

APPENDIX III A

'EVOLVING A PROGRAMME OF TEACHER
EDUCATION AT PLUS 2 STAGE'

QUESTIONNAIRE
FOR
TEACHER EDUCATORS

CENTRE OF ADVANCED STUDY IN EDUCATION
Faculty of Education and Psychology,
M.S. University of Baroda
Baroda 390002

Centre of Advanced Study in Education
M. S. University of Baroda
BARODA

Dear Sir/Madam,

I am a research fellow working for my doctoral work at the Centre of Advanced Study in Education, M.S. University of Baroda, Baroda specifically, the title of my research study is : 'Evolving a Programme of Teacher Education at +2 Stage'. In order to investigate into this research problem, I have developed some questionnaires for higher secondary teachers, principals, teacher educators, co-ordinators and experts in the field. This questionnaire has been specially developed to collect perceptions, ideas, critical remarks and comments of teacher educators with regard to the pre-service and in-service training needs of higher secondary teachers.

The questions call for evaluation of the existing B.Ed. programme in relation to the needs of higher secondary teachers and further these questions seek the new elements which have to be incorporated into the existing training programme. You may also have to examine the need for designing a separate training programme for higher secondary teachers.

I am sure that with your vast experience in teacher education and genuine concern for the quality and improvement you will be able to help me in identifying the training elements for higher secondary teacher education programme.

I, therefore, hereby request you to kindly give your opinions, comments, perceptions, ideas and suggestions freely. I know that answering these questions will demand quite a little bit of your valuable time. I shall be highly obliged and ever gratefully remembering your willing co-operation and contribution to this little piece of research.

With kind regards,

Yours sincerely,

DATE :
PLACE :

R. S. Mani
(R. S. MANI)

GENERAL INFORMATION

Name of the Teacher Educator - - - - -

Address of the Institution - - - - -

- - - - -

Age : Years

Sex : Male () Female ()

Qualifications:

- - - - -

- - - - -

- - - - -

- - - - -

Experience :

Teaching:

(a) At school - - - - - years

(b) At college - - - - - years

(c) Any other - - - - -

Research - - - - - years

Explanation of certain terms used in the questionnaire

Secondary Teacher Trainee : The phrase "Secondary Teacher Trainee" here has been used to mean teachers having graduation in Arts or Science or Commerce (first graduation) who are undergoing B.Ed. course meant for secondary school teachers or the in-service teachers at secondary school level undergoing B.Ed. course.

Higher Secondary Stage : (+2 stage) : The phrase "Higher Secondary Stage" here has been used to mean the two year course offered after ten years of general education in the 10 + 2 + 3 pattern of education system (i.e. 11th and 12th standards).

Higher Secondary Teacher Trainee : The phrase 'Higher Secondary Teacher Trainee' here has been used to mean the teachers having masters degree (M.A./M.Sc./M.Com) who are undergoing B.Ed. course and planning to join the higher secondary schools for teaching profession or the in-service teachers of the +2 stage undergoing B.Ed. course.

Section 1: Objectives of Teacher Training

1. a) Do you think that the objectives of the present B.Ed. programme would adequately cover the purposes of higher secondary teaching?

Yes _____

No _____

- b) If your answer for item No.1(a) is 'No', then please tick (☐) the objectives which are relevant for higher secondary teacher training.

- i) To develop competence to teach the subject of his specialization on the basis of accepted principles of learning and teaching and knowledge of the subject by striving to keep in touch with the latest developments in both the subject and the methodology of teaching (☐)

- ii) To develop an understanding of the aims and objectives of education in general, and of school education in the Indian background, to promote awareness of the role of education and of the teacher in building up a democratic, secular and socialist society. ()
- iii) To develop cognitive, affective and psychomotor skills for teaching academic subjects by providing appropriate learning experiences. ()
- iv) To develop skills in making use of educational technology in teaching academic subject. ()
- v) To provide knowledge about the bio-psychosocial needs of the adolescent and the problems arising out of their non-fulfilment. ()
- vi) To develop skills in guiding and counselling the adolescent in solving his personal and academic problems. ()
- vii) To develop innovative attitude towards teaching. ()
- viii) Any other (please specify).....

