavidyalaya, Baroda	23	2.02	0.46	3.34	0.62	5.36	0.63
Total	250	1.67	0.65	1.87	0.82	3.54	1.17

From Table 3.1, it can be seen that on an average each pupil-teacher received 1.44 to 2.18 positive comments, 1.63 to 3.34 negative comments and 3.07 to 5.36 total comments from observers belonging to the four S T E Is. The lessonwise average of positive comments, negative comments, total comments and achievement marks received by the pupil-teachers were also studied. These values are given in Table 3.2 and a corresponding graphical picture is given in Figure 3.1

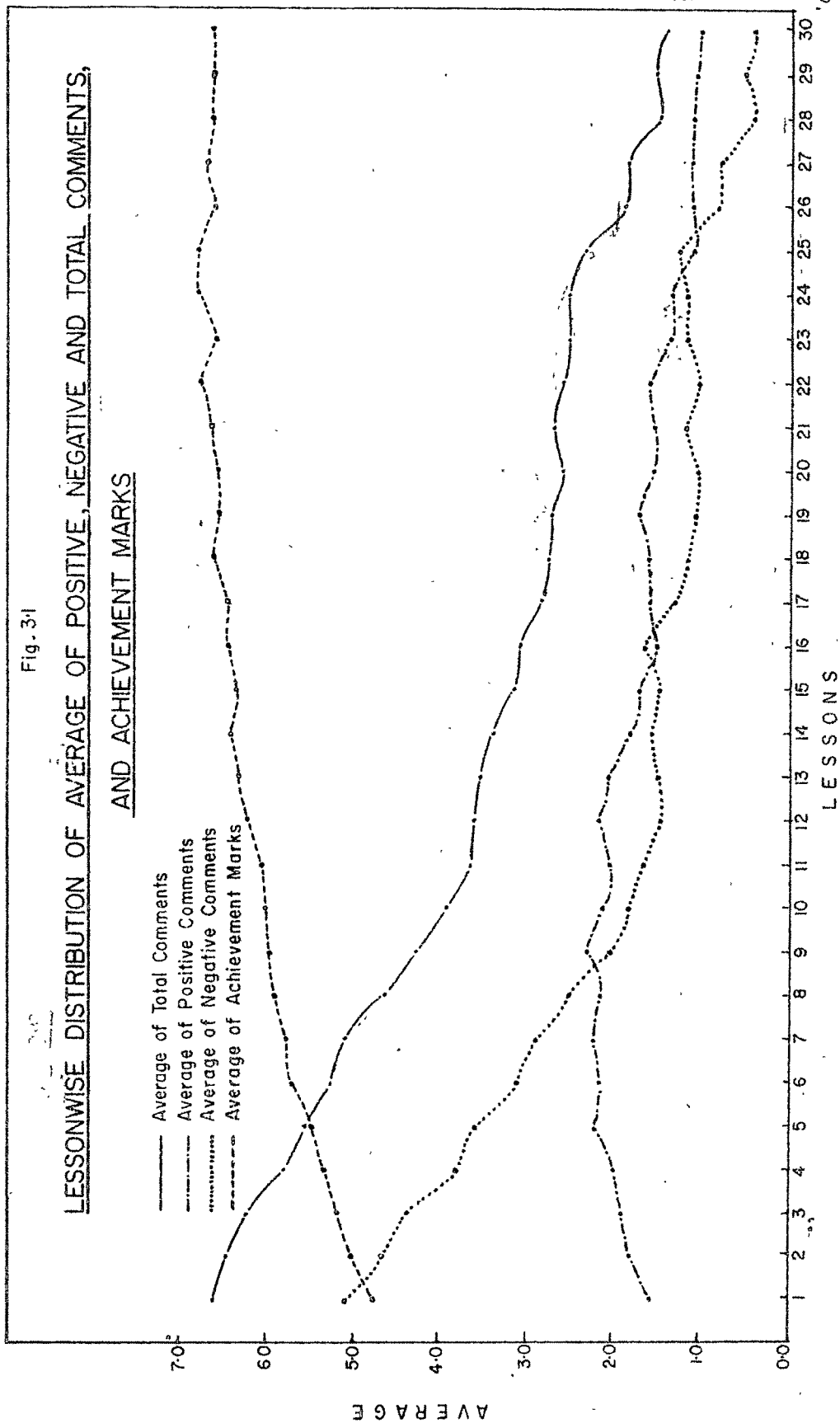
T A B L E 3.2

Lessonwise Distribution of Average of Positive, Negative and Total Comments and Achievement Marks

Lesson No.	Average of Positive Comments	Average of Negative Comments	Average of Total Comments	Average of Achievement Marks
1	1.54	5.04	6.58	4.76
2	1.78	4.66	6.44	5.03
3	1.88	4.38	6.26	5.18
4	1.97	3.80	5.77	5.33
5	2.21	3.35	5.56	5.49
6	2.15	3.09	5.24	5.71
7	2.21	2.88	5.09	5.76
8	2.14	2.50	4.64	5.89
9	2.28	2.02	4.30	5.95
10	2.11	1.82	3.93	5.99

T A B L E 3.2 (Contd)

Lesson No.	Average of Positive Comments	Average of Negative Comments	Average of Total Comments.	Average of Achievement Marks
11	2.03	1.65	3.68	6.05
12	2.17	1.45	3.62	6.23
13	2.06	1.50	3.56	6.32
14	1.80	1.58	3.38	6.43
15	1.69	1.47	3.16	6.36
16	1.48	1.64	3.12	6.44
17	1.57	1.29	2.86	6.46
18	1.61	1.15	2.76	6.61
19	1.72	1.04	2.76	6.55
20	1.55	1.03	2.58	6.55
21	1.52	1.18	2.70	6.65
22	1.58	1.01	2.59	6.77
23	1.34	1.18	2.52	6.62
24	1.33	1.19	2.52	6.79
25	1.08	1.26	2.34	6.78
26	1.08	0.83	1.91	6.61
27	1.10	0.74	1.84	6.71
28	1.09	0.41	1.50	6.65
29	1.05	0.49	1.54	6.62
30	1.02	0.40	1.42	6.64



It is clear from Table 3.2 and Figure 3.1 that the average of positive comments received by the pupil-teachers was higher in the initial stage as compared to the other two stages. Moreover, as the number of lessons increases, the average of negative comments given by the observers decreases. The similar decreasing trend is also seen in the case of the average of total comments. Lastly, with the increase in the number of lessons, the average of achievement marks received by the pupil-teachers increases.

