

FACTORS CONTRIBUTING TO CLASSROOM EFFECTIVENESS

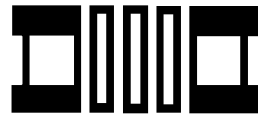
A Study Report – 2001



**EDUCATION MONITORING & SUPPORT SERVICES DIVISION
DEPARTMENT OF SCHOOL EDUCATION
MINISTRY OF EDUCATION
THIMPHU**

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A STUDY REPORT ON THE FACTORS CONTRIBUTING TO THE CLASSROOM EFFECTIVENESS

BACKGROUND

Based on the recommendation of the Second Education Project, the EMSSD carried out a study on the factors leading to classroom effectiveness. In order to be able to do this, the EMSSD identified various factors leading to classroom effectiveness with the help of the Headteachers of Thimphu schools during the school-level monitoring workshop. After the factors were identified, they were further debated and then refined at the EMSSD for study purposes through collection of data.

The method of collecting data on the factors was through a Questionnaire which was developed at great length. The questionnaire was designed for collection of information by the EMOs and the Focal Persons themselves.

Information was collected from about a sampling of 60 teachers in 5 Dzongkhags which the EMOs had visited during the year. The Focal Persons also helped in collecting information on their visit to schools through interviews and not by the teachers filling up the questionnaire forms themselves. This way, the validity of the information was assured.

The teachers selected for the interview ranged from those teaching the class pre-primary to the secondary classes. Qualifications of these teachers ranged from the PTC to PGCE. The schools where the interviews were carried out were chosen to represent the urban and the rural to remote. This was done to generate as wide a range of information as possible.

SUMMARY OF FINDINGS

The factors having an impact on classroom effectiveness were identified to be:

- A. **teaching competency**
- B. **educational program**
- C. **classroom management**

1. Amongst the above factors, *teaching competency* was considered to be having the most impact on classroom effectiveness. Within this factor, the finding is that *professional training received* and *teacher commitment* was considered to be more important than *academic qualification* for classroom effectiveness for the less qualified teachers. For those better qualified teachers, these qualities were of secondary importance.
2. Teachers put teaching competency as the *ability to plan and prepare lessons well*. A high number of respondents said that *lessons need to be planned adequately* because it *helped them to teach better*. On the contrary, the time spent by teachers on planning and preparation is not indicative of the importance they give to it. Teachers spend only about an hour preparing for a minimum of six lessons on about three subjects in a day. Our finding is that **this ability and need has not been translated into daily practices**.
3. *Curriculum relevancy* and *student support* to facilitate learning also figure high on the list as having an impact on classroom effectiveness. *Student-teacher relationships* as well as discipline in class are also deemed important to achieve effectiveness in class, the absence of which could have a negative effect on it. Other factors that figure significantly as having an impact on classroom effectiveness are *school working atmosphere* and *personal well-being* of the teacher.

4. A high number of respondents said that they believed in and *need to prepare their lessons* which they did daily *after school hours* at home and in school in order to *make lessons effective* in class for which they had received training in lesson planning and preparation (89%). Many prepared their lessons on Saturdays also through use of references, or discussing with colleagues.
5. Most respondents feel that teachers need to prepare teaching learning materials in order to make teaching interesting as well as to make teaching better and achieve learning objectives. Yet, when asked for, teachers could not produce materials improvised or collected and the lesson plans were not written in detail either. Many respondents have expressed that they are not adequately trained in the preparation of teaching aids as they have only little idea and little skills. They cite this to not receiving adequate guidance during their training. ***It is concluded that though lesson preparation and the use of teaching learning materials are considered important, they are not done in actual practice.***
6. ***The lesson plans written by the teacher reflect only the key points of the lesson (39%) such as the topic and objectives (29%) though 93% of the respondents feel that lessons need to be planned adequately.*** The time spent on lesson planning is also minimal and done at home after school hours. 69% of the respondents spent less than an hour on lesson planning.
7. Most respondents could not name the various methods of teaching they had learned during training period and the lesson plan documents and teaching practice hardly reflect any methods due to lack of touch with the methods in their daily work.
8. ***Not all respondents felt that the teachers were planning the work to be given to students.*** Such work given ranged from exercises to reading, writing, and drawing.
9. ***Teacher student relationship and classroom discipline along with student support services are considered important to cultivate and practice for classroom effectiveness.*** Material and furniture are of less importance.
10. ***The time available for the teacher vis-à-vis the number of teaching periods seem to be an important factor.*** The amount of workload seems to have a negative impact on classroom effectiveness. The more teaching periods one had, the less time one had for correction of student work and preparation of lessons. Teachers also express that the school atmosphere and personal problems have impact on classroom effectiveness.
11. ***The use of teaching learning materials in the lesson is deemed to make teaching interesting and better*** by most respondents and skills have been delivered at the training to prepare such materials.
12. 61% of respondents think that more than 80% of teachers prepare their lessons every day as it helps achieve learning objectives.
13. 75% of the respondents use teaching and learning materials in less than 50% of their lessons. This finding is strengthened further when 75% of the respondents feel that the other teachers in the school use teaching and learning materials in less than 50% of their lessons though an overwhelming number of them (94%) feel that they should be used in lessons. ***The use of teaching learning materials in the lessons is minimal.***
14. Though all respondents think that the type of work assigned to students influence learning, 57.41% of respondents think that only 50% - 70% of teachers give planned work/ learning activities to the students and ***62% of the respondents feel that they received the skill of designing and assigning student tasks.***

