

A STUDY OF OBSERVERS' FEEDBACK PATTERNS REGARDING PEDAGOGICAL OPERATIONS OF B.ED. TRAINEES DURING PRACTICE TEACHING

Dr. Tanuja Bhatt
Assistant professor
B.Ed. Department

Maharaja Agrasen Mahavidyalaya , Bareilly , India.

Abstract: The observers' feedback has a vital role in increasing student teachers' ability for understanding the teaching skills and also to become more competent in their profession. Traditionally, feedback from observers has been a source where student teachers can evaluate their performance in teaching practice and can also check out their own internal progression. A quality feedback to student teachers from the observers is very important to prepare skilled teachers for the future. Concerning this, it seems totally justified to assess that how observers provide feedback to student teachers of B.Ed. during their practice teaching with reference to their pedagogical operations. This paper reveals the patterns of feedback provided by observers during teaching practice to help student teachers to improve their teaching skills and learning experiences. The outcome of this study can be helpful in professionalizing the training of prospective teachers and making it more effective.

Key words: Feedback, observers, pedagogical operations, Student teachers, B.Ed. trainees, teaching practice.

I. Introduction

Feedback has important role in facilitating learners' development as independent learners (Ferguson, 2011). Highlighting the impact of feedback on future practice and the development of learners' learning, Eraut (2006) observes:

When students enter higher education . . . the type of feedback they then receive, intentionally or unintentionally, will play an important part in shaping their learning futures. Hence we need to know much more about how their learning, indeed their very sense of professional identity, is shaped by the nature of the feedback they receive. We need more feedback on feedback (p. 118).

There are enough evidences to support the usefulness of feedback to promote student learning, however, different student surveys across the world have also emphasized that students are dissatisfied with the feedback they receive on their course works (Nicol, 2010). Student claim a lack of adequate, timely feedback and their teachers claim that students fail to apply the advice given (Orrell, 2006). Feedback is considered as a difficult issue and an essential element in pre service teacher education programs. It helps the student teachers to improve their teaching skills. The main objective of teacher education programs is to provide competent, innovative and responsible school teachers to the society (Ashton, & Crocker, 1987). Especially in B.Ed course, feedback on teaching practice plays a vital role to develop requisite pedagogical competencies among student teachers.

George (2004) noted that during teaching practice observers play different roles such as a resource person, an adviser, an interpreter and an assessor to fulfill their responsibilities. Observers' duty is not only to evaluate the lessons of teaching practice, but by using his/her all the abilities to make this experience (all the stages of teaching practice) result oriented (Balamohandas & Sharma 2012). Adding further, they observed that during teaching practice it is the duty of observers to supervise lessons plans, other assigned activities and provide proper feedback to the student teachers.

Most of the observers use summative evaluation approaches to provide feedback to the trainees. Under this approach, the observer visits the student teacher and watches him/her and at the same time filling in the required information designed to assess the student-teacher's ability and competence in the art of teaching. The observer also records some criticism in the said form intended to correct some observed weakness. Unfortunately, the student- teachers never benefit from this criticism as their interest is rather focused more on their scores than their actual performance in the exercise (Bailey, 2006). Again, some criticisms and remarks from the observers are rather general and sometimes meaningless to the student teacher and some observers do not even have time to seat down and discuss their observations and comments with the students-teacher (Nakpodia, 2011). It is believed that the short discussion between the observers and the student-teacher just after the lesson which should afford the student teacher the opportunity to realize his/her strengths and weakness are often ignored because the supervisor is often in haste to move on to the next student-teacher or the next school.

Extending these discussions and arguments, researcher made an attempt to study of observers' feedback patterns regarding pedagogical operations of B.Ed. trainees during practice teaching.

II. Objectives

1. To analyze observers' feedback patterns regarding pedagogical operations of B.Ed. trainees during practice teaching.
2. To identify the nature of given pedagogical operations remarks by the observers.

III. Assumptions

1. Observers evaluate B.Ed. Trainees and provide them appropriate feedback about pedagogical operations during teaching practice.

