ANNEXURE – I

IMPACT OF IN-SERVICE TEACHER TRAINING
UNDER SSA IN CLASSROOM INTERACTION – A STUDY IN
VISAKHAPATNAM

Trainees Perception about In-Service Training

Instructions

1. This questionnaire seeks to elicit teacher trainees perception about the programme
2. It should be filed by his/her in the forenoon of the last day of the training programme
3. The information will be kept confidential and will be used only for research purposes
4. Write appropriate code of response in the box
   1. State:____________________________________ Code:          
   2. District:__________________________________ Code:          
   3. Full address of the Training Centre:
      ____________________________________________
      ____________________________________________Pin Code: _____________
   4. Name of the teacher trainee:_______________________________
   5. Name of the school with full postal address where the trainee is working
      ____________________________________________
      ____________________________________________Pin Code: _____________
   6. Location of School: i. Rural (1)          ii. Urban (2)   
   7. The trainee is teaching at:
      i. Primary Stage only               (1)
      ii. Upper Primary stage only        (2)
      iii. Both primary and upper primary stages (3)
8. Age (in Year):________________________________

9. Gender:  
   i. Male (1)  
   ii Female (2)

10. Social Category:  
   i. SC (1)  
   ii. ST (2)  
   iii. OBC (3)  
   iv. Others (4)

11. Academic Qualifications:  
   i. Secondary (1)  
   ii. Higher Secondary (2)  
   iii. Graduate (3)  
   iv. Post graduate (4)  
   v. Any other (5)

12. Professional Qualifications:  
   i. No Pre-service training (1)  
   ii. Diploma in Education (D.Ed) or equivalent (2)  
   iii. B.Ed.(Elementary Education) (3)  
   iv. B.Ed. (General) (4)  
   v. M.Ed, (5)

13. Teaching Experience (in years):______________________________

14. Details of other such training programmes attended during 2009-10

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Title</th>
<th>No. of days</th>
<th>Theme/subject/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15. Difficulties faced in attending this training programme, if any?

   i. No difficulty (1)

   ii. Notice given was too short (2)

   iii. Long distance to commute from home (3)

   iv. Any other (Specify) (4)

16. Will the in-service training improve your teaching proficiency in school?

   i. To a great extent (1)

   ii. To some extent (2)

   iii. Not at all (3)

17. (i) Did you attend all sessions of the current training Programme?

   i. Yes (1)   ii. No. (2)

(ii.) If no, number of sessions attendance ________________________

(iii) Number of session missed/not attended: ________________________

(iv) What was the reason for missing the session(s)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td></td>
</tr>
</tbody>
</table>

   i. Family problem
   ii. Illness
   iii. Urgent work
   iv. Any other (specify)

18. (a) Were training dates suitable to you?

   i. Yes (1)   ii. No. (2)

(b) If no, suggest more suitable date/month for the next training?

   ____________________________
19. (a) Is there library facility at the training centre?
   i. Yes (1)   ii. No. (2)

(b) If yes, how often did you use the library facility during the training
   i. Quite often (1)
   ii. Sometimes (2)
   iii. Not at all (3)

20. (a) Did you receive any training material(s) before the training?
   i. Yes (1)   ii. No. (2)

(b) If yes, when did you read it?
   i. Before the commencement of training (1)
   ii. During the training (2)
   iii. Did not find time to read it (3)

(c) If you have read it, how many modules did you study?

(e) If no, write the appropriate code of the reason.
   i. Did not find time to read it (1)
   ii. The package was not interesting (2)
   iii. It was difficult to understand (3)
   iv. Any other (Specify) (4)
21. Did you find any deficiencies in the training material(s)? Write the relevant code in the box (Reply only if you have read the package)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Type of difficulty</th>
<th>In most modules/materials</th>
<th>In some modules/materials</th>
<th>In none of the modules/materials</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Difficult Language</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Content too theoretical</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lack of examples</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>No illustrations</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>No practical exercises</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>No. Proper sequential presentation of content</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Concepts not properly clarified</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

22. Did you find the training programme relevant to your needs?

   i. To a large extent  (1)

   ii. To some extent   (2)  

   iii. Not at all      (3)

23. List the titles or portions of the module(s) which you feel were not relevant to your needs

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
24. Suggest other relevant topics which you think should be included in the training package

________________________________________________________
________________________________________________________
________________________________________________________

25. How often was the following transaction methods used? Encircle the relevant code in the box. Also give rating of the approaches used on a 3 points scale (3 for most useful, 2 for useful to some extent and 1 for least useful)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Transaction method</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely or not at all</th>
<th>Rating if used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture/Discussions</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Demonstrations</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Practical work</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Group discussions</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Peer learning</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Panel discussion</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Self study</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Guided study</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Project work</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Any other (specify)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