The quantitative and qualitative description of the observers' feedback (comments) for all twentythree categories is given separately in the following captions.

3.1.1 Global Evaluation

When the total comments of all the four institutions on the category of "Global Evaluation" were calculated, it was found that out of a total number of 26,540 comments given by the observers, there were 3,102 (11.69 per cent) comments related to this category.

T A B L E 3.3

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Global Evaluation"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
Anada College, Borsad, STE I ₁	76	7560	852	48	900	11.27	0.63	11.86
Viveka- nand Col- lege, Mehsana, STE I ₂	41	5175	732	19	751	14.14	0.37	14.51
Faculty of Educ. & Psych. Baroda, STE I ₃	110	10106	1015	12	1027	10.04	0.12	10.16
Mahila Mahavid- yalaya, Baroda, STE I ₄	23	3699	374	50	424	10.11	1.35	11.46
Total	250	26540	2973	129	3102	11.20	0.49	11.69

The break up of 11.69 per cent comments within this category is 11.20 per cent for positive comments and 0.49 per cent for negative comments.

It appears that negative comments were given when overall lesson was ineffective.

Further, it can be seen from Table 3.3 that in all the four institutions the percentage of positive comments ranged from 10.04 to 14.14 whereas the percentage of negative comments ranged from 0.12 to 1.35. Irrespective of the institutions, the percentage of positive comments was much higher than the negative comments. It may, therefore, be said that ^{the} observers of all the four institutions gave more positive comments in comparison to the negative comments.

The content analysis of comments with respect to this category revealed that at the initial stages when pupil-teachers were just exposed to real classroom situation positive comments such as "Good attempt" "Work hard, you can do better", etc., were given. These comments were encouraging at the same time indicating the improve-

ment which was essential for pupil-teachers. A few positive comments were just appreciating the overall performance of pupil-teachers such as, "Natural teaching", "Sincere and patient-teaching", "You have your own style of teaching", "Born teacher", "You have individuality", "You are a creative-teacher", etc. After a few lessons the nature of comments in this category changed. These comments showed the improvement in ^{the} pupil-teacher's performance such as "On the right line", "There is improvement in your teaching", "Effective teaching", "Real teaching, "You are a popular teacher", etc.

Negative comments were few but they showed observers' desire to help pupil-teachers in their performance. For example, "Do not worry, you can improve in next lesson", "This type of performance is due to your maiden attempt in real classroom situation", etc. A few negative remarks were showing frustration of observers. Such remarks were, "Now you tell me how can I help you", "Do you have any desire to improve", "You try to follow guidance of your supervisor," etc.

3.1.2 Lesson Content or Sequence

The total comments given by observers of all the four institutions on "Lesson Content or Sequence" were calculated and it was found that out of a total number of 26,540 comments given by observers, there were 3,802 (14.33 per cent) comments related to this category.

T A B L E 3.4

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Lesson Content or Sequence"

Insti- tution	No. of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	1273	147	1420	16.84	1.94	18.78
STEI ₂	41	5175	1025	89	1114	19.80	1.72	21.52
STEI ₃	110	10106	1109	30	1139	10.97	0.29	11.26
STEI ₄	23	3699	99	30	129	2.68	0.81	3.49
Total	250	26540	3506	296	3802	13.21	1.12	14.33

The break up of 14.33 per cent comments within this category is 13.21 per cent for positive comments and 1.12 per cent comments for negative

comments.

It can be seen from Table 3.4 that in all the four institutions, the percentage of positive comments ranged from 2.68 to 19.80 whereas the percentage of negative comments ranged from 0.29 to 1.94. Except S T E I₄, the percentage of positive comments was much higher than the negative comments. It may, therefore, be said that the observers of all the three institutions except S T E I₄ gave more positive comments in comparison to the negative comments. On the whole the observers of S T E I₄ did not give in comparison to other institutions much comments related to lesson content or sequence.

The content analysis of comments with respect to this category revealed that at the initial stage of practice-teaching pupil-teachers faced problems in organising content in a sequence and explaining it with appropriate reference to the context. For example, "You mentioned the name of Sati Ahilya but did not explain why she was called Sati", "You did not give introduction about the poet at introductory stage", "How can you teach with such a

poor content", "You taught about crops without teaching climate", etc. At the later stage of practice-teaching, pupil-teachers received more positive comments perhaps because they improved in teaching and learnt the skill of organization of lesson content. Some of the comments at this stage were such as - "It is good that you referred to Nav Nirman for humour", "It is good that you are careful about the use of certain words", "A good attempt in explaining the sign $>$ (greater than) and $<$ (lesser than)", "A good attempt in explaining the principles of chemical equations by putting up question on the equation $C + O_2 = CO_2$ ", etc. These comments were specific and pin-pointed which helped the pupil-teachers to improve in a specific direction.

3.1.3 Planning and Organization

The total comments given by the observers of all the four institutions on this category were calculated and it was found that out of a total number of 26,540 comments given by the

observers, there were 1,766 (6.66 per cent) comments related to this category.

T A B L E 3.5

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Planning and Organization"

Insti- tution	No.of Pupil- Teach- ers.	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	569	79	648	7.53	1.04	8.57
STEI ₂	41	5175	315	26	341	6.09	0.50	6.59
STEI ₃	110	10106	536	13	549	5.30	0.13	5.43
STEI ₄	23	3699	198	30	228	5.35	0.81	6.16
Total	250	26540	1618	148	1766	6.10	0.56	6.66

The break up of 6.66 per cent comments within this category is 6.10 per cent for positive comments and 0.56 per cent for negative comments. It appears that on the whole in this category, there were more positive comments than negative comments.

Further, it can be seen from Table 3.5 that, in all the four institutions, the percentage of

positive comments ranged from 5.30 to 7.50 whereas the percentage of negative comments ranged from 0.13 to 1.04. Irrespective of the institutions, the percentage of positive comments was much higher than the negative comments. It may, therefore, be said that the observers of all the four institutions gave more positive comments in comparison to the negative comments related to the "Planning and Organization" of the lesson.