IV. Methodology

The present study was confined to the B.Ed. trainees of the Rohilkhand region. Therefore, teacher trainees (B.Ed. students) from different B.Ed. colleges belonging to various categories namely self financing, government and aided affiliated to M.J.P. Rohilkhand University, Bareilly were selected. There were 52 B.Ed. colleges affiliated to M.J.P. Rohilkhand University. These 52 colleges and B.Ed. trainees studying in the same colleges constituted as the population of the study. As the sample of the study 15 institutions were selected randomly from these 52 institutions by using lottery method and 25 teacher trainees were selected from each institute (10 from social sciences, 10 from physical sciences and 5 from languages) by using lottery method. Then, 10 supervised lesson plans were collected from every selected B. Ed. Trainee. The tool for the data collection namely 'Pedagogical Operations Observation Schedule' was developed and standardized by the researchers. The observation schedule includes 25 items in 8 dimensions. Researchers analyzed the nature of remarks given also. The all remarks were categorized as praising, criticizing, suggesting, and reinforcing.

Feedback by the Observers on pedagogical operations to the teacher trainees during teaching practice

The level of pedagogical operations done by the teacher trainee during the teaching practice on different skills and aspects were ascertained using an observation schedule. The analysis was carried out dimension wise. The analysis of the data carried out to measure the observers' feedback about pedagogical operations done by the trainees during teaching practice is discussed below in details.

Table- 1
Remarks attained by the B.Ed. trainees from observers under various aspects of pedagogical operations

| S. No. | Aspects related to pedagogical operations | Remarks attained by B.Ed. trainees on the Aspect (Total remarks=2813) |
|--------|--|--|
| 1. | Defining instructional objectives | 403 (14.32%) |
| 2. | Personality of the B.Ed. trainee | 599 (21.29%) |
| 3. | Proper organization of the content | 359 (12.76%) |
| 4. | Introduction of the lesson | 352 (12.51%) |
| 5. | Creating situations for the introduction of the lesson | 100 (3.55%) |
| 6. | Questions properly structured | 443 (15.74%) |
| 7. | Planning for use of audio-visual aids | 351 (12.47%) |
| 8. | Introducing innovations | 206 (7.32%) |

Table 1 makes it apparent that there are 8 aspects in 'Pedagogical Operations Observation Schedule' and into which all the pedagogical operations can be divided are as follows - defining instructional objectives, personality of the B.Ed. trainee, proper organization of the content, introduction of the lesson, creating situations for the introduction of the lesson, questions properly structured, audio-visual aids and innovations.

Table 1 makes it clear also that among all these aspects, the aspect 'personality of the pupil teacher' has attained the maximum attention as 21.29% comments by the observers fall under this category. Whereas, the aspect 'creativity for the introduction of the lesson' has attained the minimum weightage by the observers, as 7.32% comments are related to this aspect. The skill of structuring the questions has also attained good attention as 15.74% comments are devoted to it. The aspect of 'defining the instructional objective' has attained 14.32% share. The skill of 'introduction of lesson' has also given importance as 12.5% comments are focused on it. The skill of 'planning for use of Audio Visual aids' for effective teaching has also attained 12.47% remarks by the observers. Whereas, the skill of using 'innovations' to make the teaching effective has attained comparatively less attention by the observers i.e. nearly 7.32% remarks are devoted to it.

Table 1.1
Observers' feedback about different aspects of 'Defining instructional objectives' skill to the B.Ed. trainees

403/2813(14.32%)

| Aspects | Remarks given to the B.Ed. trainees of | | | Total remarks (403) |
|---|--|-------------------------|-----------------|-------------------------------|
| | Social Sciences (141) | Physical Sciences (151) | Languages (111) | |
| Clarity | 47 (33.33%) | 53 (35.09%) | 35 (31.53%) | 135 (33.49%) |
| Relevance to the content | 50 (35.46%) | 45 (29.80%) | 33 (29.72%) | 128 (31.76%) |
| Adequacy with reference to the domain | 15 (10.63%) | 26 (17.21%) | 15 (13.51%) | 56 (13.89%) |
| Attainability in terms of pupil outcome | 29 (20.56%) | 27 (17.88%) | 28 (25.22%) | 84 (20.84%) |