15. ***Almost 50% of the respondents say that they did not have the opportunity to experience designing criteria for assessing the students' work during their pre-service course.***
16. ***Many respondents are unable to correct all the work of all the students all the time.***
17. ***About 60% of the respondents think that all or most of the teachers carry out marking or correction based on criteria though all respondents think that students would do better if correction criteria were used and feedback given to students.***
18. A high number of respondents feel that they are aware of the curriculum policies and the availability of options to choose alternative activities in the present curriculum. Many of them would go for alternative curriculum if given the choice and they have been given the skills to design alternative curriculum but would not be able to do it because of time constraints. ***All would suggest that skills on developing curriculum be included in the pre-service course.***
19. About 64% of teachers depend upon the textbook for more than 50% of teaching. ***This indicates that textbooks are indispensable even to the teachers and shortage of textbooks affect classroom effectiveness.***
20. ***Almost 90% of the respondents consider manuals useful, necessary and important for effective planning and teaching-learning activities.***
21. ***About 88% of the respondents consider adequate classroom space an important requisite for classroom effectiveness.***
22. 78% of the respondents feel they have maintained a classroom conducive to learning for students through grouping of students, display of materials, cleanliness and orderliness.
23. ***The size and space available in the classroom for conducting various learning activities is a factor that affects classroom effectiveness.***
24. A high percentage of respondents express that they have the class under control most of the time with class rules established and articulated.
25. Though students are also assigned responsibilities and many of them know what their responsibilities are, ***these responsibilities are not spelt out and documented clearly.***
26. Student discipline is managed well by the teachers through provision of model behaviour, reinforcement of positive behaviour, identification and address of problems in students and developing positive rapport with students.
27. ***More than 80% of the respondents handle student behaviour appropriately and establish close rapport with the students.*** They lend their ears to student problems and difficulties and counsel the students whenever necessary. Student behaviours that lend to effective learning are respect for teachers and elders, interest, being helpful to younger ones, hardworking disposition, dutiful, and being responsible.
29. ***Most respondents maintain positive relations with students and make themselves available to students both in and out of class when students require them for help.***

SUMMARY RECOMMENDATIONS

1. The concerned agencies need to take into consideration to focus more attention for enhancement of teacher competencies during the pre-service and in-service trainings.
2. Rigorous selection process to identify the right candidates with the required qualifications and professional training need to consistently follow.
3. Greater importance to be attached to imparting of skills for planning and preparation of lessons during the pre-service training. The heads of schools should also ensure that the same is practiced by the trained teachers.
4. Acquisition of knowledge and skills related to the preparation and use of teaching-learning materials by the teacher trainees need to be further intensified during the pre-service course.
5. The teacher trainees during the field experience may be exposed to the development of assessment criteria and procedure of assessment with basic know-how from the institute.
6. The trainees should be given the knowledge and concept on how to assign tasks to students that will promote learning.
7. Provision for opportunity to experience designing and adapting curriculum based on objectives required for teachers during the pre-service course.
8. The head of school should ensure that as far as possible all teachers should prepare and use teaching learning materials in their lessons.
9. The planning and preparation of lessons should be compulsory for the teachers and the head should monitor the same rigorously.
10. The teachers should carry out correction of student works based on set criteria to enable giving feedback to students for improvement.
11. Teachers need to be conscious of the need to maintain positive relationships with the students and classroom discipline, and provide as much assistance to the students as possible in the teaching-learning process.
12. There has to be a reduction in the number of individual teaching periods to increase teacher's time for timely and quality planning & preparation, correction, feedback and for other quality programs related to student support. Schools need more teachers than there are sections.
13. Adequate planning of lesson requires writing it in greater details by spending more time. Class size needs to be reduced as does teaching periods for better planning and preparation of lessons.
14. The heads of schools should institute regular planning and preparation of lessons by the teachers prior to commencement of lesson.
15. The school management and other concerned agencies may need to exercise pressure for quality and reliability of the lesson preparation by the teachers.
16. It is necessary for the teachers to correct all the work of students all the time so as to ensure learning. It is crucial that teachers have enough time for correction works.

17. Timely and adequate supply of textbooks needs to be ensured.
18. Manuals and related reference materials are necessary for classroom effectiveness.
19. Provision for adequate classroom size for proper classroom organisation and for classroom effectiveness require consideration as it enables grouping and group activities, display of materials, movement for monitoring, and conduct of experiments.
20. There should be provision of adequate classroom space that permits classroom organization for developing a conducive learning atmosphere.
21. Student number in classes should be reduced and classroom space should be increased in order to be able to carry out effective teaching.
22. The teachers should continue to establish clear rules and expectations for higher performance from students.
23. Framing of rules and guidelines, documentation, communication and co-ordination mechanism at various levels of organization in the schools require to be consolidated.
24. For effective learning, positive relations are necessary and should be cultivated between the teachers and the students.
25. Student discipline in school is vital for effective learning and should be maintained as far as possible through a regular program of guidance, counselling and establishment of rapport with the students.
26. The schools should explore ways of enhancing student discipline so as to create a positive learning atmosphere.

EXECUTIVE SUMMARY

Background

Based on the recommendation of the Second Education Project, the EMSSD carried out a study on the factors leading to classroom effectiveness. In order to be able to do this, the EMSSD identified various factors leading to classroom effectiveness with the help of the Head teachers of Thimphu schools during the school-level monitoring workshop. After the factors were identified, they were further debated and then refined at the EMSSD for study purposes through collection of data.

Study Methodology

The study involved the collection of data on the three major factors through a Questionnaire which was developed at great length. The questionnaire was designed for collection of information by the EMOs and the Focal Persons themselves.

Information was collected from about a sampling of 60 teachers in 5 Dzongkhags which the EMOs had visited during the year. The Focal Persons also helped in collecting information on their visit to schools through interviews and not by the teachers filling up the questionnaire forms themselves. This way, the validity of the information was assured.

The teachers selected for the interview ranged from those teaching the class pre-primary to the secondary classes. Qualifications of these teachers ranged from the PTC to PGCE. The schools where the interviews were carried out were chosen to represent the urban and the rural to remote. This was done to generate as wide a range of information as possible.

