This dissertation has been microfilmed exactly as received

JOHN, Thomas, 1936-
DEVELOPMENT AND VALIDATION OF CRITERIA AND INSTRUMENTS FOR AN EVALUATIVE STUDY OF THE EFFECTIVENESS OF THE U.S. AIDED REGIONAL COLLEGE PROGRAM FOR THE IMPROVEMENT OF SECONDARY SCHOOL TEACHER EDUCATION IN INDIA.

The Ohio State University, Ph.D., 1969
Education, teacher training

University Microfilms, Inc., Ann Arbor, Michigan

© Copyright by

Thomas John

1969
DEVELOPMENT AND VALIDATION OF CRITERIA AND INSTRUMENTS FOR AN EVALUATIVE STUDY OF THE EFFECTIVENESS OF THE U. S. AIDED REGIONAL COLLEGE PROGRAM FOR THE IMPROVEMENT OF SECONDARY SCHOOL TEACHER EDUCATION IN INDIA

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

Thomas John, B.A., B.T., M. Ed.

The Ohio State University 1969

Approved by

[Signature]
Adviser
College of Education
ACKNOWLEDGMENT

The principal investigator is deeply indebted to certain individuals who assisted and are still assisting for the completion of this evaluation study. Some of them have willfully contributed considerable amount of time from their busy schedule to guide and direct the principal investigator in his pursuit toward the doctoral degree. Others have given their professional expertise and knowledge in guiding and directing this study.

Among them are Professor Robert B. Sutton who served as the major adviser to the principal investigator throughout his graduate program and during this study. He was a great source of inspiration, and his professional expertise and fatherly counsel which he provided so abundantly are gratefully acknowledged.

Professors Donald P. Cottrell, former dean of the College of Education, and D. Alexander Severino, Associate Dean of the College of Education, were the two individuals who challenged and guided the principal investigator during this evaluative study more than anybody else. Dr. Cottrell, being the initiator of the Ohio State University India Education Project and Dean Severino, being the present director of the India Education Project were able to provide vital information on
the history and development of the whole operation since 1956. The candidate is very grateful to both of them for the time that they so generously gave, the corrections and suggestions that they made, and for all the moral support that they rendered during this study. Their promise for continued support to the evaluation project until it is completed in 1970 is also acknowledged with pride and gratitude.

Professor Robert R. Bargar was one of the key figures who instigated the principal investigator to undertake this kind of a descriptive research study. As a matter of fact, it was Dr. Bargar who first gave the candidate an opportunity to conduct educational research during his study at O.S.U. and thereby created an interest for continued research in education. Without his help and professional service, it would not have been possible to undertake a research study of this magnitude. His friendly advice, timely help, and professional knowledge, which he rendered freely and gladly, are gratefully acknowledged.

Professor Aaron J. Miller, Coordinator of Research and Development, who is my present employer, was kind enough to provide the principal investigator with the necessary office space and equipment. Without his whole hearted cooperation and assistance, it would not have been possible to complete this study within such a short period of time. His cooperation and help to this study are acknowledged with a
great deal of appreciation.

Dr. Wayne E. Schroeder, Chief of Party, the Ohio State University education faculty in India and Dr. J. K. Shukla, Chairman of the Department of Teacher Education, acted as connecting links between this project and the Indian teacher training institutions. Without their continuing support it would not have been possible to collect the basic data required for the selection of samples. Their service and cooperation are sincerely acknowledged.

Dr. Corahan Okorodudu, former Assistant Professor at the Ohio State University, was another key figure in making this study possible. She helped the principal investigator in drafting the research proposal, setting the evaluation design and determining the sampling techniques and instruments going to be used for the study. Her time and talent which she contributed so willingly for this study are gratefully acknowledged.

Mrs. Barbara K. Chrissinger, Mrs. Diann J. Phillips, Miss Reta Stephens, secretaries in the College of Education, assisted in editing, setting the format, and typing the content. With so many questionnaires, diagrams and tables, this was a tiresome job, which they patiently did without complaining even once. Their service to this study is also gratefully acknowledged.
Special appreciation is due to the nine participants from the Regional Colleges of Education, who are temporarily on the O.S.U. campus, for their helping to validate the evaluation instruments. Their interest and enthusiasm which they expressed through wholehearted cooperation in validating the questionnaire and collecting the names of the population under study for sampling purposes, is also acknowledged with gratitude.

Finally, among all the assistance and inspiration received, the most vitally need was that which was given, liberally and most willingly, by the principal investigator's wife Anna John and daughter Anita John. Theirs was the contribution that required the greatest willingness to change, the most substantial effort, and the most threat to patterns of the past. Their moral and spiritual support which was rendered most lovingly, unselfishly, and prayerfully is acknowledged with deepest appreciation.
V I T A

November 9, 1936. Born-Kallooppara, Tiruvalla, Kerala, India

1959. B.A. - Economics, Kerala University, India

1959-1960. Assistant Teacher, Ukhrul Higher Secondary School, Manipur, India

1961. B.T. (Bachelor of Teaching), Gauhati University, Assam, India

1961-1963. Vice Principal, Ukhrul Higher Secondary School, Manipur, India

1964. Special Student of Theology, Northern Baptist Theological Seminary, Oakbrook, Illinois


1966. Research Associate, College of Education, The Ohio State University, Columbus, Ohio

1968. Assistant Project Director, The Summer Institute Evaluation Project, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio

September 1968. Project Director, India Evaluation Project (R. F. 2702), The Ohio State University, Research Foundation, Columbus, Ohio

Member of American Educational Research Association

. . . . . Phi Delta Kappa, Columbus Chapter

. . . . . National Educators Fellowship

. . . . . Gideons International
Member of . . . . . .Campus Crusade for Christ-International
(Cont'd.)

PUBLICATIONS

"How They Lived in Ancient India?" Mar Thoma College Magazine, Tiruvalla, Kerala, India: March 1959.


FIELDS OF STUDY

Major Field I: Teacher Education

Studies in Teacher Education

Professors: Donald P. Cotrell, L. O. Andrews, Richard J. Frankie, Everett J. Kircher and Robert B. Sutton

Major Field II: Comparative Education

Studies in Comparative Education

Professors: Robert B. Sutton, Donald P. Sanders and Robert E. Jewett

Minor Field: Educational Research

Studies in Research and Evaluation

Professors: Daniel L. Stufflebeam, Desmond L. Cook and Robert R. Bargar
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xii</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
</tbody>
</table>

## Chapter

### I. APPROACH TO THE PROBLEM

- Setting of the Problem | 7
- Objectives of the Evaluation Study | 18
- Specific Objectives of Phase I | 19
- General Hypotheses in View | 20

### II. THE REVIEW OF RESEARCH AND RELATED LITERATURE

- Research and Literature Related to Evaluation Techniques and Methodologies | 23
- Research and Literature Related to the Historical Background of Regional and Traditional Colleges in India | 48

### III. EVALUATION METHODOLOGY

- Evaluation Model and Design | 60
- Sampling Procedure | 64
- Procedures Used for This Study | 74
- Development of Criteria | 74
- Development of Instruments | 76
Table of Contents (continued)

<table>
<thead>
<tr>
<th>IV. CRITERIA FOR THE EVALUATION</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Measuring the Regional Colleges of Education</td>
<td>82</td>
</tr>
<tr>
<td>Criteria for Measuring the Traditional Teacher Training</td>
<td>87</td>
</tr>
<tr>
<td>Institutions</td>
<td></td>
</tr>
<tr>
<td>Standard Criteria for Measuring Both Regional and Traditional Colleges</td>
<td>98</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. INSTRUMENTS FOR THE EVALUATION</th>
<th>117</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire for Student Teachers</td>
<td>120</td>
</tr>
<tr>
<td>Questionnaire for Secondary School Teachers</td>
<td>136</td>
</tr>
<tr>
<td>Questionnaire for College or University Faculty</td>
<td>150</td>
</tr>
<tr>
<td>Questionnaire for the Administrators</td>
<td>168</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. SUMMARY AND CONCLUSIONS</th>
<th>191</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIXES</td>
<td>198</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>219</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table Number</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number and Percentage of Trained Secondary School Teachers in Each of the Indian States</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Criteria and Their Frequency of Use in the Wisconsin Studies</td>
<td>47</td>
</tr>
<tr>
<td>3</td>
<td>Number and Types of Samples Selected for the Study</td>
<td>70</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure Number</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Study in Its Totality</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>RCE Program and Objectives</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Detailed Activities of Phase I</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>The Relation of Educational Objectives to Learning Experiences</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>The Basic Educational &quot;Trios&quot;</td>
<td>41</td>
</tr>
<tr>
<td>6</td>
<td>The CIPP Evaluation Model</td>
<td>62</td>
</tr>
<tr>
<td>7</td>
<td>The CIPP Model Depicting Some Potential Activities Within the Components of Evaluation</td>
<td>63</td>
</tr>
<tr>
<td>8</td>
<td>Representation of the Process of Evaluating the Effectiveness of the U.S. Aided Teacher Training Program in India</td>
<td>65</td>
</tr>
<tr>
<td>9</td>
<td>The Overall Evaluation Design</td>
<td>67</td>
</tr>
<tr>
<td>10</td>
<td>Comparison Group Samples Selected for the Study</td>
<td>79</td>
</tr>
<tr>
<td>11</td>
<td>Systematic Breakdown of Instruments Used for Measuring Each of the Standard Criterion for the Evaluation</td>
<td>111</td>
</tr>
</tbody>
</table>
INTRODUCTION

The U.S. Office of Education has awarded a small research grant in August 1968 to conduct "An Evaluative Study of the Effectiveness of the U.S. Aided Regional College Program for the Improvement of Secondary School Teacher Education in India." The study which was started in early September 1968 and will continue until February 1970, will encompass three phases: (1) Development and Validation of Criteria and Instruments; (2) Data Collection; and (3) Analyzing the data and reporting the results. Because of the great length of time and amount of work required for the study, the principal investigator's graduate committee felt that it would be more feasible to take just the first phase of the study for the candidate's dissertation and leave the other two phases as post-doctoral research. Thus, the development and validation of criteria and instruments have been incorporated here as a separate volume.

In cooperation with the United States Agency for International Development (USAID) and the Ohio State University (OSU), the Ministry of Education of the Government of India (GOI) established four Regional Colleges of Education (RCE) in India for the training
of teachers required for multipurpose secondary schools. This project was later transferred to the National Council of Educational Research and Training (NCERT), an extended arm of the GOI.

In 1962 the RCE was established to train teachers, conduct research and to function as a clearinghouse for the training colleges in their respective regions. The four-year teacher preparation program with internal assessment in place of external examination which is a unique concept for Indian educators, has been introduced as the system of training in the RCE. Although the program was in operation for the last seven years, no meaningful evaluation has been conducted to determine the effectiveness of the program or its influence upon the existing teacher training program in the country. Therefore, this is the first attempt to conduct a systematic evaluation of the RCE’s teacher preparation program.

As was stated earlier, the study has three definite phases and the first phase, which is the development and validation of the criteria and instruments, has four objectives:

a. To review the research and related literature to discover the extent of study that may have been done on RCE program and on other U.S. aided programs in India or in any of the developing nations.

b. To develop the criteria for measuring both the RCE and Traditional Teacher Training
Institutions in India in terms of their stated objectives.

c. To develop proper instruments for the assessment and evaluation.

d. To validate the instruments and criteria by testing them on a small sample of educators.

An extensive review of research and related literature has been conducted during the first phase of the evaluation study. This was found helpful to determine the type of evaluation design to be used and to trace the historical background of the problem under study. A Post-Test-Only Comparison Group design has finally been adopted as the most appropriate design for this evaluation.

An attempt has been made to examine any extant evaluation that may have been done by various Indian and American universities and agencies who work under the USAID or similar overseas programs to improve fields other than education in India or in any of the developing nations. Standard criteria have been developed on the basis of such common objectives that were found stated by more than one type of institution under study. Questionnaires are the main instruments going to be used for this evaluation study. There are certain items in each of the four questionnaires that are repeated. This was done as a means of determining the validity and reliability of the responses by checking their consistency. This procedure has been used simply
because a personal interview and an on-the-spot observation which were originally planned, were made impossible by the U.S. Office's restriction placed on foreign travels. Thus, all the basic data for the evaluation will be obtained through the questionnaire survey and, therefore, there are four different questionnaires: one each for student teachers; secondary school teachers; faculty of the teacher training colleges; and administrators of secondary schools, training colleges, state departments, and the ministry of education of the Government of India to collect all the required data.

The student teacher questionnaire is expected to measure what the student teachers think that the training at their training college is providing them to become "good teachers." The secondary school teacher questionnaire is intended to determine how well practicing secondary school teachers feel they are doing in their schools and the relevance of their training to their current performance. The faculty capability, ability to guide and direct student teachers, their research orientation, professional commitment, as well as their own feeling about the teacher training programs that their respective institutions offer will be measured by the faculty questionnaire. The administrators' questionnaire has been focused toward measuring the leadership ability, professional commitment,
and training and experience of the individuals who administer the Indian educational system, particularly the secondary school teacher program. There is, however, considerable overlapping between one questionnaire and another, since they all are focused toward the measurement of the Regional College program in comparison to the programs in traditional colleges and university departments of education.

The questionnaires have been administered to a group of Indian educators who are temporarily on the OSU campus as a means of validating them. Changes were made both in content and format on the basis of their responses and suggestions.

Stratified random sampling techniques have been employed to select the samples from the total population. One hundred and one traditional colleges and university departments of education were contacted for a complete list of names and addresses of their 1968-69 student teachers, graduates since 1966, faculty who have complete instructional responsibility, and administrators including the department chairmen. Forty-seven of the 101 institutions contacted sent back the requested information and a sample has been selected for collecting the actual data from thirty-seven of the responded institutions. The data from the remaining ten institutions
were incomplete and, therefore, could not be included in the sample.

Thus, the development and validation of criteria and instruments have been completed during this first phase of the evaluation study. They will be utilized to collect the required data during the second phase and the collected data will be processed, analyzed and reported in the third phase of this evaluation project. The criteria and instruments developed during this study, it is hoped, will serve as guidelines for any future attempt of program evaluation in the field of education, particularly in developing nations.
Setting of the Problem

The acute shortage of educational personnel is a critical aspect of the overall personnel problem of most developing countries. The necessity for substantial expansion of educational personnel and facilities is generally recognized in developing countries to be intimately linked with the attainment of economic and social objectives. In spite of this recognition, however, the shortage of trained teachers poses a continuous challenge in view of numerous, expanding development demands and limited available resources. To date, a major approach to the solution of the shortage of trained educational personnel and facilities has been technical and financial assistance from more developed nations such as the United States, the United Kingdom, France, and West Germany. As one of the largest and most complex developing nations, India is a very good case in point.
Before Independence (1947), Great Britain tried to solve the problems of teacher shortage in India by establishing teacher training colleges throughout the country. Several major Indian Universities initiated teacher training programs as a part of their academic offerings (see Chapter II). However, the number of teachers produced was very small in proportion to the actual demand for trained teachers.

After independence, Indian leaders felt that a sound program of professional education, different from the existing traditional pattern, was essential for the quality improvement of education. Nevertheless, by 1962, a report by Dr. Homer Kempfer, Deputy chief education advisor of the USAID mission to India, revealed the following inadequacies: One third of India's teachers had no professional training whatever. Many others had less than a year. Most of the 1,200 training schools were small, altogether turning out approximately only 75,000 graduates per year from one and two year curricula. Approximately 80 percent of these graduates were below degree level.

1Homer Kempfer, "India's New National Institute of Education," School and Society, Summer 1962, p. 1
Four years later, a report published by the Indian Education Commission (1966)\textsuperscript{1} indicated a substantial increase in the percentage of trained teachers employed in the secondary schools. According to this report, 52 percent of all secondary school teachers now have professional training up to the "graduate and post-graduate levels." However, 19.2 percent of them are "matriculates and undergraduates," and a rather sizable proportion (28.8%) are not even high school graduates although they currently teach in high schools. Although, 62 percent of all the teachers in secondary schools have had some teacher training at the undergraduate, graduate or postgraduate levels; while the remaining 38 percent have not had any kind of teacher training at all. Also, great variations have been found among states in both the number and percentage of trained teachers. For example, according to the latest statistics published by the Government of India's Education Commission, Kerala and Punjab have 89 and 96 percent respectively of the trained teachers, while Assam and Nagaland have only 18.6 and 15.9 percent respectively (See table 1).

Here one can see two extremes in the distribution of trained teachers.

<table>
<thead>
<tr>
<th>Name of State</th>
<th>Number of Secondary School Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>34,215</td>
<td>82.4</td>
</tr>
<tr>
<td>Assam</td>
<td>9,210</td>
<td>18.6</td>
</tr>
<tr>
<td>Bihar</td>
<td>24,398</td>
<td>50.2</td>
</tr>
<tr>
<td>Gujarat</td>
<td>22,290</td>
<td>66.4</td>
</tr>
<tr>
<td>Jammu and Kashmir</td>
<td>4,613</td>
<td>25.6</td>
</tr>
<tr>
<td>Kerala</td>
<td>22,031</td>
<td>89.0</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>19,706</td>
<td>69.0</td>
</tr>
<tr>
<td>Madras</td>
<td>48,194</td>
<td>86.3</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>48,590</td>
<td>71.4</td>
</tr>
<tr>
<td>Mysore</td>
<td>10,334</td>
<td>59.5</td>
</tr>
<tr>
<td>Nagaland</td>
<td>309</td>
<td>15.9</td>
</tr>
<tr>
<td>Orissa</td>
<td>8,461</td>
<td>52.0</td>
</tr>
<tr>
<td>Punjab</td>
<td>26,234</td>
<td>96.0</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>12,671</td>
<td>60.0</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>33,311</td>
<td>81.9</td>
</tr>
<tr>
<td>West Bengal</td>
<td>40,238</td>
<td>35.6</td>
</tr>
</tbody>
</table>

By a close observation it has been found that in the First Five Year Plan (1951-56) Rs. 153 crores was allotted for the National Education System. However, only 15.1 percent of this amount was specified for secondary education and a relatively small percentage of it (no figures available) was spent for the improvement of teacher education. Nevertheless, substantial increases have been noted in funds earmarked for education in the second and third Five Year Plans. Only 14 crores of rupees were allotted for the improvement of university education in the First Five Year Plan; whereas Rs. 45 crores and 82 crores were earmarked for university education in Second and Third five year plans respectively.¹ During the Third Plan period, Rs. 700 crores were set aside for "maintenance of educational institutions alone." During the Third Plan period GOI felt that:

Secondary school teachers have to be thoroughly prepared for handling the new subjects efficiently. The teacher education program at the preservice level has also to be reorganized in line with the changes that have taken place at the secondary level. The standard of science education has to be raised to a level which will effectively support the future scientific advance of the nation. Shortcomings which have been observed in the working of the multipurpose schools have to be remedied and the scheme placed on a stable footing...Several other measures have also to be taken to strengthen the

entire program of the secondary school reorganization, such as improvement in craft teaching organization of school libraries, the better use of audio-visual techniques, etc. Special emphasis is therefore to be given in the Third Plan to the consolidation and improvement of quality in all aspects of secondary education reorganization.  

A program was designed to expand and strengthen the existing training colleges and to establish new ones with better training facilities. It was realized that good teacher training institutions can play a vital role in the growth and development of education. Indian educationists strongly felt the need to reorganize and strengthen the secondary school teacher training program in order to align it with the emergent needs of the secondary schools. The GOI recognized the need for expert advice in this regard. Experts in education were invited from abroad to visit India and to make recommendations for the advancement of the Indian system of education.

It was not until 1956 that the Ministry of Education of the GOI made the first agreement with the U. S. Government, according to which the Ohio State University (OSU) has signed the first contract with the United States International Cooperation Administration (USICA).  

---

1Ibid. p. 385

2The United States International Cooperation Administration (USICA) was renamed, the United States Agency for International Development (USAID), on November 4, 1961.
Sources of Information

RCE Ajmer
RCE Bhopal
RCE Bhubaneswar
RCE Mysore

Comparison Groups

Traditional Colleges
University Departments of Education

Beneficiaries

U.S. Office of Educ.
U.S. AID
Govt. of India
The Ohio State University
UNESCO and Developing Nations

EVALUATION SCHEDULE

Phase I

Phase II
Mar. 6, 1969 - Sept. 5, 1969

Phase III
Sept. 6, 1969 - Mar. 5, 1970

Figure 1, The Study in Its Totality
and USICA, OSU began to assist the All India Council for Secondary Education in its program for the creation of Development Centers. The main purpose of these Centers was to provide in-service training for secondary school teachers throughout the country. The entire program was directed by the College of Education of OSU (see Chapter II). The main objective of the OSU project was to assist India in the development of a sound training program which would eventually supply sufficient numbers of competent teachers for secondary schools. In 1961 the National Council of Educational Research and Training (NCERT) was established and charged with the function of:

1. Undertaking, aiding, and promoting research in all branches of education;

2. Organizing advanced preservice and inservice training and disseminating improved techniques and practices;

3. Organizing the extension service for institutions engaged in educational research and training of teachers;

4. Developing and improving multipurpose secondary education.¹

The research and teacher training programs of NCERT are developed through the National Institute of Education in New Delhi.  

In the 1962-63 academic year, the National Institute of Education, with the assistance of the OSU College of Education, designed four Regional Colleges of Education to be located at Ajmer, Bhubaneswar, Bhopal and Mysore (see figures 1 and 2). The primary purpose of these institutions was to train competent teachers for the multipurpose secondary schools. There is no doubt that the major function of the Regional Colleges of Education was broadly conceived to be that of providing educational leadership to the different states in each region, by serving as pioneers and models for the development and demonstration of suitable programs and procedures in teacher education (see figure 2). Funds were made available by the Ministry of Education of the GOI for the operation and maintenance of these colleges and for the training of their personnel. Provision was also made for the establishment of four experimental multipurpose secondary schools and for a training and visitation program in the United States each year for at least twenty-five of the Indian educators who were selected to serve on the faculty of the Regional Colleges of Education.  

