CHAPTER II

OBJECTIVES AND METHODOLOGY
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1.1 With a view to study the desirability, and feasibility of the developments in Education in the state of Maharashtra, the fields taken into consideration for the present study are:

   (i) Micro-teaching
   (ii) Vocational Guidance
   (iii) Work Experience

1.2 The objectives put forth for the study are mainly to assess the present position of these Educational fields, along with the availability of qualified personnel and the acceptability of these fields taking into consideration the expansions of these fields in the Western Countries.

1.3 Information about Micro-teaching has been collected from Teacher Educators and Principals of Secondary Training Colleges in the State of Maharashtra, in the Questionnaires given in Appendix I and II.

1.4 Information about Vocational Guidance has been collected from Teachers in Secondary Schools and Principals of Secondary Training Colleges in the State of Maharashtra in the Questionnaires given in Appendix III and IV.
1.5 Information about Work Experience has been collected from Headmasters of Secondary Training Schools and from the Principals of Secondary Training Colleges in the State of Maharashtra in the Questionnaires given in Appendix V and VI.

1.6 The questionnaires have been circulated through mailing to cover the large area within a short time, in the absence of proper facilities to contact all these sectors within the permitted time.

1.7 The statistical tool for comparison is mainly the use of percentages. The results are thus discussed on the basis of percentages only.

1.8 Due to the collection of the data through mailing, the response has been poor even when sufficient care was taken to see that the questionnaires have been sent to all with a view to cover the entire population. Since there could not be any control over such non-responses, the Research Worker is forced to accept the small responses by way of representative samples.

1.9 The conclusions, however, have indicated that one of the main reason of the non-response is the least attention paid by the teacher educators, teachers, headmasters or Principals in the current developments in the field of education.
APPENDIX I

MICRO-TEACHING

QUESTIONNAIRE FOR TEACHER EDUCATORS

1. Name of the Respondent:

2. Academic Qualification:

3. Name of the Institution where employed

4. Address

5. What techniques of teaching do you use in classroom?
   (1) Use of black board
   (2) Explanation
   (3) Encouraging group discussion
   (4) Student innovations
   (5) Use of illustration and examples
   (6) Handling of teaching aids and other equipments
   (7) Lecturing
   (8) Probing questions
   (9) Dealing with answers
   (10) Planned Repetition
   (11) Teacher Liveliness

6. Do you know about Micro-teaching? Yes/No
7. Have you undergone training in Micro-teaching? Yes/No

8. If yes what skill you have practised?
   (1) Use of black board
   (2) Explanation
   (3) Encouraging group discussions
   (4) Student innovations
   (5) Use of illustrations and examples
   (6) Handling of teaching aids and other equipments
   (7) Lecturing
   (8) Probing questions
   (9) Dealing with answers
   (10) Planned Repetition
   (11) Teacher liveliness
   (12) Stimulus variation

9. If NO, would like to take course in Micro-teaching?

10. In your opinion, for teaching what subject Micro-teaching is particularly useful?

11. Micro-teaching is useful for only:
    (a) Pupil teacher in training college
    (b) In service teacher
    (c) Science and mathematics teachers
    (d) For none
12. Do you think that Micro-teaching will be effective for
   (a) Teaching in very big classes
   (b) For Improving boldness in classroom
   (c) For Improving various skills in teaching.

13. Micro-teaching will be effective only:
   (a) If it is followed by a bridge lesson
   (b) If Micro-teaching and full lessons are taken
       alternatively with bridge lesson
   (c) If full lessons are taken after Micro-teaching
       without bridge lesson in between.
APPENDIX II

MICRO-TEACHING

QUESTIONNAIRE FOR PRINCIPALS OF SECONDARY TRAINING COLLEGES

1. Name of the Respondent :

2. Name of the Institution:

3. Address

4. Have you read any books, reports and studies regarding micro-teaching? Yes/No

5. If yes, can you name a few of the materials you have read?

6. Have you attended any seminar on workshops on micro-teaching? Yes/No

7. If yes, give particulars.

8. Is micro-teaching practiced in your institution as a regular feature of the years academic work? Yes/No

9. If yes, have you been personally involved in the practice of micro-teaching?

10. In your opinion what are the advantages of micro-teaching in the training of pupil-teacher.
11. What are the shortcomings of micro-teaching as a teacher training tool.

12. In your opinion what changes should be made in micro-teaching as it is practiced in U.K. and U.S.A. in order to make it suitable to Indian conditions.
APPENDIX III

VOCATIONAL GUIDANCE

QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS
IN THE STATE OF MAHARASHTRA

1. For whom has vocational guidance been offered in your school?
   (a) For students of Higher classes
   (b) For all students
   (c) For students who need it
   (d) For students of the 10th standard

2. Does the school have any Vocational information Service? Yes/No
   If yes, of what type?

3. Are there qualified teachers for guidance/counselling in your school? Yes/No

4. If qualified teachers are not available, what other arrangements are made for outgoing students as regards guidance in their future careers?

5. Vocational Guidance could be effective only if
   (a) Qualified teachers for guidance are available
   (b) Outside lectures are provided by experts in various fields
(c) Vocational trips to industries and institutions are provided
(d) Proper vocational guidance literature is provided to students

6. Do you think that Vocational Guidance is useful for
   (a) School leaving students only
   (b) Drop outs of schools
   (c) All Higher Secondary Students
   (d) 10th and 12th standard students only

7. Have you undergone any training in educational and vocational guidance? Yes/No

8. If yes, mention your name, qualifications and experience.

9. If no would you like to take a course in Vocational Guidance and Education? Yes/No

10. Please state the importance you accord to the statements given below: (Response: Very Important, Important Important to some extent, Not important, Not important at all)

    Vocational guidance should be given:
    (i) Special attention and priority to 10th standard students in your schools
(ii) With reference to the curricula offered in your school?