Objectives

The study was carried out to:

- a) identify factors that affect teaching learning
- b) identify constraints in the field
- c) examine adequacy of in-service program
- d) examine suitability of the education programs and
- e) recommend improvement measures for different levels

SUMMARY OF FINDINGS

The factors having an impact on classroom effectiveness were identified to be:

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- B. **Educational program**
- C. **Classroom management**

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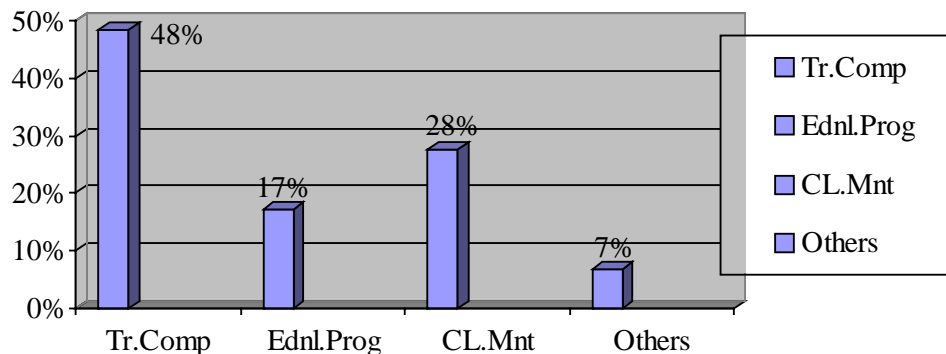
GENERAL FINDINGS:

1. The factors having an impact on classroom effectiveness were identified to be:

- | | |
|----------------------------------|--------------------------------|
| i. Teaching competency | ii. Educational program |
| iii. Classroom management | iv. Others |

2. Please rate the factors given below to indicate the degree of importance that affects the classroom effectiveness (*1= not important; 5= very important*).

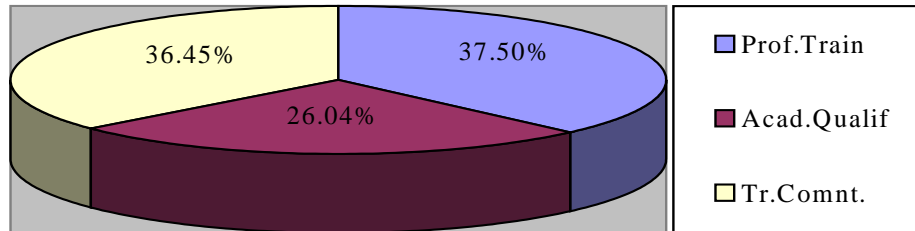
	Ratings:	1	2	3	4	5 (Total respondents-16 only)
I. Teacher competency:		0	0	1	1	14
II. Educational program:		0	0	6	5	5
III. Classroom management:		0	0	2	6	8
IV. Others:		0	6	4	4	2



3. Rate teacher's competency as per their importance in bringing classroom effectiveness.

I. TEACHER COMPETENCY: (Ratings: 1 2 3 4 5)

Professional training	4	2	8	8	36
Academic qualification	5	8	8	12	25
Commitment of teacher	2	2	7	10	35



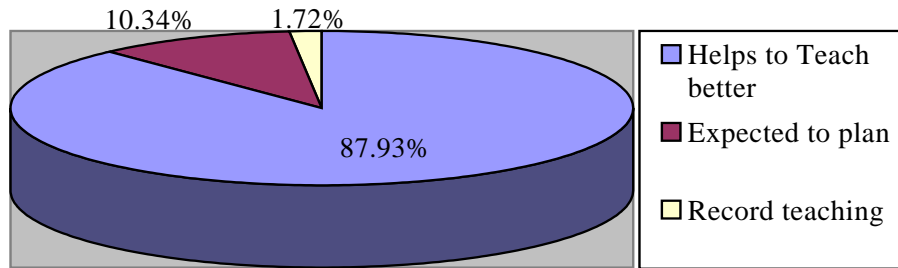
3. a) Teacher's competency is measured by the teacher's ability to:

- Plan lessons adequately:	22 Trs.	- Prepare lessons well-	14 Trs.
- Use teaching learning materials-	2 Trs.	- Use variety of methods-	5 Trs.
- Design challenging task for students-	2 Trs.	- Assign tasks regularly -	0
- Use criteria to correct pupil's work –	0	- Help students to improve-	7 Trs.

Lesson planning and preparation are considered important in bringing classroom effectiveness.

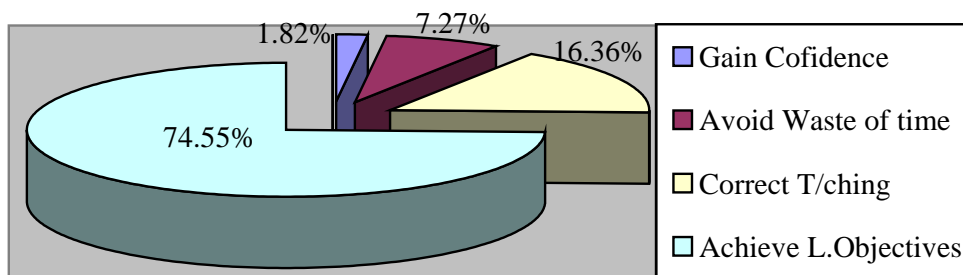
b) Why do you plan lessons? Please tick your response(s).

- 1. I am expected to plan by my profession- **6 Trs.**
- 2. They help me to teach better- **51 Trs**
- 3. To record what I teach my students- **1 Tr.**



c) How does the preparation of lessons help you as a teacher? (Rate 1=low to 6=high)

-gain confidence-	1 Trs.	-achieve learning objectives-	41 Trs.(no response-3 Trs)
-ensure correct teaching-	9 Trs.	-avoid waste of time-	4 Trs.



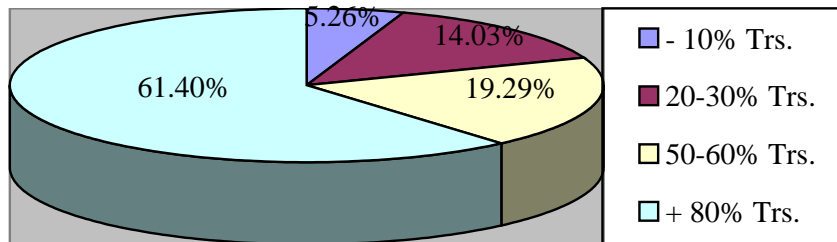
d) Do you feel it is necessary to plan lessons? Yes- **54 Trs. (93.10%)**

Reasons for planning lessons:

- For effective teaching-learning,
- for logical progress of the lesson,
- guides and keeps the teacher on track,
- easy to evaluate/review the lesson,
- easy to frame assessment items,
- helps provide accurate feed back,
- avoid waste of time and confusion,
- prepares the teacher to teach better,
- convenient to achieve objectives,

e) How many teachers do you think actually prepare their lessons?