The content analysis of the comments with respect to this category revealed that a few positive comments on this category were of global nature such as "Methodical lesson", "Systematic Plan", "Tried to teach methodically", etc. These comments were general in nature but a few comments related to the specific steps of the lesson were also given. These comments were such as "Systematic planning for introducing new words", "A very good attempt to organise discussion in bringing out teaching points from students", "Questions were well framed", "You adopted symposium method to teach", "B.B.summary was short and systematic", etc.

There were also a few negative comments which indicated that either the pupil-teachers were careless or did not prepare the lessons properly, for example - "Think about the methods of prose and poetry. Planning should be done after proper knowledge of methods", "Can you teach properly about Ceylon with the help of the map of India", "How have you planned, let us see", etc. These comments were more or less on global planning. The immediate feedback helped the pupil-teachers in improving their performance. A few negative comments repeated off and on were such as - "What about evaluation", "One should plan lesson according to the time limit", etc. Most of the pupil-teachers could not complete the lesson well in time. That is, they hardly reached the last stage of evaluation.

3.1.4 Specific Prescriptions

When the total comments of all the four institutions on the category of "Specific Prescriptions" were calculated, it was found that out of a total number of 26540 comments given by the observers, there were 11,799 comments related

to this category. This was 44.46 per cent of the total comments.

T A B L E 3.6

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Specific Prescriptions"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	0	2933	2933	0.0	38.80	38.80
STEI ₂	41	5175	0	2339	2339	0.0	45.20	45.20
STEI ₃	110	10106	0	4727	4727	0.0	46.77	46.77
STEI ₄	23	3699	0	1800	1800	0.0	48.66	48.66
Total	250	26540	0	11799	11799	0.0	44.46	44.46

In this category all the comments were negative. It can be seen from Table 3.6 that in all the four institutions, the percentage of negative comments ranged from 38.80 to 48.66 per cent.

Out of the total comments, irrespective of institutions, majority of comments given were related to "Specific Prescriptions".

Almost all types of areas of teaching were covered by this category. Mainly, the comments were related to style, speech, personality of the pupil-teachers, classroom control etc. The examples of the comments given on the style of speech of the pupil-teachers were such as - "You were teaching in sing-song manner", "You are putting too much of emphasis on last words", "Do not teach in artificial tone", etc. These comments were specific which helped the pupil-teachers in changing their pattern of teaching.

The comments related to the pupil-teacher's personality traits were like - "You are too serious, try to be light so that classroom atmosphere can be improved", "Your expression, style and mood will have reflection on classroom atmosphere. Students will be inactive. Try to change your temperament", etc.

There were a few comments related to classroom control. Such comments were - "Students are making noise and you are teaching undisturbed", "Look, don't fire the class, they know you can't handle them, you improve", "Please try to teach with confidence, will you? Confidence will help you in handling the class", etc.

Observers gave a few comments with irritation such as - "How much time one should devote for B.B. summary - half an hour ?", "Have you seen Paris - You asked this question to students but may I ask you the same, have you seen ? How can you ask such impossible questions to students?", etc. Such comments reflected observer's annoyance.

There were also comments on personal habits and nature of the pupil-teachers such as - "You brought broken role-up in the class, students were laughing", "You improve your pronunciation, don't use your dialect in the class", "No point in getting upset or irritated without any reason", etc.

This category has been used very frequently. On the whole the comments on this category decreased with the increased number of lessons. Thus, the observers' feedback, in the form of comments, helped the pupil-teachers in improving their performance.

3.1.5 Preparation

Total comments of all the four institutions on this category "Preparation" were calculated. It was found that out of a total number of 26540 comments given by the observers, there were 1069 (4.02 per cent) comments related to this category.

TABLE 3.7

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Preparation"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	361	65	426	4.78	0.86	5.64
STEI ₂	41	5175	42	21	63	0.81	0.41	1.22
STEI ₃	110	10106	460	12	472	4.55	0.12	4.67
STEI ₄	23	3699	59	49	108	1.59	1.32	2.91
Total	250	26540	922	147	1069	3.47	0.55	4.02

Out of these 1,069 (4.02 per cent) comments, 922 (3.47 per cent) were positive comments and 147 (0.55 per cent) were negative comments. This

means that on the whole in this category there were more positive comments than the negative comments.

It can be seen from Table 3.7 that in all the four institutions, the percentage of positive comments ranged from 0.81 to 4.76, whereas the percentage of negative comments ranged from 0.12 to 1.32. The observers of S T E I₁ and S T E I₃ gave more positive comments than negative, whereas S T E I₂ and S T E I₄ gave nearly equal number of positive and negative comments on this category. Among the four institutions, the S T E I₁ and S T E I₃ observers gave more comments on this category.

The content analysis of comments with respect to this category revealed that the observers gave positive comments on preparation such as - "Due to sound preparation you are teaching cheerfully", "You could control this class only due to your sound preparation", "You have put enough of labour to prepare this type of lesson, you can show your originality like this", etc.

There were also a few comments which indicated the lack of preparation by pupil-teachers. Observers gave negative comments in order to make pupil-teachers alert about their carelessness. Such comments were - "Without preparation how can you enter the class ?", "If you want to teach confidently, prepare your lesson well", etc.

3.1.6 Motivation

When comments given by the observers of all the four institutions on this category were analysed, it was found that out of total number of 26540 comments given by the observers, there were 574 (2.14 per cent) comments related to this category, and 568 (2.14 per cent) were positive and 6 (0.02 per cent) were negative comments.

T A B L E 3.8

Institutionwise Frequency and Percentage Distribution of
Positive, Negative and Total Comments on the Category of
"Motivation"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi-	Nega-	Total
STEI ₁	76	7560	31	6	37	0.41	0.08	0.49
STEI ₂	41	5175	9	0	9	0.17	0.00	0.17
STEI ₃	110	10106	301	0	301	2.98	0.00	2.98
STEI ₄	23	3699	227	0	227	6.14	0.00	6.14
Total	250	26540	568	6	574	2.14	0.02	2.16

In this category the percentage of negative comments is 0.02 which is less than the percentage of positive comments. This means that on the whole, in this category, there were more positive comments than the negative comments.