(iii) According to the modern methods of production, marketing and planning if your school is a vocational one

(iv) After considering the employment opportunities available in the area

(v) According to the needs of the children

11. In your opinion:

(a) Should academic and occupational courses be segregated Yes/No

(b) Should they be combined and made an integral part of a general curricula Yes/No

12. At what level should educational and vocational guidance start?

(a) Middle school level (5th standard)

(b) Secondary school level (8th standard)

(c) Higher secondary school level (11th standard)
APPENDIX IV

VOCATIONAL GUIDANCE

QUESTIONNAIRE FOR THE PRINCIPALS OF SECONDARY TRAINING COLLEGES IN MAHARASHTRA

1. Name of the Respondent:

2. Name of the Institution:

3. Address

4. Have you had any special training in Vocational Guidance? Yes/No

5. If yes, please give relevant particulars

6. Are you at present involved in practical vocational guidance which is related with your work? Yes/No

7. If yes, give particulars.

8. Are you familiar with the vocational guidance facilities and work at the Secondary school level? Yes/No

9. If yes, give particulars.

10. In your opinion are the facilities for vocational guidance in secondary schools in Maharashtra adequate and satisfactory? Yes/No
11. If no what are the shortcomings in this field?

12. Can you suggest some practical measures for improving the present state of vocational guidance in Secondary schools in Maharashtra?

13. Are you generally acquainted with the progress of vocational guidance at the secondary school levels in U.K. and U.S.A. Yes/No

14. If yes, can you offer a brief and comparative explanation of what we are lagging behind in those countries in the matter of development of vocational guidance at the Secondary School level.
APPENDIX V

WORK EXPERIENCE

QUESTIONNAIRE FOR THE HEADMASTERS OF SECONDARY SCHOOLS IN MAHARASHTRA

1. Name of the Respondent :

2. Name of the School :

3. Educational Qualification :

4. In your opinion what should be the training course in the work experience meant for Secondary school teachers :
   (a) Nature of the training course :
   (b) Duration :

5. What criteria should be used for the selection of teachers for their training course in work experience
   (a) He should be technical minded
   (b) He should be interested in various vocations
   (c) He must have contacts with the people working in various vocations
   (d) He should be expert in any one vocation

6. How would you correlate the work experience programme with teaching of subjects in the class
   (a) There should be work experience at the week ends
(b) Work experience programme should only be during vacations.
(c) Work experience should be in the regular during the free periods whenever available.

7. How many periods should be given for work experience per week:
   (a) Practicals:
   (b) Theory:
   Total No. of periods:

8. Does work experience affect the other subjects in the school? Yes/No

9. If so, in what way?

10. What deficiency do you find in the syllabus prescribed for the work experience
   (a) Work experience is too theoretical
   (b) Work experience has more practicals and therefore, the theoretical knowledge is limited
   (c) Work experience is not according to the need of the society
   (d) Work experience is for the school record and not for the benefit of the pupils

11. Have you any suggestions for improving the syllabus?
12. What arrangements can you make for guidance and supervision of work experience in School?

13. What is the opinion of the students about work experience offered:
   (a) Work experience periods are meant for fun
   (b) Work experience periods are interesting because there is no theory
   (c) Work experience is useful because we get things out of it.
   (d) Work experience periods are only theoretical periods where teachers dictate notes about the subjects

14. What are the difficulties experienced by:
   (a) Students
   (b) Teachers

15. If so, suggest how you would overcome them.

16. What cooperation do you take from outside agents/experts.

17. Do you think that it is necessary for Headmasters to undergo training in work experience.

18. If so, state the duration and nature of training

19. Since Work experience is a certified subject for S.S.C. how do you grade the students appearing for S.S.C.
(a) By giving grades A, B, C
(b) By giving grades on a 5 point scale
(c) By giving marks and then giving grades
(d) By declaring only pass or fail

20. Any further suggestions as regards work experience.
APPENDIX VI

WORK EXPERIENCE

QUESTIONNAIRE FOR THE PRINCIPALS OF SECONDARY TRAINING COLLEGES IN MAHARASHTRA

1. Name of the Respondent :

2. Name of the Institute :

3. Address :

4. Are you acquainted with the work experience programme conducted in your college?

5. If yes, can you mention the various types of programmes conducted.

6. Are you actively involved in the work experience programme conducted in your college.

7. If yes, give the relevant particulars, such as the type of programme, the specific activity in which you are involved.

8. If actively involved in work experience programmes in your programmes in your college, please point out some of the difficulties confronting you in carrying out the programme.
9. Please point out some of the ways and means which are necessary for overcoming the difficulties.

10. Are you acquainted with the various work experience programme conducted in the Secondary School in Maharashtra?

11. If yes, can you point out the difficulties faced by the schools in carrying out the work experience schemes.

12. Can you suggest an effective measure for improving the work experience programme conducted in Secondary Schools.

13. Are you acquainted with the polytechnique education in the U.S.S.R., the comprehensive schools in U.K. and the multipurpose schools in India?

14. If yes, can you offer any comparative comments concerning the abovementioned schools and the work experience programmes carried out in Secondary schools in Maharashtra.

15. Considering the desirability of integrating general education and vocational education, please briefly state your views regarding ways and means of achieving such integration.