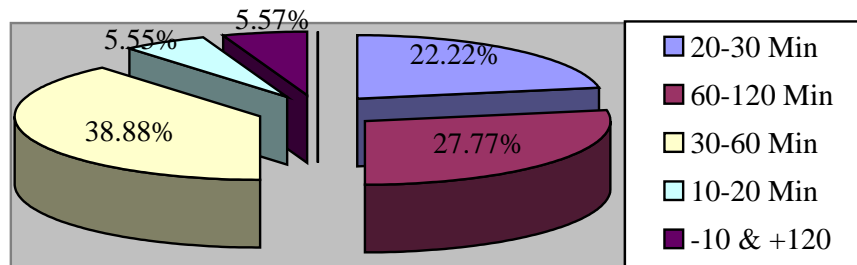
- Less than 10% of trs- **3 Trs.**
- 20-30% of trs- **8 Trs.**
- 50-60% of trs-**11 Trs**
- More than 80% of the trs. prepare their daily lessons - **35 Trs. (no response- 1 Tr)**



80% of teachers prepare their lessons every day. However they were not able to justify or give evidences.

f) How much time do you spend planning your daily lessons? (Tick your response)

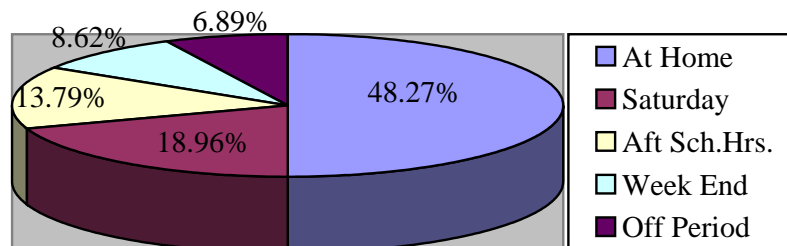
- 5 to 10 minutes per lesson- **1 Tr.**
- 10 to 20 minutes- **3 Trs.**
- 20 to 30 minutes- **12 Trs.**
- 30 to 60 minutes- **21 Trs.**
- 60 to 120 minutes- **15 Trs.**
- more than 2hrs.- **2 Trs. (no response- 4 Trs)**



Time used for planning lessons by the teachers range from a minimum of 10 minutes to two hours. 61% of the teachers do not spend adequate time for planning.

g) When do you plan your lessons?

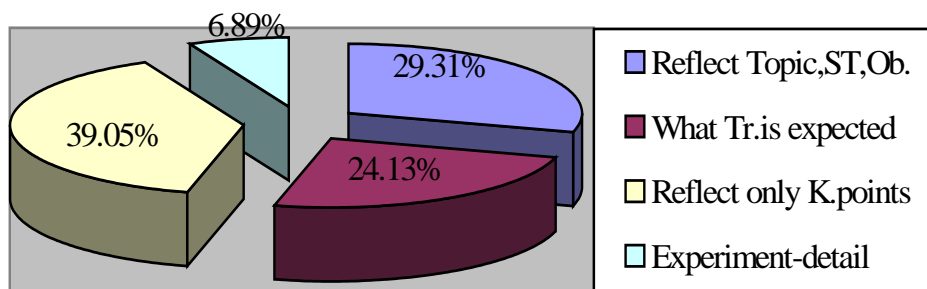
- In school during off period- **4 Trs.**
- After school hours at home- **28 Trs.**
- After school hours in school- **8 Trs.**
- On Saturdays- **11Trs.**
- At weekends- **5 Trs.**



Note: Teachers who spend more time in planning lesson probably take their work home while others complete planning work at school.

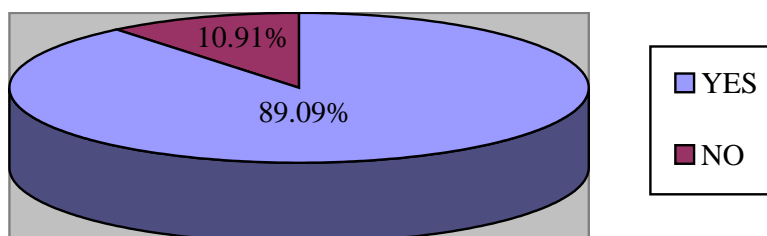
h) How detailed are your lesson plans? Tick response (s).

- Just a few lines reflecting topic/ sub-topic & objectives to be taught in a class- **17 Trs.**
- Detail of what a teacher is expected to do- **14 Trs.**
- Write what a teacher needs to do but reflecting only the key points- **23 Trs.**
- Write details when certain method of teaching is being experimented – 4



Note: Teachers responded to what they thought the lesson plans should be and not what they actually plan in their daily work.

i) Were you taught the importance & skills to prepare lessons for a class during the training? Yes- **49 Trs.** No- 6 Trs No response- 3 Trs.

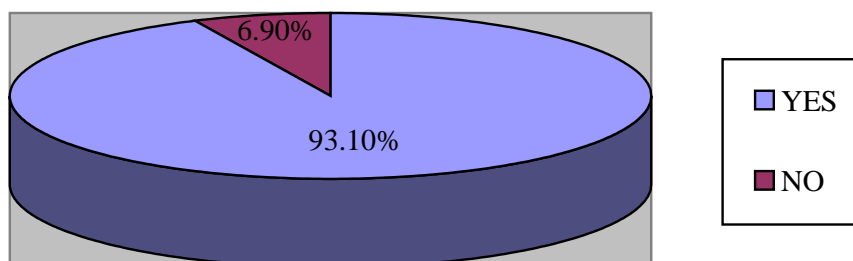


89% of the respondents say that they were taught the skills of planning and preparing lessons during training. However, most of the teachers did not have clear ideas of what to do as a part of preparation for their lessons

j) List the type of curriculum materials that you usually use:

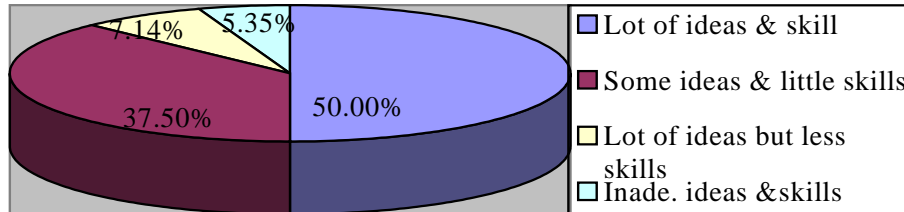
- text books - 13 -manuals – 4, -references - 4 -models – 1 -specimen -1--
- work books - 0 -charts - 9 -equipment - 2 -supplementary reading - 1

k) Should all teachers use teaching-learning materials? Yes- 54 Trs. No- 4 Trs.



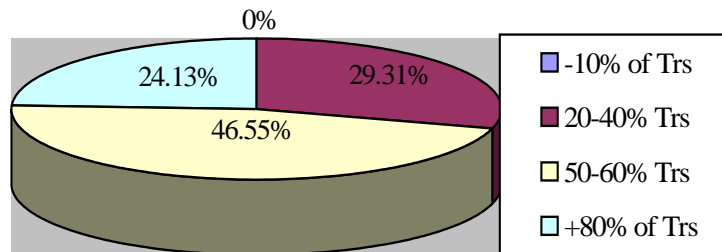
l) How much do you honestly feel that the training institutes have prepared you in the use of teaching materials? (No response- 2 Trs)

- Inadequate ideas & skills- 3 Trs.
- Some ideas & little skills- 21 Trs.
- Adequate ideas and skills- 28 Trs.
- A lot of ideas but less skills- 4 Trs.



m) What percentage of teachers in your school use teaching-learning aids in teaching?

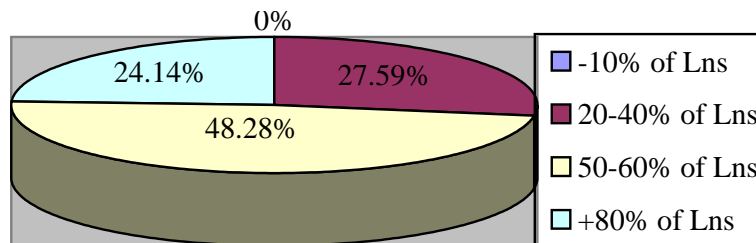
- Less than 10% of Trs. - 0
- 20 to 40% of Trs. - 17 Trs.
- 50 to 60% of Trs. - 27 Trs.
- More than 80% of Trs.- 14 Trs.



47% of the respondents think that only 50 to 60% of the teachers use teaching and learning materials in their lessons.

n) In what percentage of your lessons do you use teaching learning (aids) materials?

- 20 to 40% - 16 Trs.
- 50 to 60% - 28 Trs.
- More than 80% - 14 Trs.



Only 48% of teachers use teaching aids in about 50 to 60% of the lessons.

o) List the methods of teaching different subjects that you have learned during training.

- i. Co-operative learning
- ii. Discussion, chalk & talk-
- iii. Lecture, demonstration
- iv. inductive & deductive-
- v. multi-grade approach
- vi. role play,
- vii. situational method
- viii. problem solving
- ix project/field trip method
- x. enquiry/discovery method
- xi. activity based learning
- xii. experimental

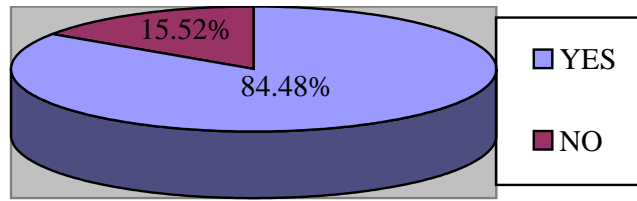
Respondents claim to have learned the above methods of teaching during the pre-service.

p) Which methods do you use most frequently?

- 1. The frequency of the type of method to be used depends upon class level, subject types, topic/content, concepts and skills.

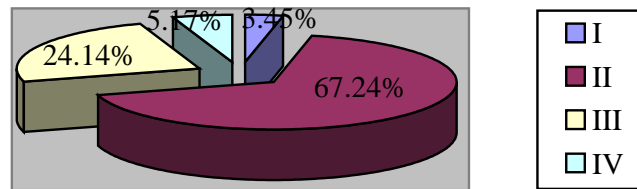
2. The responses indicate more of activity/play-way method in the primary classes and more of lecture/demonstration, explanation, deductive and inductive in the Junior and High schools.

q) **Do you have plans to assign work to the students?** Yes- **49 Trs.** No- 9 Trs



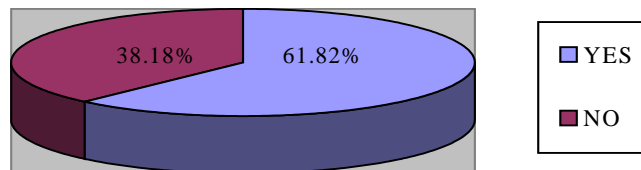
r) **Tick the type of tasks that you assign to the students:**

- I. Tasks assigned at random without specific objectives - 2 Trs.
- II. Task are designed & given with specific focus of learning - **39 Trs.**
- III. Task for home/class are decided & given at teacher's discretion - 14 Trs.
- IV. Students are assigned task basically to keep them engaged in the class - 3 Trs.



84% of the teachers claim to have plans for assigning task to the students.

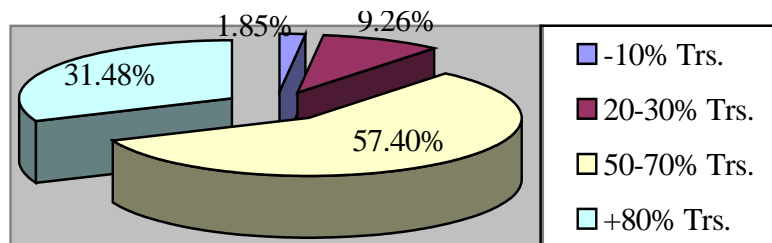
s) **Did you get the enough knowledge and skills of designing and assigning work to the students from the training institutes?** Yes- **34 Trs.** No- 21 Trs.