Further, it can be seen from Table 3.8 that in in all the four institutions, the percentage of positive comments ranged from 0.17 to 6.14 whereas the percentage of negative comments was 0.08, which was negligible. On this category, observers of

S T E I₃ and S T E I₄ gave more positive comments than the other two. The observers of only S T E I₁ gave both positive and negative comments, whereas others gave only positive comments.

The content analysis of comments with respect to this category revealed that at the initial stage of practice-teaching, pupil-teachers received negative comments because they tried to motivate students in the classroom in a wrong manner. At the initial stage the observers gave comments such as - "You need not show Indira Gandhi's photograph to Xth grade students. This is not a motivating device for them", "You introduced 'Gramata' poetry of Kalapi to VIIth grade students, for motivation, is it proper?". But, at the later stage, pupil-teachers did not receive such comments at all.

Observers appreciated the pupil-teacher's way of motivating the students, and gave comments such as - "It is good that you told Valmiki Rishi's story to motivate students", "Colourful pictures were a good motivating device for VIth class students", "You initiated discussion to motivate students who were not at all interested in studies", etc.

3.1.7 Objectives

When all the comments given by the observers of all the four institutions on this category were calculated, it was found that out of a total number of 26,540 comments given by the observers, there were only 54 (0.21 per cent) comments related to this category.

T A B L E 3.9

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Objectives"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	0	0	0	0.00	0.00	0.00
STEI ₂	41	5175	20	5	25	0.39	0.01	0.40
STEI ₃	110	10106	6	0	6	0.06	0.00	0.06
STEI ₄	23	3699	18	5	23	0.49	0.14	0.63
Total	250	26540	44	10	54	0.17	0.04	0.21

The break up of 0.21 per cent comments within this category is 0.17 per cent for positive comments

and 0.04 per cent for negative comments. This means that on the whole in this category, there were more positive comments than the negative.

Further, it can be seen from Table 3.9 that, in the three institutions, the percentage of positive comments ranged from 0.06 to 0.49, whereas the percentage of negative comments ranged from 0.01 to 0.14. The observers of S T E I₂ and S T E I₄ gave more positive comments than negative whereas the observers of S T E I₁ observers did not give any comment on this category.

The content analysis of comments with respect to this category revealed that the observers gave negative comments when the pupil-teachers taught aimlessly. Such comments were, "What was the objective of your teaching?" "Students would not understand why you are teaching this lesson", "These objectives are not written to satisfy us, they are mentioned for your clarity and meaningful teaching", etc. These comments were given to pupil-teachers so that they understand the importance of objectives in teaching. Observers appreciated pupil-teacher's consciousness regarding objectives and their fulfillment. They gave comments such as "You could teach according to your framed objectives", "Your teaching and evaluation were objective based", etc. The positive comments were specific while negative comments were general in nature.

3.1.8 Classroom Control

The comments given by the observers of all the four institutions on this category were calculated and it was found that out of a total number of 26540 comments given by the observers, there were 233 (0.88 per cent) comments related to this category and all these were positive.

T A B L E 3.10

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Classroom Control"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	63	0	63	0.83	0.00	0.83
STEI ₂	41	5175	26	0	26	0.50	0.00	0.50
STEI ₃	110	10106	83	0	83	0.82	0.00	0.82
STEI ₄	23	3699	61	0	61	1.65	0.00	1.65
Total	250	26540	233	0	233	0.88	0.00	0.88

Further, it can be seen from Table 3.10 that in all the four institutions, the percentage of

of positive comments ranged from 0.50 to 1.65. On this category, the S T E I₄ observers gave more positive comments than others.

The content analysis of comments with respect to this category revealed that observers used this category rarely. They used it on the occasions when they were convinced that the pupil-teachers could control the class efficiently. On such occasions, they gave comments such as - "Your confidence in teaching helped you in controlling this class", "You have interesting way of narration, students are spell-bound", "You are tactful in controlling the class", etc. These comments are specifics which describe the specific quality of pupil-teachers. Confidence and skill in teaching develops the capacity of controlling the class successfully. Observers gave less weightage to this category and hence very few comments were found on this category.

3.1.9 Variety

When all the comments on this category of all the four institutions were calculated, it was found that out of a total number of 26540 comments given by observers, only 16 (0.06 per cent) comments were related to this category. Out of these 16 comments, 13 (0.05 per cent) were positive and 3 (0.01 per cent) were negative comments.

TABLE 3.11

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Variety"

Insti- tution	No. of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	1	0	1	0.01	0.00	0.01
STEI ₂	41	5175	2	1	3	0.04	0.02	0.06
STEI ₃	110	10106	7	2	9	0.07	0.02	0.09
STEI ₄	23	3699	3	0	3	0.08	0.00	0.08
Total	250	26540	13	3	16	0.05	0.01	0.06

The break up of 0.06 per cent comments is 0.05 per cent for positive comments and 0.01 per cent for negative comments.

On this category, the percentage of negative comments is 0.01 which is less than the percentage of positive comments. This means that on the whole, in this category, there were more positive comments than negative.

Further, it can be seen from Table 3.11 that in all the four institutions, the percentage of positive comments ranged from 0.01 to 0.08, whereas the percentage of negative comments was 0.02. On the whole, on this category, the observers of S T E I₁ gave less comments than those of the rest of the institutions.

The content analysis of comments with respect to this category revealed that this category has not been used more by the observers. They have rarely found the quality of bringing variety in classroom. Related to this, the pupil-teachers received comments such as - "You initiated the discussion and analysis, and syntheses were aptly done by you immediately.", "You used variety of techniques while teaching", etc. But sometimes, the pupil-

teachers failed in bringing variety in the classroom. At times bringing too many activities in teaching leads to chaos. Pupil-teachers were given negative comments on such occasions. These were such as - "you moved the class from map-reading to map filling in such a haste that the students were confused", etc.

3.1.10 Reinforcement

When the comments on this category of all the four institutions were calculated, it was found that of a total number of 26540 comments, the observers gave 168 (0.63 per cent) comments to this category. All these were positive comments.

