# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Title</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Sample of Parents, Teachers and Students</td>
<td>111</td>
</tr>
<tr>
<td>4.1</td>
<td>Percentage of Age of candidates</td>
<td>113</td>
</tr>
<tr>
<td>4.2</td>
<td>Percentage of Formal Education Level</td>
<td>114</td>
</tr>
<tr>
<td>4.3</td>
<td>Percentage of Buddhist Education Level in Dharma Division Grade</td>
<td>114</td>
</tr>
<tr>
<td>4.4</td>
<td>Percentage of Buddhist Education Level in Pali Division Grade</td>
<td>115</td>
</tr>
<tr>
<td>4.5</td>
<td>Percentage of The temple where you spend your Buddhist Lent time and its address</td>
<td>115</td>
</tr>
<tr>
<td>4.6</td>
<td>Percentage of Temple where you teach Prapariyattitham Institute of Dharma Division and its address</td>
<td>118</td>
</tr>
<tr>
<td>4.7</td>
<td>Percentage of How long you are working in Prapariyattitham Institute</td>
<td>119</td>
</tr>
<tr>
<td>4.8</td>
<td>Percentage of The current curriculum is fine</td>
<td>119</td>
</tr>
<tr>
<td>4.9</td>
<td>Percentage of Short course should be provided according to needs of those who enter the priesthood of different duration</td>
<td>120</td>
</tr>
<tr>
<td>4.10</td>
<td>Percentage of Each course should be provided with 3 credits</td>
<td>120</td>
</tr>
<tr>
<td>4.11</td>
<td>Percentage of Practices should be provided for Dharma description</td>
<td>121</td>
</tr>
<tr>
<td>4.12</td>
<td>12 Percentage of The curriculum should be in accordance with the 2002 National Education Act</td>
<td>121</td>
</tr>
<tr>
<td>4.13</td>
<td>13 Percentage of Language courses should be added</td>
<td>122</td>
</tr>
<tr>
<td>4.14</td>
<td>14 Percentage of Social Sciences courses should be added</td>
<td>122</td>
</tr>
<tr>
<td>4.15</td>
<td>15 Percentage of Math courses should be added</td>
<td>123</td>
</tr>
<tr>
<td>4.16</td>
<td>16 Percentage of The first grade Dharma students should be made during the first year; while the second grade and the third grade Dharma student should be made during the second and third years respectively</td>
<td>123</td>
</tr>
<tr>
<td>Section</td>
<td>Requirement</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>4.17</td>
<td>Percentage of should be up to date and applicable for publication</td>
<td></td>
</tr>
<tr>
<td>4.18</td>
<td>Percentage of Should be described in simple and understandable language</td>
<td></td>
</tr>
<tr>
<td>4.19</td>
<td>Percentage of Speech courses should be added</td>
<td></td>
</tr>
<tr>
<td>4.20</td>
<td>Percentage of Should be added up with those part and current Buddhism issues analyzing</td>
<td></td>
</tr>
<tr>
<td>4.21</td>
<td>Percentage of Pretest should be utilized</td>
<td></td>
</tr>
<tr>
<td>4.22</td>
<td>Percentage of Individual differences among students should be considered</td>
<td></td>
</tr>
<tr>
<td>4.23</td>