Section 2 : Curriculum

2. a) Do you think that the present curriculum in B.Ed. programme (you are working with) is able to satisfy all the needs of higher secondary teachers ?
- Yes _____
No _____
- b) If your answer to item 2 a is 'NO', some of the inadequacies of B.Ed. programme with respect to the higher secondary teacher training needs are listed below please tick (✓) the reason /s which you think is more appropriate.
- i) The B.Ed. curriculum does not make any distinction in the fundamental courses like psychology, sociology, philosophy etc. ()
 - ii) The B.Ed. curriculum is rigid and does not focus on higher secondary stage. ()

- iii) The B.Ed. curriculum caters only to the needs of secondary stage teachers. ()
- iv) Any other (please specify).
- c) In your opinion, what are the elements which have to be incorporated to make the present B.Ed. curriculum need based with special reference to higher secondary teachers?
- 3 (a) For primary and secondary stages there are separate training programmes for teachers. But, there is no separate training programme for higher secondary teachers. In view of the fact that the higher secondary stage has emerged as a distinct stage, a few alternative models of teachers training are given below. Please tick '✓' the model you approve and give detailed comments.*
- i) A separate teacher training programme for higher secondary teachers should be organized ()
- ii) In the present B.Ed. training programme two streams could be made i.e., stream
a) for secondary teachers
b) for higher secondary teachers ()
- iii) In the present B.Ed. programme a special orientation could be given to higher secondary teachers. ()
- iv) Any other (please specify).. . . .
- Comments/observations with regard to the model
-
-
-
-
- 3 (b) In the model you have suggested, what subjects should be included to meet the needs of higher secondary teachers?
- i)
- ii)
- iii)
- iv)
- v)

* If the space provided is not sufficient, please give your comments on the blank sheets provided at the end of the questionnaire.

Section 3 : Methods of Teaching

4. Do you follow any special method of teaching (apart from the traditional lecture method) to train higher secondary teacher trainees? Please indicate your answer putting tick (✓) mark against the right alternative.
- i) Demonstration ()
 - ii) Lecture-cum-Demonstration()
 - iii) Seminar ()
 - iv) Any other (please specify).
5. (a) Do you find any difficulty in teaching higher secondary teacher trainees as they are already post-graduates in their specialization (i.e. M.A./M.Sc./M.Com.) ? If so, please specify the problems.
- (b) What measure you have taken to counter these problems?
- i)
 - ii)
 - iii)
 - iv)
 - v)
6. (a) Do you give assignment or projects to secondary and higher secondary teacher trainees?
- Yes _____
- No _____
- (b) If your answer is 'Yes' for item 6(a), then keeping in view the content mastery of the higher secondary teacher trainees, do you make any qualitative difference in allotting assignment/project to secondary and higher secondary teacher trainees? If so, please specify.

- 7(a) In your opinion, what are the teaching skills needed for higher secondary teacher to teach effectively?

A few essential skills are listed below please tick (✓) the same in order of priority and add other skills of teaching which may be specially needed for teaching at higher secondary stage.

- i) The skill of introduction ()
- ii) The skill of explaining ()
- iii) The skill of demonstration ()
- iv) The skill of questioning ()
- v) The skill of illustrating with examples ()
- vi) The skill of black board writing ()
- vii) The skill of stimulus variation ()
- viii) The skill of reinforcement ()
- ix) The skill of using audio-visual aids ()
- x) The skill of achieving closure ()

- (b) In order to develop the above teaching skills what is the method of training you have adopted? Please give details.

- 8 Considering the fact that higher secondary students will be in adolescent stage, what innovative method of teaching do you suggest for higher secondary teacher trainees?

- i)
- ii)
- iii)
- iv)
- v)

9. (a) Do the higher secondary teacher trainees give any seminar ?

Yes _____

No _____

- (b) If your answer is 'Yes', to item 9(a) with what special purpose these seminars are organized? Please indicate your response by putting tick '✓' mark against the alternative/s provided.

- i) It develops self confidence in teacher trainees ()
- ii) It provides interactive climate ()
- iii) It helps teacher trainee to develop the ability to think and talk logically in group situations. ()
- iv) Any other (please specify)

- 10.(a) Do you take the help of higher secondary teacher trainees in teaching activities? If so, what is the nature of involvement of the higher secondary teacher trainees? Please indicate your answer by putting tick (✓) mark against the alternative/s.

