ANNEXURES
(A1) TEACHERS PERCEPTION SCHEDULE

1. What is your opinion is the purpose of launching in-service training?
   - To improve access.
   - To improve competence of teacher
   - To help in improving achievement levels
   - To improve enrolment and retention
   - All the above.

2. What are the contributing factors for teacher empowerment?
   - Training in competence building
   - Providing infra-structure
   - Improving service conditions
   - All the above

3. Do you think the objectives of the training will help in achieving the all round development of child. Apart from revising the quality level of the schools? It so, how?

4. How far do you feel that the training is useful in your professional growth?

5. What is your opinion about the utility of the material supplied during training?
6. What are the modules, which you feel have real utility value? Why?

7. What are the advantages of the training programmes in your view?

8. Why do you think activity based teaching is being insisted? What is its significance?

9. Why do you getting the needed support from the community? If yes, what type of support? If no, what could be the reason?

10. Do you need follow up programme?

11. How far is the teaching community showing interest in following this method?

12. What difficulties do you perceive in the implementation of the strategies learnt from the training?

13. What are the methods, which you feel have real utility value? Why?

14. Are you getting support from the department/colleagues/ Head master? If yes, what type of support? If no, what could be the reason?

15. Do you think the objectives of the training programme will be achieved by the stimulated time?

16. What suggestions would you like to give for the success of the training programme?

17. Do you see any future challenges? If yes, what are these?

18. Please mention about the innovative activities of your Institution.
(A2) SCHOOL COMMITTEE PERCEPTION SCHEDULE:

1. Who are the members in your committee?
2. How frequently does the committee meet?
3. How is the meeting organized?
   (a) Mandatory (b) Compulsion (c) Cohesion.
4. What kind of issues comes up for discussion during meeting?
5. What are the measures taken by the school to improve the quality of school, which is spelt out in the objectives of Teacher Training?
6. To what extent is the community limited in sharing the responsibility? How is the community responding?
7. How is the school working towards improving the quality of education and there by enhance the achievement level of the pupil?
8. Have you noticed any change in the working of the teacher and the school as a whole after they underwent training?
9. Have you noticed any change in the behaviour of the children? If yes, what type of change?
10. Have you noticed any change in the attitude and outlook of the teachers after their in-service training?
11. Is the school organizing any co-curricular activities that cater to the development of the child?
12. What are the strengths/weaknesses of your institution?

13. What plans do you have for the improvement of present programmes and development of your institution?

14. What are the problems related to management in your institution?

15. What is the action taken by the school in encouraging education of girl child and other disadvantaged goops?

16. What are the steps taken by the committee to reduce child labour and bring them back to school?

(A3) CLASS ROOM OBSERVATION SCHEDULE

Name of the School:

Name of the teacher:

Educational qualification:

Sex: Experience:

Class being taught:

In-service training underwent:

1. Whether the lesson plan prepared is based on competencies and Activity method, whether the teacher has similar period plans for previous lessons?

2. Whether the children are properly motivated? How?
3. Is there a proper rapport between the teacher and the student?

4. Are any aids prepared for the transaction of the lesson?

5. The teacher uses whether the OBB/supplied materials?

6. Extent of using local environment (a) adequate (b) Moderate (c) Inadequate.

7. Whether the teacher prepared any activities for the lesson?

8. Were the aids and activities appropriate to the lesson?

9. Did the teacher divide the class into groups?

10. Whether the children are familiar with grouping techniques?

11. Is the grouping proper with respect to size and heterogeneity?

12. Did the teacher supervise the work of the group?

13. Whether the teacher provides proper guidance to the groups, wherever necessary?

14. Did the teacher pay attention to the whole class?

15. Whether proper discipline was maintained in the class?

16. Whether the activities generated provided any scope for thinking and creativity?

17. Whether the activities provided helped for natural self-learning?
18. Did the teacher encourage discussions among the children in the class?

19. Procedure adopted by the teacher in directing learning process?
   (a) Lecture  (b) Self-learning activities  (c) Demonstration
   (d) Learning with the help of kits  (e) Learning with the help of Local environment.