62% of the respondents feel that they have received adequate knowledge and skill for designing and assigning tasks to the students. However, there were no evidences to show that they design and assign students' tasks.

t) **What percent of teachers in your school actually plan and give work to students?**

Less than 10% - 1 Tr. 20 to 30% - 5 Trs. 50 to 70% - **31 Trs.** More than 80% - 17 Trs.



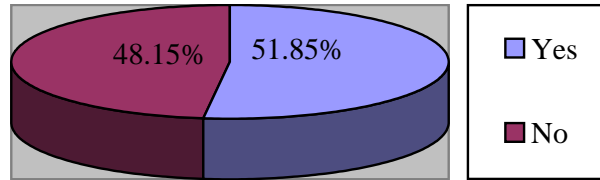
57% of teachers think that only 50 to 70% of teachers give planned work/learning activities to the students.

u) Did you learn to design criteria for assessment of students' work during the training?

Yes- 28 Trs.

No- 26 Trs.

No response- 4 Trs.



48% of the teachers say that they did not have the opportunity to experience in designing criteria for assessing the students' work during their pre-service course.

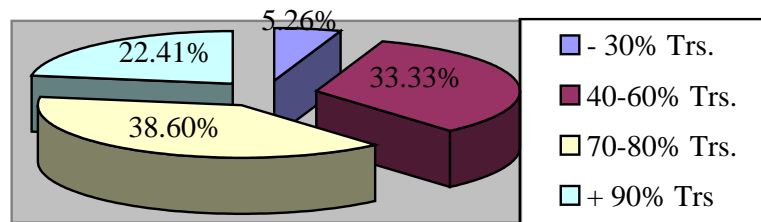
v) What percent of teachers from your school correct students' work based on criteria?

Less than 30% - 3 Trs.

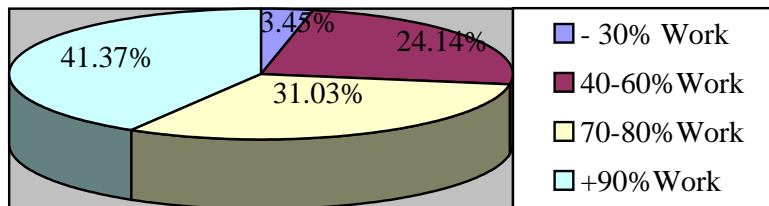
40 to 60% - 19 Trs.

70 to 80% - 22 Trs.

More than 90% - 13 Trs. (no response- 1 Tr.)



About 39% of the respondents think that only 70 to 80% of the teachers carry out assessment of students' work based on criteria. However, all respondents did not have any criteria documented as evidences.



w) What percent of student's work do you correct?

Less than 30%- 2 Trs.

40 to 60%-14 Trs.

70 to 80% -18 Trs

More than 90%-24 Trs.

x) Why?

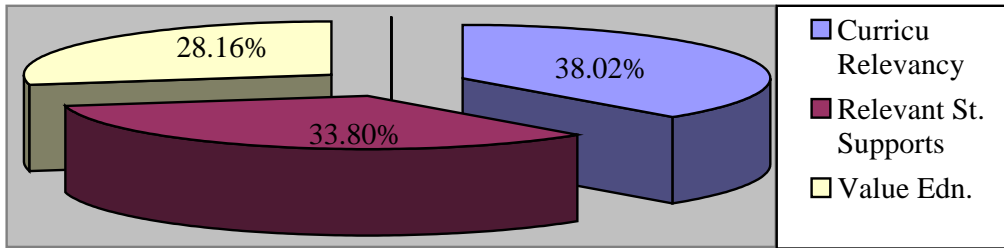
1. Large number of students in the class,
3. Non academic responsibilities,

2. High teaching work load (periods)
4. No off period,

y) What other factors do you think contribute to classroom effectiveness?

- Additional responsibilities
- In-service training & preparedness of trs.
- Classroom conditions and resources
- Co-operation amongst teachers
- Reinforcement from head teachers
- Regular monitoring by school authority

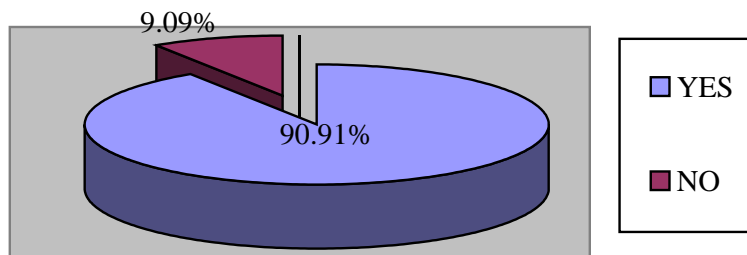
II. EDUCATIONAL PROGRAM:	1	2	3	4	5
Curriculum relevancy	0	3	9	19	27
Relevant student supports	0	2	13	19	24
Value education	0	5	16	16	20



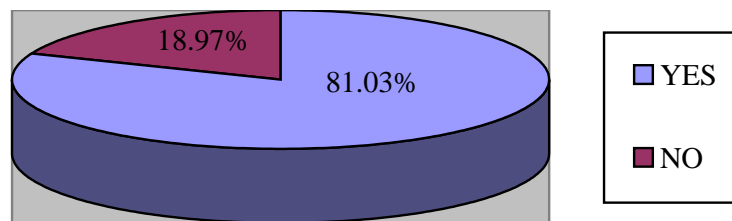
Importance are given for curriculum & student support in bring about classroom effectiveness

a) **Are you aware of the educational policies on curriculum implementation?**

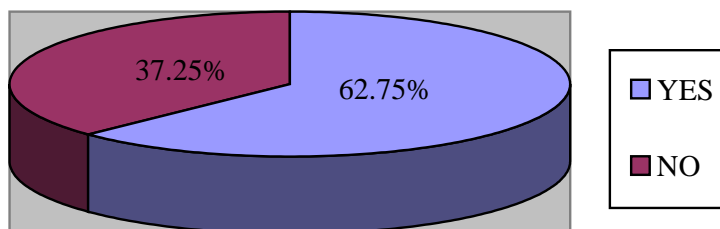
Yes- 50 Trs. No- 5 Trs. (no response- 3 Trs)



b) **Do you think that policies give teachers options to choose activities that are likely to be more relevant and meaningful to our students?** Yes-47 Trs. No-11 Trs.



c) **Were you taught the ideas and skills to manage curriculum and materials during the training period?** Yes- 32 Trs. No- 19 Trs.