- i) Higher secondary teacher trainees present some papers on certain topics. ()
- ii) Small group of higher secondary teacher trainees present a paper and discuss the issues. ()
- iii) Help the teacher educator in giving demonstration lessons. ()
- iv) Gives lecture on a particular topic ()
- v) Any other (please specify)

- (b) In your opinion, what would be the advantage of involving higher secondary teacher trainees in teaching activities ?

- i) There will be total involvement of trainees ()

- ii) The higher secondary teacher trainees develop self confidence ()
 - iii) The higher secondary teacher trainees will get an opportunity for facing a learned group. ()
 - iv) Any other (please specify)
11. (a) Recognising the fact that for the first time specialization begins at the higher secondary stage in the educational ladder, do you give any special training to higher secondary teacher trainees in their respective specializations? If so, please give details.
- 12 (a) Do you provide scope for informal discussion after the teaching session?
- Yes _____
No _____
- (b) If your answer is 'Yes' for item 12(a) have you found any use of it in improving the instructional methods?
- i) It provides feedback ()
 - ii) It helps in understanding the trainees problems. ()
 - iii) It helps in reorganization of the plan of teaching. ()
 - iv) Any other (please specify).
- 13 Do the higher secondary teacher trainees come to you with their personal/teaching problems? If so, generally what is the nature of the problem? Please give two or three problems that you have faced recently.
- i)
 - ii)
 - iii)
 - iv)

(c) What measures you have taken to solve the problems as mentioned in 13(a) of higher secondary teacher trainees?

- i)
- ii)
- iii)
- iv)
- v)

14.(a) Do you find any scope for using simple gadgets and audio-visual aids in training higher secondary teacher trainees?

(for e.g. tape recorder, over head projector, slides etc.)

Yes _____

No _____

(b) If your answer is 'Yes' to item 14(a), do you think that some training has to be given to higher secondary teacher trainees in proper use of the simple gadgets and audio-visual aids?

Yes _____

No _____

(c) If your answer is 'Yes' to item 14(b), in your opinion, what should be the scheme/outline of such a training programme ?

15.(a) Have you made any special arrangements to train higher secondary science teacher trainees? If so, please give details.

- (b) In your opinion, what are the practical skills a higher secondary teacher has to be equipped with to teach effectively in practical (laboratory) classes? A list of few practical skills are given below. Please indicate by tick (✓) mark the essential practical skills required for higher secondary teacher and as the list provided is not exhaustive you may add some skills which you think are very essential for effective instruction at higher secondary stage.

- i) The skill of setting apparatus ()
- ii) The skill of giving instructions ()
- iii) The skill of conducting experiment ()
- iv) The skill of drawing ()
- v) The skill of preparing slides ()
- vi) The skill of preparing indicators and stains ()
- vii) The skill of preparing solutions ()
- viii) The skill of doing dissection ()
- ix) The skill of giving assignment/s ()
- x) Any other (please specify).

- (c) To enable a higher secondary teacher trainee to get equipped with the practical skills, what is the training programme you propose and in your opinion how it has to be organized?

- 16(a) Do you have a language laboratory in your institution?

Yes _____
No _____

- (b) If your answer is 'Yes' to item 16.(a), what programmes you have organized in the previous year (for humanities and language teacher trainees)? Please give details.
- (c) Do you have any special training programme for higher secondary teacher trainees offering humanities and/or languages as special methods? If so, please give details.
- (d) What programmes you would propose for training of higher secondary teacher trainees offering humanities and/or languages as special methods?
- 17(a) Do you have any practical assignments (applied problems or exercises with field bias) for higher secondary teacher trainees specializing in commerce methods? If so, please give details.
- (b) What training programme/s do you propose for higher secondary teacher trainees offering commerce methods as specialization?

- 18(a) Do you think that the training in special methods given in B.Ed. programme is meeting the needs of higher secondary teacher trainees fully?

Yes _____

No _____

- (b) If your answer is 'NO' to item 18(a) what changes you would suggest in the training in special methods in terms of

- i) structure of the content to be taught.
- ii) Methodology of teaching.
- iii) Evaluation.

- 19(a) 'Over crowded class-rooms are a reality today' therefore, do you think that there is need for training in class-room management techniques for higher secondary teacher trainees?

Yes _____

No _____

- (b) If your answer is 'Yes' to item 19(a) what elements should be included in such a training programme?

Certain aspects of management techniques are provided please indicate your response by putting tick (✓) mark. The list provided is not exhaustive and therefore, you are requested to add the needed techniques.