<td>Percentage of Handouts on each lecture should be provided</td>
<td></td>
</tr>
<tr>
<td>4.24</td>
<td>Percentage of Unit objectives should be early started</td>
<td></td>
</tr>
<tr>
<td>4.25</td>
<td>Percentage of Teaching aids should be provided</td>
<td></td>
</tr>
<tr>
<td>4.26</td>
<td>Percentage of Current issues should be related in order for the learners to be able to apply</td>
<td></td>
</tr>
<tr>
<td>4.27</td>
<td>Percentage of Comprehension should be focused</td>
<td></td>
</tr>
<tr>
<td>4.28</td>
<td>Percentage of Students to participate more in activities instead of listening and memorizing</td>
<td></td>
</tr>
<tr>
<td>4.29</td>
<td>Percentage of Evaluation should be conducted continuously</td>
<td></td>
</tr>
<tr>
<td>4.30</td>
<td>Percentage of Student-Centered activities should be put into practice</td>
<td></td>
</tr>
<tr>
<td>4.31</td>
<td>Percentage of Teaching supervision should be made in order for the</td>
<td></td>
</tr>
<tr>
<td>4.32</td>
<td>Percentage of Reinforcing rewards should be provided for successful students teaching /learning process development to be created</td>
<td></td>
</tr>
<tr>
<td>4.33</td>
<td>Percentage of The conventional evaluation techniques are appropriate</td>
<td></td>
</tr>
<tr>
<td>4.34</td>
<td>Percentage of The accumulative scores from affiliate institutes should be put into consideration together with the main ones</td>
<td></td>
</tr>
</tbody>
</table>
4.35 Percentage of The examination should be conducted twice a year
4.36 Percentage of School should have a place in constructing tested
4.37 Percentage of The instructors should prepare and conduct the test Themselves
4.38 Percentage of Standardized tests should be provided to measure the students standards
4.39 Percentage of Analytical abilities should be measured
4.40 Percentage of Knowledge, application, attitude and appreciation should be measured
4.41 Percentage of Marks should be awarded based on test and Attendance
4.42 Percentage of Tests should cover the entire content
4.43 Percentage of Test should be objective and descriptive
4.44 Percentage of Test cheating should be more strictly monitored
4.45 Percentage of Institute should clearly and independently provided Dharma, Pali and general subject divisions
4.46 Percentage of Personal administrating principles should be utilized
4.47 Percentage of Board of committee should consist of those monks of knowledge and intention
4.48 Percentage of Qualitative administrators should be systematically Selected
4.49 Percentage of The administrators should have education visions
4.50 Percentage of The annual workshop for administrators should be Provided
4.51 Percentage of The administrators should be provided seminars regarding administration and budget
4.52 Percentage of Sufficient budget should be procured for educational Administration
4.53 Percentage of Sound system of budget should be put into practice