Thus from their beginning in 1962, the Regional Colleges of
Regional College of Education

SERVES AS REGIONAL CENTRE FOR EXTENSION SERVICES

PREPARES TEACHERS FOR

DEVELOPS INSTRUCTIONAL MATERIALS

CONDUCTS STUDIES FOR THE IMPROVEMENT OF TEACHING

MAINTAINS MODEL DEMONSTRATION SCHOOL

PROVIDES INSERVICE EDUCATION

Figure 2, RCE Program and Objectives

1 Adopted from RCE Plan and Program, by NCERT, 1963, p.3.
Figure 3, Detailed Activities of Phase I
Education in India have had teacher education as one of their major emphases. During this time, however, no attempt had been made for a systematic evaluation in order to determine the program's effectiveness. Therefore, it is here proposes that such an evaluative study is crucial, not only for the purpose of assessing the contribution of the program, but in providing information necessary for its further development and increased efficacy.

**Objectives of the Evaluation Study**

The major purpose of this overall evaluation study is to conduct an evaluation of the teacher education program of the Regional Colleges of Education in India. By doing this, it is also expected to assess the influence of the RCE over the other teacher training institutions in the country. The specific objectives of this evaluation study are:

1. To assess the effectiveness of the Regional Colleges of Education (RCE) in India, in terms of their stated objectives.

2. To measure the influence of the RCE upon the secondary school teacher preparation program in each of the four regions under study.
3. To compare the RCE program with other teacher education programs in India, which have not received direct U.S. assistance.

4. To discover possible problems or constraints that confront both the RCE and other teacher training institutions in the country.

5. On the basis of the findings of the evaluation study, to make recommendations for the increased efficiency of teacher training programs in India.

These are the major objectives of the entire evaluation study. However, the specific objectives of Phase I, which is the immediate concern of this study are five-fold. They are:

1. To review the research and related literature to find out the extent of study that has been done on Regional College Teacher Education Program and in other areas where the U.S. aided programs (e.g., engineering, agriculture, etc.) are in operation in India.

2. To develop the criteria for measuring both the Regional Colleges of Education and Traditional Teacher Training Institutions in terms of their stated objectives.

3. To develop instruments for the evaluation on the basis of the criterion measures established.
4. To validate both the criteria and the instruments by trying them out on a small group of Indian educators and revising them wherever necessary.

5. To select a systematic random sample of student teachers, secondary school teachers, faculty of training colleges and administrators from the Regional Colleges, Traditional Colleges and university departments of education to collect the required data for the evaluation.

General Hypotheses in View

The entire evaluation study is based on certain general and specific hypotheses. The general hypotheses are intended to reveal the factual assumptions in the study at a broader level. The specific items which constitute the general hypotheses, and provides the evaluator with the detailed knowledge about what needs to be statistically tested by way of measurement and evaluation. A list of specific hypotheses are given as appendix G and the null hypotheses, based on the specific hypotheses, will be tested during the data analysis to find out their levels of significance. The general hypotheses are too broad to be tested statistically. The following are some of the general hypotheses upon which the evaluation study has been based;
The Regional College teacher education program, both in content and method, will be rated significantly higher than both traditional college and university departments of education programs.

The Regional College teacher education program will be rated significantly higher for their contribution toward the socio-economic and educational development of their respective regions than either the traditional colleges or the university departments of education.

The Regional Colleges of Education will be rated significantly higher for their staff, training, facilities, and equipment than either the traditional colleges or the university departments of education.

The Regional Colleges of Education will be rated significantly higher for their contribution toward eliminating the unemployment among educated people and increasing the literacy rate of the country than either the traditional colleges or the university departments of education.

The Regional Colleges of Education will be rated significantly higher for their success in training competent teachers for the multipurpose schools than either the
traditional colleges or the university departments of education.

6. The Regional Colleges of Education will be rated significantly higher for the impact that they have made upon the Indian educators through their new methods of teacher training than either the traditional colleges or the university departments of education.

As was mentioned earlier, none of these general hypotheses will be subjected to statistical testing, although the more specific null hypotheses will be tested.
CHAPTER II
THE REVIEW OF RESEARCH AND RELATED LITERATURE

Research and Literature Related to Evaluation Techniques and Methodologies

Teacher evaluation is a major problem confronting educators all over the world. Barr (1946) studied this problem from many angles. He identified the special problems in teacher evaluation and tried to find solutions for them. However, he stumbled on factor, which is a proper definition for "good teacher", which the evaluator should know in order to use as a standard for the evaluation.

In order to evaluate a teacher, one should know what makes a good teacher. It is not any one particular thing that makes a teacher effective and successful, but a series of different things. Downie (1966) points out that:

One man may be a "good" teacher because of the way in which he conducts his class. He may be a drillmaster, but students learn a lot that they use in later life. A sort of halo appears about this teacher. Another may be a "good" teacher because of the effects he has on the personalities of developing boys.
and girls. Still another is a "good" teacher because his students do so well on tests, both local and state-wide. And another teacher is "good" because of the time and leadership he gives to the school's extracurricular program. ..leadership in professional organizations also helps a teacher to be considered "good" while another teacher is called "good" and steadily promoted because of the large amount of research he produces and publishes.  

No one teacher possesses all these qualities and carries on all these activities. Very often a teacher possesses only one of the above abilities. So it is difficult to define good teaching, and the use of criteria against which to validate the evaluation scales and tests leads to rather poor results.

The question is often asked, what qualities should the good teacher have? Here again, it is very difficult to decide which characteristics of the teacher are related to successful teaching. Studies over the last fifty years have shown a low correlation between grades received while in training and teaching effectiveness. Dr. Seymour Metzner (1968), assistant professor of education at the City University of New York, contends that raising the educational level of teachers is likely to have little effect on pupil achievement and cites supportive research.

---

The logical basis for the widespread faith in more teacher education leading to greater pupil achievement seems to lie in the premise that longer education leads to more knowledgeable teachers, who are therefore better equipped to impart this knowledge to their students. Railsback (1965) found that there was little or no connection between teacher knowledge and pupil achievement in elementary school subjects. Watts (1964), Washburne and Heil (1960), Moore (1965), and Smail (1959) supported this finding in their studies.


Robert W. Smail, Relationship Between Pupil Mean - Gain in Arithmetic and Certain Attributes of Teachers, (Unpublished Dissertation, State University of South Dakota, 1959.)
Although teacher achievement does not seem to be related to pupil achievement, it might still be thought possible that additional educational preparation, not necessarily measurable by increased scores on subject matter tests, might result in greater pupil gains. Watts (1964) in a study of four hundred elementary teachers and their pupils in thirteen school systems, found no significant relationship between pupil achievement and their teacher training regardless of whether that training was measured by degrees earned, time spent in training or recentness of educational training.

Ackerman, (1954)\(^1\), reported in the Harvard Educational Review the findings of his review of research studies using pupil gain as the major criterion, concluded that teacher training in subject matter was not an important factor in elementary education and only important in highly technical areas in secondary education.

Metzner's (1968) finding is significant in terms of this evaluative study as it deals with two systems of teacher training, both of which have considerable difference in their duration of

Metzner clearly states that:

The plain fact is that there is not a single study that after equating for pupil intelligence and socio-economic status, has found the length of teacher preparation variable to be even peripherally related to pupil gain, let alone being of major importance in the educational outcome...regardless of what criteria are used, the irrelevance of the amount of teacher training to teaching success becomes increasingly evident the more one consults the pertinent research. 1

It would be interesting to find out whether there is any significant difference in the achievement level of students taught by the graduates of the four-year teacher training colleges (Regional Colleges) and that of the one-year B.T./B.Ed. Colleges (Traditional Colleges).

Sheer academic success is only one part of what makes for good teaching, and a teacher's personality traits are probably much more important. Over the years, research work has shown that such traits as sympathy, good judgment, an interest in people, self control, enthusiasm for the subject taught, and the like seem to be related to effective teaching. A good teacher should certainly

possess those qualities that enable him to get along well with others. Downie (1966) says that if we "add to this a certain amount of enthusiasm for his work and his subject plus a bit of common sense and we have the good teacher."¹ Downie thinks that intelligence and health are not too important because there is a high probability that most teachers possess enough of both to function adequately.

To ascertain the progress of the student toward the aims of the course involves an intricate process, both formal and informal, that is constantly associated with good teaching and learning. This process of constant appraisal as the student grows toward the intended outcomes of any field has been called an integral part of teaching. Dr. J.G. Umstattd (1964), professor of education at the University of Texas, thinks that it is not only a matter of applying certain techniques from time to time to estimate achievement; but it may also be considered a process of continual observation that runs through all classroom activities, casting an "aura" of understanding between teacher and student.

¹ N.M. Downie, op. cit. p. 361.
to direct the way to each successive step in the teaching learning relationship. ¹

There is little doubt that informal evaluation is an important aspect of the total process. This fact, however, does not discount the importance of the more formal procedures of evaluation, rather they are closely associated with all methods of teaching and their proper use leads to better learning. Whether the evaluation is more formal or informal, the relation of the process to the stated objectives of teaching education, and teaching in general, should be more precise and direct. "The clearer the objective, the greater the possibility of accurate appraisal of its attainment." ² Vagueness of objective leads to unreliable results of evaluation, and the absence of well-conceived objectives is a road-block for measurement. It may


be appropriate at this point to ask the question, what is an educational objective?

An educational objective may be defined as a desired change in behavior (Furst, 1964; Smith and Tyler, 1942). It represent any changes in a person that are aimed to bring about through education. Furst (1964) pin-points that:

An Educational objective is not something the instrument does; it is not the same as course content, and is not a fundamental life value. Any statement of what the instructor is to be is a statement about means, not ends...course content is also not an end in itself; it is a means to other ends...Educational goals should also be distinguished from life values or the essential element of a good life...Those values are not educational objectives. They are things we want to get out of life. Educational objectives are the behavior patterns that enable us to attain these values. ¹

An educational objective is the product of a value judgement. What makes the choice a value judgement is the preference for the particular goal over many other possible goals

and the commitment to work toward it. However, the fact remains that an educational goal represents a value judgement does not guarantee that the choice is the best possible.

When viewing educational objectives in terms of learning outcomes, it is important to keep in mind that we are concerned with the product of learning rather than with the process of learning. The relation of educational objectives (product) to learning experiences (process) designed to develop desired changes in behavior is shown by the diagram. This diagram makes it clear that objectives establish direction, and that when they are stated in terms of learning outcomes, they consist of more than a list of content. The content is more aptly listed under process because it is the vehicle through which objectives are attained (see figure 4).

There is a great degree of dependence that the products have (knowledge, skill and ability in this example) on the course content. Course content is extremely important; however, content serves its most useful purpose when viewed as a means of attaining educational objectives rather than as an end in itself.
Figure 4, Educational Objectives as Learning Outcomes

Another point illustrated by the diagram is the degree to which objectives vary in complexity. The first learning outcome (knowledge of parts of cell) is easily attained by a paper-and-pencil test; but the last learning outcome (ability to write accurate reports of scientific observations) is rather general, cannot be attained completely in a single course, and can be evaluated only by subject means.

Gronlund (1966) feels that in developing statements of objectives for a particular course or program, the teacher or the program planner is faced with the problem of determining the adequacy of his final list of objectives. It is the stated objective which serve as a guideline for the evaluation, for educational objectives make clear what learning outcomes are expected from the total program.

By far, the most common way of treating a record of behavior or a product of that behavior, is to evaluate it. To evaluate anything is to "judge its value" (Tyler, 1968). And to judge the value of anything one must have some standard or criterion against which the subjects and their works may be judged.
Standards, of course, should exist whether or not there is a formal evaluation system. Once such criteria have been established, the evaluator ought to inform the subject evaluated, what the criteria are, so that they will be aware of them. Perhaps, every college or university under the study may have different requirements for its teachers according to its needs and so the criteria for measurement for individual institutions ought to be different. ¹

Defining criteria as objectively as possible makes it clear to teachers what is expected of them. For the evaluator, clearly defined criteria are a prerequisite for making a fair evaluation. When carefully defined, the criteria should help different evaluators even in the same school system to reach fairly consistent conclusions about the teachers with whom they are working. National Education Association (NEA) reports that:

As important as it is for the school systems to have established the criteria of good teaching, only 61.4 percent of the principals and 58.4 percent of the classroom teachers report that their school systems have done so. The percents of principals and of teachers are in general agreement both for enrollment groups and grade levels. 1

Whatever the criteria for evaluation may be, they must be clearly defined so that there will not be any ambiguity among the teachers about the basis of their being evaluated. NEA suggests three or four excellent methods in making the criteria known to teachers:

1. Individual conferences with teachers; 2. Statements given in writing to every classroom teacher; 3. Discussion at faculty meetings; 4. and Discussions when teachers were first employed. 2

The criteria for evaluating the teacher should include classroom instruction, extent and quality of basic preparation, familiarity with current knowledge developments and ideas in his area, evidence of planning and good organization, ability

---

1 Ibid, p. 15.
to deal with pupils tactfully and to participate them in various classroom activities, recognition of differences in capacities and interests of pupils, extent to which instructional techniques are resourceful and challenging, etc. Redfern (1963) illustrates this as follows:

If the pupils are primarily oriented toward college preparation, instruction will be expected to be highly challenging and will require a continuing effort to keep abreast of the new knowledge which is increasing so rapidly. In another situation the college preparation emphasis may be much less because pupils are being oriented more toward vocational preparation. There is no less need for strong instructional skills and competency.  

A successful teacher is more than a purveyor of subject matter; he is a counselor of pupils, obliged to know their backgrounds, and needs, and able to consult with them as problems arise. No estimate of worth can be placed upon the willingness of a friendly and concerned teacher who gives extra time to counsel with a pupil about educational as well

---

as personal related problems. Therefore, the consultative imperative, places a high premium upon a willingness to give extra time to individual pupils. Redfern (1963) also thinks that:

For some students, this may be the process of encouraging them to engage in individualized instructional projects—to go ahead on their own to explore for themselves, to become resourceful, independent learners. For others, it may be patient, sustained help in the solving of personal or home problems which may be determining educational progress. ¹

Consultation, therefore, is that personal touch in teaching which humanizes education by making learning an individualized as well as a group process. Thus this particular criterion includes three main aspects: (a) Individual guidance and counseling; (b) familiarity with pupil backgrounds and problems; and (c) extra time for individual pupils.

A teacher has a "public relations duty," in addition to his teaching responsibilities. He can both by actions and words

¹ Ibid, p. 12.
downgrade it and lessen the confidence of pupils, parents and the public in the purposes and program of the school system. The ethical behavior of the teacher establishes the tone and the climate of the educational enterprise. Thus the teacher could be evaluated in terms of his contact with pupils and parents; community, and public relations activity, program interpretation and professional ethics.

Another broad area is that of professional participation. It means being willing to contribute time and knowledge to the development of curricular materials so that the educational program may be enhanced; a willingness to develop better teaching materials in his own classes; and consenting to participate in groups and committees in the developing of instructional materials which may be used by the system as a whole.

The teacher has a great deal to contribute to the solution of perplexing educational problems and is obliged to participate in many kinds of committees and groups which are at work in studying these problems and in seeking better solutions to them thus the professional participation of the teacher includes:

1. contribution to curriculum building;
2. preparation of instructional material;
3. educational problem solving;
4. identification with professional organizations

The final broad area of performance which could be counted as a criterion for teacher evaluation is that of self-criticism and self analysis. There is definitely a need for the teacher to look critically at his existing educational program and teaching practices; a willingness to appraise the effectiveness of his performance. In simple terms, it is the application of the scientific method to the teaching process. The last criterion thus includes:

1. sensitivity to need for program evaluation;
2. willingness to try new methods and procedures;
3. evaluating teaching results.

It is possible to develop techniques to appraise the teaching performance in these five major areas of teacher behaviors. The success of the evaluation, however, depends upon certain carefully agreed processes and techniques.

As was pointed out before, the definition of an objective in behavioral terms is helpful, but it is not sufficient for evaluating that behavior. It is also necessary to specify certain
criteria by which we can appraise that behavior. These criteria are the characteristics which are basic to the educational objective in question. To the degree that a student's behavior gives evidence of these characteristics, it is possible to say that he has attained the educational objective.

Well-defined criteria are necessary for evaluation, but they do not in themselves guarantee sound evaluations. There are other factors that enter the picture, not the least of which is the skill of the evaluator. It is quite possible to get a high degree of agreement among judges to the extent that these conditions are fulfilled.

The task of evaluation varies greatly, depending on the complexity of the behavior or objects under the study. The evaluation of a teacher education program would not be as difficult as the evaluation of any object with esthetic appeal, such as, a piece of artistic work. Thus, the process of evaluation is one of determining the effectiveness of the course or program in bringing about desired changes. Evaluation is an integral part of curriculum development and instruction. This is shown schematically in the following figure which brings out the reciprocal relations

---

1 Furst, op. cit., 1964.
Figure 5, The Basic Educational "Trios"
between the main elements in a well-planned program of education. Thus, the objectives serve as the basis for developing both learning experiences and evaluation procedures. The learning experiences and evaluation procedures, in turn, help to clarify the objectives of the whole program. Correspondingly, the evaluation procedures provide evidence on the effectiveness of the learning experiences, and ultimately on the attainability of the objectives themselves. There, thus, exists the possibility of interaction among these different factors, each having a potential influence on the others. (Dressel, 1954; Murphy, 1946; Tyler, 1949 and 1950). It is in the light of this fact that the Regional College teacher education program is going to be evaluated.

According to the New England Educational Assessment Project (1967) evaluation is the process of determining relative worths. This is usually done by comparing an established standard with something of unknown value. In any case, evaluation cannot begin until appropriate standards have been determined. Stufflebeam (1968) raises some problems in defining requirements for educational evaluation. In his own words:

Obviously, to evaluate, one must know what is to be evaluated. Gaining knowledge of what is to be evaluated, however, is currently a difficult task at best. . . It should come as no
shock if the evaluation theory which has traditionally been viewed as appropriate for education is found no longer to be adequate to meet the information requirement, in new educational programs. Clearly, many of the new programs in education are dramatically different from those of the past; and our evaluations should probably be geared to answer questions which are much different from those they have answered in the past. . . There are no adequate conceptualizations of decisions and associated information requirements or programs to produce them.¹

In broad terms, evaluation means the provision of information through formal means such as standard (criteria) measurement and statistics to supply rational bases for making judgments which are inherent in decision making situations. A decision is a choice among alternatives, (Stufflebeam, 1968; Guba, 1965) and judgment is the assignment of values to alternatives. A standard (criterion) is a rule by which values are assigned to alternatives. And optimally such a rule includes the specification of variables for measurement and standards for use in judging that which is measured. Statistics is the science of analyzing and interpreting sets of measurements; whereas measurement is the assignment

of numerals to entities according to rules and such rules usually include the specification of sample elements, measuring devices and conditions for administering and scoring the measuring devices. In simple terms, "evaluation is the science of providing information for decision making." (Stufflebeam, 1968).

The New England Education Assessment project generally speaks of two kinds of standards. Those that have been established by comparison with other standards or those that have been arbitrarily derived for local needs. Since the central problem of evaluation is to arrive at the most accurate and worthwhile judgments of value, the importance of choosing proper standards cannot be over-stressed.¹

There is little doubt that the more objective the standard, the more valid can be the evaluation. Nevertheless, the meaning of a standard necessarily depends vitally upon what specifically is done to apply it, says Dr. Cotrell (1966). Mayor (1966) and Evers (1966) firmly support this view. The National Council for Accreditation of Teacher Education has adopted "multiple standard" for evaluating teacher education programs in the United States. Since the program varies from one university to another, there

must be multiple criteria to measure it. Cottrell (1966) sees the following advantages for multiple criteria:

Multiple sets of standards written for specific types of institutions would afford certain assurances which would be regarded as advantageous (a) The anomalies of references to institutional attributes clearly of minor importance or non-existent in a particular institution would be obviated. (b) The meaning of a standard under a given set of conditioning circumstances would be more explicitly spelled out. (c) A substantive content might be more easily specified. (d) Applicant institutions might be expected readily to acquiesce in conformity with features which could be represented as sufficiently widely supported by institutions clearly recognized as peers. (e) Data would be requested which might be both notably significant and easily accessible in a single type of institution.

By and large, whether it is a single or multiple standard, the important fact is that there ought to be a set standard(s) for conducting a meaningful evaluation.

The inadequacy of extant evaluation methodology is revealed when one examines the designs educators use to evaluate their program. They usually use an experimental design. The basic concern of experimental design is that data which are

---

produced be internally valid. Stufflebeam (1968) observes several conditions that are necessary to meet this criterion:

The Unit to be measured should be randomly assigned to treatment and control conditions. . . The treatment and control conditions must be applied and held constant throughout the period of the experiment, i.e., they must conform to the initial definitions of these conditions. . . Also all students in the experiment must receive the same amount of treatment to which they are assigned; and care must be taken so that students receiving one treatment are not contaminated by other treatment. . . An instrument which is valid and reliable for the specified criterion variable must be administered after a certain period of time—usually a complete program cycle—to subjects from both parts of the experiment. 1

On the surface, the application of experimental design to evaluation problems seems reasonable, since traditionally both experimental research and evaluation have been used to treat hypothesis about the effects of treatments.

In research on teaching, as in its other fields of application, the "criterion-of-effectiveness paradigm" has taken special forms. Perhaps the most extended employment of the "criterion-of-effectiveness paradigm" was that of Barr (1961) at the University of Wisconsin. Beecher (1961) listed seven categories of criteria of teacher effectiveness used in the Wisconsin studies

1 Stufflebeam, op. cit. p. 12
Table 2

CRITERIA AND THEIR FREQUENCY OF USE IN THE WISCONSIN STUDIES

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Inservice Rating</td>
<td></td>
</tr>
<tr>
<td>a. by the superintendent</td>
<td>9</td>
</tr>
<tr>
<td>b. by the principal</td>
<td>24</td>
</tr>
<tr>
<td>c. by other supervisory officials</td>
<td>51</td>
</tr>
<tr>
<td>d. by teacher educators</td>
<td>20</td>
</tr>
<tr>
<td>e. by departmental personnel in areas of specialization</td>
<td>4</td>
</tr>
<tr>
<td>f. by state departmental personnel</td>
<td>11</td>
</tr>
<tr>
<td>g. self-rating</td>
<td>11</td>
</tr>
<tr>
<td>II. Peer Rating</td>
<td>6</td>
</tr>
<tr>
<td>III. Pupil Gain Score</td>
<td>70</td>
</tr>
<tr>
<td>IV. Pupil Rating</td>
<td>16</td>
</tr>
<tr>
<td>V. Composite of Test Scores from Tests Through to Measure Teacher Effectiveness</td>
<td>14</td>
</tr>
<tr>
<td>VI. Practice Teaching Grades</td>
<td>13</td>
</tr>
<tr>
<td>VII. Combination or Composites of some or all the Above Criteria</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>332</td>
</tr>
</tbody>
</table>

1 Beecher, op. cit.
along with the frequencies with which they were used. By "teacher effectiveness" is usually meant the teachers' effect on the realization of some value. Usually the value takes the form of some educational objective, defined in terms of desired pupil behaviors, abilities, habits, or characteristics.