Entries in Table 1.1 shows the observers' comments about different aspects of 'defining instructional objectives' to the B.Ed. trainees under various aspects such as clarity; relevance of the objectives to the content; adequacy with reference to the domain and attainability in terms of pupil outcome'. The aspect, clarity of the instructional objectives has attained the maximum number of feedback by the observers' during the sessions of teaching practice, whereas the aspect 'adequacy with reference to the domain of the instructional objective' has attained the minimum number of remarks i.e. 13.89%. The aspect, relevance of the objective according to the content has also attained a high percentage of observation i.e. 31.76%.

The first requirement of an effective teaching is defining the instructional objectives. Most of the decisions of a teacher depend on the basis of defining instructional objectives only. In this regard, it seems quite clear that less than desired attention has been placed by the observers particularly for the aspects of adequacy with reference to the domain and attainability in terms of pupil outcome.

Table 1.1.1
Nature of feedback given by the Observers about different aspects of 'Defining instructional objectives' skill to the B.Ed. trainees

403/2813 (14.32%)

| Nature of given Remarks | Remarks given to the B.Ed. trainees of | | | Total remarks (403) |
|-------------------------|--|-------------------------|-----------------|-------------------------------|
| | Social Sciences (141) | Physical Sciences (151) | Languages (111) | |
| Praising | 50 (35.46%) | 48 (31.78%) | 43 (38.73%) | 141 (34.98%) |
| Criticizing | 29 (20.56%) | 30 (19.86%) | 20 (18.01%) | 79 (19.60%) |
| Suggesting | 28 (19.85%) | 27 (17.88%) | 28 (25.22%) | 83 (20.59%) |
| Reinforcing | 34 (24.11%) | 46 (30.46%) | 20 (18.01%) | 100 (24.81%) |

Data mentioned in Table 1.1.1 tells us about the nature of various remarks given by the observers for the skill of 'defining instructional objective'. The analysis of data reveals that observers' prefer to give praising remarks for the skill, which have attained nearly 34.98% share among total remarks under this skill, whereas, criticizing and reinforcing remarks have attained almost equal attention i.e. 19.60% and 24.81% respectively by the observers'. The share of suggesting remarks by observers' under this skill is 20.59%.

A perusal of the data of this table confirms that the skill of 'defining instructional objectives have got almost similar attention in terms of nature of remarks by observers'.

Table 1.2
Observers' feedback about different aspects of 'Personality of the pupil teacher' skill to the B.Ed. trainees

599/2813(21.29%)

| Aspects | Remarks given to the B.Ed. trainees of | | | Total remarks (599) |
|--|--|-------------------------|-----------------|-------------------------------|
| | Social Sciences (243) | Physical Sciences (239) | Languages (117) | |
| Dress | 11 (4.52%) | 10 (4.18%) | 8 (6.83%) | 29 (4.84%) |
| Voice (pitch according to the classroom) | 43 (17.69%) | 41 (17.15%) | 20 (17.09%) | 104 (17.36%) |
| Attitude towards students | 22 (9.05%) | 23 (9.62%) | 12 (10.25%) | 57 (9.51%) |
| Pronunciation of the | 71 | 74 | 31 | 176 |

| | | | | |
|--------------------------------------|----------------|----------------|----------------|-------------------------|
| B.Ed. Trainee | (29.21%) | (30.96%) | (26.49%) | (29.38%) |
| Self confidence of the B.Ed. Trainee | 96 (39.50%) | 91 (38.07%) | 46 (39.32%) | 233 (38.89%) |

Data mentioned in Table 1.2 tells us about the skill ‘Personality of the B.Ed. Trainee in which remarks are given by the observers’ for the various aspects such as the dress, voice (pitch according to the classroom), attitudes towards students, pronunciation of the pupil teacher etc. Among these aspects, 38.73% remarks are given by the observers for the aspect self confidence of the pupil, whereas, minimum observational remarks are given by the observers for their dress (4.84%). 29.38% observational remarks are given by the observers’ for the skill of pronunciation of the pupil teacher, whereas, 17.36% observational remarks are given about effective voice (pitch of the pupil teacher in the classroom).