4.54 Percentage of Budget resources utilization

4.55 Percentage of Budgeting techniques should be provided for the administrators through workshops

4.56 Percentage of Instructors selected should be proficient both in priesthood and layman aspects

4.57 Percentage of Seminars and workshops regarding instructional methodology, activities, measurements and evaluation should be provided for the instructors in a periodical basis

4.58 Percentage of Instruction should be in accordance with current living condition

4.59 Percentage of Administrative and managing criteria should be provided for those figure concerned

4.60 Percentage of Dharma troop leaders should take a close look at educational management of those affiliate institutes in order for mutual standard to be provided

4.61 Percentage of Academic affair Department should be set up for the pedagogical practices, timetable preparation, curriculum management, etc.

4.62 Percentage of Instructional supervision should be provide for the betterment of pedagogical practices

4.63 Percentage of Desks, chairs and teaching aids should be sufficiently Provided

4.64 Percentage of Religious Department should provide the monitoring mission to do the evaluating work of the Prapariyattitham institutions of Dharma Division

4.65 Percentage of Academic atmosphere should be provided

4.66 Percentage of Each classroom should be equipped with curable articles and teaching aids adequately

4.67 Percentage of Each Institute should be provided with fundamental office machines like typewriters, computers, duplicating machines
4.68 Percentage of Modern educational technology should be provided
4.69 Percentage of Basic infrastructure like desks, chairs, blackboard, chalk, textbooks should be provided
4.70 Percentage of Shuttle buses should be provided for those who live far away from the institution
4.71 Percentage of all the schools institutes should conduct the five S Cleaning Project
4.72 Percentage of The instructors should put what is started in the text into practice; solely lecturing is not sufficient
4.73 Percentage of Instructors who used to enter priesthood and study Pali should be invited to conduct the teaching; some comprehension should be provided for them as well
4.74 Percentage of Quality paper should be used in Text books
4.75 Percentage of Text book should consists of illustrations and exercises
4.76 Percentage of Age
4.77 Percentage of education year and Graduation year of Dharma curriculum in First level
4.78 Percentage of education year and Graduation year of Dharma curriculum in Second level
4.79 Percentage of education year and Graduation year of Dharma curriculum in the third level
4.80 Percentage of students were told earlier about the different courses about the various courses in Prapariyattitham institutes who attend earlier
4.81 Percentage of Indicating the preparation of the usefulness of the different course about the different courses about the various courses in Prapariyattitham institutes
4.82 Percentage of Indicating the perception of the usefulness of the different courses
4.83 Percentage of opinion about Facilities Boarding
4.84 Percentage of opinion about Facilities Lodging
4.85 Percentage of opinion about Facilities Space and furniture in Classroom