The ultimate criterion of a teacher's effectiveness is usually considered to be his effect on this pupils' achievement of such objectives. The terms "pupil gain" and "pupil growth" are used to refer to this kind of ultimate criterion (Gage, 1967).¹ "Effectiveness" is used in this study, in the same sense that it tries to measure the effectiveness in terms of a total program (Regional College Program), and its influence upon another program (the entire secondary school teacher education program in India, instead of a single teacher and a group of students).

Research and Literature Related to the Historical Background of Regional and Traditional Colleges in India.

In India, teacher education program came about in an effort to introduce an altogether new content in education and to

set up a new system of elementary education geared to the task of preparing pupils for the lowest level of public administration (Shukla, 1963). Most of the normal schools were set up largely to teach the subjects of the government sponsored system either to prospective primary school (elementary) teachers or to "gurus" already teaching in indigenous "pathshalas", so as to persuade them to introduce new subjects and new methods. Thus, as early as 1824 Governor Elphinstone of Bombay arranged for twenty-six teachers to be trained.

In conjunction with the work of the Native School and School Book Society—a semi-official body composed of officials and private individuals—in preparation of books for use in schools, teacher training on this plan was expected to lead to the establishment of a wide network of primary schools.¹

The Wood's Dispatch (1854) passed by the East India Company, outlined a comprehensive educational policy for the whole of India. According to the Dispatch, the training of teachers for new courses and new schools were cited as of prime importance. It also commends the plan of primary education in North West

province which relied on inspection of indigenous schools and rewards rather than teacher training. It is to be understood at this point that the so-called normal schools in India were strictly to prepare primary school teachers, until the last decade of the 19th century. However, it has been noted that the normal schools grew considerably during the ensuing period.

The Indian Education Commission (1882), or the Hunter Commission as it is widely known, not only supported and formulated as a general principle the flexible policy of adopting means to specific circumstances, but also suggested a year's professional training for graduates to prepare them for teaching in secondary schools.

Following the report of the Famine Commission, appointed shortly after the great Bengal famine during the last decades of the 19th century, the Government of India initiated consideration of policies in agriculture and industry which, though largely interpreted and carried implications for primary and secondary education in the direction of new subjects such as Nature Study (initially called Agriculture Lessons), object lessons to promote skills and capacities for observation, drawing, and manual activities for manual dexterity. As a whole, the efforts at curricular change
were too feebly supported in terms of finance, or competence or activity of educational administrators to make any serious large scale impact. In the training of teachers, the consequence was a beginning towards manual and practical activities and teaching skills as part of the training school curriculum which finds prominent mention in the government of India's Educational Policy Resolutions of 1904 and 1913.

The Sadler Commission (1919) emphasized the role of the University in the professional training of secondary school teachers and educational researchers. On the basis of their recommendation almost all the universities in India started training programs for secondary school teachers within the universities, offering a Bachelor of Teaching degree in various subjects. But the campaign was not very effective in that, only a handful of teachers could get training in the professional institutions. Interestingly enough, a large majority of secondary school teachers in India still get their teacher training in traditional colleges.

By 1947, India obtained independence from Great Britain, but freedom brought many problems which "young India" could not handle by itself. Education suffered considerably during the post-independence period; secondary school teacher education
especially obtained little financial support or encouragement.

Teacher training during this period was more theoretical than practical. The leaders felt an urgent need for change. Gandhiji recommended "Basic Education" as an answer to this problem. Soon after the introduction of Basic Education, teacher training institutions started technical teacher training, physical education, kindergarten, Montessori method, etc. But it was purely a craft-centered education designed for the masses, and therefore it was more suitable to the primary level than the secondary.

Both English and French models of teacher training have been experimented within India. A demand for reform in secondary education was voiced throughout the country and in 1952, the Secondary Education Commission was appointed. The concept of multipurpose high school became very prevalent throughout India.

The Natu Report (1964) points out that:

The concept of multipurpose education in India takes us back to the year 1882. It was during this year that the British government constituted an Education Commission with Sir William Hunter as Chairman for investigating into the problems of Indian education in general and secondary education in particular, and for suggesting suitable reforms for improving education at all levels. One of the recommendations of the Hunter Commission was to introduce diversified courses into the school curriculum at the secondary stage in order to reduce emphasis on the academic nature of instruction and to make it more practical in
nature. Though the name for such a school offering both general education courses as well as diversified courses was not suggested, the Commission did have in view a new type of high school which might be called "Multipurpose High School."¹

The Secondary Education Commission (1952), strongly recommended the improvement of the teacher education programs, in order to raise the standard of the secondary education. The Central Advisory Board also felt that: "The most fundamental and the most consistent weakness of the multipurpose schools was the lack of qualified, trained, and competent teachers. The severest bottle-neck was in the supply of teachers of practical subjects."²

It was in 1956 that the first contract was made between the Ministry of Education of the Government of India (GOI) and the United States Agency for International Development (USAID), which was then known as International Cooperation Administration (ICA), to assist the All India Council for secondary Education in its program for the creation of Development Centers. The main purpose of these Centers was to provide in-service education for secondary school teachers throughout the country. The program


² NCERT, Demonstration Multipurpose Higher Secondary Schools, New Delhi: The Regional College Unit, NCERT, 1964, p. 4.
was directed by the College of Education at the Ohio State University.

In 1959, the Government of India (GOI) initiated a program to encourage the establishment of more multipurpose secondary schools. The main objective of this project was to broaden the interest of secondary school students and to meet their needs as well as their abilities. The Ohio State University (OSU) provided technical assistance to improve the multipurpose schools with special emphasis on the practical or vocational programs of these schools. Nevertheless, most of the then established multipurpose schools "failed to offer such a comprehensive program owing to lack of support from the respective State Departments of Education, lack of proper understanding of the concept of multipurpose education, and the expensive nature of some of the diversified courses."¹

Realizing the importance of multipurpose high school program and the sad situation in which multipurpose schools were functioning in the country under the sponsorship of USAID, the Ohio State University, College of Education has designed four Regional Colleges of Education (RCE) at Ajmer, Bhopal, Bhubaneswar, and Mysore to continue assistance to the GOI's Ministry of

¹ P.N. Natu, op cit. p. 1.
Education and to strengthen the multipurpose secondary school program. Four demonstration multipurpose schools were also established as laboratory schools adjacent to each of the four RCE. The RCE were set up with the intention to produce well-trained teachers for the secondary schools, and to develop and demonstrate new programs of teacher education to overcome the shortcomings in the past.

The program was made possible through an arm of the GOI, the National Council of Education Research and Training (NCERT), with the major emphasis being placed on the preparation of teachers. Research and leadership in secondary school teacher education were also among the major objectives of the RCEs. Provision was made for a training and visitation program in the United States each year for twenty-five Indian educators who were selected to staff the RCE.

The RCE started an in-service training program in 1966, for the secondary school teachers. There is no doubt that the major function of the RCE is that of providing educational leadership.

---

1 NCERT, Plan and Program, New Delhi: Ministry of Education, 1964
to the different states in each region by serving as pioneers and models for the development and demonstration of suitable programs and procedures in teacher education.

The report of the Education Commission (1966), strongly emphasized the need for a sound program of professional education for teachers for the qualitative improvement of Indian education. The Commission writes that:

Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions... In a situation like the present when new and dynamic methods of instruction are needed, such attitude becomes an obstacle to progress. It can be modified only by effective professional education which will initiate the teachers to the needed revolution in teaching and lay the foundations for their future professional growth. First-rate teacher training institutions can thus play a crucial role in the development of education.¹

This view has been constantly supported in favor of the secondary school teacher preparation program. Thus, the intensive teacher education program initiated by the USAID and OSU received widespread support throughout the country, especially among the

Indian educators.

It was not until early 1968 that the Ministry of Education of GOI appointed a Review Committee to evaluate the entire operation of the NCERT, including the program and operation of the Regional Colleges of Education. The report of the Review Committee openly criticizes the entire operation of the NCERT, and calls special attention to the Ministry of Education of the GOI to abolish the present set up of the four Regional Colleges of Education because:

(a) The cost of the program is high in proportion to the marginal gains in quality.

(b) The four-year courses are not the answer to the teacher training problem in India. With the limited resources available, therefore,

(1) Institutions like the Regional Colleges of Education experiment with and develop a better program of post-graduate professional education of teachers

(2) The resources available are concentrated on the development of existing training institutions to provide this improved course.

(c) The Regional Colleges of Education cannot even be considered as a good experiment or pilot project. An experiment or pilot project which is so prohibitively costly as to be unrepeatable failures as an experiment to start with.
(d) Even if this experiment were to be tried at all, on a limited scope, the proper place for the experiment would be a university with a well-established undergraduate department in the subject concerned.

(e) It is not within the scope of the council to try to provide science teachers to schools or teachers for multi-purpose schools.

We therefore recommend that fresh admission to the four-year courses in the Regional Colleges of Education should be discontinued with effect from 1969-70.\footnote{Review Committee, \textit{Future Development of N.C.E.R.T.}, New Delhi, Ministry of Education, 1968, pp. 45-47.}

How thorough and systematic an evaluation this has been, is not yet known. However, this report is the outcome of the first attempt to evaluate the U.S. aided teacher education program in India. One thing is clear; the Review Committee Report is openly in conflict with many of the constructive recommendations made by the Kothari Commission of 1966. And the report does not indicate the criteria and instruments used for conducting their study, and so the Review Committee recommendations cannot be taken at their face value. After all, the "tree is to be known by its fruits," and therefore, further indepth evaluation of the products of the RCE is essential to determine the worth of their program. Such an
evaluation is what is planned during this study. The review of research and related literature is expected to serve as guidelines for such an extensive evaluative study of the effectiveness of the U. S. aided Regional College Program for the improvement of secondary school teacher education in India.
CHAPTER III

EVALUATION METHODOLOGY

Evaluation Model and Design

According to Guba, "Historically, evaluation has meant essentially two complementary operations: (1) the comparison of some results, output or product with a set of standards, in an absolute sense, and (2) the comparison of some two or more methods of producing the same results, output or product in a relative sense."¹ In recent years, however, concepts of evaluation have expanded beyond this traditional notion of product or outcome evaluation to include many kinds of evaluation relevant to the needs of many kinds of decisions about educational practices or procedures.

The CIPP Model², developed by Daniel L. Stufflebeam at the Ohio State University Evaluation Center, has been adopted to serve as the framework for the evaluation of educational changes produced by modern and traditional teacher training programs in India. This model


includes four kinds of evaluation, indicated linearly in Figure 6 as context, input, process, and product evaluation. Briefly, the four kinds of evaluation may be defined as follows: Context evaluation involves the identification of educational deficiencies, the description of status at a particular point in time and space. Input evaluation consists of the assessment of alternative modes of action in order to determine their feasibility, economy and relevance to the solution of existing deficiencies. Process evaluation is the method of identifying and monitoring on a continuous, molar, non-interventionist basis the potential sources of failure in an on-going program. Product evaluation is the traditional measurement of outcomes in relation to objectives on the basis of specified criteria. This method usually involves the comparison of pre-program with post-program performance to indicate whether the program outcomes are higher, the same as, or lower than initial status or selected standards of excellence. Figure 7 illustrates some potential operational phases and activities of the CIPP Model of evaluation.

---


Although the study here proposed will involve primarily product evaluation, evaluation of contextual, input and process factors will also be included.

Because of the short duration of the project and the difficulties in administering any kind of pre-test from such a long distance, on a population over which the principal investigator has little control, a Post-test-Only-Comparison Group design has been adopted for this evaluation. The pre-program equivalence of the comparison groups

1 Merriman, _op.cit._
Figure 7.—THE CIFF EVALUATION MODEL
Depicting Some Potential Activities Within the Components of Evaluation

<table>
<thead>
<tr>
<th>Phase</th>
<th>Component</th>
<th>Identification of Information Needs</th>
<th>Decision Rule Criteria</th>
<th>Information System Specifications</th>
<th>Data Collection</th>
<th>Data Organization &amp; Reduction</th>
<th>Data Storage and Retrieval</th>
<th>Data Analysis</th>
<th>Reporting</th>
</tr>
</thead>
</table>
has been assured by randomization. The design will permit the comparison of a group which has experienced $X_1$, a U.S. aided modern program of teacher education, with other groups which have experienced $X_2$, traditional teacher training, for the purpose of determining the relative effectiveness of the two training programs. A representation of the process involved in the comparative evaluation is shown in Figure 8. It was necessary to ascertain clearly the specific objectives of each of the teacher education programs to be compared as well as common standards to be applied to both RGE and TC as well as UDE. Relevant criteria for such objectives and common evaluative standards has then been specified and incorporated into instruments for the measurement of program outcomes. The stated objectives and criteria for the evaluation of both the U.S. aided Regional Colleges and the traditional teacher training institutions are given in Chapter IV.

**Sampling Procedure**

Stratified random sampling technique has been used in this study. A random sample has been selected from each of the following groups: (1) student teachers; (2) secondary school teachers; (3) faculty of teacher training institutions; and (4) administrators of
Figure 8. Representation of the Process of Evaluating the Effectiveness of the U. S. Aided Teacher Training Program in India.¹

teacher education programs. A fifth group, a group of secondary school students whom the trained teachers teach, would be a welcome addition to the sample. But, due to the enormous amount of work involved for collecting the required data from the high school students, a small project like this was not able to include them. A more elaborate study of this nature, however, should definitely include a sample of secondary school students, for they are the ones who actually experience the efficiency or deficiency of their teachers' performance. The four different types of samples have been identified from three types of institutional settings: Regional Colleges of Education (RCE); Traditional Teacher Training Colleges (TC); and University Departments of Education (UDE). The Traditional Teacher Training Colleges and University Departments of Education sample has been selected from the geographic areas where the four Regional Colleges are located. This latter procedure is based upon the need to minimize sampling biases stemming from inter-regional differences, and also to curtail transportation and communication problems which the investigator might encounter, were the sampling units of the study to be more widely dispersed.

In order to compare the RCE program to the programs in TC and UDE in a more meaningful manner, the National Council of
Educational Research and Training (NCERT) was requested to recommend some of the most outstanding teacher training institutions in India. They were also asked to cover all the four regions where the RCE's are located in a certain proportion with regard to the number of institutions in each region so that there will be an equal number of traditional colleges and university departments from each of the regions in order to select the comparison group samples. The NCERT recommended 60 training colleges, well distributed in all four regions as the "outstanding institutions," out of a total of 306 teacher training institutions in India (see figure 10).

The principal investigator has made a systematic random selection of 41 institutions from the remaining 246 colleges and universities that were not recommended by the NCERT. Thus, a total of 101 traditional colleges and university departments of education were contacted for the names and permanent addresses of all their student teachers currently under training, those who have completed their Bachelor of Teaching degree (B.T.) since 1966, their present teaching staff, and the administrators of their institution. The simple reason for selecting the B.T. degree holders from 1966 is that the RCE's have graduated their first batch of four-year students in 1966 and therefore, it is more meaningful to select samples from other
colleges starting from the same year.

Out of the 101 traditional colleges and universities contacted, 36 TC and 11 UDE sent back, partly or fully, the requested information. Others did not respond. Out of the 47 institutions, ten did not furnish the complete data and thus disqualified themselves to be included in the institutional samples of this study. A complete list of those selected colleges and universities have been given as appendixes A, C and D.

It was from these 26 traditional colleges and 11 university departments of education that the prescribed samples have been selected for this study. Table 3 gives a clear picture of the sample selected for the study and maximum expected number of individuals in each sampling category.

**Student Teacher Sample.** This sample is composed of 330 randomly selected seniors, 110 from the four Regional Colleges and an equal number from the Traditional Colleges, and the University Departments of Education. The study of this sample should reveal the students' personal reaction concerning the effectiveness of their professional training in terms of their future plans and decisions. From this sample, 30 will be interviewed and 300 will be subject to questionnaires, if all goes well and as planned (see Table 3).
### TABLE 3
NUMBER AND TYPES OF SAMPLES SELECTED FOR THE STUDY

<table>
<thead>
<tr>
<th>Name of Sample</th>
<th>Questionnaire</th>
<th>Instruments Used</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regional College</td>
<td>Traditional College</td>
<td>University Dept. of Education</td>
</tr>
<tr>
<td>Student Teachers</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Trained Secondary School Teachers</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Faculty of Teacher Training Institutions</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Administrators:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Training Colleges</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2. Secondary Schools</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>3. U. S. Consultants*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. Ministry of Education*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>270</td>
<td>270</td>
<td>270</td>
</tr>
</tbody>
</table>

* Twenty-five U. S. Consultants and twenty-five members of the Indian Ministry of Education or State Department of Education will also be interviewed. They will not, however, be subject to formal observation. Questionnaires will be used for the interview and observation samples in case interview or observation schedule do not materialize.

a, b, c, d The samples for the interview and observation have been randomly selected from those who have already been subjected to questionnaires. However, if the interview and observation do not take place as has been planned, the specified number of samples will be selected from the total population, excluding those samples selected for questionnaire administration and they will also be given the questionnaires. Therefore, the figures in the total column indicate the maximum expected number and not necessarily the actual number of individuals involved in the sample.
Trained Secondary School Teacher Sample. In order to conduct a follow-up study of trained B.T. degree holders who have chosen teaching as their career, 360 teachers holding a bachelor's degree or higher and presently engaged in secondary school teaching have been randomly selected. As in case of the student teacher sample, each type of institutional setting--Regional Colleges, traditional colleges, and university departments of education--was equally represented. Data from this sample will be used to evaluate the objectives of the three types of training institutions with regard to the degree to which those objectives have been attained in actual practice. In addition, their perception of local environmental factors that influence their individual systems will also provide useful evaluative data. In this group also, 30 teachers have been randomly selected for the interview and 30 others for observation of the classroom performance, etc. from the questionnaire sample of 300. If not, an equal number will be randomly selected from the total population of secondary school teachers, excluding those selected for the questionnaire survey. Thus, they will also be subjected to questionnaires instead of interview or observation.

Faculty of Teacher Training Institutions. A sample of 150
readers*, lecturers, and professors have been selected by random method to equally represent the Regional Colleges, traditional institutions, and the University Departments of Education. These faculty members are currently engaged in training student teachers. This sample is crucial not only because of the direct training role of the faculty, but also due to their potential influence as professional models with whom teacher trainees can identify. Data collected from the faculty will include their instructional methods, professional training, experience and commitment, etc. Such information should give an indication of comparative institutional selectivity in terms of faculty recruitment. Out of this sample, all 150 will be subject to questionnaires, and a random sample of 30 for interview, and 30 for observation, if other things are equal. If not, an equal number will be randomly selected from the total population of the faculty excluding those selected for the questionnaire survey. Then they will also be subjected to questionnaires instead of interviewing or observation.

Administrators. The sample of administrative personnel numbering 170 individuals altogether included principals, department

*Readers and lecturers in Indian Universities hold statuses equivalent to associate and assistant professors of American Universities, respectively.
heads, Ministry of Education officials, U. S. consultants in India, and headmasters of secondary schools employing persons in the secondary school teacher sample. This sample has been selected primarily for the study of the organization and administration of the teacher training institutions and sponsoring agencies. Since the efficient functioning of an institution is dependent to a large extent upon the administrative officials who run it, data from administrative personnel should permit some assessment of the operational set up of each type of institutional setting, which might partly account for the degree of success of their program. The administrators were selected from the training colleges which responded to the letter of request, a list of ministry of education officials, a list of state department officials and a list of university administrative heads. They were also randomly selected providing an equal chance for all of them to be on the sample. However, randomization did not materialize in the selection of U. S. consultants in India, as their numbers were not much larger than the needed sample. The principal investigator hopes to interview all the administrators personally; although some are already subjected to questionnaire survey. As in other samples, if the interview does not materialize, all of them will be given the questionnaires to respond.
Procedures Used For This Study

The entire evaluation study involves three definite phases: (1) development and validation of criteria and instruments for evaluation; (2) data collection; (3) integration and reporting of data and recommendations. Since this study deals with just the first phase, the procedures described are only of that one phase of the whole evaluation.

**Development of Criteria.** As indicated earlier under Evaluation Model and Design, the study requires the specification of criteria relevant to the objectives of the programs to be assessed (see Chapter IV). In order to formulate the final criteria for the evaluation, the following steps were taken:

1. The formally recognized educational objectives of each program were fully determined from program papers and materials.

2. Relevant personnel who handle the organization and administration of the programs were consulted regarding their conception of program objectives. The Ministry of Education of the GOI, The National Council of Educational Research and Training, the University Grants Commission, the USAID officials, and the OSU India Education Project were some sources from which such information was collected.
3. An attempt was made to examine any extant evaluation instruments that may have been developed by universities and agencies who work under the U. S. aided program to improve other fields of education in India and in many of the developing nations. Even though the criteria were different from the ones to be used in this study, there were some common aspects that could be used as guidelines. The relevant information about these other U. S. aided programs outside of teacher education (Agriculture, Engineering, Commerce, Technology, etc.), were obtained through their published and unpublished materials and from the U. S. and Indian officials who are directly connected with the programs. Many evaluation experts and project directors were contacted either for getting the information about the program evaluation or for consulting with them about the reliability of certain criteria or instruments developed for this study. Some of the Indian educators assisted the principal investigator in finding the common objectives of the traditional colleges and the university departments of education selected for the study.

4. Sources pertaining to evaluation in education have been reviewed as a means of adequately formulating the criteria. These sources include books and articles dealing with the process of program evaluation, particularly with criteria development, and
evaluation instruments used in similar studies. A complete list of such documents used for developing the criteria and instruments has been given as the bibliography in this volume.