A perusal of the above data confirms that personality is an individual’s whole character and nature which is very easily noticeable by the observers and if a B.Ed. trainee teaches in good pitch that is audible in the whole classroom then it is easily noticeable. Besides, clear pronunciation and good attitude towards the students (McGreevy, 1990) make trainee teachers confident and this is frequently observed during the sessions of teaching by the observers.

Table 1.2.1

Nature of feedback given by the Observers’ about different aspects of ‘Personality of the pupil teacher’ skill to the B.Ed. trainees

599/2813(21.29%)

| Nature of given Remarks | Remarks given to the B.Ed. trainees of | | | Total remarks (599) |
|-------------------------|--|-------------------------|-----------------|-------------------------|
| | Social Sciences (243) | Physical Sciences (239) | Languages (117) | |
| Praising | 53 (21.81%) | 59 (24.68%) | 28 (23.93%) | 140 (23.37%) |
| Criticizing | 54 (22.22%) | 36 (15.06%) | 17 (14.52%) | 107 (17.86%) |
| Suggesting | 78 (32.09%) | 63 (26.35%) | 35 (29.91%) | 176 (29.38%) |
| Reinforcing | 58 (23.86%) | 81 (33.89%) | 37 (31.62%) | 176 (29.38%) |

A look on the data presented in Table 1.2.1 reveal that on the aspect of ‘personality of the pupil teacher’ observers’ have given a good deal of remarks of various nature as suggesting, criticizing, praising and reinforcing. The suggesting natured and reinforcing natured remarks share nearly the same consideration by the observers’ i.e. 29.38%, whereas, minimum remarks are of criticizing nature i.e. 17.86%. Besides, 23.37% of feedback given by the observers under this skill is of praising nature.

These findings support the concern that the personality of an individual can be observed instantaneously and maximum suggesting and reinforcing natured remarks suggest that during teaching practice, observers are paying attention to develop the personality of the B.Ed. trainees.

Table 1.3

Observers’ feedback about different aspects of ‘Proper organization of content’ skill to the B.Ed. trainees

359/2813(12.76%)

| Aspects | Remarks given to the B.Ed. trainees of | | | Total remarks (359) |
|---|--|-------------------------|-----------------|-------------------------|
| | Social Sciences (112) | Physical Sciences (137) | Languages (110) | |
| Logical Organization according to content | 51 (45.53%) | 63 (45.98%) | 54 (49.0%) | 168 (46.79%) |
| Psychological organization as per need of the pupil | 61 (54.46%) | 74 (54.0%) | 56 (50.90%) | 191 (53.20%) |

‘Proper organization of the content’ is a very essential part of any type of teaching session. The content is organized in two manners i.e. the logical organization of the content and psychological organization of the content according to the need of the students. It is evident from the Table 1.3 that 53% of the observational remarks are given by the observers for organizing the content in psychological manner as per the need of the pupil, whereas, 46.79% remarks are given by the observers about the aspect logical organization of the content.

Above data show that the teacher educators have a keen observation on how the trainees are organizing the content. This is clearly evident from the fact that psychological organization of the content by B.Ed. trainees has attained the maximum feedback. Although, it is important that observers must pay much more attention on this aspect.

