Dear Sir/Madam:

The professional part of the teacher's preparation generally consists of two parts; the theoretical background and the practical side. Theory courses provide educational engineering while practical teaching is meant merely to train up educational technicians. It is the practical side in which a student teacher is given actual experience of the tricks of his trade.

Teacher education is undoubtedly considered as the weakest link and is treated as all educational Cinderella in the panorama of our educational system. It is beset with several problems. While there is no doubt that the entire programme needs to be looked up but the practice teaching is one area in which the reform will invariably yield the highest dividend.

In the context of all these things, the aim of the researcher is to make a survey of the problems of
teachers' training colleges with regard to practising schools. Your kind help in replying to the questions incorporated in the questionnaire would be of great assistance and value. You are therefore requested to express your frank opinion and experience so that an effort may be made to solve the problems of training colleges.

Your responses will be kept strictly confidential and will be used for research work only.

Very truly yours
Vinod Kumar Rai
Personal Data Sheet
(For Principals/Heads of the training colleges/Deptt.)

(Please give general information before filling in the questionnaire)

A) (i) Name of the respondent .......................... 
(ii) Name of the college ................................. 
(iii) Position held at present ........................... 
(iv) Sex Male ___ Female ___ 
(v) Qualifications:
(a) Post graduate degree: Subject/Subjects 
(b) Any professional degree:
(c) Ph.D. Yes ___ No ___ 
(d) Any other degree/diploma 
(vi) Experience:
(a) Number of years in present position _________ 
(b) Other experience: (i) As a Secondary school teacher .... years 
(ii) As a head-master... years 
(iii) As a lecturer/professor of a training college .... years 
(iv) Any other .... years 
(Please specify) .... years 
.... years
(vii) Any other administrative experience:

1. ....... years
2. ....... years
3. ....... years

B) Instructions for filling in the questionnaire:

* The questionnaire contains a few questions. Some questions are of the "fill in the gap" type. There, you are requested to write the appropriate answer within the place provided.

* Some questions have some options. Please make a tick ( ) in the box that shows the correct answer.

* Some questions are of the 'open-end' type. You are requested to answer pointwise and briefly.

* Some questions are of the rating type. You are requested to rank them as 1-2-3- etc. according to the order of preference/importance.
Questionnaire for Principals/Heads of the training colleges problems of the Principals/Heads of the training colleges with regard to the practising schools.

1) Objectives of student teaching:

Stated below are some objectives of student teaching, you are required to consider these carefully and indicate the degree of importance. You answer to each one of them by checking ( ) in the appropriate column. For instance, if you feel that the objective number one is indispensable for student teaching, please check in column number 1; if you feel that although it is not indispensable, it is a desirable objective for student teaching, kindly check in column number 2. But if you feel that it makes no difference for student teaching, kindly check in column number 3.

<table>
<thead>
<tr>
<th>1.1) Objectives of student teaching</th>
<th>Indispensable</th>
<th>Desirable</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) To enable the student teacher</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>to acquire knowledge of the</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>methodology of instruction.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ii) To enable him to understand</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>pupils and develop liking</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>for them.</td>
<td></td>
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<td></td>
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<tr>
<td>iii) To enable him to select,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organize and use appropriate</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>subject matter suited to the</td>
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<td></td>
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<tr>
<td>age, ability and needs of pupils.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(iv) To enable him to select methods and techniques of teaching appropriate to the subject matter.

(v) To enable him to prepare, select appropriate tools and techniques of evaluation.

(vi) To enable him to acquire desirable professional attitude towards teaching.

(vii) To enable him to establish good human relationship with the members of the profession and the members of the community.

1.2) Do you think that the objectives of student teaching are fully realized by arranging the practice teaching programme?

Yes ☐  No ☐

1.3) If 'No' following are some of the possible reasons that may be deterring you from realizing the objectives of student teaching satisfactorily. Please rank them by number as most 1, next most 2 onto least 5 in the space provided.
Lack of adequate time
Non-cooperation of the practising schools
Poor stuff of the student teachers
Our emphasis on theory
Heavy administrative load
Mechanical form of practice teaching programme
Lack of motivation on the part of every member concerning student teaching programme.

