Appendix - I

Questionnaire to investigate the Needs of In-service Teachers Training

<table>
<thead>
<tr>
<th>Name of Teacher:</th>
<th>Male/ Female:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School:</td>
<td>-------------</td>
</tr>
<tr>
<td>Qualifications:</td>
<td>Teaching Experience: ______ Years</td>
</tr>
</tbody>
</table>

**General Instructions:**

1. Do not turn this page until or unless you are asked to do so.

2. The purpose of the questionnaire is to find out the needs of In-service Teachers for having training programmes.

3. The questionnaire has been divided into four sections. i.e. Section-A. Section-B. Section-C. and Section-D relating to various aspects of In-Service Teachers Training programme.

4. Try to attempt all the questions of all the sections of this questionnaire and in case you are unable to write the answer of the question, you can move to the next question without wasting your time.

5. There is no time limit for this question, but, try to complete it as early as possible.

6. Your responses will be used for the purpose of research only and will remain confidential.

7. Write your answer legibly and neatly

Now you may begin with responding the questions.

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Section-A:
Shift/Changes in Education

Instruction: There are some of the questions and write the answers of these questions in three or four lines appropriately.

1. Do you know the major shifts/changes in the process of education? Yes/No

2. What is teacher centric process of education?

   Ans:

3. What do you mean by learning oriented process of education?

   Ans:

4. What do mean by learning to know?

   Ans:

5. Will you be able to write something about learning to live together?

   Ans:

6. How will you create the sense of learning to live together among the students?

   Ans:

7. What is mastery learning?

   Ans:

8. How will you ensure the mastery learning among your students?

   Ans:

9. What is individualized teaching-learning process?

   Ans:

10. How will you make the teaching-learning process individualized in nature?

    Ans:
Section-B: RTE-Act-2009

Instruction: There are some of the questions concerning to RTE-Act-2009 and put your responses in brief.

1. Are you aware of the Act popularly known as RTE-Act. 2009? Yes / No

2. Write the age group of children during which they have the right to free and compulsory education as per Act, 2009
Ans:

3. What are the special provisions for the children who have not admitted in the school as per Act, 2009?
Ans:

4. Write some duties of the Government pertaining to RTE-Act, 2009?
Ans:

5. What are the duties of local authority relating to the implementation of RTE-Act. 2009?
Ans:

6. State the responsibilities of the school in view of this Act, 2009
Ans:

7. What are the responsibilities of teachers in the content of Act-2009?
Ans:

8. Have you got any orientation/training on the various aspects of RTE-Act. 2009? Yes / No
   If yes, give the duration, year, and its content:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

9. Do you need some more training on this Act. 2009? Yes/ No
Section-C: Curriculum and Subject matter

Instruction: There are some of the questions pertaining to curriculum and subject matter which you may respond in brief.

1. What is curriculum?
   Ans: ____________________________

2. What are the important components of curriculum?
   Ans: ____________________________

3. Have you seen National Curriculum Framework-2005? Yes/ No

4. What are the core elements of National Curriculum at present?
   Ans: ____________________________

5. Specify the items of Art Education
   Ans: ____________________________

6. Specify the items of Physical Education
   Ans: ____________________________

7. Why is the Peace Education an important aspect of National Curriculum?
   Ans: ____________________________

8. Do you need some change in the curriculum which you teach to your students?
   Ans: ____________________________

9. What is an inclusive education?
   Ans: ____________________________

10. Do you need some training on the various aspects of the curriculum? Yes/ No
Appendix - II

Training Assessment Test (Impact study)

| Name of Teacher: ......................................................................................................................... | Male/Female |
| Name of School: ........................................................................................................................... |
| ....................................................................................................................................................... |            |
| District: ........................................................................................................................................... |

General Instructions: There are some of the general instructions for you which need to be read before attempting the items of this test and those instructions are stated as under:

1. Do not turn this page until or unless you are asked to do so.
2. The purpose of this test is to know about your awareness, knowledge, understanding, and skills relating to the course content which was delivered during the In-service Teachers Training Programme for the last five years here in Arunachal Pradesh.
3. The test has been divided into four sections, i.e. Section-A, Section-B, Section-C, and Section-D. Each section of the test possesses some directions and you are to follow those directions for attempting the items of each section of the test.
4. You are to attempt all the questions and if you are unable to answer any of the question, you may move to the next question without waisting your time.
5. There is no time limit for this test, but, try to attempt all the questions as early as possible.
6. Write your answers legibly and neatly. Now you may turn this page and begin with your response.