26. (a) Were any reading/writing assignments gives during the training?
   i. Yes (1) ii. No. (2)

(b) If yes, were you able to complete it as required?
   i. Yes (1) ii. No. (2)
27. Teacher’s Assessment of trainers (Resource Persons):

<table>
<thead>
<tr>
<th>Name of resource person</th>
<th>Topics transacted</th>
<th>Please give your rating of each resource person in the table given below using a five point scale: Write 5 for Excellent, 4 for Good, 3 for Average, 2 for somewhat satisfactory and 1 for poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use of teaching aids</td>
<td>Presentation of topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28. Did the training programme help you enrich your understanding of the contents covered?

i. To a large extent  
ii. To some extent  
iii. Not at all

29. Self assessment after training (Give ratings for each the statement on 3-point scale. 3 for most useful, 2 for useful to some extent and 1 for least useful)

1) Learnt things that I did not know before

2) Will be able to improve my teaching as a result of the training by:
   - making it more interactive in the class
   - explaining some topics in a better way
   - paying attention to the children with learning difficulties in the class
   - giving more appropriate assignments and homework to children
   - testing student and using results for improvement of teaching
30. State briefly the strengths and weaknesses of the training programme:

(a) Strengths/Good features

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________
4. ______________________________________________________

(b) Weaknesses/Shortcomings:

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________
4. ______________________________________________________

31. Give suggestions for improvement of similar training programme to be organized in future

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________
4. ______________________________________________________

Name and Signature of the respondent (Trainee)

__________________________
__________________________
ANNEXURE – II

Achievement Test on general studies for Upper Primary Teachers

1. A Class Teacher should have the quality for the all round development of a student.
   A) Domination          B) Class room administrator
   C) Welfare of a student. D) Democracy

2. Regular practice of the pledge by the students will increase the following
   A) Personality development B) Educational development
   C) Devotional development D) Physical development

3. To bring out the internal skills and capacity of a student, the teacher should provide the atmosphere in the class room.
   A) Free atmosphere     B) Give freedom to student
   C) Provide good teaching material D) The teacher should have official atmosphere.

4. According the constitution, what is the age group of children to provide free education by the government?
   A) 5-10 years           B) 5-11 years         C) 6-14 years          D) 5-13 years

5. What are loosing by the child labour?
   A) Health               B) Rights             C) Individuality        D) Child life

6. The total responsibility of a school based on……
   A) Head Master          B) Mandal Educational Officer
   C) Voluntary organizations C) Society

7. Because of questioning capacity increased among children it will give……
   A) Encouragement         B) Scientific knowledge
   C) Create knowledge      C) Clear doubts
8. Severe punishments given by teacher is a
   A) Injustice  B) Inevitable
   C) Mentally disorder  D) Culture

9. According to National lesson plan 2005 which of the following is directed for children practice.
   A) Text Books  B) Meaningful practices and child behaviour
   C) Children expressions  D) Discipline

10. The cruel behaviour of the adults create _____________ among children.
    A) Anxiety  B) Fear  C) Excite  D) Surprise

11. Home work given to children in many subjects
    A) Help to better practice  B) Children read well
    C) Help to exercise more  D) One kind of punishment

12. What do you think about the standards of students at rural areas?
    A) High  B) Average  C) Low  D) Equal to urban area students.

13. Creating natural practice atmosphere in schools
    A) Children study well  B) Internal strengths will came out
    C) Disturb the class discipline  D) Unnatural atmosphere will create.

14. The important thing in creation of text books is  
    A) Add more information  B) Create coordination in different language cultures among children
    C) Leads to mental pressure  D) Source to give more home work

15. RBC/NRBC/Special Training Centres are helping to which kind of children?
    A) Children at school  B) Dropout children
    C) Children backward in studies  D) Low age group children
16. According to NCF 2005, how the children develop their knowledge individually?

   A) Special coaching by the teachers  
   B) Study the text books  
   C) Children personally participating in practices  
   D) Home works given and different subjects

17. The special quality of a teacher…….

   A) Provide the subject from the text book  
   B) Exhibit self skills and experience in front of children  
   C) Close of every children and make then intelligent  
   D) Expert in study subjects

18. Resources to develop teachers professional skills.

   A) Teacher associations  
   B) In-service  
   C) Develop academic carrier  
   D) Pre-service training

19. Accuracy to your opinion, what is the view of a teacher on students.

   A) Affection between father and children  
   B) Respect the children as an individual  
   C) Point out the mistakes of the children  
   D) Providing equal opportunities to the children

20. For the improvement of children knowledge with whom the teacher has to consultant

   A) Mandal Education Officer  
   B) Co-teachers  
   C) Head Master  
   D) Academic monitoring committee/parents teachers association

21. The internal capacity identify among children by

   A) Think individually and freely  
   B) Having more talent  
   C) Follow the instructions  
   D) Obedient to teacher
22. The development activity of the school is ...........