Table 1.3.1
Nature of feedback given by the Observers about different aspects of 'Proper organization of the content' skill to the B.Ed. trainees

359/2813(12.76%)

| Nature of given remarks | Remarks given to the B.Ed. trainees of | | | Total remarks (359) |
|-------------------------|--|-------------------------|-----------------|-------------------------------|
| | Social Sciences (112) | Physical Sciences (137) | Languages (110) | |
| Praising | 31 (27.67%) | 38 (27.73%) | 30 (27.27%) | 99 (27.57%) |
| Criticizing | 29 (25.89%) | 37 (27.00%) | 24 (21.81%) | 90 (25.06%) |
| Suggesting | 32 (28.57%) | 41 (29.92%) | 27 (24.54%) | 100 (27.85%) |
| Reinforcing | 20 (17.85%) | 21 (15.32%) | 29 (26.36%) | 70 (19.49%) |

A look on the data presented in the Table 1.3.1 show that for the skill of 'Organizing the content properly' the observers have given maximum suggesting natured remarks i.e. 27.85%, whereas, reinforcing remarks are 19.49%; the praising natured remarks are 27.57%, and criticizing natured remarks are nearly 25.06%.

In general, we can say that systematic organization of the content is a very important part of any teaching session, therefore, to improve the quality of the teaching of the trainees a good deal of suggesting remarks are being given by the observers.

Table 1.4
Observers' feedback about different aspects of 'Introduction of the lesson' skill to the B.Ed. trainees

352/2813(12.51%)

| Aspects | Remarks given to the B.Ed. trainees of | | | Total remarks (352) |
|----------------------------|--|-------------------------|----------------|-------------------------------|
| | Social Sciences (157) | Physical Sciences (143) | Languages (52) | |
| Greetings | 70 (44.58%) | 64 (44.75%) | 23 (44.23%) | 157 (44.60%) |
| Understanding the students | 87 (55.45%) | 79 (55.2%) | 29 (55.76%) | 195 (55.39%) |

A perusal of the data presented in Table 1.4 clarifies that among the various pedagogical operations done before the classroom teaching the development of the skill of 'introduction of the lesson' is in effective manner is very essential. The skill is further divided into two aspects - greetings and understanding the students. Considering these aspects, 55.39% feedback is given to the trainees for the skill where the trainee develops an understanding with their students, whereas, 44.60% feedback is given on the skill that how trainees accept greetings from the students. It is evident from the figure 4.1.5.

'Introduction of the lesson' is an important skill for creating proper environment for teaching (Jones, Bailey, & Jacob, 2014) and initiation of the teaching starts with the introduction of the lesson which certainly need much attention by the observers. The data given above reveals that the observers are paying attention to develop this skill among their teacher trainees.

Table 1.4.1.
Nature of feedback given by the Observers about different aspects of 'Introduction of the lesson' skill to the B.Ed. trainees

352/2813(12.51%)

| Nature of given Remarks | Remarks given to the B.Ed. trainees of | | | Total remarks (352) |
|-------------------------|--|-------------------------|----------------|-------------------------------|
| | Social Sciences (157) | Physical Sciences (143) | Languages (52) | |
| Praising | 41 (26.11%) | 43 (30.06%) | 14 (26.92%) | 98 (27.84%) |
| Criticizing | 45 (28.66%) | 40 (27.97%) | 17 (32.69%) | 102 (28.97%) |
| Suggesting | 39 (24.84%) | 35 (24.47%) | 13 (25.00%) | 87 (24.71%) |
| Reinforcing | 32 (20.38%) | 25 (17.48%) | 8 (15.38%) | 65 (18.46%) |

Table 1.4.1 reveals that for the skill of 'Introduction of the lesson' the remarks given by the observers are of praising, criticizing, suggesting and reinforcing nature. The criticizing natured remarks are given a lot of emphasis by the observers while observing this skill, whereas, only 18.46% remarks are of reinforcing nature. This data clearly reveal that maximum number of criticizing remarks suggest that observers are observing this skill keenly and are providing criticism, suggestion and praising too.