**Development of Instruments**

The instruments and measures to be used include four kinds of questionnaires and documentary analysis of periodic reports of the various institutions.

**Questionnaire Surveys.** Questionnaires will be used to obtain the base data from all samples. Therefore, there are four different kinds of questionnaires:

**The Questionnaire for Student Teachers.** The main purpose of the Student Teachers Questionnaire is to determine the quality of training institutions. The items will also include personal vita, educational background, professional training, present employment, teaching-learning ideology and aspirations, professional commitments, etc. (See Chapter V).

**The Questionnaire for Secondary School Teachers.** The Secondary School Teachers Questionnaire is intended to determine how well practicing secondary school teachers feel they are doing in their schools and the relevance of their training to their current
performance. The items include personal vita, educational and professional qualifications as well as attitudes toward the teaching-learning process. For example, their leadership initiative and their predisposition toward the introduction of innovations in their school systems.

**The Questionnaire for College or University Faculty.** The Faculty Questionnaire has been directed toward the measurement of faculty capability, opportunities to guide and direct student teachers, professional commitment, and research or innovative potential.

**The Questionnaire for Administrators.** The Administrators Questionnaire is aimed toward the measurement of leadership ability, training and experience, attitude toward research and innovation, willingness to change etc., of the administrators of secondary schools, teachers training colleges, Ministry of Education, etc. It also tries to assess the merits of the existing training programs personnel and facilities, as the administrators at various levels see them.

**Interviews.** In order to check data obtained by questionnaires indicated above, interviews could be conducted involving a selected number of persons from each of these samples (30 student teachers,
30 secondary school teachers, 30 faculty members, 30 principals or department chairmen of training colleges, 30 headmasters at secondary schools, 25 U.S. Consultants, and 25 Ministry of Education or State Department of Education officials. The interviews of administrators and faculty have been structured to provide information regarding institutional policies as well as measurements of formal and non-formal organizational dimensions.

Observations. Behavior observations have been planned to validate the survey measures. Ten teachers trained in the Regional Colleges each, ten from the traditional colleges and University Departments of Education, together with 10 faculty members from each of these institutional settings will be observed in classroom situations. There will be a total of three observation periods for each individual; the duration of each observation period being the time normally allowed for a class meeting. A checklist will be developed during the second phase of the evaluation study for the systematic recording and comparative analysis of the behavior observations.

1 However, if the interview and observation do not materialize as has been planned, the proposed number of samples from each group will be selected above and beyond the number used for questionnaires from the total population of each group and they will also be subjected to questionnaire survey. But under no circumstances will the total number of samples exceed the maximum expected number given in Table 4.
Figure 10 - Comparison Group Samples Selected for the Study.
(Numbers represent the institutions.)
As has been reported, the department of teacher education at the National Council of Educational Research and Training (NCERT) has been contacted to select at least one hundred of the outstanding teacher training colleges and universities in India. This procedure has been adopted simply because of the fact that NCERT is the central administrative body—a clearing house—for all the teacher training colleges in India and they do periodic supervision and evaluation of all the teacher education programs in the country, in cooperation with the Ministry of Education of the GOI. Their recommendation of the training colleges which are of good standing is expected to be a more reliable criterion measure for selecting the teacher training institutions than a hypothetical selection made by the principal investigator himself. The NCERT has recommended 60 training colleges and university departments of education out of 306 teacher training institutions for the inclusion in the sample. The principal investigator selected 41 more institutions at random from the remainder of the training colleges university departments in the country. Thus, a total of 101 traditional colleges and university departments of education were contacted for the basic data required for the selection of the samples. They were asked to furnish a complete list of names and addresses of their faculty
members, graduates since 1966 and the graduating class of 1968-69 academic year. Out of the 101 institutions contacted, only 47 responded and only 37 could provide all the requested information for the study. From these lists of names and addresses a random sample of student teachers, secondary school teachers, faculty of training colleges and administrators were selected for this evaluative study.
CHAPTER IV
CRITERIA FOR THE EVALUATION

There are three different sets of criteria for this evaluation:
(1) Criteria for measuring the Regional Colleges of Education (RCE);
(2) Criteria for measuring the traditional teacher training institutions (including the university departments of education); and
(3) Standard criteria for measuring both Regional and traditional colleges of education.

The criteria for the evaluation were developed on the basis of the stated objectives of each group of institutions—Regional Colleges of Education (RCE), Traditional Colleges (TC), and the University Departments of Education (UDE). The objectives were obtained from their respective offices and college catalogues. However, for TC and UDE due to the large number (306 in all) and diverse objectives, the national teacher education objectives framed by the NCERT and approved by the Government of India and University Grants Commission, have been adopted for this study.

After listing the objectives, the principal investigator reviewed a large number of research studies and literature relating
to evaluation, instrumentation and to criteria development. Each time a certain criterion measure was found relevant to any of the objectives listed, it was checked for further study. Thus, when the review was completed, the principal investigator had a long list of criterion measures which could be easily compared against the stated objectives of the colleges.

Then, the principal investigator took each objective and broke it down into various behavioral objectives. For example, one of the objectives of the RCE is:

To develop improved patterns of degree programs in teacher education for the teachers of multipurpose schools, technical subjects, science, crafts, agriculture, commerce, home science, English and fine arts.

This has been broken down into three sub-sections as follows:

(a) To develop improved patterns of degree programs in teacher education for teachers of:

(b) multipurpose schools;

(c) technical subjects, science, crafts, agriculture, commerce, home science, English and fine arts.

Then, to each sub-section of the objective, the question "Did they or didn't they meet the objective?" was asked. For example, for the first sub-section, it was asked "Did they or didn't they develop improved patterns of degree programs in teacher education?"
Since the principal investigator is hypothesizing a positive answer for each question, the criteria for the measurement have been established in the positive form. Thus the criterion for that particular sub-section has been stated: "Several new or modern educational programs have been introduced to train secondary school teachers." Only in the instruments it will be specific what "new or modern educational programs" the principal investigator is looking for. Sometimes it is left for the respondents to list any such programs they are aware of so that the most relevant answer can be entertained.

Similarly for the second sub-section "for the teachers of multipurpose schools," the question is "What special program did they provide to meet the specific needs of the multipurpose schools?" In answer to the question the criterion measure, "the nature and content of teacher training imported, definitely is in line with the needs of good teachers for the multipurpose schools."

For the third sub-section, "technical subjects, science, crafts, agriculture, commerce, home science, English, and fine arts, the criterion becomes "A considerable number of courses have been offered in technical subjects, science, crafts, agriculture, commerce, home science, English and fine arts."
Similar procedure has been followed for developing the criteria for all the stated objectives. However, in certain instances more than one criterion was necessary to measure an objective or its sub-section. For example, it requires two criteria—"The nature and content of teacher training imparted, definitely is in line with the needs of good teachers for the multi-purpose schools" and "The curriculum facilities and program as whole are of superior quality and would provide adequate training for one to teach in a multipurpose school;" to measure the second part of the objective illustrated here. In fact, they measure both the first and second part of the objective at the same time. Thus, the number of criteria is often more than the number of listed objectives. Sometimes, however, a certain criterion would measure more than one objective. For example, "The educational qualification, enthusiasm for the subject taught, interest in research, individual assistance to students, teaching experience, sympathy and interest in students as well as in the profession are considerably high among the faculty" is a criterion set to measure the first part of the objective. But this will also measure the program as a whole in terms of the competency of their faculty.

After developing the criteria, both the objectives and criteria
were taken to faculty members of the O.S.U. who are expert in evaluation, especially as it applies to teacher education. They have gone through each item and suggested changes or modifications and, at times, revised the entire list of criteria. Then the corrected criteria were given to nine Indian educators from the RCE for validation. Revisions were made at all these levels to make the entire criteria a very reliable yard-stick.
Criteria for Measuring the Regional Colleges of Education

The following criteria have been developed to evaluate the Regional Colleges of Education (RCE) in terms of their stated objectives. Each of the listed objective has been taken from the "plan and program", published by the National Council of Educational Research and Training (NCERT, 1963), and from "Information for Technicians and Their Families" a monograph put out by the Ohio State University Education Project in India.

An attempt has been made to integrate both sets of objectives listed because they were almost the same at many points. Each of the objectives listed on either list is here with their respective criteria.

Objective I

To develop improved patterns of degree programs in teacher education for the teachers of:

a. multipurpose schools;

b. technical subjects, science, crafts, agriculture, commerce, home science, English and fine arts;
Criteria:

1. Several new or modern educational programs have been introduced to train secondary school teachers.

2. A considerable number of courses have been offered in technical subjects, science, crafts, agriculture, commerce, home science, English, and fine arts.

3. The educational qualification, enthusiasm for the subject taught, interest in research, individual assistance to students, teaching experience, sympathy and interest in students and interest in the profession are considerably high among the faculty.

5. The curriculum, facilities, and program as a whole are of superior quality that would provide adequate training for one to teach in a multipurpose school.

Objective II

To provide in-service and pre-service education for:

a. teachers of secondary (multipurpose) schools,

b. supervisors and administrators of multipurpose schools, and

c. teachers of post-secondary technical institutions.

Criteria:

1. In-service courses were coordinated for teachers in many of the major, secondary school subjects (courses), such as
English, Mathematics, Social Studies and Science during the summer months or during other regular vacation times.

2. Seminars, professional conferences, lectures, and short summer institutes were coordinated for the administrators and supervisors of multipurpose schools at the rate of one every year for the last five years.

3. A sizable number of secondary school teachers (a minimum of twenty-five teachers each year) have been trained in in-service programs since 1963.

4. The courses offered or subjects taught during the in-service training, updated the knowledge and understanding of the teachers and administrators in various methods and techniques in their respective areas of responsibility.

5. The nature of the in-service program was such that it provided added training for the trained secondary school teachers.

6. The teacher-self-evaluation has clearly indicated that the effectiveness (teaching performance, tolerance to students, usage of teaching aids, sympathy to student problems, cooperation with the staff and administration, student success in exams, etc.) of their work at their respective secondary schools, and the degree to which they regard it to be, was due to the pre-service training they received at the Regional Colleges of Education.
7. A sizable number of post-secondary technical school teachers have indicated that either the in-service or pre-service training they received at the Regional Colleges contributed considerably to their increased efficiency in instruction, research or administration.

Objective III

To produce approximately five hundred teachers annually for:

a. secondary schools,

b. specialized technical institutions and

c. vocational institutions in the areas of science, commerce, agriculture, technology, including crafts, English, home science, and fine arts.

Criteria:

1. Approximately 500 teachers have been graduated each year with either a Bachelor of Arts in Education (B. A. Ed.) degree or Bachelor of Science in Education (B. Sc. Ed.) degree since 1966 by all four colleges.

2. Each of the four Regional Colleges have graduated at least 100 students annually since 1966 (Late starters are excluded from this criterion measure).

3. The percentage of graduates in each of the specified subject areas is in proportion to the needs for teachers in those
areas, and therefore, none of their graduates are now unemployed or underemployed.

4. A large number of secondary schools, vocational institutions, post-secondary technical schools, agricultural institutions, and multi-purpose schools in each of the four regions (South, North, East, and West) have employed one or more of the graduates from the Regional Colleges.

5. The average number of students in each of the specified areas (science, commerce, agriculture, technology, crafts, English, home science, and arts) is proportionate that no one area is neglected.

6. There are specific social, economic, political and religious reasons why students cannot be attracted to certain areas like agriculture or crafts and could largely be attracted to some of the other areas like English or Science.

Objective IV

To develop and demonstrate post-graduate degree programs for:

a. the preparation of qualified teacher educators,

b. the preparation of lecturers and professors for teacher training institutions,

c. to prepare teachers for selected aspects of education with special emphasis at the secondary level.
**Criteria:**

1. A sound post-graduate degree program is offered or else preparations are under way to start such a program.

2. The design and structure of their graduate program is better than similar programs offered in other Indian colleges and universities.

3. The graduate curriculum is of high standard that the RCE graduate students are more successful in winning the competitive public service commission examination.

4. There is adequate research facilities for graduate students that their library, laboratory, etc. are outstanding.

5. Those who obtained a graduate degree from any one of the Regional Colleges are highly placed and they have established a great reputation for themselves as well as to their respective schools.

6. There is an adequate number of qualified (experience and training) teachers to teach graduate students.

7. The administration is well aware of the great cost involved for the graduate program and they are making provisions for sufficient funds to buy the equipment and to establish added facilities for a well coordinated graduate program.
**Objective V**

To organize and develop four demonstration, multipurpose secondary schools:

a. one attached to each Regional College.

b. to serve as effective laboratories of teacher education.

c. to serve as models of suitable programs and procedures for the state schools in the four regions.

**Criteria:**

1. Four demonstration, multipurpose schools have been set up, one attached to each Regional College.

2. Those multipurpose schools are models in every respect that they have programs and facilities necessary for training teachers for the state multipurpose schools.

3. The opinions and impressions of the student teachers about the demonstration schools as to how well they serve as teaching laboratories for them are mostly positive.

4. To a greater extent, the demonstration multipurpose school attached to each Regional College has served as teacher education laboratories for those colleges.

5. The cooperation and understanding between and among the administration and faculty are very good.
6. The training and experience of the demonstration multipurpose school staff is sufficient enough to guide and direct the student teachers in an ideal manner.

7. Several new multipurpose schools have been started or old ones reformed their programs in each of the four regions, patterning after the demonstration multipurpose schools established by the Regional Colleges.

**Objective VI**

To undertake pilot studies and research projects relating to problems in teacher education to:

a. try out improved patterns,

b. improve the methods of teaching in multipurpose schools and secondary schools,

c. identify problems in teacher education, secondary, post-secondary and vocational institutions,

d. establish and maintain standard of academic excellence, and

e. collaborate with other institutions initiating and promoting improved educational program.

**Criteria:**

1. The Regional Colleges have sponsored several pilot research studies independently or in cooperation with other colleges.
2. The outcomes of such research studies have made a great impact upon the teacher training program in the country, as they have modified their curriculum and training patterns.

3. Several of the local, state or the national educational problems have been identified through research studies and found solutions to improve the situation.

4. A wide-spread acceptance of their research findings has been recorded through newspaper reports or personal letters.

5. Certain reforms have been made in the secondary and vocational education program as a result of such studies conducted by the Regional Colleges.

6. The pilot research program helped to establish and maintain a high standard of academic excellence.

7. Cooperative research studies were conducted in collaboration with other training colleges in the regiona.

**Objective VII**

To prepare and disseminate instructional materials:

a. in cooperation with other teacher training institutions,

b. for secondary and post-secondary schools, and

c. for vocational and technical schools.
Criteria:

1. Initiative has been taken to develop instructional materials of various kinds for different subjects in secondary schools.

2. A system (s) has been developed to create inexpensive teaching aids at the local schools.

3. The newly developed instructional materials are very popular among the local schools, in spite of the fact that they are very new.

4. The teaching efficiency and operational effectiveness of teachers and school systems have increased due to the use of instructional materials.

5. The materials are simple and easy to work with.

6. The cost of instructional materials is so little, but their cost-effectiveness is very high.

7. There is a great variety of teaching materials to select from to suit for all the age levels in secondary, post-secondary, and vocational schools.

8. Cooperative projects were held with other teacher training institutions to prepare instructional materials for secondary schools.
Objective VIII

To collaborate with other institutions and agencies:

a. in initiating and promoting improved educational programs,
b. to function as a clearing house,
c. to operate as regional centers for teacher education programs in India, and
d. to establish and maintain a standard of academic excellence.

Criteria:

1. Several programs such as group lectures, model classes, field trips, excursions and research enterprises were held in cooperation with other training institutions in the area.

2. Mutual understanding and respect between training colleges has increased due to such cooperative endeavors.

3. Many systematic reforms have taken place in the training program because of such free exchange of ideas and mutual cooperation.

4. Adequate help, services, and academic guidance were given to other training colleges in the region.

5. A systematic collection of statistical data has been done on literacy rate, teacher-student proportion in classrooms, educational problems, etc. from the standpoint of a clearinghouse.
6. A high standard of excellence has been maintained in terms of the curriculum, training and experience of the faculty, program as a whole, job availability for the graduates, and the performance of student teachers as is seen in practice teaching classes.

**Criteria for Measuring The Traditional Teacher Training Institutions**

The criteria listed below have been developed on the basis of the stated objectives of traditional teacher training institutions. Since it is so difficult to obtain the aims and objectives of each teacher education program, the National Association of Teacher Educators (NATE), have been adopted for this study. Several of the college and university catalogues have been consulted to find out whether the NATE objectives are in agreement with that of theirs. Since they are in reasonable agreement, the objectives of traditional teacher training colleges as stated by both the National Council of Educational Research and Training (NCERT) and NATE have been adopted, without any substantial change, for this evaluative study. Here, the name "traditional teacher training institutions" refers to both the traditional colleges and university departments of education. And thus, only one set of criteria has been developed for both because of the fact that their stated objectives are almost identical. The university departments of education seem to put
more emphasis on research and experimentation in their objectives than the traditional colleges. Therefore, that has also been added to the combined list of objectives.

**Objective I:**

To prepare effective teachers at the secondary level and to develop skill to teach subjects of their specialization by:

a. mastery in theory of learning;

b. development of sound knowledge of the subject (s);

c. specialization in one or two subjects; and

d. training in one or more extra-curricular activities.

**Criteria:**

1. The existing curriculum of the training college is adequate enough to prepare secondary school teachers who could teach their subjects of specialization skillfully and competently.

2. The instructional methods followed in the training college are sufficiently flexible.

3. There are proper facilities and equipment by way of library, laboratory, teaching machine, etc. for the training of student teachers.

4. The training college faculty members have a minimum educational qualification up to the master's level
and specialized training in a certain area of teacher training.

5. The mastery of the theory of learning and principles of teaching have been well expressed by the teacher trainees.

6. The performance of student teachers in classrooms is of high standard.

7. The teacher gives personal attention to the individual needs of children, both in classroom and outside.

8. The teacher expresses a sufficient depth of knowledge in the subject of his specialization, when he teaches in the classroom.

9. The teacher provides leadership for at least one extracurricular activity at the school.

10. The training college has a wide selection of courses or subjects for the student teacher to choose from.

11. Both the school and college have a wide variety of instructional materials which would make the lesson more easy and understandable to the students.
Objective II:
To develop interest, attitudes and knowledge for teaching and foster all-round development and growth of children by:

a. guiding the individual pupil;

b. teaching with a clear understanding of the aims and objectives of secondary education; and

c. promoting an awareness of the role of the school and the teacher in realizing these aims and ideals.

Criteria:

1. The teacher expresses a real interest and commitment to the teaching profession.

2. The attitude of the teacher toward youngsters, school, curriculum, and materials, program etc. is positive.

3. The teacher has a clear understanding of the physical and intellectual needs of his students and tries to cater for such needs through curricular and extra-curricular activities.

4. The teacher designs new programs such as literary societies, manuscript magazine, arts or sports club, essay competitions or similar other projects which would promote more and more of the student growth and development.
5. The principal, student teachers, faculty, and secondary school teachers perform their respective roles with a thorough understanding of the aims and objectives of secondary education.

6. The school facilities are such that it serves the personal intellectual needs of the students, teachers, and the community.

7. The evaluation and supervision conducted by the government officials, or more specifically speaking, the ministry of education officials, are such that it constructively points out the drawbacks and pitfalls of the local and state school programs so that they could improve or adopt changes in them.

**Objective III:**

To develop an understanding of the intimate relationship between school and society through.

a. an awareness of the relationship between school life and life outside;

b. promoting community participation in school activities; and

c. boarding facilities to arrange community life on the campus.
Schools have involved the local community in several of the school functions such as School Day Celebration Annual Sports Events, Parents' Day, Labor Week, or Children's Day festivities.

2. The community has raised funds for building a foot-ball stadium or part(s) of the school building.

3. Contributions from philanthropists enabled the school to establish a good library or laboratory or to set up a nice student scholarship program.

4. The principal and/or teachers arrange conferences with parents and community leaders, before arranging a certain school program.

5. The teachers and principal belong to the local clubs, libraries, and other social organizations in the community.

6. The dormitory facilities of the school are such that it promotes a proper community living among pupils and teachers, and it does train them to live peacefully among their fellow men in the world outside.

7. The overall program of the school is such that it develops a proper understanding of the intimate relationship between school and community.
Objective IV:

To build a professional consciousness among the student teachers through:

a. professional training (theoretical and practical);
b. a well balanced education for future teachers; and
c. development of proper character among teachers.

Criteria:

1. The curriculum of the teacher training college includes sufficient number of professional courses such as philosophy of education, educational psychology, social foundations of education, history of education, etc.

2. The student teachers as well as secondary school teachers have expressed a deep commitment toward the teaching profession.

3. Even if the teachers were given a different "paying" job, they would have rejected that to take up a position similar to the one that they have now.

4. There is a proper balance between theory and practice in modern teacher training institutions.

5. The facilities and equipment available for the student teacher, both at the training college and at the secondary school where he does his "Practice teaching", are
quite adequate to provide him with a "well balanced education."

6. Character formation has been aimed and it has been reflected through the courses, extra-curricular and co-curricular activities and even through the faculty-student inter-action at the training college.

7. The number of disciplinary actions taken against students, faculty, etc. are extremely low (2% or below) in any one year, and the public law enforcement officers did not have to interfere in any one of those cases.

**Objective V**

To arrange:

a. refresher courses, short intensive courses in special subjects, practical training in workshop and professional conferences;

b. awarding special degrees and diplomas in teaching; and

c. in-service and pre-service education for teachers and administrators.

Criteria:

1. The training college has initiated at least one "refresher course" and one "short intensive course in special subjects"
every year.

2. The faculty and the administration of the training college are interested and educationally qualified to arrange refresher courses or other summer training programs.

3. There are a number of courses in special subjects which are introduced to upgrade the professional competencies of teachers who are already on the job.

4. A minimum number of twenty-five teachers, administrators or other professional people attended such institutes each year, and they represented most every state in the region where the college is located.

5. The facilities and equipment of the college were made available for in-service education of teachers and administrators.

6. The college awards at least one degree or diploma in teaching either as its own or in cooperation with a big university in the area, through its summer or evening programs.

7. At least two well-known professional experts in the field of teacher education (local, national or international) visited the college and lectured or taught for a short period in almost every year during the past five years.
8. The principals of the local high schools think that they were benefited by the in-service training program, special course offerings, workshops and professional conferences arranged by the college.