4.86 Percentage of opinion about Facilities Library and reading room

4.87 Percentage of opinion about Facilities Space for meditation and Chanting

4.88 Percentage of opinion about Facilities Cultural activities

4.89 Percentage of opinion about Facilities Audio visual experiments

4.90 Percentage of Cooperative between teachers and the students in Prapariyattitham institutes

4.91 Freedom in interaction with the teachers

4.92 Competence of the teachers in transacting the content in Dharma Division curriculum

4.93 Clarification of doubts in different subjects of Prapariyattitham Course

4.94 Receiving of the print material before the commencement of the Instruction

4.95 Ability to understand the print materials

4.96 Percentage of mentioning topic of the most relevant to life

4.97 Percentage of using of audio – visual materials of teachers

4.98 Percentage of appropriation of methodology adopted by monks

4.99 Percentage of approaching to teachers with specific problem various Subjects

4.100 Percentage of various problems approaching to teachers

4.101 Percentage of Solving of problems by the teachers

4.102 Percentage of Adequacy of the existing duration for the course

4.103 Percentage of Benefits after getting through the course

4.104 Subjects of specialization
4.105 Percentage of name of Prapariyattitham Institute 168
4.106 Percentage of Teachers eager to improve their teaching skills 168
4.107 Percentage of teachers can adopt appropriate teaching strategies to attain the objectives of teaching different content categories 169
4.108 Percentage of Teachers good at explaining the content of lesson 169
4.109 Percentage of Teachers become nervous when they think of teaching in real classroom situation 170
4.110 Percentage of Teachers get easily discouraged when things get out of control while teaching 170
4.111 Percentage of Teachers like to have a thorough planning when they have to teach 171
4.112 Percentage of Teachers feel they can motivate the pupils toward Learning 171
4.113 Percentage of Teachers can evaluate the effectiveness of teaching in terms of learners’ outcomes 172
4.114 Percentage of Teachers feel they can monitor or direct the interaction in class 172
4.115 Percentage of Teachers get annoyed when pupils ask the questions 173
4.116 Percentage of Teachers strive to be successful at teaching 173
4.117 Percentage of Teachers can make use of number of teaching skills effectively during teaching 174
4.118 Percentage of Teachers remain active during teaching 174
4.119 Percentage of Teachers find it hard to adjust the teaching according to the needs of the learners 175
4.120 Percentage of Teachers give up too easily when problems arise during teaching 175
4.121 Percentage of Teachers try to adopt suitable teaching strategies depending upon the situations in the classroom 176
<p>| 4.122 | Percentage of Teachers can create good rapport with the pupils | 176 |
| 4.123 | Percentage of Teachers will be just waiting to complete the teaching Task | 177 |
| 4.124 | Percentage of Teachers want to be systematic in the teaching | 177 |
| 4.125 | Percentage of Teachers can plan the lesson according to the nature of the subject matter and the needs of learners | 178 |
| 4.126 | Percentage of Teachers feel they can identify learning difficulties of pupils | 178 |
| 4.127 | Percentage of Teachers cannot keep themselves cognizant of the teaching – learning process that goes on during their teaching | 179 |
| 4.128 | Percentage of Teachers can judiciously use reinforces to motivate pupils for better learning | 179 |
| 4.129 | Percentage of Teachers can provide appropriate remedial instruction to enable pupils to overcome their learning difficulties | 180 |
| 4.130 | Percentage of Teachers cannot teach effectively when they have to deviate from planed lesson | 180 |
| 4.131 | Percentage of Teachers students look forward to their experience of teaching in real classroom situation | 181 |
| 4.132 | Percentage of Teachers encourage the pupils to respond correctly to their questions | 181 |
| 4.133 | Percentage of Teachers can ask the questions relevant to the context of the lesson | 182 |
| 4.134 | Percentage of Percentage of Teachers get bored to do any planning before teaching | 182 |
| 4.135 | Percentage of Teachers prefer to ignore pupils’ doubts and wrong answer | 183 |
| 4.136 | Percentage of Teachers have the difficulty of ascertaining the achievement of instructional objectives at the end of lesson | 183 |
| 4.137 | Percentage of Teachers can state clearly the relevant objectives of teaching different content categories | 184 |</p>
<table>
<thead>
<tr>
<th>4.138</th>
<th>Percentage of Teachers take it as a challenge whenever a lesson takes a deviation from the prepared lesson</th>
<th>184</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.139</td>
<td>Percentage of Teachers try to ensure that pupils’ learning takes place throughout the lesson</td>
<td>185</td>
</tr>
<tr>
<td>4.140</td>
<td>Percentage of Teachers can handle effectively pupils’ responses</td>
<td>185</td>
</tr>
<tr>
<td>4.141</td>
<td>Percentage of Teachers can provide opportunities for pupils to participate in the classroom activities</td>