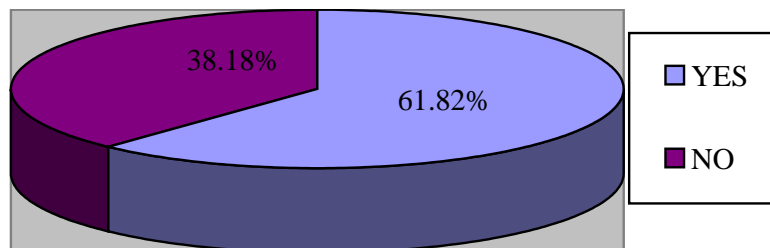


About 63% of teachers believe that knowledge and skills to manage curriculum content and materials were acquired during the training period.

d) Why are you not able to apply these in teaching?

- absence of guides,
- over load – time constraint,
- lack of information,
- lack of experience,
- inadequate ideas & skills,
- Applying wherever required.

Some of these responses contradict with what the teachers have said in question c.



e) Would you go for alternative curriculum content or materials if you have choices?

Yes- 34 Trs. No- 21 Trs. (no response- 3 Trs)

Teachers who have said no to this questions have given reasons as not having adequate knowledge & skills, resources, happy with the existing one as it provides alternatives, better uniformity.

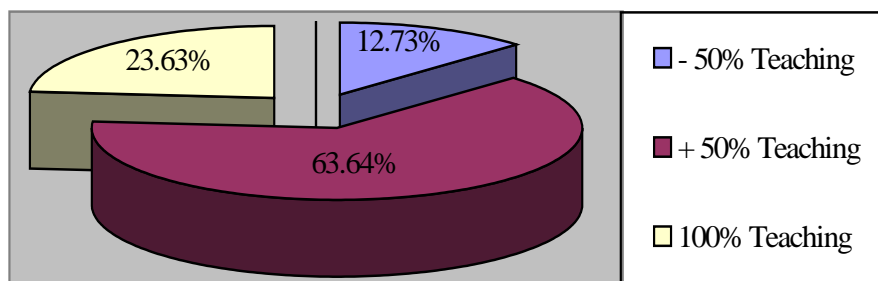
f) What kinds of professional support would you require that would equip you to be able to identify alternative curriculum materials or content and use them to teach the students?

- Workshop/seminar,
- activity & material development
- resource book,
- more reference materials,
- resource person, (no response- 6 Trs).

Most of the respondents seem to indicate that the opportunity to experience in designing curriculum during the pre-service course is not adequate.

g) School textbooks and manuals are the main references for most teachers. What percent of your teaching depend on textbooks?

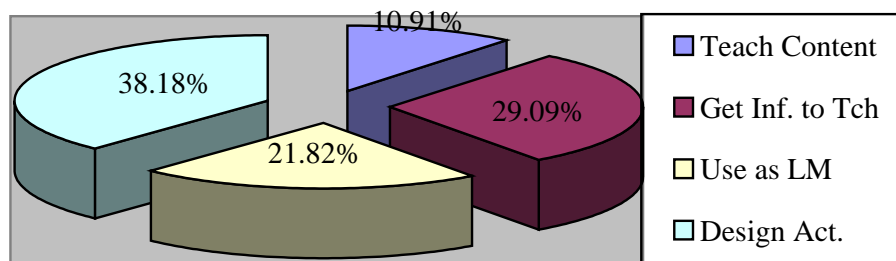
Less than 50% -7 Trs. More than 50% - 35 Trs. 100% - 13 Trs.



About 64% of teachers depend upon the textbook for more than 50% of teaching. This may be indicating that the teachers lack adequate content knowledge.

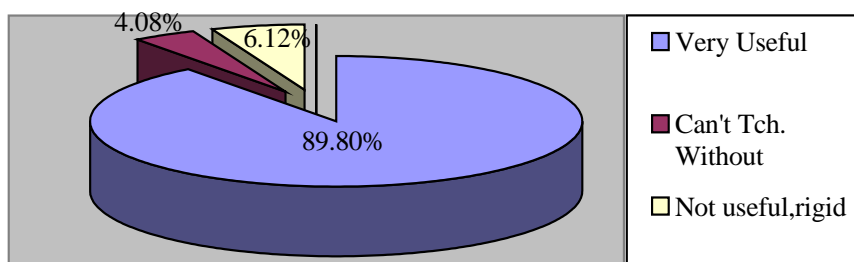
h) Why do you use text books? No response- 3 Trs.

To teach the content to students- 6 Trs. Get information to teach student- 16 Trs.
 Use as activity materials for students- 12 Trs. Design activities from the content- 21 Trs.



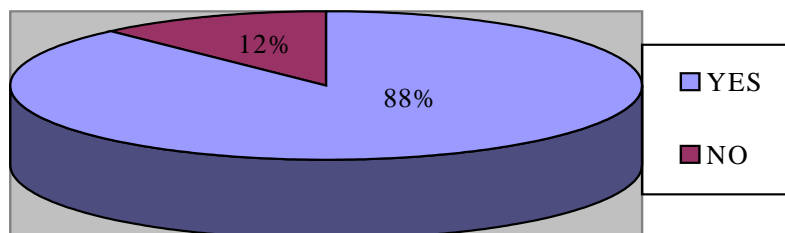
i) How useful are the manuals?