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b) readiness of teachers ( )
c) readiness of headmaster ( )
d) none of the above ( )

9. The multigrade teaching refers to:
   a) micro teaching ( )
   b) macro teaching ( )
   c) teacher teaches different classes ( )
   d) all the above ( )

10. Multigrade teaching is suitable in the situation:
    a) of shortage of teachers ( )
    b) of untrained teachers ( )
    c) of adequate number of teachers ( )
    d) of absence of teachers ( )

11. A teacher plays a vital role in gender and social equity:
    a) as a mediator between students and community ( )
    b) as a teacher ( )
    c) a and b both ( )
    d) none of the above ( )

12. The sex ratio is declining in India due to:
    a) illiteracy ( )
    b) social causes ( )
    c) economic cause ( )
    d) all the above ( )

13. Gender issues and social equity may be taught by the teacher:
    a) in classroom as a topic ( )
    b) through curricular activities ( )
    c) through extra co-curricular activities ( )
    d) none of the above ( )

14. Community involvement means:
    a) Community involving in decision making ( )
    b) Community involving in planning ( )
    c) Community involving in execution ( )
    d) all the above ( )

15. Cognitive abilities may be evaluated through:
    a) testing technique ( )
    b) non-testing technique ( )
    c) a and b both ( )
    d) none of the above ( )

16. Which of the following method does not come under the teaching through showing:
    a) Lecture cum discussion method ( )
    b) observation method ( )
    c) demonstration method ( )
    d) laboratory method ( )
Section - B

**Direction**: There are some of the statements and you are having two options i.e. True/false against each statement now you are to put (√) mark either on ‘True’ or ‘False’ as per your understanding after reading the statements.

1. Teacher training programme brings some desired change in the behaviour of the teacher. **True/False.**
2. Evaluation is an integral part of educational process **True/False**
3. Competency based learning is difficult to be put into practice **True/False**
4. Formative Evaluation is an integral part of CCE **True/False**
5. CCE does not ensure the learning of students at mastery level **True/False**
6. Reliability of CCE depends upon the nature of tools of evaluation **True/False**
7. The validity of the tools of evaluation refers to the truthfulness of the performance of learners **True/False**
8. Comprehensive evaluation refers to cognitive abilities **True/False**
9. New approaches of teaching make the teaching- learning process learner/learning oriented **True/False**
10. Classification of learning objectives needs to be followed in an effective system of educational evaluation. **True/False**

(Section-C)

**Direction**: There are some of the incomplete statements, you are to complete the statements by placing an appropriate word/term.

1. Teaching needs to cover memory level, ______________ level and __________ level.
2. Psychology is the ______________ study of ______________ to understand, predict, and ______________ the mind.
3. Activities for writing readiness skill are ______________ , ______________ , ______________ , ______________ , ______________ ,
4. Multigrade teaching follows the teaching strategies like ______________ , ______________ , ______________ , ______________ , ______________ , and ______________ ,
5. Evaluation is based on ______________ and is based on tools.
(Section-D)

**Direction:** There are some of the questions and write the answers of these questions with in three to five lines approximately.

1. What do you mean by the concept of minimum level of learning?
   Ans:

2. What is mastery learning?
   Ans:

3. How will ensure the mastery learning among your students?
   Ans:

4. State the competency areas of English language for primary/upper primary school stage.
   Ans:

5. How will you find out the competency in English language of your students?
   Ans:

6. What are the competencies in mathematics at primary level?
   Ans:

7. How will you find out the competencies at primary level in mathematics?
   Ans:
8. How will you evaluate the competencies in English and Mathematics at primary level?
Ans:

9. How do you define the educational objective?
Ans:

10. State the classification of cognitive objectives which you need to understand?
Ans:

11. What do you mean by affective objectives of education?
Ans:

12. How do you differentiate between general and specific objectives of education?
Ans:

13. How will you make the teaching – learning process learning / learner oriented?
Ans:

14. What is multigrade teaching?
Ans:

15. Why do you need multigrade teaching?
Ans:
23. What do you mean by continuous and comprehensive evaluation?
Ans.

24. How will you make the system of evaluation continuous and comprehensive in nature?
Ans.

25. What is formative test?
Ans.

26. Differentiate between formative and summative tests?
Ans.

27. What do you mean by community involvement in education?
Ans.

28. How will you mobilize the community?
Ans.

29. What are the problems which you face in your school?
Ans.
30. How will you solve these problems?
Ans.

31. What do you mean by action research?
Ans.

32. What is the use of action research for a teacher?
Ans.

33. Can you minimize the dropout rate of your school? Yes/No If yes, please state it in brief.
Ans.
Appendix - III

Questionnaire for investigation of the problems of In-Service Teacher’s Training Programmes at Elementary School Stage in Assam.

(Questionnaire for Teachers)

Name of Teacher: ________________________________ Male / Female

Name of School: ________________________________

District: ______________________________________ Date: __________

General Instructions: You are advised to go through the following instructions before writing your answer of the various questions of this question.

1. Do not turn this page until or unless you are asked to do so.

2. The main purpose of this questionnaire is to identify the problems faced by you in attending the In-service Teachers Training Programmes for Elementary School Stage.

3. You are requested to attempt all the questions as far as possible and in case you are unable to respond any of the question; you may skip over to the next question without wasting your time.

4. Read the question and put the tick (√) mark on ‘Yes or’ No’ and further specify the reasons accordingly.

5. There is no time limit for the completion of the questionnaire, but try to complete it as early as possible.

6. Write your answers legibly and neatly.

Now you may turn over this page and start responding to the questions.