<td>186</td>
</tr>
<tr>
<td>4.142</td>
<td>Percentage of Teachers fail to make use of relevant teaching skills in a strategy of teaching the content</td>
<td>186</td>
</tr>
<tr>
<td>4.143</td>
<td>Percentage of Teachers fail to understand the teaching-learning process taking place in the class when they are teaching</td>
<td>187</td>
</tr>
<tr>
<td>4.144</td>
<td>Percentage of Teachers derive great deal of pleasure while answering pupils’ questions</td>
<td>187</td>
</tr>
<tr>
<td>4.145</td>
<td>Percentage of Teachers can ensure pupils’ continues attention in the class through varied stimuli</td>
<td>188</td>
</tr>
<tr>
<td>4.146</td>
<td>Percentage of Teachers feel insecure while teaching in the class</td>
<td>188</td>
</tr>
<tr>
<td>4.147</td>
<td>Percentage of Teachers fail to arouse and sustain students’ interest in teaching</td>
<td>189</td>
</tr>
<tr>
<td>4.148</td>
<td>Percentage of Teachers can handle effectively discipline problems that arise in the classroom</td>
<td>189</td>
</tr>
<tr>
<td>4.149</td>
<td>Percentage of Teachers think they can adjust the speed of lesson according to the needs of the pupils</td>
<td>190</td>
</tr>
<tr>
<td>4.150</td>
<td>Percentage of Teachers are eager to try out new methods of teaching in the actual classroom situation</td>
<td>190</td>
</tr>
<tr>
<td>4.151</td>
<td>Percentage of Teachers cannot formulate good questions fluently</td>
<td>191</td>
</tr>
<tr>
<td>4.152</td>
<td>Percentage of Teachers feel they are not able to make the pupils to understand the questions</td>
<td>191</td>
</tr>
<tr>
<td>4.153</td>
<td>Percentage of Teachers can provide differential assignments to enhance pupils’ learning</td>
<td>192</td>
</tr>
</tbody>
</table>
4.154 Percentage of Teachers feel they can evaluate pupils’ learning using appropriate techniques
4.155 Percentage of Teachers have difficulties in sequencing the content of the lesson
4.156 Percentage of Teachers prefer to teach easy topics to pupils
4.157 Percentage of Teachers can choose and effectively use different teaching aids to facilitate pupils’ learning
4.158 Percentage of Teachers look on each practice teaching session as an opportunity to improve teaching
4.159 Percentage of Teachers are doubtful that practice in teaching will ever make them an effective teacher
4.160 Percentage of Teachers feel dominated by the pupils in class
4.161 Percentage of Teachers fail to secure pupils’ attention in class
4.162 Percentage of Teachers can relate the present lesson with the previous learning of the pupils and also with what they are going to learn
4.163 Percentage of Teachers can make pupils to raise a number of questions on their own related to the lesson
4.164 Percentage of Subjects of specialization
4.165 Percentage of Training helps the students to understand about the teaching
4.166 Percentage of Training program helps the students to learn from teaching experience
4.167 Percentage of The supervisor’s description and critical analysis of the lessons helps the students to understand about the teaching
4.168 Percentage of Training makes feel that teaching is artificial and rigid
4.169 Percentage of Training helps the students to create livelier and interesting classroom atmosphere
4.170 Percentage of Training helps the students to be accurate in content during teaching
4.171 Percentage of Finding the supervisor’s suggestions and criticisms helpful in developing teaching ability 201
4.172 Percentage of Teachers have not Benefit by the feedback given by the peer group 201
4.173 Percentage of Training has potential for developing teaching competence 202
4.174 Percentage of Training program has no practical basis 202
4.175 Percentage of Training helps the teachers to adopt appropriate strategies of achieving predetermined objectives 203
4.176 Percentage of Training helps the Teachers to realize that teaching skills are the means for teaching the content 203
4.177 Percentage of Teachers find supervisor’s comments about teaching relevant 204
4.178 Percentage of Teachers do not like the teaching to be closely monitored by the peer group 204
4.179 Percentage of The practice of writing lesson plans does not permit the students to incorporate teaching skills in strategy of teaching the content 205
4.180 Percentage of Training helps the students to examine the teaching critically 205
4.181 Percentage of Training enables the teachers to analyze and identify the merits and shortcomings of lesson 206
4.182 Percentage of Training helps the teachers to develop a clear understanding of the subject to be taught in the school 206
4.183 Percentage of Teachers find peer’s suggestion about the teaching valuable 207
4.184 Percentage of Training provides an artificial setting for teaching 207
4.185 Percentage of Training does not helps the students to understand the intellectual process which takes place in teaching-learning process 208
4.186 Percentage of Teachers find that it easy to get along with supervisor during practice teaching 208
4.187 Percentage of Training makes the teachers focus on the lesson and avoid unnecessary digression from the strategy planned