9. A sizable number of local school teachers managed to earn an advanced degree and to achieve higher professional competency by attending the college on a part time basis.

**Objective VI:**

To provide:

a. special part time training courses for women in order to meet the shortage of women teachers;

b. free exchange between professors in training colleges; and

c. special training for headmasters and school inspectors.

**Criteria:**

1. The college offers at least two part time courses to cater for women teachers.

2. The degree requirement for women teachers is less stringent than that of men to attract more women into the teaching profession.
4. During the past five years, at least one faculty member has been exchanged with another training college for a short or long period of time in order to promote the mutual exchange program.

5. The exchange of faculty enabled an exchange of ideas between the two institutions.

6. Free exchange of professors in training college has created:
   1. increased cooperation among institutions.
   2. change in the training pattern.
   3. better community relations, and
   4. economy in academic operation.

Objective VII:

To train to use proper evaluation techniques to:

a. examine pupil's progress;

b. measure the effectiveness of their own teaching; and

c. diagnosing pupil's difficulties and deficiencies in achievement.

Criteria:

1. The college offers at least one course in classroom evaluation
2. The faculty at the training college has adequate training experience for evaluation.

3. Evaluation techniques have been utilized to measure the classroom performance of the student teachers.

4. Teacher self-evaluation has been practiced to train the student teachers to measure their own classroom behaviors.

5. The secondary school teachers are able to group the students according to their ability through evaluation techniques which they learned at the training college.

6. The teacher is helping the students by detecting their personal deficiencies.

7. Remedial instructions are given by the trained teachers at their schools for the slow learners and for those who have special problems.

8. The school administration gives adequate recognition to teachers' recommendation in the promotion of their students.

9. Modern evaluation techniques such as standardized tests, periodic classroom observation, etc. are used both for student and teacher evaluation.
The general objectives of teacher education can hardly be separated from the general aims of education. More specifically speaking, teacher education aims to develop the general education level of any country by improving the teaching personnel and their program. The standard objectives listed below, may be too broad or general at many points. This has been pre-planned in this manner, so that the evaluator could cover a wider spectrum of educational aims and purposes, without delimiting himself to certain specific points of interest. The standard objectives, it is hoped, will cover the whole realm of education, with special emphasis on teacher education programs in developing nations.

Since the objectives of education vary from country to country, reference is made to the stated objectives of teacher training programs in many countries and a common set of objectives that would suit to the Indian situation is suggested. Those objectives stated both by the RCE and traditional training institutions are treated common or general to any set of teacher training institutions under the study.

A systematic breakdown of the instruments used for measuring each of the standard criterion has been given in figure 11. The figure explains the proper relationship between the set criteria and the instruments for the evaluation. In more specific words, it systematically
**Key to Figure 11**

A - Administrators Questionnaire  
C - Criteria under Consideration  
F - Faculty Questionnaire  
S - Student Teachers Questionnaire  
T - Secondary School Teachers Questionnaire

<table>
<thead>
<tr>
<th>Obj.</th>
<th>Specific Instruments Used for Each Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>AIV 9, FIII d7, FIII e6, FIV c, FVR, &amp; SIII d35</td>
</tr>
<tr>
<td>I</td>
<td>AIII e5,6, AIV 33, AV 1, SVI b3</td>
</tr>
<tr>
<td>I</td>
<td>AIV a23, AIV d19, AV 1, FIII d8, FIII e9, FIV d,e, o &amp; z, TVI e &amp; m, TVI 12</td>
</tr>
<tr>
<td>I</td>
<td>FIV d &amp; e, FV p</td>
</tr>
<tr>
<td>I</td>
<td>AV j, FIV f, TVI dd, TVI 7</td>
</tr>
<tr>
<td>I</td>
<td>TVI 11</td>
</tr>
<tr>
<td>I</td>
<td>A VI 4, FV 7, FV 1, SIII b36, TVI z</td>
</tr>
<tr>
<td>I</td>
<td>AII e12, AIV d18, AV a, TVI v, TVII 10</td>
</tr>
<tr>
<td>I</td>
<td>FIV f9, TVII 9</td>
</tr>
<tr>
<td>I</td>
<td>FIV f6 &amp; 7, TVII 8 &amp; 10</td>
</tr>
</tbody>
</table>

**Figure 11, Systematic Breakdown of Instruments Used for Measuring Each of the Standard Criterion for the Evaluation**

<table>
<thead>
<tr>
<th>Obj.</th>
<th>Specific Instruments Used for Each Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>FIV f6 &amp; 7, TVII 8 &amp; 10</td>
</tr>
<tr>
<td>I</td>
<td>FIV f9, TVII 9</td>
</tr>
<tr>
<td>I</td>
<td>AIV 9, FIII d7, FIII e6, FIV c, FVR, &amp; SIII d35</td>
</tr>
<tr>
<td>I</td>
<td>AIII e5,6, AIV 33, AV 1, SVI b3</td>
</tr>
<tr>
<td>I</td>
<td>AIV a23, AIV d19, AV 1, FIII d8, FIII e9, FIV d,e, o &amp; z, TVI e &amp; m, TVI 12</td>
</tr>
<tr>
<td>I</td>
<td>FIV d &amp; e, FV p</td>
</tr>
<tr>
<td>I</td>
<td>AV j, FIV f, TVI dd, TVI 7</td>
</tr>
<tr>
<td>I</td>
<td>TVI 11</td>
</tr>
<tr>
<td>I</td>
<td>A VI 4, FV 7, FV 1, SIII b36, TVI z</td>
</tr>
<tr>
<td>I</td>
<td>AII e12, AIV d18, AV a, TVI v, TVII 10</td>
</tr>
<tr>
<td>I</td>
<td>FIV f9, TVII 9</td>
</tr>
<tr>
<td>I</td>
<td>FIV f6 &amp; 7, TVII 8 &amp; 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Obj.</th>
<th>Specific Instruments Used for Each Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>AIV 9, FIII d7, FIII e6, FIV c, FVR, &amp; SIII d35</td>
</tr>
<tr>
<td>I</td>
<td>AIII e5,6, AIV 33, AV 1, SVI b3</td>
</tr>
<tr>
<td>I</td>
<td>AIV a23, AIV d19, AV 1, FIII d8, FIII e9, FIV d,e, o &amp; z, TVI e &amp; m, TVI 12</td>
</tr>
<tr>
<td>I</td>
<td>FIV d &amp; e, FV p</td>
</tr>
<tr>
<td>I</td>
<td>AV j, FIV f, TVI dd, TVI 7</td>
</tr>
<tr>
<td>I</td>
<td>TVI 11</td>
</tr>
<tr>
<td>I</td>
<td>A VI 4, FV 7, FV 1, SIII b36, TVI z</td>
</tr>
<tr>
<td>I</td>
<td>AII e12, AIV d18, AV a, TVI v, TVII 10</td>
</tr>
<tr>
<td>I</td>
<td>FIV f9, TVII 9</td>
</tr>
<tr>
<td>I</td>
<td>FIV f6 &amp; 7, TVII 8 &amp; 10</td>
</tr>
</tbody>
</table>
shows those items in the instruments which measure the specific criteria under consideration.

The principal investigator attempted to present a model of such interrelationships by taking just the standard criteria for evaluating both the Regional and traditional colleges. Similar diagrams could be developed to systematically establish the relationship between the criteria and instruments of Regional and traditional colleges. However, since both of these two sets of criteria have been tested by administering the respective instruments on an initial sample of the population under study and have changed wherever necessary, the principal investigator did not feel that it is necessary to put them in diagramatic forms. But this may be done during the second and third phase of the study, if it would add to the case of data analysis and processing.

**Objective I**

To develop social, economic and political aspects of the country through research, innovation and experimentation.

**Criteria:**

1. One or more research projects of local or national importance were conducted by each of the training colleges during the last five years.
2. The outcomes of such research studies have had significant impact upon the teacher training program in those colleges.

3. New educational theories developed by other institutions were experimented and have been proven to be very successful.

4. The findings of research studies have achieved widespread popularity in the country.

5. Innovative ideas have considerably contributed to the social, economic, and political development of the country.

6. A well-advanced, modern, secondary school educational system has been established in most urban areas and in some rural areas.

7. The quality and caliber of secondary school teachers have considerably improved due to research, innovation, and experimentation.

8. Sufficient numbers of teachers in various subject are being trained, in order to serve all schools in the community.

9. A significant increase has been noted in the literacy rate during the last five years.

10. Agriculture, industry, business, small scale industries, and commerce are being benefited by the research and innovations.

**Objective II**

To facilitate the training of teachers who would enable:

(a) the transition of youth from the world of work and life;

(b) through the vocationalization of secondary education.
Criteria:

1. There are teacher training programs in vocational areas such as agriculture, technical, industrial arts, commerce, distributive, craft, and business.

2. Every year a minimum of ten teachers are being prepared in each of the vocational areas offered.

3. The criteria for selecting people for the vocational training are interest, aptitude and educational background.

4. The major vocational areas now being catered are those areas that have the greatest need in the local community.

5. The training college has adequate facilities and equipment, which are relatively modern, for the student teachers in vocational education to practice on.

6. A large number of teachers apply each year for admission in the vocational training areas, and a selected few are admitted in order to provide a quality training.

7. There is an adequate number of well-trained teacher educators to guide and direct the student teachers in various vocational areas.

8. The teacher who is trained in different vocational subjects can find jobs in the areas of their training without much problem.

9. There is a sizable number of secondary schools which offer vocational training for their students, as a part of their professional preparation.

Objective III:

To prepare personnel:

(a) for professional teaching and leadership positions in a variety of educational institutions;
(b) to contribute to the understanding of education as a body of knowledge.

**Criteria:**

1. The training program includes a significant number of professional courses such as philosophy, history, principles, and foundations of education; educational psychology, guidance, and counseling.

2. There is a proper balance between professional, general and specialized courses that are offered.

3. Many of the graduates are now holding very responsible positions of leadership in the field of education.

4. Most of the content and method courses offered at the college are practice-oriented and it enables the student teachers to become better workers than theoreticians.

5. The faculty has a great hunger for new ideas and educational principles that they involve themselves in basic research and developmental activities.

6. At least one article has been published by a faculty member or by a group of faculty members or by student teachers of the college, in a professional journal during the past five years.

7. The administration provides sufficient money to promote research, experimental programs, and proper training for future teachers.

**Objective IV**

(a) To provide effective leadership and planned change in schools and colleges;

(b) to establish proper relationship between school and community;

(c) to obtain and use skills for critical and constructive thinking.
Criteria:

1. The program, methodology and technique for instruction has been modernized.

2. The faculty and administration favor change in the educational system that they have introduced a few changes by way of improvements in curriculum, materials and methods of instruction.

3. The training college has pioneered "planned change" in many ways during the past five years. (e.g. change in examination system, selection and construction of curriculum, administrative policies, physical plants and equipment etc.)

4. A cordial relationship exists between the educational institution and the local community at various levels. (Students involve their parents in school functions, teachers are invited to give leadership for certain community activities, school facilities are made available for community use, etc.)

5. Scholarships and fellowships are established at the expense of local philanthropists.

6. Local business and industry employ students for part-time jobs.

7. The program that has immediate need in the local community has been offered in the school system and training colleges, teachers are preparing in those areas of community interest and urgency.

8. A sizable number of teachers who had proper training has established their reputation and revealed critical thinking through publications, public lecture, etc.
As was stated earlier, the instruments for this study consist of four different questionnaires: (1) Questionnaire for student teachers; (2) Questionnaire for secondary school teachers; (3) Questionnaire for college or university faculty; and (4) Questionnaire for the administrators. Although these four instruments are different in their measurability, basically they are all trying to measure just one aspect—the effectiveness of the Regional College Program in comparison with the programs at the traditional colleges and university departments of education.

There are certain items repeated more than once either in the same questionnaire in different forms or in different questionnaires in the same form. This is one way of checking the consistency of the responses. It also helps to discover how the people in different professional categories feel about a certain problem or issue or even the program as a whole. Thus, the principal investigator need not have to base his conclusions on the responses of any one
group, but of all four groups of the population under study.

An attempt has been made through figure 11 to establish the relationship between the standard criteria and all four questionnaires mentioned above. Similar diagrams could be developed to show the direct relationship between each set of criteria for RCE and traditional institutions, and the instruments for the evaluation. But, no such detailed effort has been made in this study because of the fact that all the instruments have been tested and validated before they are being used and the principal investigator thus determined and made certain of the one-to-one relationship between the criteria and instruments developed during this study. However, at the analysis stage, if this kind of an approach would help to assess each of the set criterion more easily and meaningfully, further efforts will be made to develop similar diagrams for both the RCE, TC, and UDE.
AN EVALUATIVE STUDY OF THE EFFECTIVENESS OF THE REGIONAL COLLEGE PROGRAM FOR THE IMPROVEMENT OF SECONDARY SCHOOL TEACHER EDUCATION IN INDIA

Conducted by

College of Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Instructions

Please complete this questionnaire by checking or circling the appropriate response or by writing in the appropriate information. You may respond either in English, Hindi or in your mother-tongue. Please return the questionnaire to Dr. Wayne E. Schroeder, 77 Sunder Nagar, New Delhi in the self-addressed stamped envelope at your earliest convenience.
Questionnaire for Student Teachers

I. Personal Information:

(a) Full name ___________________________________________
    First        Middle        Last

(b) Permanent address _____________________________________

(c) Place of Birth: _______________________________________
    City/Village    District    State

(d) Age _____________

(e) Sex _____________
    1. Male _____  2. Female _____

(f) Marital Status: (check one )
       (Widower)

II. Academic Information

(a) Nature of the training program that you are enrolled in:
    (check one )
    1. Four-year Bachelor of Arts/Science in Education_____
    2. Regular one-year Bachelor of Education_____
    3. Special, Summer-Cum-Correspondence Course_____
    4. Other ____ (specify) __________________________________
       _____________________________________________
(b) Highest earned degree/diploma that you possess:
   (check one ✓)

1. High School
2. B.A./B.Sc.
4. Other (specify)

(c) Major Subject(s) of specialization for:

1. High School
   Major Subject(s)

2. College
   Major/Main

3. Teacher Training
   Major/Main

(d) Minor Subjects Taken for:

1. High School

2. College
   Minor/Subsidiary
3. Teacher Training  

(e) Please circle the class/division in which you completed your:

1. High School 1st 2nd 3rd By part system* /pass class

2. Bachelors degree 1st 2nd 3rd By part system/pass class

3. Masters 1st 2nd 3rd pass class

III. Institutional Information:

(a) Name and address of your present college/university

(b) Why did you choose to go to the particular training college that you are now enrolled in? (check more than one)

1. ____ Very easy to get admitted

2. ____ Nearness to home

3. ____ High quality staff

4. ____ Reputation of the college

5. ____ Availability of the program

* Just a few courses in each examination and completed the whole by more than one examination.
6. ____ Scholarship and loan facilities
7. ____ Belongs to my church or religion
8. ____ The Government deputed
9. ____ Less expensive tuition and living conditions
10. ___ Other (specify) ____________________________

(c) What is the average size of all the classes in which you are enrolled in this year? (check one)

1. _____ Less than 10
2. _____ Between 10 and 20
3. _____ Between 20 and 30
4. _____ Between 30 and 40
5. _____ Between 40 and 50
6. _____ More than 50

(d) How would you rate the staff, building and facilities, and the training program of your college? (Circle the number which best expresses your opinion)

Below

<table>
<thead>
<tr>
<th></th>
<th>Exc.</th>
<th>Good</th>
<th>Aver.</th>
<th>Aver.</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The training and experience of the staff members</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Willingness of the staff to assist you to solve the educational problems that you face</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. The teaching ability of the faculty</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Freedom for classroom interaction among students and teachers</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Below

<table>
<thead>
<tr>
<th></th>
<th>Exc.</th>
<th>Good</th>
<th>Aver.</th>
<th>Aver.</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Opportunity for informal</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>meetings with the faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Faculty's willingness to</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>help and guide students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in their pursuit for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building and Facilities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Classroom spaciousness</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. The lighting and ventilation of classrooms</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. The dormitory facilities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(bed, desk, lights,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bathrooms, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The library facilities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(books, films, charts, maps,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The laboratory facilities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(science apparatus, experi-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ment tables, chemicals, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The Science and Arts Museums for students to observe and study</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. The boarding (dining)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>facilities (dining room, food</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>services, kitchen, meals, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The playground and physical education facilities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. The College Bookstore,</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>canteen, and other student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. The reading room and facilities  |  5 | 4 | 3 | 2 | 1
17. The availability of audio-visual equipments  |  5 | 4 | 3 | 2 | 1
18. The mass media such as radio or television for entertainment as well as for instructional purposes  |  5 | 4 | 3 | 2 | 1
19. The recreation facilities  |  5 | 4 | 3 | 2 | 1
20. The transportation facilities  |  5 | 4 | 3 | 2 | 1
21. The location of the college  |  5 | 4 | 3 | 2 | 1
22. Elegance of the building and the grounds  |  5 | 4 | 3 | 2 | 1

**Instructional Program**

23. Practical use of the courses offered  |  5 | 4 | 3 | 2 | 1
24. The method and technique of instruction  |  5 | 4 | 3 | 2 | 1
25. The examination system  |  5 | 4 | 3 | 2 | 1
26. Relationship of the students with the faculty  |  5 | 4 | 3 | 2 | 1
27. Freedom of expression on the campus  |  5 | 4 | 3 | 2 | 1
28. The student assembly and other student activities  |  5 | 4 | 3 | 2 | 1
<table>
<thead>
<tr>
<th></th>
<th>Below</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exc.</td>
<td>Good</td>
<td>Aver.</td>
<td>Aver.</td>
<td>Poor</td>
</tr>
<tr>
<td>29.</td>
<td>The extra-curricular activities offered</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>30.</td>
<td>The direction, supervision and guidance given for practice teaching</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>31.</td>
<td>The practice teaching program as a whole</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>32.</td>
<td>Cooperation and assistance given by the local schools for student teaching</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>33.</td>
<td>The balance between theory and practice of the training program</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>34.</td>
<td>The Vocational Guidance and counseling program</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>35.</td>
<td>Research orientation or research emphasis in the program</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>36.</td>
<td>Opportunity to hear outstanding educationists through prearranged lecture series</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>37.</td>
<td>Model observation lessons arranged</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>38.</td>
<td>The moral and religious instruction program</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>39.</td>
<td>The stated objectives of your training college as you understand them</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>40.</td>
<td>The student evaluation pattern of the college</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
IV. Data on Professional Attitude, Interest and Faculty Performance

Please indicate how you feel about the following statements by checking (✓) the answer that best describes your personal feelings.

1. The training college in which I study provides me with a sound teacher training program.

   ( ) ( ) ( ) ( ) ( )
   Strongly Agree Undecided Agree or Neutral Disagree Disagree

2. A large number of courses that I am taking now are very interesting to me.

   ( ) ( ) ( ) ( ) ( ) ( )
   Strongly Agree Undecided Agree or Neutral Disagree Disagree

3. The provision for extra curricular activities such as sports or music enable me to break the boredom of other courses.

   ( ) ( ) ( ) ( ) ( ) ( )
   Strongly Agree Undecided Agree or Neutral Disagree Disagree

4. There is very little place for extra curricular activities in a Teacher Training College.

   ( ) ( ) ( ) ( ) ( ) ( )
   Strongly Agree Undecided Agree or Neutral Disagree Disagree

5. Most courses that are offered at the training college are so demanding that I hardly get time to take up many of the extra curricular activities.

   ( ) ( ) ( ) ( ) ( ) ( )
   Strongly Agree Undecided Agree or Neutral Disagree Disagree
6. I joined the training college simply because no other immediate plans were materialized.

( ) ( ) ( ) ( ) ( )
Strongly Agree Undecided Strongly Agree
Agree or Neutral Disagree Disagree

7. If I have a second choice, I would certainly leave teaching and join with some profession other than teaching.

( ) ( ) ( ) ( ) ( ) ( ) ( )
Strongly Agree Undecided Strongly Agree
Agree or Neutral Disagree Disagree

8. Intelligent and highly competent people take up jobs other than teaching such as medical or engineering.

( ) ( ) ( ) ( ) ( ) ( ) ( )
Strongly Agree Undecided Strongly Agree
Agree or Neutral Disagree Disagree

9. Teaching is all-day-boring to me, but I pursue it simply because I need money to support myself and my family.

( ) ( ) ( ) ( ) ( ) ( ) ( )
Strongly Agree Undecided Strongly Agree
Agree or Neutral Disagree Disagree

10. When I study some of the subjects offered in my college, I feel that I am forced to study a lot of things which have no practical value.

( ) ( ) ( ) ( ) ( ) ( ) ( )
Strongly Agree Undecided Strongly Agree
Agree or Neutral Disagree Disagree

11. I, as several of my friends do, think that the time that I am spending for teacher training could be used in a more productive way in some areas other than teaching.

( ) ( ) ( ) ( ) ( ) ( )
Strongly Agree Undecided Strongly Agree
Agree or Neutral Disagree Disagree
12. Teaching is a noble profession as they (teachers) prepare citizens for tomorrow.

<table>
<thead>
<tr>
<th></th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>or Neutral</td>
<td>Disagree</td>
<td>Strongly Agree</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

13. A large majority of teachers at my college lack a clear understanding of the needs and interests of their students.

<table>
<thead>
<tr>
<th></th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>or Neutral</td>
<td>Disagree</td>
<td>Strongly Agree</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

14. Majority of my professors succeed in making their subjects interesting and meaningful to me.

<table>
<thead>
<tr>
<th></th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>or Neutral</td>
<td>Disagree</td>
<td>Strongly Agree</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

15. I lost interest in my studies after realizing how hard it is to find a job upon my graduation.

<table>
<thead>
<tr>
<th></th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>or Neutral</td>
<td>Disagree</td>
<td>Strongly Agree</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

16. I think that most teachers like to exercise their authority in the classroom.

<table>
<thead>
<tr>
<th></th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>or Neutral</td>
<td>Disagree</td>
<td>Strongly Agree</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

17. I feel that my marks are a fairly accurate reflection of my ability.

<table>
<thead>
<tr>
<th></th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>or Neutral</td>
<td>Disagree</td>
<td>Strongly Agree</td>
<td>Disagree</td>
</tr>
</tbody>
</table>
18. I feel that it is not worth the time and money that one must spend to get a teacher training, as there is no job assurance upon graduation.