TABLE 3.12

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Reinforcement"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	49	0	49	0.65	0.00	0.65
STEI ₂	41	5175	17	0	17	0.33	0.00	0.65
STEI ₃	110	10106	89	0	89	0.88	0.00	0.88
STEI ₄	23	3699	13	0	13	0.35	0.00	0.35
Total	250	26540	168	0	168	0.63	0.00	0.63

It can be seen from Table 3.12 that, in all the four institutions, the percentage of positive comments ranged from 0.33 to 0.88.

The content analysis of comments with respect to this category revealed that this category has not been used more by/observers. But, it was found the that the observers gave encouraging comments to pupil-teachers for using reinforcement at proper time. These comments were specific, such as -

"It is good that you checked students' note-books when they were writing B.B.summary", "You helped shy students in filling map", "You corrected student's spelling", etc. The analysis of comments revealed that the comments on this category had helped the pupil-teachers in understanding good points of their teaching.

3.1.11 Pupil-Involvement

The comments given by the observers of all the four institutions on this category were calculated and it was found that out of total number of 26540 comments given by the observers, 414 (1.56 per cent) were related to this category.

TABLE 3.13

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Pupil Involvement"

Insti- tution	No. of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	123	12	135	1.63	0.16	1.79
STEI ₂	41	5175	37	10	47	0.71	0.19	0.90
STEI ₃	110	10106	114	16	130	1.13	0.16	1.29
STEI ₄	23	3699	61	41	102	1.65	1.11	2.76
Total	250	26540	335	79	414	1.26	0.30	1.56

The break up of 1.56 per cent comments within this category is 1.26 per cent for positive comments and 0.30 per cent for negative comments.

On this category the percentage of negative comments is 0.3 which is less than the percentage of positive comments. This means that on the whole in this category there were more positive comments than the negative.

Further, it can be seen from Table 3.13 that

in all the four institutions the percentage of positive comments ranged from 0.71 to 1.65 whereas the percentage of negative comments ranged from 0.16 to 1.11. Irrespective of the institutions, the percentage of positive comments was higher than the negative comments. It may, therefore, be said that the observers of all the four institutions gave more positive comments in comparison to negative comments.

The content analysis of comments with respect to this category revealed that the positive comments were more in number than the negative comments. Observers appreciated those pupil-teachers who involved whole class in the discussion. Students' involvement is usually done at developing stage and recapitulatory stage. Observers gave comments such as - "A very good discussion, whole class was involved in it", "You were helping each student for classroom involvement", etc. There were a few negative comments which indicated the pupil-teacher's carelessness, for example- "You should involve whole class in discussion", "Why do you ask questions to one girl only, there are

other students also in the class, you have got to involve them", "Distribute your questions amongst all students", "Look towards whole class and ask questions", etc.

3.1.12 Evaluation

When all the comments given by the observers of all the four institutions on this category were calculated, it was found that out of total number of 26540 comments given by the observers, only 62 (0.23 per cent) comments were related to this category. All these were positive.

T A B L E 3.14

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Evaluation"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	40	0	40	0.53	0.00	0.53
STEI ₂	41	5175	9	0	9	0.17	0.00	0.17
STEI ₃	110	10106	6	0	6	0.06	0.00	0.06
STEI ₄	23	3699	7	0	7	0.19	0.00	0.19
Total	250	26540	62	0	62	0.23	0.00	0.23

It can be seen from Table 3.14 that in all the four institutions the percentage of positive comments ranged from 0.06 to 0.53. The observers of S T E I₁ gave more positive comments in comparison to those of the rest of the institutions.

The content analysis of comments with respect to this category revealed that the observers gave a few positive comments on this category such as - "Recapitulatory questions were testing learning outcomes", "You evaluated student's capacity of map reading", "Your questions were short and pinpointed", "Questions were accurate", etc.

3.1.13 Errors

All the comments given by the observers of all the four institutions on this category were calculated and it was found that out of total number of 26540 comments given by the observers, 1,113 (4.19 per cent) comments were related to this category. All the comments of this category were negative.

TABLE 3.15

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Errors"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	0	369	369	0.00	4.88	4.88
STEI ₂	41	5175	0	80	80	0.00	1.55	1.55
STEI ₃	110	10106	0	441	441	0.00	4.36	4.36
STEI ₄	23	3699	0	223	223	0.00	6.03	6.03
Total	250	26540	0	1113	1113	0.00	4.19	4.19

It can be seen from the Table 3.15 that, in all the four institutions, the percentage of negative comments ranged from 1.55 to 6.03. Except the observers of STEI₂, all the others gave more negative comments.

While doing content analysis of comments related to this category, it was found that all comments were negative. These comments were revealing variety of errors such as - "You do not know where is equator, better you leave this subject", "Name of the country is China or China Tibet", "What is the ocean in

the south of Nepal ? Is it a correct question?", " $C+D^3 = C^3 + 3D^2C + 3CD^2 + D^3 = C^3 + D^3 + 3CD(C+D)$ is it correct ? How ?", etc. These errors were regarding the content. A few errors were regarding spellings and gramatical mistakes, such as-"He was sit near the windmill", "We shall enjoying", etc. These comments were totally negative. This category was used often because/observers had to the point out pupil-teachers' mistakes in order to help them to improve their performance in the classroom. A real teacher has to be sound in subject and language.

3.1.14 Enthusiasm

When the comments given by the observers of all the four institutions on this category were calculated, it was found that out of total number of 26540 comments given by the observers, only 63 (0.24 per cent) comments were related to this category. In this category all the comments were positive. There were no negative comments in this category.

TABLE 3.16

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Enthusiasm"

Institution	No. of Pupil-Teachers	Total Comments	Comments on this Category			Percentage		
			Positive	Negative	Total	Positive	Negative	Total
STEI ₁	76	7560	9	0	9	0.12	0.00	0.12
STEI ₂	41	5175	5	0	5	0.10	0.00	0.10
STEI ₃	110	10106	21	0	21	0.21	0.00	0.21
STEI ₄	23	3699	28	0	28	0.76	0.00	0.76
Total	250	26540	63	0	63	0.24	0.00	0.24

It can be seen from Table 3.16 that, in all the four institutions, the percentage of positive comments ranged from 0.10 to 0.76. On this category, in comparison to the other institutions, the observers of STEI₄ gave more positive comments.