   A) Total children development plan with the help of society
   B) Annual institutional plan
   C) Time table schedule
   D) General facilities

23. Which of the following year has taken as child rights by India and UNO.........

   A) 1986   B) 1969   C) 1983   D) 1992

24. The important thing in planning of teaching and training activities of children is

   A) Physical fitness of students
   B) Text Books
   C) Emotions
   D) General skills
ANNEXURE – III

Achievement Test on social studies for upper primary Teachers

1. The behaviour of children in upper primary level………..
   A) Desire recognition
   B) Pay attention on new things
   C) Try to control emotional feelings
   D) All the above

2. The important things learnt by children………..
   A) Do reactions with instruments
   B) Do reaction with co-children
   C) Reactions between children and teachers, information reaction
   D) All the above

3. The importance given by NCF 2005 to study is ……………
   A) Learning           B) Testing
   C) Knowledge building D) Analyse

4. The main aim of social science teaching………………
   A) To make student as a good citizen
   B) Improve the skills of social life
   C) Designing the study material according to children behaviour
   D) All the above

5. The intensity of Social Science according to NCF 2005 is …………
   A) Discuss above the local national and international relations.
   B) Critical discuss the present, past and future events.
   C) Solve the situational problems and discuss the remedies
   D) All the above

6. According to NCF 2005, the important behaviour of the Social Study.
   B) A) Discuss above the local national and international relations.
   C) Critical discuss the present, past and future events.
   D) Solve the situational problems and discuss the remedies
   E) All the above
7. According to NFC 2005, the main aim of Social Science study

A) Information about the structure of Local, State and National Government
B) Information about the development of Geographical, Economical resources.
C) Creating good citizen by proper utilisation of natural resources.
D) All the above

8. The targets of Social Science teaching at upper primary level.

A) Create human being to react on Social Problems
B) Create idea about our culture is a mixed
C) Help to develop knowledge on protect democracy, observation, enquiry and analysis.
D) All the above

9. Key points of value measurement in Social Science teaching are……

A) Regular value measurement
B) Bio-value measurement
C) Estimate the intelligence & ideology
D) All the above

10. The laboratory of social science.

A) Classroom B) School C) Society D) Family

11. If the lesson plan of social science is not in a proper way in feature we have to face

A) Cannot estimative the social changes.
B) Prevailing of insecurity
C) Cannot imagine feature changes
D) All the above

12. “P.A.S.S” means

A) Programme for Acquisition of Social Skills
B) Programme for Acquisition of Science Skills
C) Programme for Acquisition of Survival Skills
D) All the above
13. The skills increased by “P.A.S.S” are

   A) Knowledge on techniques
   B) Analysis on information gathering
   C) Project works
   D) All the above

14. Knowledge and information are not the same. Knowledge is

   A) Create
   B) Solved
   C) Constructed
   D) Invented

15. Maps are

   A) Sketch of sky
   B) Sketch of land surface
   C) Sketch of sea
   D) All the above

16. The important things in map knowledge.

   A) Read the map
   B) Write the map
   C) Identify in map
   D) All above

17. According to NCF 2005, the teacher given practical experience to children is the part of

   A) Books
   B) Lesson
   C) Lesson plan
   D) Subject knowledge

18. How would be the Social Science lesson for the development of knowledge?

   A) Search, investigate and analyse
   B) Discuss and analyse
   C) Speech and History explanation
   D) Pre and post procedures
19. The goal of history lessons in social science.

A) Create interest and awareness among children on local history, culture and civilization
B) Analysis on olden days wars
C) Kings and their ruling system
D) Kingdom and religions amendments

20. At primary level the teaching of environmental Science will help.

A) Integration in differentiation
B) Analysis on social resources
C) Protection of natural resources and awareness on utilization
D) Knowledge on socio-economic factors
ANNEXURE – IV
[Classroom Observation Schedule]
Rajiv Vidyamission [S.S.A]

A. Preliminary Information

1. Name of the Teacher:

2. Name and address of the school:

3. Gender of Teacher: Male/Female

4. Locality of the Student: Urban/ Semi-urban/ Rural/ Tribal

5. Education Qualification (General):

   (a) Inter
   (b) Degree
   (c) P.G

6. Education Qualification (Professional):

   (a) T.T.C & D.Ed
   (b) B.Ed
   (c) M.Ed

7. Experience:

   1) Below 5 Years
   2) 5 to 10 Years
   3) 11 to 15 years
   4) Above 16 Years
Section - I