- i) The technique of giving instructions ()
(using microphone or other amplifiers)

- ii) The technique of sequencing the delivery of instructional matter ()
- iii) Highly structured communication ()
- iv) The type of delivery technique chosen like lecture, assignment, group discussion etc. ()
- v) Any other (please specify)

20 a) The higher secondary stage is generally described as a stage consisting of adolescent students with full of psychological stress and strain and therefore, do higher secondary teacher trainees complain of not being able to handle the children with psychological problems? If so, please give details.

b) What measures you have taken to counter the above problems?

- i)
- ii)
- iii)
- iv)
- v)

c) In your opinion, is there any need to provide training in techniques of guidance and counselling to higher secondary teacher training?

Yes _____

No _____

d) If your answer is 'Yes' to item 20(c), how such a training programme has to be organized?

Section A : Evaluation

21. a) Do the higher secondary teacher trainees couple in about evaluation problems? If so, please list two or three problems they have faced in the recent past.
- i)
 - ii)
 - iii)
- b) What measures you have taken to solve the evaluation problems of higher secondary teacher trainees?
- c) Do you think that there is need for suitable training in evaluation theory and techniques for higher secondary teacher trainees?
- Yes _____
No _____
- d) If your answer is 'Yes' to item 21(c) in your opinion.
- i) What should be the components of such a training?
 - ii) How it has to be organized?
22. a) What are the techniques/methods of evaluation used for evaluating the competence of higher secondary teacher trainees with regard to their professional training? Please tick (✓) the right response/s.
- i) Essay type test/s. ()
 - ii) Objective type test/s ()
 - iii) Both essay and objective type tests ()

- iv) Viva Voce ()
- v) Teaching skills evaluation with
 - Check list ()
 - Observation schedule ()
 - Rating scale ()
- vi) Any other (please specify).

(b) Is there any qualitative difference/s in evaluation adopted for secondary and higher secondary teacher trainees? If so, please give details in terms of

- Content dealt with
- Criteria for evaluation

Section 5 : Practice Teaching

23 (a) Do the higher secondary teacher trainees have to undergo practice teaching compulsorily?

Yes _____

No _____

(b) If your answer is 'No' to item 23(a), what is the alternative experience you are providing to the higher secondary teacher trainees? Please give details.

- (c) If your answer is 'Yes' to item 23(a)
- i) What is the duration of the practice teaching?
 - 30 days ()
 - 45 days ()
 - 60 days (()
 - Any other ()
 - ii) Generally in which part of the academic year
(in which month/s) -- practice teaching begins?
- (d) Recognising the level and nature of students the higher secondary teachers have to handle after completion of training, do you have any special practice teaching programme for them? If so, please give details.
- (e) At what level the higher secondary teacher trainees are sent for practice teaching? (Please indicate your answer by putting tick (✓) mark against the given alternatives).
- i) One method of secondary level and another at the higher secondary ()
 - ii) Both the methods at the secondary level only. ()
 - iii) Both the methods at the higher secondary level only. ()
 - iv) Any other (please specify)
- 24 (a) Do the higher secondary teacher trainees come to you with some problems in practice teaching? If so, please list 2 or 3 problems.
- i)
 - ii)
 - iii)
 - iv)
 - v)

- (b) What measures you have taken to solve such problems?

25 (a) Are you in charge of organising practice teaching?

Yes _____

No _____

- (b) If your answer is 'Yes' to item 25(a), have you come across any problem in organising the practice teaching programme? If so, please give details.

- (c) In your opinion, how practice teaching programme could be improved?

26 (a) Do you go for supervision of practice lessons?

Yes _____

No _____

- (b) If your answer is 'Yes' to item 26(a) have you faced any problem in doing supervision work? If so, please give one or two instances in which you faced some problems. Please give details.

i)

ii)

iii)

- (c) Have you come across any problem of assessment in practice teaching?

Yes _____

No _____

- (d) If your answer is 'Yes' to 26(c), please tick (☒) the nature of problem you are faced with from the list of problems provided below:
- i) My specialization is different. (☐)
 - ii) I have not studied the subject which I am supervising (☐)
 - iii) The criteria of evaluation are not clear (☐)
 - iv) Any other (please specify).
- (e) What steps you have taken to solve the above problems?
- i)
 - ii)
 - iii)

Section 6 : Administration and Organisation

- 27 (a) Do you have some special administrative training activities for higher secondary teacher trainees?
- Yes _____
No _____
- (b) If your answer is 'Yes' to item 27(a), please give details.
- (c) In your opinion, how the above programmes could be further improved to suit the needs of higher secondary teacher trainees?