The content analysis of comments with respect to this category revealed that the observers gave motivating comments to pupil-teachers such as - "You have collected so many pictures and cuttings for this topic. You have worked hard to teach in an

interesting manner", "You are teaching with great enthusiasm", "You collected many similar lines of other poems for creating a poetic atmosphere". These comments show that pupil-teachers were enthusiastic and were teaching with great interest.

3.1.15 Rapport

The comments on this category of all the four institutions were calculated and it was found that out of total number of 26540 comments given by the observers, 6 (0.02 per cent) comments were related to this category. In this category, all comments were positive.

TABLE 3.17

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Rapport"

S ^T Insti- tution	No. of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	0	0	0	0.00	0.00	0.00
STEI ₂	41	5175	0	0	0	0.00	0.00	0.00
STEI ₃	110	10106	5	0	5	0.05	0.00	0.05
STEI ₄	23	3699	1	0	1	0.03	0.00	0.03
Total	250	26540	6	0	6	0.02	0.00	0.02

It can be seen from Table 3.17 that in all the four institutions the percentage of positive comments ranged from 0.03 to 0.05.

The content analysis of comments revealed that the observers rarely gave comments on the pupil-teacher's rapport with pupils. Observers must not have either identified this capacity or must have mingled it with other positive categories. There are observers who give weightage to content and methods of teaching. They do not give any importance to classroom environment and relationship of teacher and the taught.

Some of the qualitative comments given by the observers were like - "You tried to establish rapport with your students", etc. These comments were not specific. Pupil-teachers were given general feedback and they were not guided on how to establish rapport.

3.1.16 Confidence and Morale

When the comments given by the observers of all the four institutions on this category were calculated, it was found that out of total number of

26540 comments given by observers, 469 (1.77 per cent) comments were related to this category. In this category, all the comments were positive.

T A B L E 3.18

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Confidence and Morale"

Insti- tution	No. of Pupil- Teach- ers	Total Com- ments.	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	56	0	56	0.74	0.00	0.74
STEI ₂	41	5175	106	0	106	2.05	0.00	2.05
STEI ₃	110	10106	242	0	242	2.39	0.00	2.39
STEI ₄	23	3699	65	0	65	1.76	0.00	1.76
Total	250	26540	469	0	469	1.77	0.00	1.77

It can be seen from Table 3.18 that in all the four institutions, the percentage of positive comments ranged from 0.74 to 2.39. Observers of STEI₂ and STEI₃ gave more positive comments on this category than those of the other two institutions.

While doing content analysis of comments related to the aspect of this category, it was found that observers gave comments to motivate pupil-teachers who tried to teach with confidence at initial stage. They gave comments such as - "You introduced the lesson with confidence", "You were trying to explain confidently", etc. These comments were indicating that the observers appreciated the pupil-teacher's confidence and morale at initial stage. But, at the later stage when they gained full confidence, the observers gave positive comments such as - "You handled the annoyed class confidently; they were annoyed with other teachers", "Your morale helped you in controlling the non-cooperative class", etc.

3.1.17 Distractors

The comments on this category of all the four institutions were calculated and it was found that out of total number of 26540 comments given by the observers, there were 93 (0.35 per cent) comments related to this category. All these comments were negative.

TABLE 3.19

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Distractors"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	0	22	22	0.00	0.29	0.29
STEI ₂	41	5175	0	11	11	0.00	0.21	0.21
STEI ₃	110	10106	0	22	22	0.00	0.22	0.22
STEI ₄	23	3699	0	38	38	0.00	1.03	1.03
Total	250	26540	0	93	93	0.00	0.35	0.35

It can be seen from Table 3.19 that in all the four institutions the percentage of negative comments ranged from 0.21 to 1.03. The observers of STEI₄ gave more negative comments in comparison to the observers of other institutions.

The content analysis of comments revealed that at the initial stage, the pupil-teachers usually feel nervous. They tried to hide their nervousness by doing some activity. On such occasions, the observers gave comments such as - "Do not bite your nails

while teaching", "Don't play with chalk sticks, students are observing your play rather than your teaching", etc. These comments showed nervousness at initial stage but there were a few comments on this category which indicated that the pupil-teacher's habits were also distracting the mind of students. It is reflected in the comments such as - "Don't fondle with your hair", "You are in habit of using phrases and words 'like that' 'That', try to avoid such usages", etc.

This category had high frequency at initial stage but due to feedback and practice in teaching it reduced to nil. This is the reason why it has low frequency.

3.1.18 Manner and Appearance

The comments on this category of all the four institutions were calculated and it was found that out of total number of 26540 comments given by the observers, there were 58 (0.22 per cent) related to this category. All the comments in this category were positive.

T A B L E 3.20

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Manner and Appearance"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
S T E I ₁	76	7560	10	0	10	0.13	0.00	0.13
S T E I ₂	41	5175	5	0	5	0.10	0.00	0.10
S T E I ₃	110	10106	38	0	38	0.38	0.00	0.38
S T E I ₄	23	3699	5	0	5	0.13	0.00	0.13
Total	250	26540	58	0	58	0.22	0.00	0.22

It can be seen from Table 3.20 that in all the four institutions, the percentage of positive comments ranged from 0.10 to 0.38. The observers of S T E I₃ gave more positive comments on this category in comparison to ^{those of} the other three institutions.

The content analysis of comments revealed that the observers gave very few comments on this category. They gave positive comments such as - "Your sober appearance appealed students", "You are well

mannered, you were respecting students' feeling", "You have a forceful manner of talking and dealing with students, it is highly appreciable", "Your manner and appearance have positive effect on students. Look, in turn, how they behave with you; congratulations", etc.

Such comments were given to well mannered pupil-teachers. These comments were general in nature. This category was not used too often because it has been developed and achieved, it once remains for ever.

3.1.19 Discipline Problems

When the comments given by the observers of all the four institutions on this category were calculated, it was found that out of total number of 26540 comments given by the observers, there were 172 (0.65 per cent) comments related to this category. All the comments related to this category were negative.

T A B L E 3.21

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Discipline Problems"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	0	24	24	0.00	0.32	0.32
STEI ₂	41	5175	0	25	25	0.00	0.48	0.48
STEI ₃	110	10106	0	87	87	0.00	0.86	0.86
STEI ₄	23	3699	0	36	36	0.00	0.97	0.97
Total	250	26540	0	172	172	0.00	0.65	0.65

It can be seen from Table 3.21 that in all the four institutions, the percentage of negative comments ranged from 0.32 to 0.97. The observers of STEI₃ and STEI₄ gave more negative comments on this category than those of other institutions.