Table 1.5
Observers' feedback about different aspects of 'Creating situations for the introduction of the lesson' skill to the B.Ed. trainees

100/2813(3.55%)

| Aspects | Remarks given to the B.Ed. trainees of | | | Total remarks (100) |
|---|--|------------------------|----------------|---------------------------|
| | Social Sciences (28) | Physical Sciences (41) | Languages (31) | |
| Ensuring the discipline in the classroom | 17 (60.71%) | 26 (63.41%) | 19 (61.29%) | 62 (62%) |
| Ensuring facilities like the chalk, duster, aids, apparatus, etc. | 11 (39.28%) | 15 (36.58%) | 12 (38.70%) | 38 (38%) |

Table 1.5 shows the observations about skill 'creating situation for the introduction of the lesson' during the course of teaching practice. 62% observational feedbacks by the observers' are given for the skill 'ensuring the discipline in the classroom' and 38% feedbacks are given to the trainees where they ensure facility like the chalk, duster, aids, apparatus etc.

These observations reveal that observers are paying enough attention to the discipline maintaining aspect of their trainees but in other side, less than desired attention has been paid by the observers about the presence of apparatus, aids, duster and chalk for teaching purposes. They are expected to pay much more attention on this aspect to prepare their trainees for effective and interactive teaching.

Table 1.5.1
Nature of feedback given by the Observers about different aspects of 'Creating situations for the introductions of the lesson' skill to the B.Ed. trainees

100/2813(3.55%)

| Nature of given Remarks | Remarks given to the B.Ed. trainees of | | | Total remarks (100) |
|-------------------------|--|------------------------|----------------|------------------------------|
| | Social Sciences (28) | Physical Sciences (41) | Languages (31) | |
| Praising | 9 (32.14%) | 13 (31.70%) | 9 (29.03%) | 31 (31.00%) |
| Criticizing | 5 (17.85%) | 8 (19.51%) | 7 (22.58%) | 20 (20.00%) |
| Suggesting | 7 (25.00%) | 11 (26.82%) | 8 (25.80%) | 26 (26.00%) |
| Reinforcing | 7 (25.00%) | 9 (21.96%) | 7 (22.58%) | 23 (23.00%) |

A glance at Table 1.5.1 reveals that maximum numbers of remarks given by the observers' are of praising nature i.e. 31%, whereas, 23% of remarks are of reinforcing nature. The remarks of criticizing nature are 20% and suggesting natured remarks are 26%.

The remarks of suggesting nature indicated that the observers keenly observed the trainees and wants to improve their teaching skills.

Table 1.6
Observers' feedback about different aspects of 'Questions properly structured' skill to the B.Ed. trainees

443/2813(15.74%)

| Aspects | Remarks given to the B.Ed. trainees of | | | Total remarks (443) |
|---|--|-------------------------|----------------|-------------------------------|
| | Social Sciences (177) | Physical Sciences (174) | Languages (92) | |
| Structuring questions relevant to the content | 29 (16.38%) | 78 (44.82%) | 33 (35.86%) | 140 (31.60%) |
| Structuring short & clear questions | 112 (63.27%) | 42 (24.13%) | 21 (22.82%) | 175 (39.50%) |
| Structuring questions grammatically correct | 36 (20.33%) | 54 (31.03%) | 38 (41.30%) | 128 (28.89%) |

Table 1.6 shows the remarks of observers for the skill of structuring the questions properly structured. This skill is further categorized into the following categories namely structuring grammatically correct questions; structuring short and clear questions; and structuring questions relevant to the content. Observers' remark reveals that 39.50% remarks are given by them for the skill structuring short and clear questions, and 31.60% remarks are given for the skill for structuring the questions relevant to the content. Besides, 28.89% remarks are given for structuring the grammatically correct questions.

The above observations reveal that while observing the questions which are asked by the teacher trainees during the session of teaching practice, the observers' has given much emphasis on the fact that questions should be short and clear.