Section 7 : Co-Curricular Activities

- 28 (a) Are you incharge of any co-curricular activities like debate, excursion, music, etc. ?

Yes _____

No _____

- (b) If your answer is 'Yes' to item 28(a) what are the activities you organize? Please specify

i)

ii)

iii)

iv)

v)

- (c) In your opinion, is it necessary to train higher secondary teacher trainees in organising co-curricular activities?

Yes _____

No _____

- (d) If your answer is 'Yes' to item 28(c),

i) How the training programme has to be organized?

ii) What should be the components of such a training programme?

Section 8 : In-Service Programmes

- 29 (a) Have you been involved in in-service training of higher secondary teachers?

Yes _____

No _____

- (b) If your answer is 'Yes' to item 29(a), what is the nature of your involvement? Please indicate your response by putting tick (✓) mark against the right response.

- i) For giving lecture/s ()
- ii) For conducting seminar/s ()
- iii) For conducting workshop ()
- iv) Any other (please specify)

- 30 (a) In your opinion, is there any need to give orientation course/programmes in content area (disciplines like physics, chemistry, etc.) for higher secondary teachers?

Yes _____

No _____

- (b) If your answer is 'Yes' to item 30(a), how such a programme has to be organized?

- (c) In your opinion, in what aspects in-service training should be given?

31. Have you developed any resource material for higher secondary teachers? If so, please details.

32. Do the higher secondary teachers come to you with some academic problems? If so, please give details.

33. (a) Do you have any follow-up programme of the B.Ed. course ?

Yes _____

No _____

- (b) If your answer is 'Yes' to item 33(a) please give details.

34. What are the in-service training programmes you suggest for higher secondary teachers?
35. Any other comment/remarks/suggestion you would like to provide with regard to the needed training for higher secondary teachers/trainees in terms of

Curriculum

Methods of teaching

Evaluation

Practice teaching

Administration and organisation

Co-curricular activities

In-Service training

Thank you for your kind co-operation.

APPENDIX III B

Table showing the regional distribution of the sample of teacher educators and the number of questionnaires received

Name of the region	Name and address of the institution	Total Number of questionnaires received
Ahmedabad	M.N.K.Dalal College of Education, Ahmedabad	5
	S.T.T.College, Ahmedabad	1
	S.U.G. Patel College of Education, Ahmedabad	5
	University School of Psychology Education, Philosophy, Gujarat University, Ahmedabad	2
	R.B. Sagar College of Education, Ahmedabad	4
	Gujarat Vidyapeeth, Ahmedabad	1
	Prakash College of Education, Ahmedabad	1
Vadcdara	Faculty of Education & Psychology M.S.University, Baroda	13
	Teachers College, Sanstha Vasahat, Baroda	3
Bulsar or Valsad	Rang Shikshan Mahavidyalaya, Billimora	1
Bhavnagar	G.B.T.C., Bhavnagar	1
Kaira	M.B.Patel College of Education, Vallabh Vidyanagar	10
	H.M.Patel Institute of English Teaching & Research, Vallabh Vidyanagar	4
	Anand College of Education, Anand	5
	S.T.T. College, Kaira	1
Mehsana	V.V. College of Education, Mehsana	7
Rajkot	P.D.M. Teachers College, Rajkot	1

Sabarkantha	B.D. Shah College of Education, Modasa	2
Surat	Department of Education, South Gujarat University, Surat	1
Surendranagar	M.M. Shah College of Education, Wadhwan	7
Total		----- 75

APPENDIX III C

Interview Schedule for principals and teacher educators

1. a) Do you think that the objectives specified in N.C.T.E. frame work is adequate for higher secondary teacher training?
- b) What are the other training needs/apart from N.C.T.E. specification) you think should be considered for the development of higher secondary teacher training?
- c) Do you think that the B.Ed. training programme (you are working with) is able to satisfy all the training needs of higher secondary teachers?
2. In your opinion, what are the components which should be included in the higher secondary teacher training programme?
3. What is the model of teacher training you suggest for higher secondary teacher training?
4. What is the place of practical activities in the teacher training programme for higher secondary teachers?
5. In your opinion, what are the suitable methods of teaching which could be incorporated in higher secondary teacher training?
6. What should be the scheme of evaluation in such a higher secondary teacher training programme?
7. Do you think that training in co-curricular activities is needed for higher secondary teachers?