The content analysis of comments revealed that the observers gave negative comments to discourage students for the negligence in controlling the class. They gave comments such as - "Back-benchers are talking continuously, stop them", "Students were purposely throwing lunch-boxes, manage them", "Few

students are making noise just to tease you", "It seems class has planned to trouble you", etc. These comments indicated that indiscipline was caused primarily due to inefficiency of pupil-teachers and at times students planned to trouble them as they get pleasure in teasing. Such situations showed that pupil-teachers did not have skill to control the class. These problems were faced by pupil-teachers mostly at initial stages of practice-teaching. At later stage they could control and manage the class by different methods.

3.1.20 Interest and Participation

The comments on this category of all the four institutions were calculated and it was found that out of total number of 26540 comments given by the observers there were 1492 (5.62 per cent) comments related to this category. All the comments of this category were positive.

T A B L E 3.22

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Interest and Participation"

Insti- tution	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	412	0	412	5.45	0.00	5.45
STEI ₂	41	5175	199	0	199	3.85	0.00	3.85
STEI ₃	110	10106	704	0	704	6.97	0.00	6.97
STEI ₄	23	3699	177	0	177	4.78	0.00	4.78
Total	250	26540	1492	0	1492	5.62	0.00	5.62

It can be seen from Table 3.22 that, in all the four institutions, the percentage of positive comments ranged from 3.85 to 6.97. It also shows that the observers of STEI₁ and STEI₃ gave more positive comments on this category than the observers of the other two institutions.

The content analysis of the comments revealed that the observers encouraged pupil-teachers for their attempts in making lessons interesting. The

percentage comments of this category revealed that the observers were giving weightage to this category and so whenever they observed such lesson, they gave positive comments such as - "You narrated the incident in an interesting manner", "You used charts and pictures to make History lesson interesting", etc.

The Observers gave few comments on student participation in the classroom discussion, such as - "Students were enthusiastic to participate in classroom discussion", "Students are actively participating in your discussion", etc.

This category gave general idea of pupil-teacher's success. The comments in this category were general in nature.

3.1.21 Other Classroom Reaction

The comments on this category of all the four institutions were calculated and it was found that out of total number of 26540 comments given by the observers, there were only 9(0.3 per cent) comments related to this category. All the comments related to this category were negative.

T A B L E 3.23

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments of the Category of "Other Classroom Reaction"

Insti- tution	No. of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	0	6	6	0.0	0.08	0.08
STEI ₂	41	5175	0	0	0	0.0	0.00	0.00
STEI ₃	110	10106	0	3	3	0.0	0.03	0.03
STEI ₄	23	3699	0	0	0	0.0	0.00	0.00
Total	250	26540	0	9	9	0.0	0.03	0.03

It can be seen from Table 3.23 that in all the four institutions the percentage of negative comments ranged from 0.03 to 0.08. STEI₁ and STEI₃ observers gave a few comments on this category while the observers of other two institutions did not give any comments on this category.

The content analysis of the comments revealed that the observers gave only negative comments on this category. They gave negative comments such as -

"Class was docile", "Students were bored by your teaching", "Your dull expressions are making your class also dull", etc.

3.1.22 Classroom Management

The comments on this category of all the four institutions were calculated and it was found that out of total number of 26540 comments given by the observers, there were only 6 (0.02 per cent) comments related to this category. All the comments on this category were positive.

T A B L E 3.24

Institutionwise Frequency and Percentage Distribution of Positive, Negative and Total Comments on the Category of "Classroom Management"

Institu- tion	No.of Pupil- Teach- ers	Total Com- ments	Comments on this Category			Percentage		
			Posi- tive	Nega- tive	Total	Posi- tive	Nega- tive	Total
STEI ₁	76	7560	0	0	0	0.0	0.0	0.00
STEI ₂	41	5175	0	0	0	0.0	0.0	0.00
STEI ₃	110	10106	5	0	5	0.05	0.0	0.05
STEI ₄	23	3699	1	0	1	0.03	0.0	0.03
Total	250	26540	6	0	6	0.02	0.0	0.02

It can be seen from Table 3.24 that in all the four institutions, the percentage of positive comments ranged from 0.03 to 0.05. It shows that the observers of S T E I₁ and S T E I₂ did not give any comments on this category whereas the observers of S T E I₃ and S T E I₄ gave a few comments on this category.

The content analysis of comments revealed that the observers of only two institutions gave comments related to this category. These comments were less in number and were positive by nature. Observers gave comments such as "You arranged the class for giving objective type test", "It is good that you changed sitting arrangement", etc.

The comments on this category were only 6. Either the schools were in poor condition or were well equipped and arranged and so the pupil-teachers in both the situations were unable to show their skill and efficiency. Moreover, ^{the} observers and the pupil-teachers did not give any weightage to classroom management.

3.1.23 Cooperating Teacher

Observers gave no comments on this aspect.

The relationship between ^{the}cooperating teachers and the pupil-teachers was not given any importance by any of the four institutions.

3.2.0 CONCLUSIONS

The categorywise percentage distribution of positive, negative and total comments is given in Table 3.25. The same has been presented in Figure 3.2

T A B L E 3.25

Categorywise Percentage Distribution of Positive,
Negative and Total Comments

Sr. No.	Categories.	Total Comments	Percentage of		
			Positive	Negative	Total
1.	Global Evaluation	3102	11.20	0.49	11.69
2.	Lesson Content or Sequence	3802	13.21	1.12	14.33
3.	Planning and Organization	1766	6.10	0.56	6.66
4.	Specific Prescriptions	11799	0.00	44.46	44.46
5.	Preparation	1069	3.47	0.55	4.02
6.	Motivation	574	2.14	0.02	2.16
7.	Objectives	54	0.17	0.04	0.21
8.	Classroom Control	233	0.88	0.00	0.88
9.	Variety	16	0.05	0.01	0.06
10.	Reinforcement	168	0.63	0.00	0.63

TABLE 3.25 (Continued)