( ) ( ) ( ) ( ) ( )
Strongly Undecided Strongly
Agree Agree or Neutral Disagree Disagree

19. Some of my classes are so boring that I hardly get to learn from them.

( ) ( ) ( ) ( ) ( )
Strongly Undecided Strongly
Agree Agree or Neutral Disagree Disagree

20. I feel at times that I am taking courses that are of little practical value to me.

( ) ( ) ( ) ( ) ( )
Strongly Undecided Strongly
Agree Agree or Neutral Disagree Disagree

21. Many of my teachers do not know the real objectives of the courses that they are teaching.

( ) ( ) ( ) ( ) ( )
Strongly Undecided Strongly
Agree Agree or Neutral Disagree Disagree

22. Teaching as a career is not as monotonous as some people think it is.

( ) ( ) ( ) ( ) ( )
Strongly Undecided Strongly
Agree Agree or Neutral Disagree Disagree

23. Discipline in the modern school is not as strict as it should be.

( ) ( ) ( ) ( ) ( )
Strongly Undecided Strongly
Agree Agree or Neutral Disagree Disagree
24. The training that I am getting in my college is adequate enough to take up a successful teaching career.

( ) ( ) ( ) ( ) ( ) ( )
Strongly Undecided Strongly Agree Agree or Neutral Disagree Disagree

25. The teacher should update (keep in touch with the latest knowledge constantly, even after he has completed the necessary training.

( ) ( ) ( ) ( ) ( ) ( )
Strongly Undecided Strongly Agree Agree or Neutral Disagree Disagree

26. One-year teacher training is not adequate enough to prepare one to become a professional teacher.

( ) ( ) ( ) ( ) ( ) ( )
Strongly Undecided Strongly Agree Agree or Neutral Disagree Disagree

27. Faculty of the teacher training institutions should have special training, above and beyond a masters degree, to teach prospective teachers.

( ) ( ) ( ) ( ) ( ) ( )
Strongly Undecided Strongly Agree Agree or Neutral Disagree Disagree

V. Data on the Training College and Its Program

Considering only this academic year (1968-1969), please indicate your preference for the following questions by checking (✓) the category corresponding to your choice.

1. During this academic year, how useful has the general guidance and individual assistance in the training college been to you on academic and professional matters?
2. In terms of your interest in teaching, how appropriate has the course work in education generally been?

( ) ( ) ( ) ( ) ( )
Extremely Undecided Extremely
Useful Useful or Neutral Useless Useless

3. During this academic year, what degree of freedom for self direction have you generally been given in all your courses?

( ) ( ) ( ) ( ) ( ) ( )
Very Much Undecided Very Much
Undecided Much or Neutral Little Little

4. During this academic year, how would you rate the student-faculty interaction outside of the classroom (at lunchroom, playground, laboratory, library, social functions, etc.) in your training college?

( ) ( ) ( ) ( ) ( ) ( )
Very Much Much Undecided Little Very Little
Interaction Interaction or Neutral Interaction Interaction

5. During this academic year, what is the number of courses in your total training program in which you have experienced superior instruction?

( ) ( ) ( ) ( ) ( )
A Large Undecided A Small Nearly
Nearly All Proportion or Neutral Proportion None

6. How many of your training college teachers would you consider as outstanding* teachers?

* "Outstanding" in the sense that they have superior ability to teach creatively, to make things easier to understand, to provide new ideas in teaching, and a willingness to help the students individually.
7. During this academic year, up to what extent were the training college facilities (classrooms, recreation areas, residence halls, student activity centers, libraries, laboratories, etc.) adequate enough to provide you with a sound teacher training?

( ) ( ) ( ) ( ) ( )
A Large Undecided A Small Nearly
Nearly All Proportion or Neutral Proportion None

8. To what degree were the teaching aids and the equipment at your training college satisfactory for your obtaining a sound teacher training during this academic year?

( ) ( ) ( ) ( ) ( ) ( )
Very Much Undecided Very Much
Adequate Adequate or Neutral Inadequate Inadequate

9. To what extent do you think that the training that you obtained during this academic year encouraged you to determine to accept teaching as your future career?

( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )
Very Much Undecided Very Much
Encouraged Encouraged or Neutral Encouraged

VI. Data on Future Educational and Occupational Plans

(a) Please check the one statement which best applies to your future educational plans after completing the present training:

1._____Immediate entry for a masters degree in education.

2._____Immediate entry for a masters degree in some field other than education.
3. Immediate entry in secondary school teaching.
4. Searching for a job other than teaching.
5. Taking it easy for at least a year, at home.
6. Other (please specify).

(b) Please indicate your personal interest in participating in each of the following occupational activities in the future by circling the number corresponding to your preference.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extr.</th>
<th>Inter</th>
<th>Undecided or Neut</th>
<th>Uninter</th>
<th>Extr. Uninter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Administration</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Educational Research</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Government Service of any kind</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Social Work</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Politics</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Student Personnel Work</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Public relations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Vocational Instruction</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
<td>--------</td>
<td>--------------------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>Designing and Developing Teacher Aids</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

(c) From the above list, please write the one activity you would be most interested in doing in the future.

________________________________________________________________________

________________________________________________________________________

(d) From the above list, please write the one activity you would be least interested in doing in the future.

________________________________________________________________________

________________________________________________________________________

VII. General

If you could begin your undergraduate program again, would you still choose to undergo teacher education as a part of your professional preparation? (check one)

_____ Yes  _____ No

If your answer is "No", explain briefly why you would make this decision.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Questionnaire for Secondary School Teachers

Instruction: Please write, check or circle the appropriate columns below. Please be sure to give answers to all questions as fully as you can. You may respond in your native language if you find it more convenient.

I. Personal Information:
   a. Full name (please print) _______________________________ (first) (middle) (last)
   b. Permanent Address ______________________________________________
   c. Place of Birth ________________________________ (city/village) (state)
   d. Age ________
   e. Sex __________ (male) (female)
   f. Marital Status: Single ________; Married ________; Widow ________; Widower ________.

II. Academic Information:
   a. Highest Earned Degree:
      1.) ________ Bachelors  2.) ________ Masters  3.) ________ Doctorate
   b. What was your major for the highest degree that you earned?
      (if you have more than one degree, please list the majors in all)
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
c. Additional training or diplomas earned: (please list any in-service training or summer institutes, seminars, etc. that you attended within the last five years.)

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________

d. At which training college did you complete your teacher training? (check the degree(s) that you have.)

____________________ degree __________________
(name) B.Ed year

____________________
(address) B.T year

____________________
M.Ed year

III. Vocational Information:

a. What is your present status of work? (check one)

1. ____Assistant Teacher
2. ____Counselor/Social Worker
3. ____Administrator (Headmaster, Assistant Headmaster, Principal, etc.)
4. ____Other (please specify)

b. At what school do you work?

Name of the School: ________________________________

Address: _________________________________________

Name of the Headmaster/Principal: ____________________
c. How long have you been a teacher? _______ _______ years months

d. Is this your first school? _______yes _______no

If you answered "no", in how many schools have you taught before? ______________

e. How many students at your present school? ______________

f. What is the average size of the classes that you teach? ___

g. Do you teach any subject other than the ones that you were trained in? _______yes _______no

If you answered "yes", what are those subjects? (please list)

____________________________________________________________

____________________________________________________________

____________________________________________________________

h. Please indicate by check-mark (✓) what grade levels you teach?

Seventh & Below _____ Tenth _____________

Eighth ________________ Eleventh ________

Ninth ________________ Twelfth _____

i. Please double check (✓✓) those factors that you considered as the most important ones and single check (✓) less important ones, in deciding to teach at the present institution.

____ 1. Nearness to home       ____ 4. Faculty and administration's reputation

____ 2. Better pay             ____ 5. Only place I was posted

____ 3. School's reputation    ____ 6. People and the community where the school stands
IV. Information on Training and Professional Commitment:

a. When did you first consider to take up a teaching position? (check one)

____1. Prior to high school   ____5. Right after Bachelors Degree
____2. During high school   ____6. A year or after receiving Bachelors Degree
____3. After high school   ____7. After Masters Degree
____4. While in college   ____8. Other time (specify)

b. Please double check (✓✓) the most important item(s) and single check (✓) the less important item(s) which prompted you to become a teacher.

____7. Less expensive living
____8. Interest in their new programs and facilities
____9. Extra curricular activities offered
____10. Facilities for experiment and research

____11. Had no other choice
____12. Willingness to help develop the place and people
____13. Instructional facilities
____14. Other (please specify)
1. Like the profession
2. Financial gain
3. Influence of a friend, a teacher
4. Family tradition (father or mother or relative was a teacher)
5. Like children
6. Great need for good teachers
7. Paid holidays and minimum number of working days
8. No other job was available
9. Other (specify)

V. Please indicate your preference for the following questions by checking the category corresponding to your response.

1. In terms of your present job, how appropriate was the training you obtained at the training college?

( ) ( ) ( ) ( ) ( )
Extremely Undecided Extremely Appropriate Appropriate or Neutral Inappropriate Inappropriate

2. In terms of your professional interests, how appropriate has the course work of the training college generally been?

( ) ( ) ( ) ( ) ( )
Extremely Undecided Extremely Appropriate Appropriate or Neutral Inappropriate Inappropriate

3. In terms of your academic and intellectual interests, during the training period, how challenging or enlightening was the course work in general?

( ) ( ) ( ) ( ) ( )
Extremely Undecided Extremely Appropriate Appropriate or Neutral Inappropriate Inappropriate
4. During your training period, how would you characterize your interaction and relationship with the faculty of the college?

( ) ( ) ( ) ( ) ( )
Extremely Undecided Extremely Challenging Challenging or Neutral Unchallenging Unchallenging

( ) ( ) ( ) ( ) ( )
Very cordial Cordial ( ) ( ) ( ) ( )
relationship relationship Undecided relationship
and interaction and interaction or Neutral and interaction

( )
Very little interaction
and relationship

5. During the training period, what was the number of courses at the college in which you have experienced superior instruction?

( ) ( ) ( ) ( ) ( ) ( ) ( )
Nearly A large Undecided A small Nearly
all subjects Proportion or Neutral Proportion None

6. In terms of the number of theory courses and practical courses that you have taken, your entire teacher preparation seems to be characterized by which of the following statements? (Please check one.)

( ) Overemphasis on theory

( ) Overemphasis on practicums

( ) Underemphasis on theory

( ) Underemphasis on practicums

( ) Proper balance between theory and practice

( ) None of the above (please explain)
7. What degree of personal attention and guidance did you receive from your professor or professors during the training period?

( ) ( ) ( ) ( ) ( )
Very High High Undecided Low Very Low
Degree Degree or Neutral Degree Degree

8. In your opinion, how well qualified (in terms of their teaching performance, interest, and attitude toward helping students, etc.) were the majority of professors who taught you while under the B.T./B.Ed training?

( ) ( ) ( ) ( ) ( )
Very well Moderately Undecided Poorly
Qualified Qualified or Neutral Qualified Unqualified

9. What is your opinion of the facilities and equipment available for your training both at the college and at the secondary school where you did your practice teaching?

( ) ( ) ( ) ( ) ( )
Quite Undecided Quite
Adequate Adequate or Neutral Inadequate Inadequate

10. How friendly, cooperative and helpful were the teachers and headmaster of the secondary school where you did the practice teaching?

( ) ( ) ( ) ( ) ( ) ( )
Very friendly Unfriendly Very unfriendly
cooperative Undecided Uncoop. Uncooperative
and helpful Moderately or Neutral Unhelpful Unhelpful

VI. How well do you feel that you are performing the following professional activities by circling the number that best corresponds to your behavior:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Large group instruction</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b. Use of Instructional Materials</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c. Preparation of inexpensive teaching materials</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d. Short field trips</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e. Experimenting with new instructional methods</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f. Individual guidance and counseling for students</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g. Special attention to slow learners</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h. Participation and leadership in extracurricular activities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i. Cooperative work with other teachers in school programs and planning</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>j. Classroom discipline</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>k. Teacher self-evaluation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>l. Teacher participation in professional organizations and conferences</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>m. Research and innovations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Leadership for school activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Leadership for community activities such as village development, arts or sports clubs, library or social functions</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. Participation in local (panchayat) government</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r. Public lectures made and conferences attended</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s. Participation in vocational training for the unskilled</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t. Individual conferences with students</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>u. Group conferences with staff, administrators and parents</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Arrangement of summer institutes, seminars and other in-service training programs</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>w. Presenting model observation lessons for the benefit of the school staff</td>
<td>5 4 3 2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>------</td>
<td>------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>x.</td>
<td>Examinations and other student evaluation systems</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>y.</td>
<td>Participation in moral and/or religious instruction</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>z.</td>
<td>Efficiency in overall performance at school</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>aa.</td>
<td>Interest and attitude toward teaching</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>bb.</td>
<td>Awareness of educational goals</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>cc.</td>
<td>Commitment to the teaching profession</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>dd.</td>
<td>Attitude toward introducing change both at school and in the community</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ee.</td>
<td>Familiarity with the evaluation techniques</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

VII. **Data on Educational Goals and Aspirations:** Please indicate how you feel about the following statements by checking ( ) the answer that best describes your personal feelings.

1. The existing pattern of the Secondary School teacher preparation program is so excellent that it needs no change or modification.

<table>
<thead>
<tr>
<th></th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>or Neutral</td>
<td>Disagree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Classroom instruction and guidance should be the two main tasks of the teacher and not research or experimentation.

( ) ( ) ( ) ( ) ( )
Strongly Undecided Agree or Neutral Disagree Disagree

3. Strict discipline should be maintained in the classroom instead of all out freedom for the students to do what they please by way of learning.

( ) ( ) ( ) ( ) ( )
Strongly Undecided Agree or Neutral Disagree Disagree

4. A teacher dominated classroom is more desirable than a student dominated one.

( ) ( ) ( ) ( ) ( )
Strongly Undecided Agree or Neutral Disagree Disagree

5. The present salary scale for teachers is reasonable and attractive, compared to the salaries given to people with similar education in business or industry.

( ) ( ) ( ) ( ) ( )
Strongly Undecided Agree or Neutral Disagree Disagree

6. My knowledge for teaching in high school is sufficiently satisfactory that I don't need to go and attend any in-service training or summer institutes.

( ) ( ) ( ) ( ) ( )
Strongly Undecided Agree or Neutral Disagree Disagree

7. My education and training at the teacher training college encouraged me to undertake or help with certain community development activities.
8. In addition to my school work, I am very active in community activities such as clubs, library, panchayat, and community development programs.

9. The literacy rate in my village/town/city has increased considerably ever since a high school and/or college was established in my town.

10. There is a great shortage of well trained staff to teach high school vocational subjects in India.

11. There should be more high schools offering a variety of vocational subjects throughout the country coupled with the growth of industry, if India wants to solve her unemployment problem.

12. There is very little time and opportunity at my school to practice the teaching methods and techniques that I learned at the training college.
13. I had to wait almost a year or more after completing the teacher training degree to find a teaching position.

14. Teaching is a profession as that of medicine and engineering and therefore, there should be more rigid admission standards for the selection of teachers, as has been practiced by their counterparts in other professions.

15. Teaching is something more than a paying job for me since I love it.

16. The education of teachers is a continuous and ongoing process. Therefore, teachers should be re-trained every year for providing the latest knowledge in teaching through in-service training programs.

17. The teacher should act as a mediator between school and community to convey each other's ideas and opinions.
VII. Please write your comments, if you have any, on how much you like the college and the training program that you attended. A word or two about the problems you face in the present job or the school at which you are teaching will also be of interest to us. If you have any suggestions to improve either the training program or secondary education in general, please feel free to write that also. You may use additional sheets if the given space is not enough.
Questionnaire for College or University Faculty
(Please be sure to answer all questions)

I. Personal Vita:
   a. Full name __________________________________________
      Last                      First                      Middle
   b. Permanent address ______________________________________
   c. Place of Birth ________________________________________
      City/Village                      State
   d. Age ______
   e. Sex 1. _____ 2. _____
      Male           Female
   f. Marital Status: 1. _____ 2. _____ 3. _____
      Single        Married        Widow/Widower

II. Education:
   a. Highest Earned Degree
      1. _____ Masters
         Major                      Minor
      2. _____ Doctorate
         Major                      Minor
   b. University which conferred the highest degree on you: ___
c. Teacher Training Degree(s), if any (please check one or more)

1. ______ B.T.  3. ______ M.Ed.
2. ______ B.Ed.  4. ______ None

d. Name and address of the training college or university you graduated from:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

III. Experience:

a. What is your official title at the college: (Please check one)

1. ______ Lecturer  4. ______ Dept. Chairman
2. ______ Professor  5. ______ Other (specify)
3. ______ Reader

b. How long have you occupied your present position? (Please check one)

1. ______ Less than one year  4. ______ Three to four years
2. ______ One to two years  5. ______ Four to five years
3. ______ Two to three years  6. ______ Over five years

c. What was your position prior to the present one?

________________________________________________________________________
c. (continued)

Name of Institution

Address

d. Why did you leave that position? Please double check (√✓) the most important reason and single check (√) the less important ones (check more than one).

1. _____poor pay

2. _____Away from home

3. _____No challenge

4. _____Personal reasons (Illness, Marriage, etc.)

5. _____Lack of reputation

6. _____High cost of living

7. _____No scope for research and development

8. _____Impressed with the program at the present institution

9. _____No extra curricular activity

10. _____Misunderstanding with the administration or faculty

11. _____Other (please Specify)

e. Please show by double checking (√✓) what you like most and by single checking (√) what you like least about your present job.

1. _____Paid vacation

2. _____Good Salary
3. ____ Good working conditions
4. ____ Friendly people to work with
5. ____ Chance for promotion
6. ____ Facilities for research
7. ____ Good relations with the administration
8. ____ Opportunity for further studies
9. ____ Opportunity to conduct experimental programs
10. ____ Great challenge of working with young teachers
11. ____ Better building, library laboratory and other facilities.
12. ____ A steady job of little worry
13. ____ Mental and Physical strain is very little
14. ____ Prestige and respect in the community
15. ____ Opportunity for professional upgrading
16. ____ Other (please specify)

IV. Institutional Data:

a. What subjects/courses do you teach? (Please list by order of importance.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

b. How many hours of classroom teaching do you have on each day?

1. ____ One to two
2. ____ Three to Four
3. Four to Five
   5. More than Six
4. Five to Six

c. Have you conducted any educational research so far?
   1. Yes 2. No

If you answered "yes", please specify.


d. Have you developed any new methods, techniques or teaching materials as a result of your research?
   1. Yes 2. No

e. Have you published the findings of your research or written any articles in professional journals?
   1. Yes 2. No

f. Have you undertaken any voluntary work in your community for its socio-economic and political development? (please check one)

   1. Yes 2. No

If, "yes", please indicate the nature of the work by checking more than one of the following:

1. Helped to set up or run a library

2. Active worker in local sports or arts club

* If you are doing any research now, please be sure to answer "yes."
3. ___ Gave public lectures on hygienic living and Sanitary conditions.

4. ___ Raised money, food and clothing to help the poor

5. ___ Assisted in the village government

6. ___ Encouraged student teachers to take part in community activities

7. ___ Developed a new farming technique in the village and thus helped to increase agricultural productivity

8. ___ Set up new school(s) with the community cooperation to eradicate illiteracy

9. ___ Other (please specify)

____________________________________________________________________

____________________________________________________________________

g. Do you have any training in vocational guidance and counseling?

1. ___ Yes  2. ___ No

h. Do you teach any of the following subjects at the training college? (check one or more)

1. ___ Agriculture                7. ___ Distributive Education
2. ___ Home Economics              8. ___ None of these
3. ___ Technology                 9. ___ Other Vocational subjects (please specify)
4. ___ Office Occupations
5. ___ Guidance and Counseling
6. ___ Commerce
V. General Data

Please indicate, by circling the appropriate number, how you would rate yourself, your training college, and the teacher training program that you offer. The scale means:

<table>
<thead>
<tr>
<th>1. Personal</th>
<th>Very High</th>
<th>Very High</th>
<th>Medium</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Your training and experience to teach in a training college.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b. Your interest in teacher training</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c. Your knowledge in teaching methods</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d. Your knowledge in new teaching techniques</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e. Your willingness to introduce change</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f. Your belief in theory over practice</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g. Your manners and personal appearance in the classroom</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h. Your willingness for individual assistance to students</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i. Your interest in extracurricular activities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>j. Your cooperative or team work with the other faculty members.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Very High</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td>Very Low</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>------</td>
<td>--------</td>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>k. Your prejudice toward subjects (disciplines) other than yours</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>l. Your relationship with the administrative staff</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>m. Your ability to evaluate the student teacher</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>n. Your ability to do research</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>o. Your willingness to experiment new ideas</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>p. Your ability to write and publish articles in professional journals</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>q. Your openness to suggestions of improvement from your colleagues</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>r. Your ingenuity and innovativeness in teaching and research</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>s. Your subject matter competency</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>t. Your commitment to teaching profession</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

2. **Training College**

   a. Suitability of the training college location (land area, position, nearness to public transportation, etc.) | 5 | 4 | 3 | 2 | 1 |
b. Convenience of the building(s)  
   Very High | High | Medium | Low | Very Low
   5        | 4    | 3      | 2   | 1

c. Physical appearance or beauty of the building and grounds  
   Very High | High | Medium | Low | Very Low
   5        | 4    | 3      | 2   | 1

d. Practicability of the furniture and classroom equipment (movable desk and chairs, screens to use projectors etc.)  
   Very High | High | Medium | Low | Very Low
   5        | 4    | 3      | 2   | 1

e. Collection of professional books and journals in the library  
   Very High | High | Medium | Low | Very Low
   5        | 4    | 3      | 2   | 1

f. Ease in using the library (the way how books are arranged, fast service etc.)  
   Very High | High | Medium | Low | Very Low
   5        | 4    | 3      | 2   | 1

g. Yearly allotment of money for library books  
   Very High | High | Medium | Low | Very Low
   5        | 4    | 3      | 2   | 1

h. Facilities and equipment in the laboratory  
   Very High | High | Medium | Low | Very Low
   5        | 4    | 3      | 2   | 1

i. Amount of money allotted for the yearly purchase of laboratory equipment  
   Very High | High | Medium | Low | Very Low
   5        | 4    | 3      | 2   | 1

j. Student teaching facilities at the laboratory school, if there is any  
   Very High | High | Medium | Low | Very Low
   5        | 4    | 3      | 2   | 1
<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>k. Building, equipment and other facilities for extra-curricular activities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>l. Convenience of conference rooms, assembly hall, etc.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>m. Compatibility of the building to the health and safety of its occupants. (Precaution for fire prevention, hygienic surroundings etc.)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

3. The Educational Program

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Clarity of the educational philosophy</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b. Clarity of the educational objectives</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c. Provision for the development of the whole personality</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d. Planning and arrangement of the program to achieve the stated objectives</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e. Flexibility of the curriculum</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f. Provision for individual and independent study</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Use made of the instructional materials available</td>
<td>Development of useful and inexpensive teaching aids</td>
<td>Student participation in extra-curricular activities</td>
<td>Relationship between school programs and actual life experiences</td>
<td>Opportunities to develop social trait and behavior patterns of students and teachers through extra curricular activities</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>g.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>j.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>k.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>l.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>m.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>n.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>o.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Very High</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td>Very Low</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>------</td>
<td>--------</td>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>p.</td>
<td>Personal assistance to students in meeting their &quot;educational, vocational, health, moral, social, civic, and personal problems&quot;</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>q.</td>
<td>Faculty-student interaction in and outside the classroom</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>r.</td>
<td>Balance between theory and practice in the curriculum</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>s.</td>
<td>Cooperation with local school systems in terms of student teaching, etc.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>t.</td>
<td>Time and money spent for individualized instruction</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>u.</td>
<td>Professional courses such as, philosophy, psychology, or social foundations of education, offered at your college</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>v.</td>
<td>Specialized courses offered for the subject matter specialization</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>w.</td>
<td>General Education Courses (liberal arts) offered</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>x.</td>
<td>Provision for internal assessment of students</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
y. Provision made in the program for the professional growth of the faculty (e.g. seminars, conferences; in-service training etc.)