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1. Are you interested in attending the In-service Teacher's Training programmes organized by DIET, BTC, Normal School, other functionaries of the state?  
   Yes/No
   If yes, please specify the reasons:

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

2. How many In-service Teachers Training Programmes have you attended so far?
   Number of Training programme attended: _______
   As per your need? If yes, please specify:

3. Out of the attended In-service Teachers Training Programmes how many have you not liked? Number of training programmes not liked: _______
   Give reasons of not liking:

   ________________________________________________________________

   ________________________________________________________________

4. Are you satisfied with the duration of In-service Teachers Training programme which you attended?  
   Yes/No
   If no, please specify the duration of training programme as per your opinion.

   ________________________________________________________________

5. Do you face any problem in getting the leave in attending such teachers training programmes?  
   Yes/No
   If yes, please specify the problems:

   ________________________________________________________________

   ________________________________________________________________

6. Do you get the invitation letter in time for such In-service Teachers Training Programmes?  
   Yes/ No
   If no, give reasons/ problems:

   ________________________________________________________________

   ________________________________________________________________
8. How did you like the effectiveness resource persons of the training programme which you attended last year/ this year? Yes/No
   Please specify:

9. Did you get the subject matter in training programme as per your need? Yes/No
   If no, specify the subject matter which need to be given/ discussed during the training programme.

10. Have you attended the In-service Teachers Training Programme on Continuous and Comprehensive Evaluation (CCE)? Yes/No

11. Are you satisfied with the attended training programme on CCE? Yes/No
    If no, please specify the reasons:

12. Did you face any other problem like your TA/DA or transportation facilities or feeding-lodging etc. during the In-service Teachers training Programmes? Yes/No
    If yes, please specify those problems:
Appendix –IV

Attitude Scale

To measure the Attitude of Teachers towards In-Service Teacher Training Programme for Primary and Upper Primary School teachers in Arunachal Pradesh.

Name of Teacher: ____________________________________________  Male/Female

Name of School: _____________________________________________

District: ___________________________ Date: ___________________

Directions: Please, read the following information and instructions carefully before you begin to respond the statements given in this attitude scale.

1. The main purpose of this attitude scale is to seek your opinion relating to the in-service teachers training programmes which you have attended some points of time here in Arunachal Pradesh.

2. This attitude Scale possesses some statements concerning to the various dimensions of in-service teachers training programmes organized by SSA Rajaya Mission, Itanagar.

3. Each statement of the attitude scale offers you five options like - SA, A, U, D, and SD. These stated letters have the following meaning:
   
   SA : Strongly Agree
   A : Agree
   U : Undecided
   D : Disagree
   SD : Strongly Disagree

4. Read the statements carefully and give your opinion by putting a tick (✓) mark on any one option out of five options against the given statements.

5. Now you may feel free in giving your opinion about the in-service teachers training programmes organized by DIETS/SSA Rajaya Mission, Itanagar. Your opinion will remain confidential and be used for the purpose of research and improving the teachers training programmes in Arunachal Pradesh.

6. You may get clarified your doubt about any of the point in relation to this attitude scale and the field investigator will assist you in this matter.

7. There is no time limit for responding the statements of this attitude scale, but, try to complete it as early as possible.

Please, turn over the page and start responding the given statements.

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<table>
<thead>
<tr>
<th>S/No.</th>
<th>Statements</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>The In-service teachers’ training programme helps in creating professional efficiency among the teachers.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>02.</td>
<td>Teachers find themselves more confident after attending the In-service Teacher Training programme.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>03.</td>
<td>The teachers are updated in terms of their knowledge of the concerned subject through In-service Teacher Training Programmes.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>04.</td>
<td>Teachers become well aware of the latest changes in teaching learning process through such training programmes.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>05.</td>
<td>Some behavioral change takes place among the teachers who attend such In-service Teacher’s Training Programmes.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>06.</td>
<td>Teachers learn some teaching skills by attending of these In-service Training programmes.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>07.</td>
<td>In-service Teacher’s Training Programmes make the teachers well aware of the various aspects of the curriculum.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>08.</td>
<td>Such in-service Teacher’s Training Programmes need to be organized frequently.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>09.</td>
<td>Teachers feel satisfied after attending the In-service Teacher’s Training Programme.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>10.</td>
<td>In-service Teacher’s Training Programmes foster the desire of life-long learning among the teachers of the state.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>11.</td>
<td>Teachers get opportunities for exchange of ideas during the In-service Teacher’s Training Programmes.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>12.</td>
<td>In-service Teacher’s Training programmes are organized with the help of some senior and specialized resource persons in Arunachal Pradesh.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>13.</td>
<td>Teachers become well aware of the various approaches which make the system child-centered in nature after attending the In-service Training Programmes.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>14.</td>
<td>These in-service Training Programmes help in ensuring the quality education at the school stage.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>15.</td>
<td>Teacher’s become capable of knowing the educational problems and solving those problem after participating in some training programmes.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>16.</td>
<td>In-service Teacher Training Programme needs to be compulsory for all the teachers.</td>
<td>SA A U D SD</td>
</tr>
</tbody>
</table>