Table 1.6.1
Nature of feedback given by the Observers' about different aspects of 'Questions properly structured' skill to B.Ed. trainees

443/2813(15.74%)

| Nature of given Remarks | Remarks given to the B.Ed. trainees of | | | Total remarks (443) |
|-------------------------|--|-------------------------|----------------|-------------------------------|
| | Social Sciences (177) | Physical Sciences (174) | Languages (92) | |
| Praising | 46 (25.98%) | 47 (27.01%) | 23 (25.00%) | 116 (26.18%) |
| Criticizing | 42 (23.72%) | 49 (28.16%) | 29 (31.52%) | 120 (27.08%) |
| Suggesting | 48 (27.11%) | 39 (22.41%) | 21 (22.82%) | 108 (24.37%) |
| Reinforcing | 41 (23.16%) | 39 (22.41%) | 19 (20.65%) | 99 (22.34%) |

Findings presented in Table 1.6.1 reveal about observers' feedback to B.Ed. trainees during the sessions of teaching practice on the skill 'structuring of questions'. The maximum remarks for this skill given by the observers are of criticizing nature i.e. 27.08% at the same time the praising remarks have also attained a good percentage by the observers' i.e. 26.18%. Maximum remarks are of criticizing nature would lead to improvement in questions structuring skill of the B.Ed. trainees.

Table 1.7
Observers' feedback about different aspects of 'Audio Visual aids' skill to the B.Ed. trainees

351/2813(12.47%)

| Aspects | Remarks given to the B.Ed. trainees of | | | Total remarks (351) |
|---------------------------------|--|-------------------------|----------------|------------------------------|
| | Social Sciences (133) | Physical Sciences (140) | Languages (78) | |
| Effectiveness | 34 (25.56%) | 36 (25.71%) | 15 (19.23%) | 85 (24.21%) |
| Application to the pupils level | 30 (22.556%) | 31 (22.14%) | 20 (25.64%) | 81 (23.08%) |
| Relevant to content | 26 (19.55%) | 29 (20.71%) | 19 (24.36%) | 74 (21.09%) |
| Quality of the aid | 22 (16.54%) | 20 (14.29%) | 11 (14.10%) | 53 (15.09%) |
| Adequateness | 21 (15.79%) | 24 (17.15%) | 13 (16.67%) | 58 (16.53%) |

Table 1.7 portrays the remarks of observers for the skill of using 'Audio-Visual aids'. This skill is further categorized into various dimensions such as quality of the aid; their relevance to the content; their effectiveness; their adequateness and the application of the teaching aid to the pupil's level. The data reveal that 24.21% of feedbacks by the observers' are for the effectiveness of the teaching-aid, and 23.08% remarks by the observers' are for the application of the teaching aid to the pupil's level. In other side, only 15.09% feedbacks are given for the quality of the aid and 16.53% feedback is focused to measure the adequateness of the teaching aid. Besides, 21.09% feedbacks are related to the relevance of the teaching aid to the content.

It is a well established fact that the use of proper teaching aid makes teaching effective (Awang, 1995). Therefore, the observers' have not taken all the teaching aids prepared by the B.Ed. trainees for granted and provided proper feedback for improvement. As the above analysis indicated that the observers are giving maximum attention to the effectiveness of the teaching aid whereas, minimum remarks are given to the quality of the teaching aid because even a duster, chalk, and day to day useable items can be used to explain in effective manner. Further, the relevance and effectiveness of the teaching aid has also attained a good deal of attention by observers.

Table 1.7.1

Nature of feedback given by the Observers about different aspects of 'Audio Visual aids' skill to the B.Ed. trainees

351/2813(12.47%)

| Nature of given Remarks | Remarks given to the B.Ed. trainees of | | | Total remarks (351) |
|-------------------------|--|-------------------------|----------------|------------------------------|
| | Social Sciences (133) | Physical Sciences (140) | Languages (78) | |
| Praising | 38 (28.57%) | 36 (25.71%) | 20 (25.64%) | 97 (27.64%) |
| Criticizing | 34 (35.56%) | 38 (27.14%) | 22 (28.21%) | 95 (27.06%) |
| Suggesting | 26 (19.55%) | 31 (22.15%) | 19 (24.36%) | 71 (20.23%) |
| Reinforcing | 35 (26.32%) | 35 (25.00%) | 17 (21.79%) | 88 (25.07%) |

On the basis of the above cited data in table 1.7.1 it can be concluded that for the skill of using Audio Visual aids, observers' have given 27.06% of criticizing remarks, whereas, the praising remarks are also given in good deal by the observers. The reinforcing remarks for using the Audio Visual aids for making the teaching effective has attained 25.07% share, whereas, a good lot of suggesting remarks are also given by the observers' to improve the quality of the teaching aids (Audio Visual aids) for betterment of classroom interaction.