<table>
<thead>
<tr>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

z. Opportunity for cooperative projects with other training colleges

<table>
<thead>
<tr>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

VI. Miscellaneous Data:

Please indicate by checking (✓) on the given scale, how you feel about the following statements:

(a) Training Colleges should offer a regular four-year integrated bachelors degree program instead of a one year Bachelor of Teaching or Bachelor of Education diploma.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) An extended period of training, not exceeding two years beyond bachelors degree, would be more desirable than a four-year bachelor of education program to meet the shortage of qualified secondary school teachers in India

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(c) The present one-year B.T./B.Ed. program is quite satisfactory and adequate enough to provide the necessary training for a prospective teacher.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(d) Teaching is a profession as that of medicine or engineering, and therefore the recruitment of teachers should be with as much care and concern as that of the latter professions:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

(e) People who turn to teaching as a last resort should be recruited for the job, with much care.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

(f) Interest and aptitude of the prospective teachers should be tested before they are actually admitted for the training.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

(g) Educational qualification, teaching ability and the contribution made to his areas of specialization should be the criterion for placing one as department chairman or dean, instead of just the number of years of experience the person has.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

(h) Increased freedom in the classroom definitely creates added confusion in the classroom.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
(i) The teacher should know the family conditions and home environment of each of his students.


Strongly Agree Agree Undecided Disagree Disagree

(j) A student has the right courteously to break in a lecture class and disagree openly with the teacher.


Strongly Agree Agree Undecided Disagree Disagree

(k) At least part of the teacher training should be vocational education.


Strongly Agree Agree Undecided Disagree Disagree

(l) Every teacher training college should have a written statement of its objectives, in spite of the fact that it is part of a big university which has a definite aim and purpose.


Strongly Agree Agree Undecided Disagree Disagree

(m) Research and experimentation are two of the main jobs a training college should do.


Strongly Agree Agree Undecided Disagree Disagree

(n) Instruction is the most important task of an educational institution and training colleges are no exception from that.


Strongly Agree Agree Undecided Disagree Disagree
(o) There should be a continuous evaluation of the effectiveness of curricula and procedures of the college.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Disagree</td>
<td></td>
</tr>
</tbody>
</table>

(p) Students and faculty should have proper representation on the policy making body of the college.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Disagree</td>
<td></td>
</tr>
</tbody>
</table>

(q) The faculty of the college should have the final say in matters pertaining to academic programs and standards.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Disagree</td>
<td></td>
</tr>
</tbody>
</table>

(r) The facilities, equipment and program as a whole of my College are adequate enough to offer a quality training for the prospective teachers.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Disagree</td>
<td></td>
</tr>
</tbody>
</table>

(s) The admission policies and practices of my college are to be modified to get the best quality students for teaching profession.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Disagree</td>
<td></td>
</tr>
</tbody>
</table>

(t) The present number of staff members in my college is large enough to operate a smooth training program.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
<td>Disagree</td>
<td>Disagree</td>
<td></td>
</tr>
</tbody>
</table>
(u) A training college faculty member should have at least some teacher training by way of professional preparation, in addition to his subject matter specialization.

( ) ( ) ( ) ( ) ( ) ( )
Strongly Agree Undecided Disagree
A Strongly

(v) The faculty should give leadership in community activities and should thus try to establish a cordial relationship between the college and the community.

( ) ( ) ( ) ( ) ( ) ( )
Strongly Agree Undecided Disagree
A Strongly

(w) Individual training colleges should be given the authority to evaluate their student teachers' performance and award degrees or diplomas instead of arranging the annual, university-level, external examinations.

( ) ( ) ( ) ( ) ( ) ( )
Strongly Agree Undecided Disagree
A Strongly

(x) Internal assessments are often biased, positively or negatively toward the students and, therefore, only an external examiner would be able to determine the merit or worth of a student from an impartial standpoint.

( ) ( ) ( ) ( ) ( ) ( )
Strongly Agree Undecided Disagree
A Strongly

(y) A person's ability for a profession cannot be determined through one or two written examinations, but a series of regular observations of his behavior and performance.

( ) ( ) ( ) ( ) ( ) ( )
Strongly Agree Undecided Disagree
A Strongly
VII. Please write your comments, if any, about the teacher training program offered at your college or in the country as a whole.
Questionnaire for the Administrators

I. Personal Data:

a. Name _______________________________________________
   first middle last

b. Official Title (Principal, Headmaster, etc.)_________


c. Office Address_____________________________________


d. Marital Status: 1.______ single 2.______ married
   3.______ widow/widower

e. Sex: 1.______ Male 2.______ Female

f. Place of Birth_______________________________________
   city/village district
   _____________________________________________________
   state


g. Age______

II. Educational Data:

a. Highest degree earned (check one and cross out that which is
   not applicable):

   1. ____B.A./B.Sc _______________ Major_____________ Minor

1 The term "administrator" is used here for any individual involved in school administration or supervision at the state, local or federal level as headmaster/principal, department chairman, school inspector, university vice chancellor or ministry of education official.
2. _____M.A./M.Sc. _______________Major_________Minor

3. _____Ph.D. _______________Major_________Minor

4. _____Other (please specify)________________________________________

b. Name and address of the university which conferred the highest degree:

______________________________________________________________

______________________________________________________________

______________________________________________________________

c. Degree earned in Education: (check one or more)

1. _____B.T./B.Ed. _______________Major_________Minor

2. _____B.T./M.Ed. _______________Major_________Minor

3. _____D.Ed. _______________Major_________Minor

4. _____Other Diplomas (specify)____________________________________

______________________________________________________________

______________________________________________________________

d. Name and address of the training college(s) you graduated from:

1. _____________________________________________________________

______________________________________________________________

2. _____________________________________________________________

______________________________________________________________

3. _____________________________________________________________

______________________________________________________________
e. Have you had any specific training in school/college/university administration?

1. ____ Yes 2. ____ No

If you answer "yes", please list the courses or subjects and the number of quarters or years of such training that you have had.

1. ___________________ course/subject ___________ Length in months
2. ___________________ course/subject ___________ Length in months
3. ___________________ course/subject ___________ Length in months
4. ___________________ course/subject ___________ Length in months

f. What specific academic training helped you to achieve the present administrative position? (please be specific)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

g. Do you think that your education and training is adequate enough to successfully perform the administrative duties that you are performing now?

1. ____ Yes 2. ____ No

If your answer is "No", please state what other training, you think, an administrator ought to have.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
III. Occupational Data:

a. How long since you are an administrator? (check one)

1. _____Less than a year  
2. _____One to two years  
3. _____Three to four years  
4. _____Five to ten years  
5. _____More than ten years

b. How long have you occupied your present position?

1. _____Less than a year  
2. _____One to two years  
3. _____Three to four years

4. _____Five to ten years  
5. _____More than ten years

c. Please check and indicate how you achieved the present position:

1. _____Promotion by seniority  
2. _____High academic degree  
3. _____Preferred choice of the school/college board  
4. _____High recommendation from a former employer or friend  
5. _____Elected by popular vote  
6. _____Appointed by the ministry of education or directorate  
7. _____Other (please specify)


d. Please check those items which primarily attracted you to accept an administrative job. (check one or more)

1. _____Better pay  
2. _____Nearness to home  
3. _____More challenge  
4. _____Better living conditions  
5. _____High prestige in the community  
6. _____Less cost of living
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Interest in administration and supervision</td>
<td>11.</td>
<td>Chance for promotion</td>
<td>12.</td>
</tr>
</tbody>
</table>

---

e. Please check to indicate whether the following activities took place at your institution or office, after your taking charge of its administration. (Please check more than one item if applicable. Please double check ( ) those activities which took place more than once.)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Research and development</td>
<td>9.</td>
<td>Increased community participation in school/college activities</td>
<td>10.</td>
</tr>
<tr>
<td>2.</td>
<td>Experimental Program</td>
<td></td>
<td></td>
<td>11.</td>
</tr>
<tr>
<td>3.</td>
<td>Periodic (quarterly or monthly evaluation of your staff</td>
<td></td>
<td></td>
<td>12.</td>
</tr>
<tr>
<td>4.</td>
<td>New library system for book distribution</td>
<td></td>
<td></td>
<td>13.</td>
</tr>
<tr>
<td>5.</td>
<td>Developed instructional materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Curriculum change or revision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Consult the faculty and students for policy making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>New buildings and equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. _____ Increased faculty participation in professional organizations  
15. _____ Faculty and student cooperative projects  
16. _____ Landscaping and beautifying of the grounds  
17. _____ Other (please specify)  

f. Do you have any teaching experience?  
1. _____ Yes  2. _____ No  
If you answer "yes" please state the length of such experience in years or months. ____________________________  
g. How often do you visit and supervise the teaching performance of your faculty members? (please check one)  
1. _____ Once a week  5. _____ Once in six months  
2. _____ Once a month  6. _____ Once a year  
3. _____ Once in two months  7. _____ Other (please specify)  
4. _____ Once in three months ____________________________  
h. What is the nature of the teacher evaluation your institution follows? (please specify)  
1. _____ Classroom observation  4. _____ Teachers' own representatives conduct the evaluation and then report the findings to the ?  
2. _____ Individual conferences with teachers  
3. _____ Teacher-self-evaluation  5. _____ A combination of a few of these
6. A combination of a few of these

7. None of these (If you check this item, please specify what evaluation method is practiced at your institution)

<table>
<thead>
<tr>
<th>Number</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agriculture</td>
</tr>
<tr>
<td>2</td>
<td>Biology</td>
</tr>
<tr>
<td>3</td>
<td>Botany</td>
</tr>
<tr>
<td>4</td>
<td>Business</td>
</tr>
<tr>
<td>5</td>
<td>Chemistry</td>
</tr>
<tr>
<td>6</td>
<td>Commerce</td>
</tr>
<tr>
<td>7</td>
<td>Crafts</td>
</tr>
<tr>
<td>8</td>
<td>Distributive Education</td>
</tr>
<tr>
<td>9</td>
<td>Economics</td>
</tr>
<tr>
<td>10</td>
<td>English</td>
</tr>
<tr>
<td>11</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>12</td>
<td>Geography</td>
</tr>
<tr>
<td>13</td>
<td>Hindi</td>
</tr>
<tr>
<td>14</td>
<td>History</td>
</tr>
<tr>
<td>15</td>
<td>Home Science</td>
</tr>
<tr>
<td>16</td>
<td>Hygiene</td>
</tr>
<tr>
<td>17</td>
<td>Mathematics</td>
</tr>
<tr>
<td>18</td>
<td>Music</td>
</tr>
<tr>
<td>19</td>
<td>Office Occupations</td>
</tr>
<tr>
<td>20</td>
<td>Physical Education</td>
</tr>
<tr>
<td>21</td>
<td>Physics</td>
</tr>
<tr>
<td>22</td>
<td>Psychology</td>
</tr>
<tr>
<td>23</td>
<td>Regional Languages</td>
</tr>
<tr>
<td>24</td>
<td>Science (General)</td>
</tr>
<tr>
<td>25</td>
<td>Social Studies</td>
</tr>
<tr>
<td>26</td>
<td>Technical Education</td>
</tr>
</tbody>
</table>
27. _____ Trade and Industry

28. _____ Other (please specify)

IV. **Data on Programs, Facilities, Equipment and Personnel**

Please indicate by circling the appropriate number, how you would rate the following:

A. **Program at your institution**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theoretical emphasis on various subjects</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Practical emphasis on various subjects</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Balance between both theory and practice</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Provision for individualized study</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Provision for independent study</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Specificity of educational objectives</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very High</td>
<td>High</td>
<td>Med</td>
<td>Low</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td>-----------</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>7</td>
<td>Flexibility of the curriculum</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Planning and arrangement of the program</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Number of professional courses offered</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Practical applicability of the courses to life situations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Number of vocational courses offered</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Number of subjects offered for specialization</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Provision for research and development</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Facilities for recreational and other social activities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Facilities for teacher-self-evaluation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>Physical education facilities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>Opportunity for student participation in school functions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>Relationship between school/college activities and actual life experiences</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Very High</td>
<td>High</td>
<td>Med.</td>
<td>Low</td>
<td>Very Low</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>19.</td>
<td>Student interest and participation in maintaining a student assembly</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>20.</td>
<td>Vocational and academic guidance services at the institution</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>21.</td>
<td>Assistance to students in meeting various (educational, vocational, health, moral, social, civic and personal) problems</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>22.</td>
<td>Opportunity for interaction between students and teachers</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>23.</td>
<td>Number of modern experimental programs offered</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>24.</td>
<td>Number of in-service programs arranged every year</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>25.</td>
<td>Number of conferences scheduled to be held each year for the faculty and administration</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>26.</td>
<td>Flexibility of the daily schedule</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>27.</td>
<td>Freedom of expression on the campus for both faculty and students</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>28.</td>
<td>Provision for the exchange of teachers between one institution and another</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Provision for field trips and excursions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Provision for other extra-curricular and co-curricular activities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Provision for parent-teacher conferences</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Provision for moral and religious instructions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Provision for programs or projects to be held in cooperation with other institutions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Number of special courses offered for women</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**B. Facilities at your institution**

<p>| Convenience of the building in general | 5 | 4 | 3 | 2 | 1 |
| Spaciousness of classrooms | 5 | 4 | 3 | 2 | 1 |
| Beauty, neatness and convenience of classrooms | 5 | 4 | 3 | 2 | 1 |
| Nearness to public transportation | 5 | 4 | 3 | 2 | 1 |
| Beauty and cleanliness of grounds | 5 | 4 | 3 | 2 | 1 |
| Number of books in library | 5 | 4 | 3 | 2 | 1 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Facilities for independent study</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Availability of library books, maps, charts, etc. for the students</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Convenience in the use of laboratory room</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. Availability of necessary laboratory equipment</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. Student recreation facilities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. Staff recreation facilities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. Boarding and lodging facilities for students</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. Availability of living accommodations for the staff</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. Size and convenience of the school/college book store</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. Convenience of the cafeteria and other eating facilities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. Convenience of the assembly hall</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>18. Availability of bathrooms and other hygienic facilities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
19. Facilities for Arts and Crafts classes

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

G. Equipment at your institution

1. Availability of office equipment (typewriters, duplicator, adding machine, etc.)

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

2. Number of maps, charts, etc.

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

3. Availability of laboratory equipment to provide practical experience for students

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

4. Supply of ordinary classroom appliances like blackboards, desks, chairs, etc.

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

5. Supply of teaching aids

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

6. The amount of teaching aids designed and produced at the school

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

7. Availability of mass media, such as radio, television, etc. at the school

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

8. Availability of public address system, telephone etc.

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

9. Availability of modern lighting, air conditioning, etc.

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

10. Availability of games and sports equipment

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
11. Availability of musical instruments

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

D. Personnel at your institution

1. Adequacy of the teaching staff at the school/college

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

2. Adequacy of the number of non-teaching staff

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

3. The number of teachers with a B.T./B.Ed. degree

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

4. The number of staff members without a bachelors degree

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

5. The number of teachers without any kind of teacher training

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

6. The number of teachers with masters degrees

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

7. The number of teachers with doctoral degrees

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

8. The number of teachers who teach subjects other than their own field of specialization

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

9. The number of teachers with two to five years of teaching experience

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

10. The number of teachers with two to five years of teaching experience

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
11. The teaching ability of large majority of teachers at your institution  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1

12. Creativity in teaching  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1

13. Cooperation among the staff  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1

14. Teachers' individual assistance to students  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1

15. Staff participation in extracurricular activities  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1

16. Teacher participation in community enterprises  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1

17. Teacher cooperation with the principal and administrative staff  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1

18. Research interest of teachers  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1

19. Teachers' interest in introducing experimental methods and techniques  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1

20. Use made of the available teaching aids  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1

21. Teachers' ability to make inexpensive instructional materials  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1

22. Interest in teaching, as expressed by majority of teachers and observed by the administrator  
   Very High: 5  
   High: 4  
   Med.: 3  
   Low: 2  
   Very Low: 1
<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Med.</th>
<th>Low</th>
<th>Very Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Teachers’ knowledge in the subject matter he teaches</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24. Teachers’ understanding of the student needs</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>25. Extra-curricular activities initiated by the teachers</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>26. Teachers’ interest and participation in professional organizations and other professional activities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>27. The leadership ability of the staff</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>28. Articles written in school professional journals by the teachers</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>29. The number of teachers who earned special degrees or diplomas while in service</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>30. The number of teachers who shared their professional competency with other institutions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

V. **Attitude and Interest Data:**

Please indicate your preference for the following statements by checking on the scale given under each statement. Please give the *first reaction* that comes to your mind as your response.
(a) Teaching or instruction is the primary task of the teacher and research should be conducted only by those who are free from teaching.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree or Neutral</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

(b) One-year B.T./B.Ed. program is quite sufficient to provide the basic training needed to teach in secondary schools.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree or Neutral</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

(c) In the light of poor quality teaching, widely seen in secondary schools, I tend to say that the present teacher training program should be extended for more than one year.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree or Neutral</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

(d) A four-year education major would be more desirably to prepare quality teachers for our secondary schools than the existing one-year program.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree or Neutral</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

(e) Selection and recruitment of teachers should be more strict in education because education is a profession as that of engineering or medicine.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree or Neutral</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

(f) Those people who come to teaching as a last resort should be discouraged from entering into it.


(g) Interest and aptitude of the prospective teachers should be tested before they are admitted for teaching training.

(h) Higher educational qualification and superior teaching ability should be the main criteria for placing one as an administrator in a school or college instead of a "seniority promotion" based on the number of years of experience one has.

(i) Teachers should be encouraged to experiment in their local schools, new methods and techniques, and to introduce new ideas which they learned at the training college, in spite of the rigid curriculum they have to follow.

(j) School should be a community in itself where students and teachers should be able to experience a community living.

(k) Training colleges should give more emphasis on practical training than on theoretical content materials.
(1) Teachers colleges should definitely offer courses in vocational subjects such as agriculture, commerce, trade, industry, arts, business, and crafts, in addition to the professional courses that they are offering.

(m) There is hardly any balance between general, specialized and professional subjects now widely offered in training colleges.

(n) There should be a continuous evaluation of the effectiveness of the curricula and procedure of the school/college.

(o) Each high school and college should be given the authority to evaluate their students and their performances, instead of just one external examination which determines the success or failure of all the students.

(p) Internal assessment is more valid and reliable than an external assessment.
(q) Internal assessments are often biased, positively or negatively, against the student and therefore only an external examiner could determine the actual merit of the student from an impartial standpoint.

Strongly  Agree or Neutral  Disagree  Disagree

(r) It takes more money, equipment, and facilities to experiment and improve any educational system.

Strongly  Agree or Neutral  Disagree  Disagree

(s) Added cost of a new program should not be considered as the main criterion for stopping it, but its overall effectiveness and its contribution to the educational system of the country.

Strongly  Agree or Neutral  Disagree  Disagree

(t) Teachers and students should have adequate freedom of expression on the campus.

Strongly  Agree or Neutral  Disagree  Disagree

(u) Teachers and administrators should update their professional knowledge by attending periodic conferences, seminars, and inservice training programs.

Strongly  Agree or Neutral  Disagree  Disagree
(v) Character building is definitely the primary aim of secondary education and therefore moral and religious instruction should be made an essential part of their curriculum.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Undecided</th>
<th>Agree or Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>or Neutral</td>
<td>Disagree</td>
<td>Strongly</td>
<td></td>
</tr>
</tbody>
</table>

(w) Part-time training courses and summer-cum-correspondence courses should be increased to alleviate the great shortage of secondary school teachers.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Undecided</th>
<th>Agree or Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>or Neutral</td>
<td>Disagree</td>
<td>Strongly</td>
<td></td>
</tr>
</tbody>
</table>

(x) Individual high schools and training colleges should be free to frame their own curriculum which they think would suit the local conditions and needs instead of following a state-wide or university-wide curricula.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Undecided</th>
<th>Agree or Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>or Neutral</td>
<td>Disagree</td>
<td>Strongly</td>
<td></td>
</tr>
</tbody>
</table>

VI.

