ENGLISH TRANSLATION OF

APPENDIX 8

COMMUNITY - LIFE

QUESTIONNAIRE FOR THE PRINCIPALS

1. What are the objectives of community-life in the training institutions?

A. The student learns to live co-operatively.
B. Differences of high and low are dissolved.
C. The student learns to think of others.
D. The student learns to do all the activities without aversion.
E. The student gets training to work with responsibility.
F. The student learns to teach the children of primary school to live community-life.
G. The student learns to work in a planned manner.
H.

2. To what extent these objectives are achieved in your institution?

A. Mostly       B. Fairly      C. Almost nil
3. What should be done to achieve these objectives?
   A. Members of the staff in the institution should live a true community-life.
   B. Community-life should be adjusted according to the needs of the local society.
   C. The individuality of every candidate should be recognised.
   D. No threat of cutting marks of community-life should be given.
   E.

4. Do the students like community-life?
   Yes/No

5. What facilities are necessary in the institution to give the training in community-life properly?
   A. Hostel       D. Water supply
   B. Dining hall  E. Staff quarters
   C. Auditorium   F.

6. How many hours a year can be devoted to the activities of community-life?
   A. 150 hours  B. 200 hours  C. 250 hours
7. What should be done to observe this time limit?
   A. The time allotted to some activities should be reduced.
   B. Some activities should be removed after discussion with the students.
   C. The botheration of craft should be reduced.
   D. 

8. Do the instructors show interest in community-life?
   Yes/No

9. What should be done to make the instructors interested in community-life?
   A. They should be given some responsibility.
   B. Importance of every teacher-educator in community-life should be accepted.
   C. They should be given the facility to reside in the campus of the institution.
   D. The principal should take interest in community-life as an elder of the family.
   E. 

10. What should be done to make the community-life of teacher-educators exemplary for the students?
A. A staff club should be formed.
B. Dinner programmes with their families should be arranged at times.
C. Family picnics should be arranged.
D. Monthly meetings should be done.
E.

11. What type of training programme is needed for the teacher-educators to make the training of community-life more fruitful?

A. They should be sent for the refreshers' course every three years.
B. Instructors also should be given training in community-life.
C. They should be given instruction in the theoretical aspect of community-life.
D. They should be instructed about the education of community-life at all levels.
E.

12. What do you feel about the attitude of Basic trained instructors and other instructors towards community-life?

A. The attitudes of both types of instructors are similar.
B. The attitude of basic trained instructors is more favourable.
C. The attitude of non-basic instructors is more favourable.

13. What do you feel about the attitudes of the instructors who have graduated from national institutions and of other graduates towards community-life?

A. The attitudes of both types of instructors are similar.
B. The attitude of the graduates from national institutions is more favourable.
C. The attitude of university graduates is more favourable.

14. Are the students satisfied about the impartiality of the evaluation?

Yes/No

15. What should be done for such satisfaction?

A. Evaluation should not be prescribed in the syllabus.
B. Evaluation should be shared by as many members as possible.
C. Importance attached to the evaluation should be lessened.

D. Less marks should not be a point to create a threatening situation for the students.

E. 

16. Do the students acquire the capacity to organise the activities of community-life properly in the school?

Yes/No

17. What should be done to make them acquire such a capacity?

A. They should be connected with the activities concerning community-life in the practising school.

B. They should be acquainted with community-life in other schools.

C. Theory concerning community-life should be strengthened in the minds of students.

D. 