

APPENDIX K

TYPICAL INTERVIEW REPORTS

Two typical interview reports have been provided below. The first relates to a student who likes his teacher best and the second, to the student who dislikes his teacher most. The interview centred around fourteen dimensions of teaching and the reports furnish the details about the same. As far as possible, the language of the students is retained in the reports.

Report I This student likes his physics teacher very much because the teacher creates curiosity in the students by showing photographs and pictures. He gives more information than what is given in the text book and thus makes physics very interesting.

He asks clear and specific questions so that everyone can understand him. He gives equal chance to everyone to answer. He makes everyone think by asking difficult questions. He helps the students by giving simple examples and other cues when they donot know to answer it.

He explains clearly in simple english. His voice is pleasant; he pronounces the words correctly and he never goes wrong in spellings. He is very clear in his mind about the

subject and expresses it beautifully. He keeps the students absolutely silent. The students like him so much that he need not undertake any special measures to maintain discipline in the class. All the students look forward to his class.

He clarifies doubts immediately and never gets irritated at the questions of students. He maintains a slow pace so that even dull students can understand him.

He writes very neatly on the blackboard. Also, he asks the students to write in the same way.

He never scolds anyone. Even when the students answer wrongly, he gives the examples of scientists who were dull in their young age and thus encourages them to study hard.

He cracks wonderful jokes. When the class looks dull, he takes the first opportunity to make it lively by his good humour.

He never gives assignments. He would have been liked more if he gave interesting assignments so that the students could learn more about physics.

Report II This student dislikes his teacher most. He wishes he never had to learn physics. He feels that his teacher does not know physics and whatever she knows, she cannot teach. Her classes are so noisy that no one can know what is

happening. The few students who seem to be interested in the lesson ask her questions to which the teacher does not have an answer. She says 'tomorrow' for any question of the students', and the 'tomorrow' never comes.

She speaks in a very low voice; it cannot be heard by most of the students. Her forward and backward movements irritate the students. She bangs the duster on the table half the time, but it is a useless exercise. She orders the students to go out when they misbehave; the students wait for this opportunity and they misbehave intentionally.

She is terribly partial. Some students somehow manage to score very high in the tests. She asks questions in the tests from topics that have not been taught.

She never asks questions in the class; never writes anything on the board. She enters the class with the text book open and starts off immediately. Does not care to see if all are ready for the lesson.

To gain appreciation from students, she should first learn physics, and show the students that she can express well and make them understand. Otherwise, the little interest the students have in physics would disappear and they would develop a ^{hatred} ~~baked~~ for the teacher as well as the subject.