(a) If you could, which of the following changes would you like to see incorporated into the present secondary school teacher education program? (please check one or more)

1. More liberal arts courses outside of education
2. Less emphasis on theoretical subjects
3. More emphasis on professional subjects such as philosophy, psychology, guidance, etc.
4. More emphasis on education as a field of inquiry and research
5. _____ An extended period of practice teaching
6. _____ More field trips, excursions and visits to other training colleges
7. _____ More vocational and technical subjects in the curriculum
8. _____ Increased interaction between faculty and students
9. _____ Less emphasis on the external (university-level) examinations.
10. _____ Increased internal assessments
11. _____ More emphasis on extra curricular and co-curricular activities
12. _____ More inservice training programs for teachers and administrators
13. _____ Increased school participation in community activities
14. _____ Increased vocational guidance program for students
15. _____ Other (please specify) ____________________________

(b) If you could begin your professional career again would you still choose to become a teacher or educator?

1. _____ yes  2. _____ no

If the answer is "no" please explain why ____________________________
(c) If you have any additional comments to make about your school/college/office, its program, personnel, training, etc., please write them below. If you have any recommendations to improve the secondary school teacher education program in India please list them.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
CHAPTER VI

SUMMARY AND CONCLUSIONS

The United States International Cooperation Administration (USICA), which was later renamed the United States Agency for International Development (USAID), in cooperation with the Ohio State University (OSU) had established four Regional Colleges of Education (RCE) in 1962, as experimental training colleges to improve the secondary school teacher education in India. The RCE were set up in the four regions of India to serve as the regional clearinghouses and research and experiment centers for their respective regions. Although the RCE were in operation since 1962, no systematic evaluation has been conducted to discover their effectiveness for improving the secondary school teacher preparation program in India.

A proposal was made to the U.S. Office of Education for conducting an evaluation of the RCE program in early 1968 and a Small Research Grant was awarded to undertake the study in September 1968. The schema for the evaluation was drawn. There are three distinct phases, each one lasting for a period of six months, and thus extending the entire evaluation study over a period of 18 months. The
three phases are: (1) Development and Validation of Criteria and Instruments; (2) Data Collection; and (3) Integration and Reporting of Data and Recommendations.

This study which constituted the first phase of the evaluation had the objective as the title says, to develop and validate both the criteria and instruments for evaluating the RCE program in India. The specific objectives included learning whether there have been any other evaluative studies of new teacher training programs in developing countries; formulating an appropriate research design; developing criteria and instruments for the evaluation; and trying out the criteria and instruments to test their validity and judge their reliability.

A review of related literature was conducted to find out if there is any extant evaluation that may have been done on the RCE program or similar teacher training programs operating in any parts of the world. The review did help to determine the evaluation design suitable to this study and to formulate criterion measures for assessing the stated objectives of all the training colleges under study. Except for reports of unstructured observations, no comparable evaluation of teacher training programs in developing countries seems to have been attempted, but there have been a few suggested
evaluation studies in other fields such as agriculture and engineering. An analysis of literature relating to plans for evaluative studies together with consideration of ease of administration, of general feasibility and efficiency led to the selection of a post-test-only comparison-group design for this research.

Two types of institutions were selected as comparison groups for the evaluation – Traditional Colleges (TC), and University Departments of Education (UDE). They were selected both by random method and upon the recommendation of the National Council of Educational Research and Training (NCERT), which is an extended arm of the Ministry of Education of the Government of India (GOI). A random sample of Student Teachers, Secondary School Teachers, Faculty of Training Colleges and Administrators were selected from these two institutional settings along with similar groups from the RCE to collect the necessary data for the evaluation.

The criteria were developed on the basis of the stated objectives of the Regional Colleges, Traditional Colleges and University Departments of Education. Each stated objective was sub-divided and one or more criterion measures were established for assessing each sub-objectives. Expert opinions of evaluation specialists, and measures that have been used for evaluating similar programs in engineering and agriculture served as
guidelines for formulating the criteria. Each criterion was tested with the help of a small trial sample, selected from the population under study.

The criteria were used to frame the instruments for collecting the data. Questionnaires are the primary instruments that have been developed during this study. The four different types of questionnaires that have been given in this are: (1) Questionnaire for Student Teachers; (2) Questionnaire for Secondary School Teachers; (3) Questionnaire for the Faculty; and (4) Questionnaire for the Administrators. Each item in the questionnaire has been directed toward the measurement of a criterion or criteria in one form or another. The linkage between the objectives, criteria and instruments has been illustrated diagrammatically, so as to exhibit the completeness of the process. The questionnaires were validated by administering them on a small sample of educators, some Indian and some American with Indian experience and by revising them wherever necessary in view of the responses of the educators.

This study has revealed four things which anyone who undertakes a similar evaluation study must be aware of. If not, both the validity and reliability of the study would be very uncertain, and consequently the results or conclusions would become false
assumptions.

First of all, the criteria and instruments developed to collect the data from one culture must be tried out on a small sample of people from the same culture. If not, the cross-cultural factors would considerably influence them and the data thus collected would hardly be reliable to base the conclusions on. This is more true if the study deals with a population other than the one in which the evaluator belongs. If the instruments are tried on a trial sample selected from the same population under study, they would be able to point out those items that are not applicable to their culture, or instructions or phraseologies that are complex for them to comprehend, so that proper modifications or revisions could be made, before they are actually being used to collect the data.

Secondly, the evaluation design must be simple and very practicable to be used for evaluating the program. A post-test-only comparison group design was found most suitable to the Indian situations in many ways. Since it requires to select the sample only once and the data will be collected all at one time, it is easier to put to practice than any other design for this study. The pre-test equivalence has been assured through randomization and thereby gives everyone in the population an equal chance to
be selected on the sample.

Thirdly, if the data should be collected from a country where they use more than one official language for inter-communication, the instruments must either be translated into those languages or else the respondents must be allowed to provide the required data in the most convenient language in which they could communicate. In countries like India, where English is their second-language, the latter suggestion would be better and easier to try than the former. In this study, therefore, a "three-language-formula" has been suggested to the respondents, hoping that it would alleviate the prejudice toward any one language and that it would help to collect the most reliable data for the evaluation. The language situation is very unique in many respects as far as India is concerned, which of course necessitated the need to adopt such a "three-language-formula." If the country where the evaluation is to take place, has one national language which all people know, it is more desirable to frame the instruments for the evaluation in their language, instead of in English.

Finally, it has been confirmed that the steps taken for developing and validating the criteria and instruments for the evaluation are simple and very practicable to be followed to
conduct any similar studies. However, both the evaluation design and methodology would require changes to suit to the local conditions where the study takes place. But the basic procedures followed to attain the objectives of the study remain unchanged. Perhaps, a sample of secondary school students would be a welcome addition to the sampling list. One should be cautious, however, in collecting the base data from this group as they are the most unpredictable group of the population involved, and often the information that they provide would be positively or negatively biased.

Although this study has achieved all its stated objectives, the ultimate success or failure of the criteria and instruments developed during the study will be fully known only after the completion of the evaluation under way. From all the available indications, however, they will measure the effectiveness of the RCE program in comparison with TC and UDE programs in a very meaningful and systematic way.
THE CODED LIST OF REGIONAL COLLEGES UNDER STUDY

<table>
<thead>
<tr>
<th>Code Number</th>
<th>Name and Address of the College</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Regional College of Education, Ajmer, Rajasthan</td>
<td>Mr. P.D. Sharma</td>
</tr>
<tr>
<td>002</td>
<td>Regional College of Education, Bhopal, Madhya Pradesh</td>
<td>Dr. G. Chaurasia</td>
</tr>
<tr>
<td>003</td>
<td>Regional College of Education, Bhubaneswar, Madhya Pradesh</td>
<td>Dr. R.C. Das</td>
</tr>
<tr>
<td>004</td>
<td>Regional College of Education, Mysore City, Mysore</td>
<td>Dr. (Miss) A. Chari</td>
</tr>
</tbody>
</table>
APPENDIX B
Dear Sir:

We are conducting an evaluative study of the effectiveness of the four Regional Colleges of Education and their contribution for the improvement of secondary school teacher education in India. Although the study has direct bearing on the Regional Colleges only, the findings of the study are expected to have great impact upon the entire Indian teacher preparation program. Not only that, the effectiveness of the Regional Colleges has to be measured in comparison with a sample of all the other teacher training institutions in the country.

As we contacted the National Council of Educational Research and Training to make recommendations on the selection of sample teacher training institutions in India, its department of teacher education has recommended your college as one of the ideal institutions to be included in our control group sample. To be more specific, the NCERT has asked us to contact you personally for collecting any relevant and useful data for this study.

The proposed study is to be conducted through a questionnaire survey due to the great distance involved. A sample of 1,500 secondary school teachers, student teachers, teachers college faculty members, and administrators will be contacted both from the Regional Colleges and from the other selected teacher training institutions in India.

In order to select our sample from the above-mentioned population, we need to obtain a complete list of names and addresses of all your teaching staff, B.T. or B.Ed. graduates since 1966, student teachers who are now under training, and administrators, including the department chairmen of your college. The list that you furnish us will be used only to select the sample for this study and it will not be released or used for any other purposes.

Your cooperation in conducting this study is so vital. We are confident that this study will be beneficial to both your institution and the Regional Colleges since the findings and recommendations of this study will be focused toward the overall improvement
of secondary school teacher preparation program in India.

When the study concludes we shall send you a complete report or an abstract of our final report for your information and future reference. If you find it difficult to send the requested list of names and addresses by AIR MAIL to us, please forward them to: Dr. Wayne Schroeder, Chief of Party, The Ohio State University Education Faculty in India, 77 Sunder Nagar, New Delhi, India; on or before November 15, 1968. He in turn will forward them to us without further delay. However, if you can mail it directly to us, we certainly will appreciate that.

We thank you for your help and cooperation. If we can in any way reciprocate, please do not hesitate to call on us.

Sincerely yours,

Thomas John
Project Director
India Evaluation Project

TJ:bc
## THE CODED LIST OF TRADITIONAL COLLEGES UNDER STUDY

<table>
<thead>
<tr>
<th>Code Number</th>
<th>Name and Address of the College</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>025</td>
<td>Mar Theophilus Training College Bethany Hills Trivandrum-15, Kerala</td>
<td>Rev. Fr. Jos Mathew</td>
</tr>
<tr>
<td>026</td>
<td>Mount Carmel Training College Kottayam P.O. Kerala</td>
<td>Sister M. Crucifixa</td>
</tr>
<tr>
<td>027</td>
<td>Mount Tabor Training College Palthanapuram P.O. Kerala, S. India</td>
<td>Dr. Vincent Murthy</td>
</tr>
<tr>
<td>028</td>
<td>St. Joseph Training College for Women Kovila valtom Rd. Ernakulam-1, Kerala</td>
<td>Mrs. Lily Kurian Verghese</td>
</tr>
<tr>
<td>029</td>
<td>Meston Training College Madras-14, Tamil Nadu</td>
<td>Dr. R. John Victor</td>
</tr>
<tr>
<td>030</td>
<td>St. Christopher's Training College 10 Rundalls Rd. Vepery, Madras-7 Tamil Nadu</td>
<td>Miss G.R. Samuel</td>
</tr>
<tr>
<td>031</td>
<td>Govt. College of Education Mysore-1, Mysore</td>
<td>Dr. K. Basaviah</td>
</tr>
<tr>
<td>032</td>
<td>Govt. College of Education Belgaum, Mysore</td>
<td>Dr. S.M. Krishnan</td>
</tr>
<tr>
<td>033</td>
<td>M.E.S. Teachers College Malleswaram, Bangalore-3</td>
<td>Dr. C. Rangaehar</td>
</tr>
<tr>
<td>Code Number</td>
<td>Name and Address of the College</td>
<td>Principal</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>034</td>
<td>Govt. Training College Rajmundry, A.P.</td>
<td>Dr. (Mrs.) S. Kausalya</td>
</tr>
<tr>
<td>035</td>
<td>Govt. Training College Mellore, A.P.</td>
<td>T.R. Deenadayal</td>
</tr>
<tr>
<td>036</td>
<td>Maharajah's Training College Viziaragram-2, A.P.</td>
<td>Dr. B. Surya Roo</td>
</tr>
<tr>
<td>037</td>
<td>Govt. College of Education Bhepal, M.P.</td>
<td>Dr. R.G. Dave</td>
</tr>
<tr>
<td>038</td>
<td>Sri Mahesh Teachers College Jodhpur</td>
<td>Dr. S.N. Balya</td>
</tr>
<tr>
<td>039</td>
<td>P.V. D.T. college of Education for Women 1, Nothibai Thackersey Rd., Maharshi Karve Rd., Bombay-20</td>
<td>Dr. (Mrs.) Shakuntala K. Mehta</td>
</tr>
<tr>
<td>040</td>
<td>Secondary Training College 3, Mahapalika Marg Bombay-1</td>
<td>Miss S.S. Boyce</td>
</tr>
<tr>
<td>041</td>
<td>D.M. College of Education Maxga, Punjob</td>
<td>Dr. R.P. Garg</td>
</tr>
<tr>
<td>042</td>
<td>Govt. College of Education Chandigarh, Punjob</td>
<td>Dr. N.L. Dosajh</td>
</tr>
<tr>
<td>043</td>
<td>State College of Education Patiala</td>
<td>Dr. (Miss) P. Dutt</td>
</tr>
<tr>
<td>Code Number</td>
<td>Name and Address of the College</td>
<td>Principal</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>044</td>
<td>Christian Training College</td>
<td>Dr. N. Cecil</td>
</tr>
<tr>
<td></td>
<td>Lucknow, U.P.</td>
<td></td>
</tr>
<tr>
<td>045</td>
<td>Teachers Training College</td>
<td>Dr. Hareshwari Prasad</td>
</tr>
<tr>
<td></td>
<td>Somastipur, Bihor</td>
<td></td>
</tr>
<tr>
<td>046</td>
<td>Govt. College of Education</td>
<td>Dr. Rames Chandra Das</td>
</tr>
<tr>
<td></td>
<td>Burdwan</td>
<td></td>
</tr>
<tr>
<td>047</td>
<td>Calcutta Girls B.T. College</td>
<td>Mrs. Latika Gupta</td>
</tr>
<tr>
<td></td>
<td>6/1 Swinhoe St.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ballygunge, Calcutta-19</td>
<td></td>
</tr>
<tr>
<td>048</td>
<td>Govt. Training College</td>
<td>Dr. Bholanath Misra</td>
</tr>
<tr>
<td></td>
<td>Sambalpur</td>
<td></td>
</tr>
<tr>
<td>049</td>
<td>Radha Nath Training College</td>
<td>Dr. S. Nath</td>
</tr>
<tr>
<td></td>
<td>Cuttack, Orissa</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D
<table>
<thead>
<tr>
<th>Code Number</th>
<th>Name and Address of the Institution</th>
<th>Principal or Chairman</th>
</tr>
</thead>
<tbody>
<tr>
<td>010</td>
<td>Agra University R.B.S. College of Education Agra, U.P.</td>
<td>B.D. Singh (Principal)</td>
</tr>
<tr>
<td>011</td>
<td>Department of Education Allahabad University Allahabad, U.P.</td>
<td>Mr. S.K. Pal (Chairman)</td>
</tr>
<tr>
<td>012</td>
<td>Department of Education Alligarh Muslim University Aligarh, U.P.</td>
<td>Dr. Ishrat Husain (Acting Head of the Department)</td>
</tr>
<tr>
<td>013</td>
<td>Department of Education Gauhati University Gauhati, Assam</td>
<td>Dr. B.C. Kar (Dept. Head)</td>
</tr>
<tr>
<td>014</td>
<td>University Training College (Faculty of Education) Nagpur University Nagpur, Mādhya Pradesh</td>
<td>Mr. G.A. Puranik (Dean and Principal)</td>
</tr>
<tr>
<td>015</td>
<td>Patna University Patna Training College Patna, Bihar</td>
<td>Dr. D.N. Sinha (Principal)</td>
</tr>
<tr>
<td>016</td>
<td>R.V. Teachers College Rashtreeya Sikshana Samithi Jayanagar, Bangalove-11, Mysore</td>
<td>Dr. D.R. Murughen-drappa (Principal)</td>
</tr>
<tr>
<td>Code Number</td>
<td>Name and Address of the Institution</td>
<td>Principal or Chairman</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>017</td>
<td>Sadhana School of Educational Research and Training (Bombay University) Juhu Road, (Near Lions Children's Park) Santa-Cruz, (West), Bombay-54</td>
<td>Dr. N.N. Shukla (Principal)</td>
</tr>
<tr>
<td>018</td>
<td>University College of Education Sagar University Sagar, Madhya Pradesh</td>
<td>Dr. A. Misra (Dean)</td>
</tr>
<tr>
<td>019</td>
<td>M.B. Patel College of Education Sardar Patel University Vallabha Vidyanagar, Gujarat</td>
<td>Dr. R.S. Trivedi (Chairman)</td>
</tr>
<tr>
<td>020</td>
<td>Vinaya - Bhavan Viswabharathi University Shantiniketan P.O. Dist. Birbhum, W. Bengal</td>
<td>Dr. Dwijendra Nath Ray (Chairman)</td>
</tr>
</tbody>
</table>
THE INITIAL SAMPLE USED FOR THE VALIDATION

Mr. Jagit Singh Grewal, Lecturer
Regional College of Education
Bhopal, M.P., India

Mr. Bhola Nath Lal, Lecturer
Regional College of Education
Bhubaneswar, Orissa, India

Mrs. Savitri Masih, Lecturer
Regional College of Education
Bhopal, M.P., India

Mr. Suresh Kumar Mohapatra, Lecturer
Regional College of Education
Bhubaneswar, Orissa, India

Mr. Chandrasekaran Nair, Lecturer
Regional College of Education
Bhubaneswar, Orissa, India

Mr. Avinash Chandra Pachaury, Lecturer
Regional College of Education
Bhubaneswar, Orissa, India

Mr. S.P. Sharma, Lecturer
Regional College of Education
Bhopal, M.P., India

Mr. Jagdish Kumar Sood, Lecturer
Regional College of Education
Ajmer, Rajasthan, India

Mr. Kudpi Nagesh Tantry, Lecturer
Regional College of Education
Mysore City, Mysore, India
APPENDIX F
February 10, 1969

Dear Sir:

The College of Education of the Ohio State University is conducting an evaluative study of the effectiveness of the Regional College program for the improvement of secondary school teacher education in India.

The general purpose of this study is to provide a collective evaluation of the four Regional Colleges of Education in terms of their overall effectiveness in meeting the stated objectives, their contribution for the growth and development of secondary school teacher education in India, and their future scope for the improvement of secondary school teacher training program in the country.

From the enclosed questionnaire we are gathering the most vital data from a sample of college faculty members/secondary school teachers/student teachers/administrators. As one of the faculty members/secondary school teachers/student teachers/administrators selected in the sample, your assistance in providing this information is essential if we are to be able to make a meaningful evaluation of the Regional Colleges of Education.

If you would complete the enclosed questionnaire and return it in the self-addressed stamped envelope not later than March 10, 1969, we would greatly appreciate that.

We thank you for your cooperation and assistance in providing this information.

Sincerely yours,

Thomas John, Project Director
India Evaluation Project

TJ:bc
Enc.
SPECIFIC HYPOTHESES UNDER RESEARCH

1. The student teachers in the experimental group have a positive attitude toward teaching profession which will be significantly higher than those who are in the control groups.

2. The student teachers and secondary school teachers from the Regional Colleges have significantly higher professional motivation than those who are from the traditional colleges and university departments of education.

3. The teachers who graduated from the Regional Colleges have a more positive attitude toward modern educational principles and philosophies that they will score significantly higher on the teacher attitude inventory.

4. The professional commitment and dedication of the faculty of the Regional Colleges of education are significantly higher than those faculty members from the traditional colleges or university departments of education.

5. The Regional College faculty members have significantly higher training and experience than those who are from the other institutions.

6. The faculty of the Regional Colleges will rate their program, facilities and equipment significantly higher than those from the traditional colleges or university departments of education would rate their own program, etc.
7. The faculty of the Regional Colleges have a significantly higher research orientation and positive attitude toward research than those of the traditional colleges or university departments of education.

8. The faculty and administration of the Regional Colleges will favor internal assessment significantly higher than those faculty from the traditional colleges and university departments of education.

9. The training and experience of the administrative heads of Regional Colleges will have contributed significantly higher than the non-regional college administrative heads for the improvement of secondary school teacher education in their respective regions.

10. The Regional College principals and other administrative officials will have introduced significantly higher number of innovative programs, constructive changes or improvements in their respective colleges than those who are from the traditional colleges or university departments' administration.

11. The administrators of the Regional Colleges will rate their program, facilities staff and equipment significantly higher than those administrators from traditional colleges or university departments of education would rate their own.
12. The principals of those high schools who employ Regional College graduates will rate them significantly higher in teaching ability, discipline and innovative ideas and orientation toward vocational education than those of their own teachers who graduated from traditional colleges or university departments of education.

13. The Regional College administrators as a whole have significantly higher knowledge in administrative principles and theories than those who administer traditional colleges or university departments of education.

14. The number of students who graduated from the Regional Colleges who secured a job in the area of his training shortly after graduation, is significantly higher than those who graduated from the traditional colleges and university departments of education.

15. The number and variety of subjects of in-service training program offered at the Regional Colleges of education is significantly higher than those offered through the traditional colleges and university departments of education.

16. The Regional Colleges of education have designed and produced significantly higher number of instructional materials than any one or a group of four traditional colleges or university departments of education.
17. The faculty of the regional colleges of education have conducted significantly higher number of research and published articles in professional journals than those who are from the traditional colleges or university departments of education.

18. The student teachers who are under the experimental program (Regional College) will be graded significantly higher in their teaching performance than those who are in the control groups (traditional colleges and university departments of education).

19. The student teachers from the Regional Colleges will rate their staff, facilities, program and equipment significantly higher than the rating made by those who are from the traditional colleges and university departments of education on their own institutions.
Bibliography


Cook, Desmond L. Program Evaluation and Review Techniques. Columbus, Ohio: The Ohio State University, 1966.


Redfern, George B. *How to Appraise Teaching Performance.* Columbus, Ohio: School Management Institute, Inc. 1964.


Sims, Ray *Polytechnic Education in India, A Critical Evaluation.* Report presented to Professor Humayun Kabir, Minister of Scientific Research and Cultural Affairs, New Delhi: November 1963, (typewritten)