4.188 Percentage of Training helps teachers to know how and teaching skills be used in teaching

4.189 Percentage of Training helps teachers to take appropriate decisions about teaching-learning

4.190 Percentage of The supervisor encourages the teachers to develop confidence in teaching

4.191 Percentage of The teachers do not attach any importance to the views of the peer group about the lesson

4.192 Percentage of Training does not helps the teachers to meet the needs of actual classroom situations

4.193 Percentage of Teachers think that the training program is outdated

4.194 Percentage of Training helps the teachers to be clear about the objectives of teaching different content categories

4.195 Percentage of Training helps the teachers to formulate instructional objectives

4.196 Percentage of Training presents a spectrum of all the important issues in learning to be a teacher

4.197 Percentage of Teachers prefer to teach without being observed by my supervisor

4.198 Percentage of Training helps the students to decide the quantum of content for lesson

4.199 Percentage of Training helps the teachers to choose and organize relevant content

4.200 Percentage of Training helps the teachers to improvise and use teaching aid

4.201 Percentage of Teachers hesitate to discuss with the supervisor about the lesson

4.202 Percentage of Teachers feel it is not necessary to undergo training program to become an effective teacher
4.203 Percentage of Training does not allow teachers to be creative in Teaching

4.204 Percentage of Teachers find it easy to approach members of peer group for their advices and suggestion about the teaching

4.205 Percentage of Training helps the teachers to identify proper learning resources

4.206 Percentage of Training helps the teachers to be systematic in my Teaching

4.207 Percentage of Teachers are inclined to learn teaching skills during training as one cannot practice them in actual classroom situation

4.208 Percentage of Training helps the teachers to overcome the fear of facing pupils in the classroom

4.209 Percentage of Training helps the teachers to evaluate and review the learning outcomes

4.210 Percentage of Training helps the students to provide appropriate remedial instruction to enable pupils to overcome their learning difficulties

4.211 Percentage of training program does not helps the students to apply theory into practical situations

4.212 Percentage of Training restricted the freedom, spontaneity while teaching

4.213 Percentage of The students look supervisor for experience and Expertise

4.214 Percentage of Teachers do get encouragement from supervisor to express the views about lessons

4.215 Percentage of Training helps the teachers to secure students continued attention in the class through varied stimuli

4.216 Percentage of Teachers find the views of the peer group on teaching are vague and casual

4.217 Percentage of Teachers feel the training does not provide sufficient scope to think independently about one’s teaching
4.218 Percentage of Teachers can teach with confidence in the presence of my supervisor

4.219 Percentage of Teachers feel it is waste of time to practice teaching skills during training

4.220 Percentage of Training helps the teachers to prepare a detailed lesson plan to teach in an organized way

4.221 Percentage of The supervisor helps the teachers to know themselves as a teacher through review and discussion of lesson

4.222 Percentage of Training helps the teachers to deal with discipline problems that arise in the classroom

4.223 Percentage of Training helps the teachers to design suitable assignments according to the ability levels of the pupils

4.224 Percentage of Teachers nervous of being observed in a training Sessions

4.225 Descriptive Statistics of Perception Scores

4.226 Mean and standard deviation of the perception scores of respondents of various age groups

4.227 ANOVA table for the difference of perception among age groups

4.228 Mean and standard deviation of the perception scores of according to formal education level

4.229 ANOVA table for the difference of perception scores according to formal education level

4.230 Mean and standard deviation of the perception scores according to Buddhist level of education

4.231 ANOVA table for the difference among the perception scores according to Buddhist Level of Education

4.232 Mean and standard deviation of the perception scores of various Prapariyattitham Institutions

4.233 ANOVA table for perception of parents, teachers and experts from different Prapariyattitham Institutions
4.234 Mean and standard deviation of the perception scores of parents, teachers and experts with various years of stay/attachment

4.235 ANOVA table for the difference of perception of parents, teachers and educational experts with various years of stay/attachment

4.236 Descriptive Statistics

4.237 Difference between Self-Concept and Attitude

4.238 Mean and SDs of Self Concept of Teachers Teaching Various Subjects

4.239 ANOVA table for the difference among mean scores in self concept of monks

4.240 Mean and SDs of Attitude of teachers towards Buddhist Education

4.241 ANOVA table for the significance of the mean attitude of teachers teaching different subjects

4.242 Mean and SDs of Self Concept of Various Prapariyattitham Institutions

4.243 ANOVA Table for Self Concept of teachers of Prapariyattitham Institutions teaching various subjects

4.244 Mean and SD Scores of Attitude of Buddhist Monks towards Buddhist Education

4.245 ANOVA for Mean Attitude Scores of Teachers of Different Prapariyattitham Institutions

4.246 Summary of Statistics of Examination Result of Prapariyattitham Institutions

4.247 The Attitude and Self Concept of Teachers and Perception of Parents