Table 1.8

Observers' feedback about different aspects of 'Introducing innovations' skill to the B.Ed. trainees

206/2813(7.32%)

| Aspects | Remarks given to the B.Ed. trainees of | | | Total remarks (206) |
|--|--|------------------------|----------------|-------------------------------|
| | Social Sciences (70) | Physical Sciences (71) | Languages (65) | |
| Providing novelty in teaching approach | 32 (45.71%) | 38 (53.52%) | 29 (44.62%) | 99 (48.06%) |
| Teaching activities | 38 (54.29%) | 33 (46.48%) | 36 (55.38%) | 107 (51.94%) |

A perusal of data presented in Table 1.8 infers that on the skill of 'introducing innovations' during teaching practice session, 51.94% of feedback is focused to check the novelty in the teaching activities, whereas, 48.06% feedback remarks are focused to the aspect of novelty in the teaching approach. It is also evident from the figure 4.1.9. Findings from above data confirm that innovations in any manner by the pupil teacher during the course of teaching practice are appreciated by the observers.

Table 1.8.1

Nature of feedback given by the Observers about different aspects of 'Introducing innovations' skill to B.Ed. trainees

206/2813(7.32%)

| Nature of given Remarks | Remarks given to the B.Ed. trainees of | | | Total remarks (206) |
|-------------------------|--|-------------------------|-----------------|------------------------------|
| | Social Sciences (170) | Physical Sciences (119) | Languages (103) | |
| Praising | 27 (30.77%) | 20 (30.77%) | 18 (29.51%) | 65 (31.55%) |
| Criticizing | 16 (20.00%) | 11 (16.92%) | 12 (19.67%) | 39 (18.93%) |
| Suggesting | 19 (23.75%) | 16 (24.62%) | 11 (18.03%) | 46 (22.33%) |
| Reinforcing | 18 (22.50%) | 18 (27.69%) | 20 (32.79%) | 56 (27.19%) |

Data given in the Table 1.8.1 clearly depicts the classification of the remarks based on the skill 'introducing innovations' got good attention by the observers'. A majority of the remarks given by the observers for this skill are of praising nature i.e. 31.55%, this infers that observers noticed innovative thing in teaching sessions of these teacher-trainees and praised them for the use of innovative techniques.

V. CONCLUSION AND RECOMMANDATIONS

The paper throws a light on patterns of observers' feedback providing to B.Ed trainees during their teaching practice in view of pedagogical operation. It shifts the focus firmly away from the old delivery models of feedback to modern, effective and more valuable ones (Deshpande, 2008). Giving feedback is an important skill for observer and has a major influence on the quality of the student teachers' learning process (Hattie & Timperley, 2007). Although it is clear from the result of study that observers evaluate teacher trainees and provide them appropriate feedback about pedagogical operations, but the study also suggested that this is high time when observers should re-think about the feedback process to improve the student teachers' learning (Sadler, 2010). The paper analyzed the remarks given also and makes picture clear that the observers keenly observed the teaching practice of B. Ed. trainees and provided the valuable comments in all categories i.e. praising, criticizing, suggesting, and reinforcing. With the result of the study it has been tried to contribute to a general acceptance of different feedback practices as important learning tools in teacher education programmes. On the basis of present study it can be safely stated that observers' are giving equal and proper attention to all the skills related to pedagogical operations. The results of the study will be useful to provide feedback and motivation to the observers for the betterment of their teaching practice observation pattern in B.Ed and give an idea regarding the skills which are widely supervised or the skills which are totally neglected while observing the trainees during the sessions of teaching practice. The findings of this study is expected to ensure the improvement of the teaching practice remark pattern and proper development of different teaching skills among B.Ed. trainees and for the policy planners and NCTE. This study is also helpful to lead future studies related with the analysis of the teaching practice feedback patterns.

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