20. Did the teacher encourage healthy awareness among pupils?

21. Whether the teacher’s treatment was free from gender bias?

22. Did the teacher cater to individual differences? If yes, how did the teacher tackle slow learners, gifted etc.

23. What is the procedure adopted by the teacher to evaluate learning process, achievement?
Part I

A. Record of Observation:

1. Name of observer:

2. Date of observation:

3. About what time did you begin the observation?

4. About what time did you end the observation?

5. What class(s) are being taught?

6. What subject (s) are being taught?

B. Classroom Enrolment and Records:

1. Enrolment

   a. How many children are enrolled in the class?
   b. How many children are present today
   c. How many underage children are present today?

2. Records

   a. Is a register of attendance kept on a daily basis?

   b. Does the teacher keep accurate records about all children?
c. Does the teacher have an orderly system for Monitoring Individual children’s progress?

d. Are the records actually used to improve instruction

Remarks:

C. Teacher Information:

1. Background and Qualification
   
   a. Is this teacher male or female? M_____ F______
   
   b. Does the teacher come from the community area?
      
      Yes___No____
   
   c. How long has the teacher been teaching? _____ Years
   
   d. What level of training does the teacher have?
   
   e. Where did the teacher receive his or her training?

2. Training and Support

   1. Does the teacher feel that he or she received appropriate professional training? Yes____ No____
   
   2. Does the teacher feel that he or she receives appropriate support from the school? Yes____ No____
   
   3. Does the teacher feel that he or she receives appropriate support from the Block/DIET? Yes____ No____
4. Does the teacher feel that he or she receives appropriate support from the parents and community? Yes ____No ______

5. Are there any areas where the teacher would like more training?

Remarks:

3. Attendance and school opening
   a. How many days did the teacher teach during the previous calendar month? ______Days
   b. During the previous month, how many days was the school closed for official reasons (holidays, Censuses)? ______days
   c. Does the teacher always arrive at school on time Yes___No___

Remarks:

4. Facilities
   a. Is there a lunch programme in the school?   Yes__No____
   b. Are there separate (clean) toilet facilities for boys and girls?  
      Yes___No____
   c. Is the teacher satisfied with the school facilities?
      Yes___No____

Remarks:
5. General Satisfaction

a. Does the teacher find the job satisfaction? Yes ____ No ____

Remarks:

PART II

A. Classroom Environment

1. Is the classroom clean and tidy? Yes No

2. Are there posters and illustrations on the wall?

3. Is there a display of children’s work in the Classroom?

4. If the answer to No.3 is Yes, is the work related to recent lessons? (If the answer to No.3 is No, level blank.)

5. Is there an attendance board visible and up to date in the class?

6. Is there adequate light for each child to be able to read the blackboard and their books?

7. Does external noise affect communication?

8. Do seating arrangements encourage participation?

9. Is the learning environment attractive?

Remarks:
B. Facilities and Materials

1) Is there a usable blackboard and adequate chalk?

2) Can all children see the blackboard?

3) Does the teacher use attractive/relevant/interesting materials?

4) Does the teacher make use of locally available resource and materials?

5) Does each child have enough space to work?

6) Do all children have slates?

7) Are there enough textbooks available for the children?

8) Are there any reading/reference materials other than the student's texts?

9) Are there any materials available for enrichment or remedial assistance?

10) Is there adequate storage and display space for teaching/learning materials?

10) Are there any facilities and equipment available for sports and outdoor activities?

Remarks:

C. Observation of Student

1. Are boys and girls given equal time and attention?

2. Do the children pay attention to the teacher when he or she is
speaking to them?

3. Is the children’s response to the class activity passive?

4. Do all children participate in class activities?

5. Do all children ask questions? (Both boys & girls).

6. Do children who need help get that help from the teacher?

Remarks:

D. Teacher Communication

1. Does the teacher speak the local language?

2. Does the teacher talk to the children using vocabulary that they understand?

3. Does the teacher speak so that all children in the class or group can hear?

4. Does the teacher maintain eye contact with class or group?

5. Does the teacher write legibly on the blackboard so that all of the students can see & understand?

6. Does the teacher know and use student names?

7. Does the teacher listen carefully to all students?

8. Does the teacher speak to children in a Threatening way?

Remarks:
E. Lesson Planning and Implementation

1. Does the teacher enter the class with a plan?
2. Does the teacher get the class started quickly?
3. Does the teacher have materials, supplies and equipment for the lesson ready at the start of the lesson?
4. Does the teacher make use of the available space?
5. Does the teacher use examples that are relevant to the background and interests of the pupils?
6. Does the teacher seem to know the subject matter?
7. Does the teacher summarize the main points at the end of the lesson?