Introduction of Lesson/lesson plans

1. Did the previous knowledge experience of the students is utilized?  
   Yes  No

2. Did the teacher is specialized in subject?  
   Yes  No

3. Did the teacher explain the idea satisfactorily  
   Yes  No

4. Did the practical aids have been utilized?  
   Yes  No

5. Did the students participated on practicals?  
   Yes  No

6. Did the teaching aids have been shows in the classroom in time?  
   Yes  No

7. Did the teaches utilized the teaching aids?  
   Yes  No

8. Are the utilized teaching aids subject related?  
   Yes  No

9. Did the teachers created interaction among students by utilizing teaching aids?  
   Yes  No

10. Is then running board in the class room (1st class)?  
    Yes  No

11. Is there friendly atmosphere among students?  
    Yes  No

12. Did the students’ practicals valuated?  
    Yes  No

Combined class teaching

13. Teaching classes
   (a) Class-wise
   (b) Combined classes

14. If combined classes teaching, which are the following procedures you follow?  
    (a) Combined all classes
    (b) Grouping
    (c) Individual activities
    (d) Others (Specify)
15. Is the arrangements in the class room suitable for combined class? (a)Yes (b) No

16. How many classes students will practice in a combined class teaching?

Section – II

Note: Please give rank for the following with 5 point scale

1. The practical activities performed for the students given by teachers are……
   a. Interesting 5 4 3 2 1
   b. Feel happy to participate 5 4 3 2 1
   c. Useful & source to think 5 4 3 2 1
   d. Convenient 5 4 3 2 1
   e. Improve the ideology 5 4 3 2 1
   f. Newly and challengeable 5 4 3 2 1
   g. Suitable to local and student capacity 5 4 3 2 1
   h. The teaching experience of the teacher with students 5 4 3 2 1

2. The condition of the teaching aids used by the teacher in the classroom
   a. Suitable and conditioned 5 4 3 2 1
   b. Sufficient availability 5 4 3 2 1
   c. Collected by the students 5 4 3 2 1
   d. Collected by teachers/students/both 5 4 3 2 1
   e. Different types of tools collected by different ways 5 4 3 2 1
   f. Condition of teaching aids
      1. Utilize 5 4 3 2 1
      2. Collection 5 4 3 2 1
      3. Exhibition 5 4 3 2 1
3. Class room performance
   a. Individual performance by students 5 4 3 2 1
   b. Group performance by students 5 4 3 2 1
   c. Total class performance 5 4 3 2 1
   d. Teachers performance 5 4 3 2 1
   e. Response on performance 5 4 3 2 1
   f. Level of performance 5 4 3 2 1
      1. Administration 5 4 3 2 1
      2. Convenient to students 5 4 3 2 1
      3. According to lesson plan 5 4 3 2 1
      4. Material quality 5 4 3 2 1
        5. Satisfy the needs of practisers 5 4 3 2 1

4. Guidelines to correct the faults
   a. Find out the problems of practice 5 4 3 2 1
   b. Plans for correcting faults 5 4 3 2 1
   c. Utilisation of material in time/ utilisation of resources 5 4 3 2 1
   d. Get the cooperation of students groups 5 4 3 2 1
   e. The faults corrected by the teacher 5 4 3 2 1

5. Valuation planning
   a. Using of oral questions 5 4 3 2 1
   b. Written work/ Home work 5 4 3 2 1
   c. Black board/ Reading from text books 5 4 3 2 1
   d. Discussions/ Talks 5 4 3 2 1
   e. Write/ Examination/ written examination on response paper 5 4 3 2 1
   f. Participating in different activities 5 4 3 2 1
   g. Planning levels on valuation
      i) Constructive valuation 5 4 3 2 1
      ii) Publicative valuation 5 4 3 2 1
      iii) Above two 5 4 3 2 1
6. Please tick () mark against the methods used by the teacher in environmental science teaching.
   a) Use teaching aids 5 4 3 2 1
   b) Normal practicals and activities 5 4 3 2 1
   c) Critical questions/coaching 5 4 3 2 1
   d) Create formulas 5 4 3 2 1
   e) Analyses and out put the results. 5 4 3 2 1

7. The level of planning in teaching of environmental science (Social & natural) by the teacher
   a) Knowledge about expression and increase expressions 5 4 3 2 1
   b) Practical/ observe the environment 5 4 3 2 1
   c) Draw diagrams and identify the parts, knowledge/ idea 5 4 3 2 1