If others (a)
(Please specify) (b)
(c)
(d)

2) Arrangement of student teaching programme:

2.1) Below are given some problems that arise with regard to the arrangement of the student teaching programme. Please make a tick ( ) in the appropriate column showing how often you face each one of them.

Problem of - Frequency Sometimes Never

i) Arranging theory classes that are most essential for student teaching, keeping in view the time limitation.

ii) Arranging demonstration lessons in adequate number and in real atmosphere.
iii) Finding out suitable practising schools

iv) Establishing cordial relationship with the practising schools

v) Arranging student teaching systematically.

vi) Constructing the student teaching time table keeping in view the welfare of student teachers as well as the pupils.

vii) Arranging Block teaching.

viii) Ensuring suitable guidance.

ix) Ensuring effective supervision

x) Providing adequate audio-visual aids.

xi) Having sound financial fund for arranging satisfactory student teaching.

xii) If others: (a) (Please specify) (b) (c) (d)
2.2) Do you have a demonstration school attached to your college?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

2.3) If 'No' do you face the problem of -
(please give your opinion by making a tick ( ) in the appropriate column)

<table>
<thead>
<tr>
<th>Not at all</th>
<th>To some extent</th>
<th>Very much</th>
</tr>
</thead>
</table>

i) Demonstration good teaching to the student teachers?

ii) Organizing actual practice teaching?

iii) Conducting experiments and research?

iv) Depending too much the practising schools

v) If others: (a) (Please specify) (b) (c) (d)

2.4) How often do you face the following problems that arise with regard to organizing demonstration lessons? Please rate on the following scale.
Statement of the problems

i) Who should give the demonstration lesson?

ii) What should be the number of demonstration lessons in each subject?

iii) When should the demonstration lessons be given?

iv) How to make available teaching aids, classroom pupils and other essential things for organizing effective the demonstration lessons?

v) How to encourage the teacher-educators to give the demonstration lessons satisfactorily?

vi) If others: (a) (Please specify) (b) (c) (d)

2.5) Do you face the problem of having adequate member of practising schools for student teaching?

Yes ☐ No ☐
2.6) If 'Yes' please choose three reasons out of the ones stated below that give rise to the problem and rank them as 1-2-3.

_________ Willing cooperation of the school authorities is not available.

_________ Mostly all the subjects selected by the trainees are not taught in the schools.

_________ Schools are not well equipped.

_________ It is difficult to find schools with different media of instruction.

_________ Schools are scattered over a wide area.

_________ There is a keen competition among the training colleges for having good schools.

_________ School authorities limit the period of student teaching to a short duration of time.

_________ They are not co-educational

_________ If others: (a)

(Please specify) (b)

(c)

(d)
2.7) Below are given some statements describing the problems that arise in the practising schools. Against each statement are given five words, Strongly Agree, Agree, Undecided, Disagree statement and mark a tick in the appropriate column. Read through the statement and go on putting a check mark against them as indicated above taking care that no statement is left unmarked.

i) The heads of the practising schools generally do not want to reshuffle the time-table of the school according to the needs of the training college.

ii) The school authorities resent the splitting of the classes.

iii) They consider student teachers as intruders.

iv) Complaints are heard from the heads that the courses are not finished in time.

v) They do not lend the science apparatus and other equipments of the school to the student teachers.
vi) They often expect undue concession in lieu of the favour they go to the training colleges.

vii) Teachers of the practising schools vitiate the classroom atmosphere by making adverse comments on the methods of training colleges.

viii) The school authorities throw the responsibility for the low percentage of results on the student teachers.

ix) The pupils are not serious and cooperative.

x) The school authorities are conservative and do not feel that the teacher preparation is a cooperative enterprise between the school and the college of education.

If others: (a) (b) (c) (d)
3) Supervision of student teaching:

3.1) Do you supervise the student teaching with satisfaction?

