

APPENDIX A

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Instrument used to evaluate
the Non-detention Policy

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Dear Sir/Madam,

In connection with a study on 'The Educational Innovations attempted by the Department of School Education, Government of Andhra Pradesh' the following opinionnaire is being sent to you. It will be very much appreciated if you could kindly find some time to go through the same and feel free to furnish the necessary information. You may be assured that the information given by you will be kept confidential and will be used only for the purpose of the study. The filled in opinionnaire may please be returned to me in the enclosed self-addressed envelope duly stamped.

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OPINIONNAIRE

Below are given some items pertaining to the New Evaluation Policy implemented by the Government in all the schools in the State. Please express your considered opinion on these items in the manner requested below:

Against each item three digits are mentioned. No. (3) denotes 'Yes', No (2) denotes 'No' and No.(1) denotes 'Undecided'. Please round off the digit which you feel relevant in your opinion.

PERSONAL DATA

1. Name and designation of the respondent :
2. Subject/s taught :
3. Classes the school caters for :
(in the case of Teachers & Headmasters)
4. Name of the School :

SECTION 1

The Non-detention policy is helping to bring about the following as it is now functioning in the schools. 349

	Yes	No.	Undecided
1 . 1. There is regularity of attendance on the part of students.	3	2	1
1 . 2. The teachers are able to identify instructional objectives and specifications.	3	2	1
1 . 3. The teachers are able to establish linkages of specifications to the content.	3	2	1
1 . 4. The teachers are making sure of what has been learnt by the students before going to the next sub-unit or Unit.	3	2	1
1 . 5. Parents are relieved of worry of promotion.	3	2	1
1 . 6. Students are not emotionally bound to an examination.	3	2	1
1 . 7. Students are more interested in knowing the content.	3	2	1
1 . 8. Teachers and students are free from coverage of content	3	2	1
1 . 9. Students are interested in evaluation rather than afraid of it.	3	2	1
1 . 10. The reporting system of the progress of the students helped in furthering the academic activities by the			
(a) Teachers.	3	2	1
(b) Students.	3	2	1
(c) Parents.	3	2	1
1 . 11. Students showed more interest in			
(a) classroom learning.	3	2	1
(b) Utilising the opportunities for self-study.	3	2	1
(c) Keeping themselves to their books.	3	2	1
(d) the marks of			
(i) Unit tests.	3	2	1
(ii) Terminal & Annual Examinations.	3	2	1

	Yes	No.	Undecided
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1 . 12. The students valued only marks in tests, assignments and examinations.	3	2	1
1 . 13. Teachers felt (as a result of careful planning)			
(a) more confident in teaching.	3	2	1
(b) More resourceful in teaching.	3	2	1
(c) more free to go slow where they felt necessary.	3	2	1
(d) to have gained more meaningful control over the content.	3	2	1
(e) more competent in using			
i. proper teaching methods & techniques.	3	2	1
ii. perfecting their approaches (by learning from their errors)	3	2	1
iii. proper evaluation techniques (objective-based)	3	2	1
(f) an acute increase in work.	3	2	1
1 . 14. The students improved their habits of study and learning.	3	2	1
1 . 15. The students of the primary classes preferred to remain in school than to leave.	3	2	1
1 . 16. The parents preferred to keep their sons/daughters at school now more than they used to do earlier.	3	2	1
1 . 17. The tendency of the parents and students of weaker sections was to prefer continuous schooling	3	2	1

SECTION 2

The New Evaluation Policy could not be implemented properly because

	yes	No.	Undecided
2 . 1. preparation of plans is a time consuming and vexatious process.	3	2	1
2 . 2. Preparation of proper Unit tests is a very difficult affair.	3	2	1

2 . 3.	The teachers have not learnt how improved lesson plans can be prepared and implemented in a class.	3	2	1
2 . 4.	The resources of the school are very limited to meet the needs of stationery, roneoing, etc.	3	2	1
2 . 5.	The innovation expected the teachers to work harder when their burden of work is already high.	3	2	1
2 . 6.	Correction of the assignments is also a difficult job	3	2	1
2 . 7.	On-the-spot guidance was not available from			
	(a) The Headmaster	3	2	1
	(b) The Deputy Educational Officer	3	2	1
	(c) the Deputy Inspector of Schools	3	2	1
2 . 8.	The orientation courses conducted at different levels are not useful (in teaching as well as testing)			
		<u>Teaching</u>		
		<u>Testing.</u>		
	(a) State level	3	2	1
	(b) District level	3	2	1
	(c) Block level	3	2	1
	(d) School level	3	2	1
2 . 9.	The teachers could not feel confident that the non-detention policy can improve			
	(a) the teacher competencies	3	2	1
	(b) the supervision	3	2	1
	(c) the inspection procedures	3	2	1
	(d) the study habits of the students	3	2	1
	(e) the student motivation (including the parent motivation)	3	2	1
	(f) in a school situation where there are large classes.	3	2	1

SECTION 3

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Please offer your considered opinion as a result of your Inspections on the following :

	Yes	No	Undecided
3 . 1. The Lesson Plans prepared by teachers showed competence.	3	2	1
3 . 2. The teacher ^m ade tests were suitable			
(a) for the teacher to improve his teaching	3	2	1
(b) for the student to know his strengths and weaknesses.	3	2	1
3 . 3. Terminal examinations conducted showed			
(a) preparation of proper question papers.	3	2	1
(b) proper valuation	3	2	1
(c) proper reporting to the parents.	3	2	1
3 . 4. New Evaluation policy created			
(a) interest in teachers	3	2	1
(b) opportunity for them to grow professionally	3	2	1
(c) increased their work without any beneficial results.	3	2	1
3 . 5. Guidance given in the shape of remedial teaching in respect of backward children was based on			
(a) Unit tests and assignments	3	2	1
(b) terminal examinations.	3	2	1
(c) the estimates of teachers as to what their standards should be to be in the class in which they are	3	2	1
3 . 6. Headmasters of the schools are paying constant vigilance by			
(a) going through lesson plans and giving advices	3	2	1
(b) visiting classes and then advising the teachers.	3	2	1
(c) forming subject committees	3	2	1
(d) any other (please specify)	3	2	1