F. Questioning Skills

1. Does the teacher ask questions to find out if children have understood what is taught?
2. Does the teacher ask all students (Boys & girls)?
3. Does the teacher pose questions clearly and one at a time?
4. Does the teacher provide specific useful feedback after an incorrect, incomplete or non-response in a helpful way?
5. Does the teacher ask some questions that require more than the teacher a rote response?

Remarks:

G. Practice, Feedback and Remediation

1. Does the teacher check for understanding before assigning practices?  

2. Does the teacher regularly mark and provide feedback (written or verbal) on pupils work?  

3. Does the teacher make any provision for remedial assistance?

Remarks:

H. Grouping

1. Does the teacher sometimes work with particulars subgroups of students?  

2. Do students sometimes work independently in clusters?  

3. Do students sometimes work as groups? (This is distinct from working individually in small clusters)  

4. Are groups always composed of the children of the same sex, caste, social class, achievement level etc?  

5. Is peer tutoring used where appropriate?

Remarks:
I. General Methods

1. Does the teaching method concentrate on rote learning?  
   Yes No

2. Does the teacher concentrate his or her attention on  
   particular subgroups of students?

Remarks:

(Make note here of any predecessor innovations that you saw that  
were particularly good and should be circulated more widely).

J. Class Atmosphere

1. Does the teacher talk to the children in a friendly way.  
   Yes No

2. Do the children appear to get along with each other?

3. Do the children seem to respect the teacher?

4. Are the children afraid of the teacher?

5. Does the teacher use corporal punishment?

6. Does the teacher push or pull the children in an aggressive  
   way?

7. Does the class atmosphere appear to be Joyful?

8. In general, do boys and girls appear to be treated equally?

Remarks:
# (A5) TEACHER EFFECTIVENESS SCALE

Name..................................................................................................................

Name of School..................................................................................................

Qualifications....................................................................................................

Experiences........................................................................................................

(Put ✓ mark as your choice)

<table>
<thead>
<tr>
<th>SI No.</th>
<th>Statement</th>
<th>Totally Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Totally Disagree</th>
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<tbody>
<tr>
<td>1.</td>
<td>I have full confidence which subject I teach.</td>
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<td>2.</td>
<td>I always try to develop my knowledge.</td>
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<td>3.</td>
<td>I give necessary guidance to give the solution of pupils, problem.</td>
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<td>4.</td>
<td>I give appropriate opportunity to pupils for adequate motivation.</td>
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<td>5.</td>
<td>I behave equally to all students.</td>
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<td>6.</td>
<td>I do not usually use physical punishment to the pupils.</td>
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<td>7</td>
<td>I accept with pleasure my errors told by the pupils.</td>
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<td>8</td>
<td>I give neutral opinion in relation to school activities.</td>
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<td>9</td>
<td>I have the relation of friendship and brotherhood with fellow teachers.</td>
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<td>10</td>
<td>I have interest in co-curricular activities of the institution.</td>
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<td>11</td>
<td>I am creative.</td>
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<tr>
<td>12</td>
<td>I am responsible.</td>
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<tr>
<td>13</td>
<td>I have insight.</td>
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<td>14</td>
<td>I utilize essential remedial methods</td>
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(A6) TEACHER JOB SATISFACTION SCALE

Name..............................................................................................................

Name of the School...........................................................................................

Qualifications......................................................................................................

Experiences.........................................................................................................

1) Do you feel that you temperamentally fit for teaching? Yes/No

2) Do you get pleasure in teaching? Yes/No

3) Do you feel proud of your professing? Yes/No

4) Do you feel that you get good result of good works from the student? Yes/No

5) Do you feel that your vocation is totally secure? Yes/No

6) Do you feel that your institution is teacher-oriented? Yes/No

7) Do you feel that your institution is a best place for teaching? Yes/No

8) Do you feel that existing facilities of your school are sufficient? Yes/No

9) Have you received your monthly salary regularly? Yes/No

10) Is any promotional scope in your service? Yes/No

11) Are you getting in-service Examining frequently from the concerning agencies? Yes/No