APPENDIX III DEVOLVING A PROGRAMME OF TEACHER EDUCATIONAT PLUS 2 STAGE

Questionnaire
for
Higher Secondary
Teachers

CENTRE OF ADVANCED STUDY IN EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
M. S. UNIVERSITY OF BARODA

BARODA - 390012

CENTRE OF ADVANCED STUDY IN EDUCATIONM. S. UNIVERSITY OF BARODABARODA - 390002

Dear Sir/Madam,

I am a research scholar working for my doctoral degree in education at this centre. Specifically the title of my research study is: "EVOLVING A PROGRAMME OF TEACHER EDUCATION AT PLUS 2 STAGE". To investigate into this research problem, I have developed relevant questionnaires for teacher educators, higher secondary teachers, principals, co-ordinators and experts in the field. This questionnaire has been specially developed for higher secondary teachers. The main purpose of this questionnaire is to collect information regarding training needs (pre-service and in-service) of higher secondary teachers.

I am sure that with your experience in teaching higher secondary classes, you would be able to give me valuable information with regard to the training needs of higher secondary teachers.

I, therefore, request you to kindly give your perceptions, ideas, critical comments, observations with regard to the needed training for higher secondary teachers.

With kind regards,

Yours sincerely,

R.S. Mani
(R. S. MANI)

General Information

Name of the Teacher :

Address of the Institution :

Age : _____ years

Sex : Male () Female ()

Designation :

Qualification/s :

.

.

.

.

Specialization :

Experience :

Teaching :

a) At school _____ years

b) At College _____ years

c) Any other _____

Research : _____ years

Subjects teaching at present

- i)
- ii)
- iii)
- iv)
- v)

The questionnaire has been designed in two parts (I and II)
The Part-I of the questionnaire is for the untrained teachers
at the higher secondary stage and the trained teachers
are required to answer all the questions in both the Parts I
and II.

PART - I

- (1) Do you approve of the following objectives for the
higher secondary teaching?

Please indicate your answer by putting tick ' / ' mark against the objective/s.

- i) To develop in students useful knowledge and skill, proper work habits, attitudes and character which contribute to productivity. ()
- ii) To develop the total personality of the individual to become a functional citizen. ()
- iii) To develop competence to apply his knowledge to the solution of the problems around him. ()
- iv) To develop an understanding of the principles of democracy, secularism, and social justice. ()
- v) To develop the scientific temper and make him aware of the psycho-socio-emotional problems. ()
- vi) To develop desirable social attitudes and values like those of kindness, co-operation, the team spirit, fellow-feeling, leadership, courage, truthfulness, honesty and sincerity. ()
- vii) Any other (please specify)

- 2 (a) For primary and secondary stages there are separate training programmes for teachers. But, there is no separate training programme for higher secondary teachers. In view of the fact that the higher secondary stage has emerged as a distinct stage, a few alternative models of teacher training are given below. Please tick (✓) the outline of the model you approve and give detailed comments.*

- i) A separate teacher training programme for higher secondary teachers should be organized. ()
- ii) In the present B.Ed. training programme two streams could be made i.e., stream ()
- (A) for secondary teachers
- (B) for higher secondary teachers
- iii) In the present B.Ed. programme a special orientation could be given to higher secondary teachers. ()
- iv) Any other (please specify)

Comments/Observations with regard to the model

- * If the space provided is not sufficient, please give your comments on the blank sheets provided at the end of the questionnaire.

- (b) In the model you have suggested, what components (i.e. areas of study and training) should be included to meet the needs of higher secondary teachers?

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____
- vi) _____

3. The higher secondary stage is characterised by the introduction of specialization subjects like physics, chemistry, history, etc., for the first time in the educational ladder and therefore, do you think that in the training of the teachers at the higher secondary level adequate emphasis should be given to the content area also? Please indicate your response by putting (✓) mark against the alternative/s which you approve.