Sr. No.	Categories	Total Comments	Percentage of		Total
			Positive	Negative	
11.	Pupil-Involvement	414	1.26	0.30	1.56
12.	Evaluation	62	0.23	0.00	0.23
13.	Errors	1113	0.00	4.19	4.19
14.	Enthusiasm	63	0.24	0.00	0.24
15.	Rapport	6	0.02	0.00	0.02
16.	Confidence and Morale	469	1.77	0.00	1.77
17.	Distractors	93	0.00	0.35	0.35
18.	Manner and Appearance	58	0.22	0.00	0.22
19.	Discipline Problems	172	0.00	0.65	0.65
20.	Interest and Participation	1492	5.62	0.00	5.62
21.	Other Classroom Reactions	9	0.00	0.03	0.03
22.	Classroom Management	6	0.02	0.00	0.02
23.	Operating Teacher	0	0.00	0.00	0.00
Total		26540	47.23	52.77	100.00

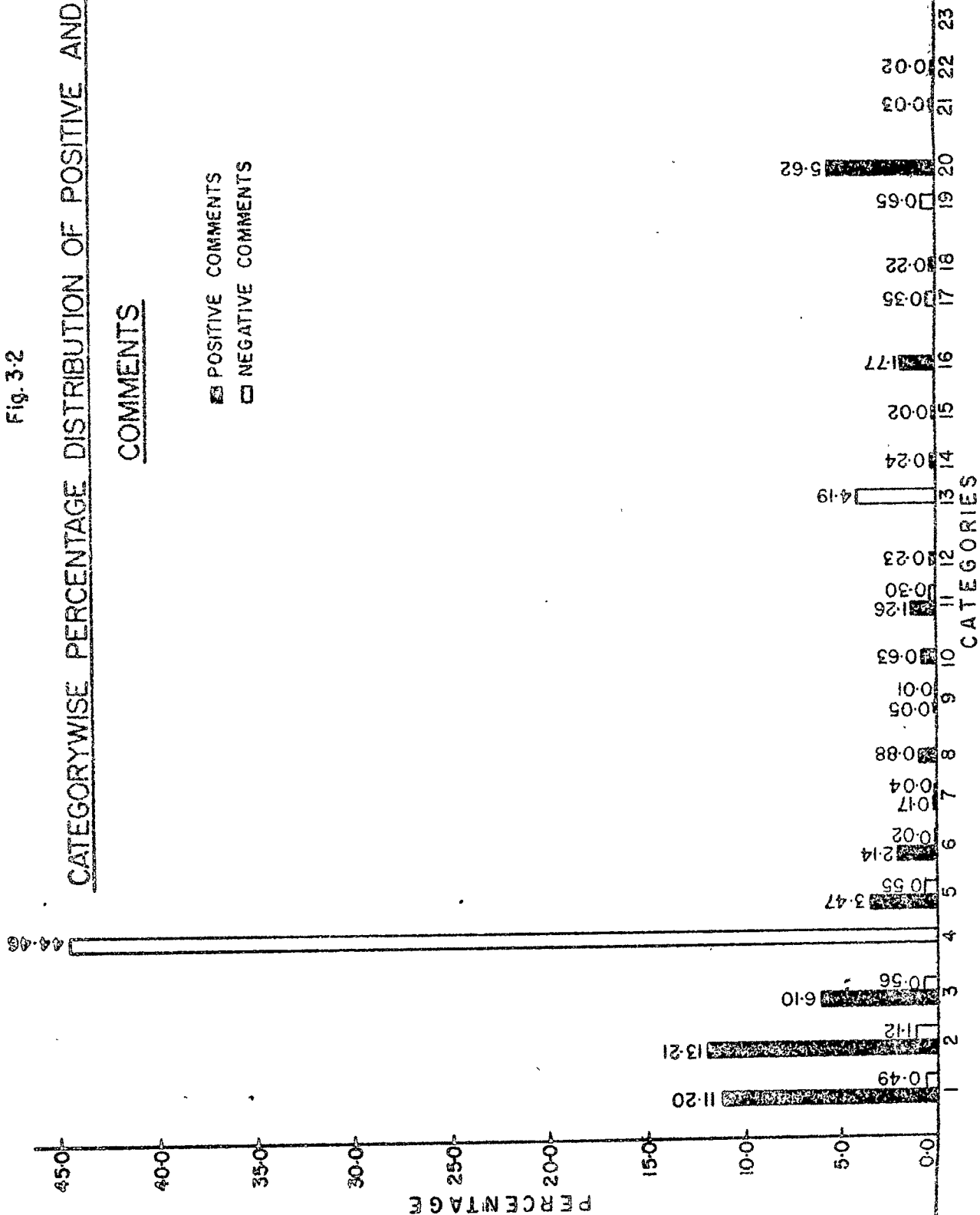
From Table 3.25, it is clear that when total comments on all categories are considered, there were 52.77 per cent negative comments and 47.23 per cent positive comments. Thus, the observers gave less

Fig. 3-2

CATEGORYWISE PERCENTAGE DISTRIBUTION OF POSITIVE AND NEGATIVE

COMMENTS

■ POSITIVE COMMENTS
 □ NEGATIVE COMMENTS



positive comments in comparison to negative comments. Out of the total comments relating to twentythree categories, as many as 44.41 per cent comments were related to the category of "Specific Prescriptions". All these comments were negative. The observers highlighted the weak points of the pupil-teachers. This was done by pointing out specifically the situations where they were wrong.

The observers' comments related to "Global Evaluation" and "Lesson Content or Sequence" were 11.68 per cent and 14.31 per cent respectively. After "Specific Prescriptions" category, majority of comments were related to these two categories. There were more positive comments than the negative comments.

The percentage of comments related to "Planning and Organization", "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. This is in line with the findings of Whiting (1957) and

Shaplin (1962).

There were a few comments related to the categories of "Objectives", "Classroom Control", "Variety", "Reinforcement", "Pupil-Involvement", "Evaluation", "Enthusiasm", "Manner and Appearance", "Discipline Problems", "Other classroom Reaction", "Classroom Management" and no comments related to the category of "Cooperating Teacher". This means that the observers did not give much comments related to the above categories.

Lastly, the comments given by the observers are lop sided and mostly cover a few mechanical aspects of teaching whereas other sensitive and important aspects which help in developing efficiency in teaching are rather neglected.

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