

APPENDIX H

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Questionnaire used to evaluate the academic
programme of the A.P. Residential Educational
Institutions

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QUESTIONNAIRE

Dear Sir/Madam,

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In connection with a study on 'The Educational Innovations attempted by the Department of School Education, Government of Andhra Pradesh' the following questionnaire 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 furnished by you will be kept confidential and will be used only for the purpose of the study. The filled in questionnaire may please be returned in the enclosed self-addressed envelope duly stamped.

Dr. (Smt.) S. J. Mehta,
Guiding Teacher,
The M. S. University,
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Personal data.

Name of the respondent:

Designation:

Name of the School:

Subject/s taught:

Section 1: Planning of Academic Work.

Below are given certain statements in three sections about the Educational practices followed in every good school in the areas of planning, Execution and Evaluation of academic work. Against each item five digits are given. These digits are meant for (5) Always (4) Frequently (3) Occasionally (2) rarely and (1) Never. Kindly round off one digit (of the five given against each item) which you feel relevant in your case.

While planning the lessons to be taught in the classroom,

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| 1. 1. content to be taught is divided according to the time available. | 5 4 3 2 1 |
| 1. 2. content to be taught is divided according to difficulty level keeping in view the time available. | 5 4 3 2 1 |
| 1. 3. sub-units of content are divided keeping in view the attainability of instructional objectives, in an instructional period. | 5 4 3 2 1 |

1.4.	instructional objectives are specified keeping in view the broad educational objectives.	5	4	3	2	1	406
1.5.	achievement level of the students is kept in view while specifying the instructional objectives.	5	4	3	2	1	
1.6.	care is taken to see that the instructional objectives chosen depend on the potentiality of the content to be taught.	5	4	3	2	1	
1.7.	efforts are made to locate the books in which extra information on the related content is available.	5	4	3	2	1	
1.8.	efforts are also made to select the items from the content which are helpful for developing critical thinking of the students.	5	4	3	2	1	
1.9.	method and techniques through which the instructional objectives set for the lesson could be achieved are selected.	5	4	3	2	1	
1.10.	teaching aids suitable to the content to be taught are selected.	5	4	3	2	1	
1.11.	concepts to be made clear to the students are planned.	5	4	3	2	1	
1.12.	generalisations to be drawn by the students are planned.	5	4	3	2	1	
1.13.	facts to be given to the students are listed out.	5	4	3	2	1	
1.14.	procedures for self-evaluation of the lesson are thought of	5	4	3	2	1	
1.15.	the type of written work to be given to the students on the basis of instructional objectives chosen are planned.	5	4	3	2	1	
<u>The following items are specially meant for language teachers.</u>							
1.16.	structures to be introduced are listed out and suitable teacher pupil activities are planned for them.	5	4	3	2	1	
1.17.	learning activities for new words to be taught are planned.	5	4	3	2	1	
1.18.	problems of pronunciation, stress and intonation that may confront the children are identified and learning activities are planned for them.	5	4	3	2	1	

1.19. suitable comprehension questions for prose and supplementary readers are planned.	5	4	3	2	1
1.20. suitable questions for points of appreciation are planned.	5	4	3	2	1
1.21. learning activities for teaching functional grammar are planned.	5	4	3	2	1
1.22. guided composition exercises are effectively planned.	5	4	3	2	1

Section 2- Execution of academic activities in the classroom.

While teaching the lesson care is taken to see that

2. 1. relevant techniques to motivate the children are employed.	5	4	3	2	1
2. 2. past knowledge on the content to be taught is recapitulated.	5	4	3	2	1
2. 3. methods and techniques suitable to the content are employed.	5	4	3	2	1
2. 4. discussion leading to the development of concepts is encouraged.	5	4	3	2	1
2. 5. wherever extra-information is necessary references are given for further study.	5	4	3	2	1
2. 6. importance is given to the attainability of objectives of teaching rather than convergge of content.	5	4	3	2	1
2. 7. discussion on the concepts leading to generalisations is encouraged.	5	4	3	2	1
2. 8. if the facilities available are not suitable to the topic, technique of teaching is changed.	5	4	3	2	1
2. 9. importance is given to the interaction of students to the statements made in the class.	5	4	3	2	1
2.10. wherever necessary certain facts are given to the students.	5	4	3	2	1
2.11. inter-personal relationship by being courteous with the students, is developed.	5	4	3	2	1
2.12. the use of teaching aids is maximised in the classroom and thus develop the necessary skills.	5	4	3	2	1