- i) The general components of the specific subject areas like physics, chemistry, history etc. should be reviewed so as to keep the teacher trainee in touch with the content. ()
- ii) An advance course in the specific subject area like physics, chemistry, history etc. should be given wherein recent developments in the content area is covered. ()
- iii) As the teacher trainee is already a master degree holder in the subject, there is no need to give any orientation in the components in the content area of his specialisation. ()
- iv) Any other (Please specify)

4. (a) Do you think that there is any need to give some orientation in the foundation course/s like Philosophy of education, psychology of education, curriculum development, sociology of education etc. for the higher secondary teacher trainee?

Yes _____

No _____

- (b) If your answer is 'Yes' (to item 4(a), why do you think there is a need for orientation in the foundation course/s?

i)

ii)

iii)

iv)

- (c) If your answer is 'No' (to item 4(a), why do you think that there is no need for orientation in the foundation course/s?

i)

ii)

iii)

iv)

5. (a) Do you have any problem in planning the lesson/s?

Yes _____

No _____

- (b) If your answer is 'Yes' to item 5(a), please indicate the nature of your problem in the given list.

i) Identifying the learners needs ()

ii) Writing instructional objectives ()

iii) Sequencing and organising the content matter ()

iv) Finding suitable illustrations ()

v) Communication technique ()

vi) Any other (Please specify).

(c) What measures have you taken to overcome the above problem?

- i)
- ii)
- iii)
- iv)

6. (a) Do you find any problem in carrying out the following teaching activities effectively:

- i) Introducing the lesson/s ()
- ii) Asking question/s ()
- iii) Framing questions ()
- iv) Giving illustrations ()
- v) Organising group discussions ()
- vi) Designing learning activities ()
- vii) Summarising the content covered ()
- viii) Giving assignment ()
- ix) Controlling (managing) the class-room ()
- x) Communication ()
- xi) Constructing tests ()
- xii) Any other (Please specify)

(b) How have you tried to overcome the problems you have faced.

7. Please list the skills of teaching that teaching of your subject demands. Such that in the beginning priority is given to the important skills.

- i)
- ii)
- iii)
- iv)
- v)

8* Do you find any need for giving any training in laboratory skill? If so, please list the skills you think would help a higher secondary teacher in managing and teaching in the Laboratory effectively. In the beginning, please give priority to the important skills.

9. Do you think that suitable training is required with regard to preparation and use of aids like slides, charts, models & preparation of software for the gadgets?

Yes _____

No _____

10.(a) Do you think that a higher secondary teacher should be exposed to the designing of investigatory projects/assignments/experiments and improving of the existing materials?

Yes _____

No _____

(b) If your answer to item 10 a) is 'Yes', please give details.

11. What are the methods/techniques of teaching in your subject which you think could be effectively utilised for teaching at higher secondary classes? Please give details

i)

ii)

iii)

iv)

* Item No.8, is applicable only for science teachers.

12. Do you think training in the following activities would help a higher secondary teacher to carry out his evaluation function effectively?
- i) Sampling of items ()
 - ii) Training in item analysis ()
 - iii) Types of scoring/scoring procedures ()
 - iv) Question paper preparation ()
 - v) Designing of tests ()
 - vi) Any other (please specify)
13. Do you think that higher secondary teachers should be trained in organising co-curricular activities like debates, guiding the excursion, leadership in games, organising sports, directing club activities etc?
- Yes _____
No _____
14. Have you attended any in-service training programme organised for +2 stage teachers? Please indicate the type of programme in which you participated.
- i) Seminar ()
 - ii) Workshop ()
 - iii) Symposium ()
 - iv) Lecture ()
 - v) Any other (please specify).
15. Do you think that the in-service training programmes will help in improving your teaching
- Yes _____
No _____
16. Please give your opinion about the following:
- | | <u>Yes</u> | <u>No</u> |
|--|------------|-----------|
| i) Subject experts should be called upon to give lectures frequently on difficult topics | _____ | _____ |

	<u>Yes</u>	<u>No</u>	579
ii) In-service programmes should be organised at regular intervals	—	—	
iii) Teachers should be consulted while organising the programme/s	—	—	
iv) In-service programme should be need-based	—	—	
v) The extension centre has to follow-up the in-service programmes	—	—	
vi) Any other (Please specify)			

17. What are the areas in your subject which need/require some special orientation?

PART - II

Dear Sir,

You have undergone the B.Ed. course and all these years you have been teaching in the higher secondary schools. In this section you are required to reflect upon as to how the B.Ed. programme has helped you in functioning well in the higher secondary school system and offer your valuable suggestions to restructure/reorganize the said course to meet the needs of higher secondary teachers.