Yes/ No

3.2) If 'No', is it because

(Please make a tick) ( ) Agree Undecided Disagree

in the column of your choice

i) Your administrative work-load is very heavy?

ii) Your professional preparation is less than what your job demands?

iii) You lack any worthwhile proforma?

iv) You do not try to improve your job competencies and supervisory skills by studying professional literature?

v) You do not attend inservice education courses?

vi) You do not attach importance to the supervisory functions?

vii) You have got no training in supervisory functions?
viii) You think it below dignity to go to the practising schools and supervise the lessons?

ix) If others:  (a) 
(Please specify)  (b) 
(c)  
(d) 

4) Shortage of time.

4.1) Do you feel the problem of the shortage of time in the arrangement and execution of student teaching programme satisfactorily?

   Yes  No  

4.2) If 'Yes' please choose five from amongst the following problems which most nearly apply to you and rank them as 1, 2, 3, a up to 5.

The problem of

__________ Conducting it with minimum disturbance to the regular works of the practising school.

__________ Providing adequate theoretical knowledge before sending the student teachers for practice teaching.

__________ Enabling the student teachers to apply their theoretical knowledge.
Arranging adequate guidance.
Arranging the supervision of the student teaching adequately.
Arranging co-curricular activities.
Arranging the demonstration lessons in adequate number.
Providing the experiences of internship.
Arranging feedback and follow-up activities.
Providing adequate teaching practice
If others (a)
(Please specify) (b)
(c)

5) **Student Teachers**

5.1) Please state below the three important problems that student teachers create in the practising schools.

1.
2.
3.

6) **Teacher Educators.**

6.1) Please state below three important problems that teacher educators create with regard to student teaching.

1.
2.
3.
7) Finance.

7.1) Do you face financial hindrances in the context of student teaching?

Yes □□ □ No □□

7.2) The following are some of the problems that arise because of the financial hindrances and create difficulties with regard to arranging student teaching satisfactorily. Please rate your views on the following scale.

<table>
<thead>
<tr>
<th>No</th>
<th>Minor Problem</th>
<th>Considerable Problem</th>
<th>Serious Problem</th>
</tr>
</thead>
</table>

i) Audio-visual aids

ii) Good library

iii) Requisite money for cooperating teachers

iv) Demonstration school

v) Off campus teaching

vi) Experience of various schools

vii) Co-curricular activities
viii) Financial support to the teacher educators for their works during off-campus teaching

ix) Transportation of student teachers to the far off practising schools

x) If others (a) (Please specify) (b) (c)

8) Evaluation.

8.1) Are you satisfied with the evaluation system of student teaching?

Yes ☐ No ☐

8.2) Following are some of the possible drawbacks of the evaluation of student teaching. Please rank them by a number as most (1) next most (2) onto least 5.

_________ The present system of evaluation is highly subjective.

_________ The marks of internal and external assessment are at variance.

_________ The marks are given in a liberal way.
The evaluation is done without an elaborate rating proforma.

Sufficient time is not given to the evaluation work.

The lesson is not observed completely.

The evaluation is done some times by those who are not expert in the subject.

Internal assessment is affected by the personal prejudices and whims of teacher educators.

The evaluation system lacks reliability.

The evaluation system is confined to the practice teaching only.

If others (a)

(Please specify) (b)

(c)

9) Artificial nature of student teaching.

9.1) Do you feel that the present student teaching programme is artificial? 

Yes [ ] No [ ]

9.2) If 'Yes' is it because

(Please give your opinion in the appropriate column of your own choice)
1) It is not related to the actual life conditions?

2) Demonstration lessons are given in very artificial atmosphere?

3) Supervision work is done on stereotyped lines?

4) It is limited to classroom teaching only?

5) Old and impractical methods are advocated?

6) Evaluation work is not done on scientific lines?

7) It is treated as a formality to be gone through?

8) It is not systematic and adequate?

9) If others: (a) (Please specify) (b) (c)