2.13. in the case of difficulty in concept formation, I go back to the information and hence a repetition.	5	4	3	2	1
2.14. reinforcement in learning is limited to the content available in the textbook.	5	4	3	2	1
2.15. reinforcement in learning is extended to the supplementary content.	5	4	3	2	1
2.16. stress is given to the chosen instructional objectives throughout the class.	5	4	3	2	1
2.17. suitable techniques to involve the entire class in the lesson are adopted.	5	4	3	2	1
2.18. discussion unrelated, to the content planned to teach, is discouraged through suitable techniques.	5	4	3	2	1
2.19. care is taken to stress basic ideas even if they have been covered in earlier lessons.	5	4	3	2	1
2.20. students are encouraged to give answers to the points.	5	4	3	2	1
<u>The following items are specially important for language teachers.</u>					
2.21. emphasis is laid on proper presentation and practice of structures.	5	4	3	2	1
2.22. due importance is given to the presentation and practice of new vocabulary.	5	4	3	2	1
2.23. attempts are made to make the students enjoy the reading of poetry.	5	4	3	2	1
2.24. efforts are made to help the children to acquire proper pronunciation, stress and intonation.	5	4	3	2	1
2.25. comprehension questions are properly used to enable the children to understand passages in prose and supplementary Readers.	5	4	3	2	1
2.26. grammar of recently taught teaching items was discussed and generalisations arrived at.	5	4	3	2	1
2.27. topics for composition are orally discussed and then the students are led to write guided compositions.	5	4	3	2	1

Section 3. Evaluation of classroom academic activities:

To know whether the objectives set have been achieved or not the

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|-----------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 3. 1. students are asked to prepare a write-up on the supplementary reading suggested. | 5 | 4 | 3 | 2 | 1 |
| 3. 2. students are given independent problems to solve. | 5 | 4 | 3 | 2 | 1 |
| 3. 3. write-ups prepared by the students are kept open for criticism by the fellow-students. | 5 | 4 | 3 | 2 | 1 |
| 3.4. suitable test-items on the instructional objectives are prepared for administration. | 5 | 4 | 3 | 2 | 1 |
| 3. 5. concepts developed are put to test in new situations. | 5 | 4 | 3 | 2 | 1 |
| 3. 6. application of the generalisations formed are given importance in testing. | 5 | 4 | 3 | 2 | 1 |
| 3. 7. students are asked to draw charts, maps, diagrams etc. wherever it is desirable. | 5 | 4 | 3 | 2 | 1 |
| 3. 8. behavioural changes that are brought in the students are observed both outside and inside the classroom-. | 5 | 4 | 3 | 2 | 1 |
| 3. 9. students are asked to interpret the given graphs, diagrams etc. | 5 | 4 | 3 | 2 | 1 |
| 3.10. integration of ideas is evaluated through a suitable text. | 5 | 4 | 3 | 2 | 1 |

The following items are specially meant for language teachers.

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|------------------------------------------------------------------------------|---|---|---|---|---|
| 3.11. written work of the students is corrected and remedial work attempted. | 5 | 4 | 3 | 2 | 1 |
| 3.12. tests given to the students cover the ability of | | | | | |
| (a) Oral expression | 5 | 4 | 3 | 2 | 1 |
| (b) Reading comprehension. | 5 | 4 | 3 | 2 | 1 |
| (c) Written expression. | 5 | 4 | 3 | 2 | 1 |
| (d) 'Knowledge' of structures and words. | 5 | 4 | 3 | 2 | 1 |
| (e) Appreciation of poems. | 5 | 4 | 3 | 2 | 1 |
| (f) Knowledge of content in the readers. | 5 | 4 | 3 | 2 | 1 |
| (g) Interest in English. | 5 | 4 | 3 | 2 | 1 |