1. Do you think that you have been benefited by the training in pedagogy? If so, how? Please give details.

2. What are the inadequacies you find in the pedagogical course (B.Ed.) being offered for higher secondary teachers with regard to:
 - i) Curriculum
 - ii) Methods of teaching
 - iii) Practice teaching
 - iv) Foundation course
 - v) Content subjects.

3. In the light of the above inadequacies you have mentioned what are the specific suggestions you would like to offer for restructuring the B.Ed. Programme?

Thank you for your kind co-operation.

APPENDIX III E

Table showing the district, name and address of the school and number of teachers in the sample

District	Name and address of the school	Number of teachers	
		Male	Female
Ahmedabad	Best Higher Secondary School Maninagar, Ahmedabad	6	-
	M.K.Secondary and Higher Secondary School, Ahmedabad	3	1
Amreli	Kamani Forward High School, Amreli	4	-
Banaskantha	Sir Charles Waterson High School, Deesa	4	-
	D.N.P. Girls High School, Deesa	1	1
Bharuch	Rajpipla High School, Rajpipla	1	2
Gandhinagar	Govt. Higher Secondary School Sector 16, Gandhinagar.	2	2
Jamnagar	Mitapur High School, Jamnagar	1	-
	St. Xaviers Higher Secondary School, Jamnagar	4	-
Kutch	Alfred High School, Bhuj	4	1
	Sardar Vallabhbhai Patel Gujarat Vidyalaya, Gandhidham	4	1
	Modern School, Gandhidham	2	3
Kheda	D.N. Higher Secondary School, Anand	3	2
Panch Mahals	St. Stephen's Higher Secondary School, Dahod, Panch Mahals Dist.	3	-
	Govt. Telang Vanijya Vidyalaya Godhra	3	-
Rajkot	St. Mary's School, Rajkot	4	-
Sabarkantha	Makdum High School, Modasa	3	-
	Modasa High School, Modasa	5	-
Mehasana	Sarvajanik Vidyalaya, Mehasana	4	1

Surat	Kindriya Vidyalaya, Ichhanath, Surat.	-	1
	B.A.B.S. High School, Bardoli	1	-
	The Kadod High School, Kadod Tq. Bardoli.	5	1
	H.M.V. Kotwal High School, Bodhan	1	-
	Shri B.N. Bhakta High School, Tq. Kumrej, District. Surat.	1	-
Surendranagar	Sheth N.T.M. High School	6	-
Vadodara	Rosary School, Vadodara	1	-
	Baroda High School, Baroda	2	3
	Shreyas Vidyalaya, Vadodara	2	1
	Sardar Vinay Mandir, Vadodara	2	1
	Jeevan Sadhana, Vadodara	2	1
	Sanskar Vidya Vihar, Vadodara	2	-
	Maharani High School, Vadodara	3	2
	New Era Girls High School, Vadodara	3	5
	Sharada Mandir High School, Vadodara	2	-
	Swami Vidyanandji Vidya Vihar, Geetha Mandir, Vadodara	4	-
	Vidyut Board, Vidyalaya, Vidyutnagar, Vadodara.	2	2
	Sri Pratap High School, Vadodara	3	1
	Vidya Kunj High School, Vadodara	1	-
	Zenith High School, Labhoi Road, Vadodara	2	-

	Navjeevan High School, Vadodara	2	1
	Arya Kanya Mahavidyalaya, Kareli Baug, Vadodara	2	-
	Jivan Bharathi Vidyalaya, Kareli Baug, Vadodara	1	-
	Navrachana Higher Secondary School, Vadodara	-	2
	Bhavan's V.M. Public School, Teen Rasta, Vadodara	4	1
	Sanskar Vidya Vihar, Vadodara	1	-
	Vibhag High School, Dabhoi	5	1
	S.F. High School, Chota Udaipur	3	2
	Sri Sarvajani High School, Waghodia	3	-
	Shri M.P. High School, Jarod	4	-
	Shree Patel Vidya Mandir, Keshod	5	1
Valsad	Sri Pratap High School, Tq.Vanasda	1	-
	Janatha Madhyamik Shala, Tq.Chikkli	2	-
	Smt.D.L. Contractor,Vidyalaya, Tq.Chikkli	5	-
	Gnyan Dham High School, G.I.D.C., Vapi	1	1
Total number of teachers		145	41