Very useful- 44 Trs. Can't teach without- 2 Tr. Not useful (too rigid)- 3 Trs.



j) Are manuals necessary?

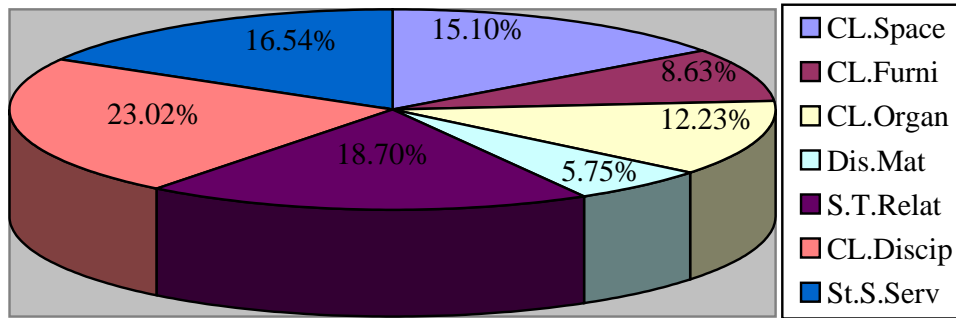
Yes- 44 Trs. No- 6 Trs.



k) Any other comment that you would like to make related to curriculum.

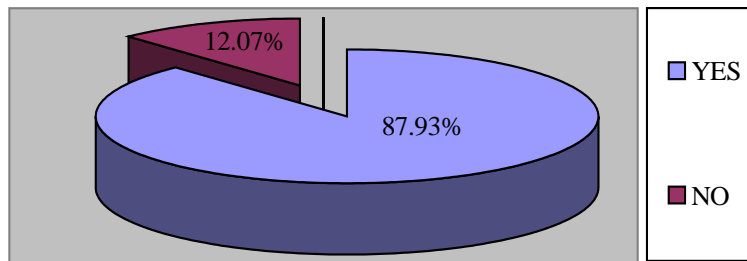
- Objectives are more
- Druk English Series to be replaced by Guided English,
- language in Maths text of lower classes to be made simpler,
- pictorial illustration to be increased, flexibility of the learning programs,
- teacher's handbook for all subjects in higher classes,
- Education Calling Teachers to deal with difficult subjects,
- good progression in higher classes,
- relevant to local setting, field realities to be considered while framing the curriculum

III. CLASSROOM MANAGEMENT:	1	2	3	4	5 (Rating)
Adequate class space	4	7	11	14	21
Classroom Furniture	8	6	16	15	12
Organisation of classroom	0	4	16	19	17
Display of materials	2	11	22	14	8
Student teacher relationship	1	2	11	18	26
Discipline in the class	1	2	9	14	32
Students support services	3	8	10	14	23



Classroom discipline and teacher-student-relationship are considered important for classroom effectiveness. To strike a balance between the two can be difficult.

a) Do you feel that adequate classroom space contribute to effectiveness in teaching-learning process? Yes- 51 Trs. No- 7 Trs.



Size and space of the classroom is considered important to conduct learning activities but not so in the higher classes.

b) Write activities that you do with the classroom space enabling you to be effective.

- i. Ensure proper arrangement of furniture for proper spacing/distance and mobility
- ii. Group activities, proper seating arrangement, display of materials at proper distance.
- iii. Set up different subject corners, group activities/group-work, pair work, role play.
- iv. Proper seating arrangement, keep children in groups, demonstrations & observation
- v. Form groups, set up book corners, monitor student work.
- vi. Role play, demonstration, engage in co-operative learning.
- vii. Remove unwanted furniture, arrange space for display and create space for mobility
- viii. Create comfortable seating arrangement, create easy mobility
- ix. Design and control mixed group activities, indoor group/pair activities.

Classroom space is used in organising learning activities for the students, monitoring them and display and proper up keep of materials.

c) What do you do if the classroom space is not adequate?

- i. Take the children outside and also reduce teacher's movement in the class,
- ii. No group work in the class
- iii. Explore suitable seating arrangement
- iv. More space in the biology lab takes the students there.
- v. Suggest the head teacher for more classrooms.
- vi. Change of classroom with another class having less number of children
- vii. Report and suggest the school management some alternatives.

Space is not a problem if teachers are creative.

d) Is the classroom space applicable to all the classes? Yes-12 Trs. No-3 Trs.

e) Why?

- i. Many objectives are not fulfilled satisfactorily.
- ii. Adequate number of students for adequate space is applied.
- iii. Enough space is a must for effective teaching-learning.
- iv. Good learning environment in the class.
- v. We need space for some teaching strategies.
- vi. Same number of students in all the classes.
- vii. Almost all classes have same number of students.
- viii. Roll strength of the students is not same.
- ix. For health and conducive learning.
- x. For proper classroom organisation
- xi. Classroom space affects teaching-learning

f) Do other teachers teaching the same class make comments? Yes-9 Trs. No-5 Trs.

g) When do they do?

- | | |
|---|--|
| i. Staff meeting, casually with colleagues, | iv. When the class is crowded, |
| ii. When there is problem, in staff meetings, | v. When the classroom is crowded, |
| iii. When children do not write in good handwriting | vi. When monitoring becomes difficult, |

2. Do you think the classroom furniture have anything to do with classroom effectiveness? Yes-14 Trs. No- 1 Tr.

a) State how classroom furniture affective effectiveness in the teaching learning processes.

- i. Sitting comfortable, convenient for reading and writing,
- ii. Furniture enable children do the activities comfortably,
- iii. Comfortable to write, keep books in proper order,
- iv. Better inter-action, better sitting posture, better view of the class,
- v. Proper place for students to sit and keep their books, comfortable for reading and writing,
- vi. Comfortable sitting for learning, better observation,
- vii. Proper eye and hand co-ordination, no discomfort while doing learning activities,
- viii. Comfortable for learners, keep their resources,
- ix. Good furniture provides better place for learners, comfortable for doing all activities,
- x. Teachers and students both are happy and comfortable if there are furniture,
- xi. Better attention, easy to supervise students' works.

b) What do you do to ensure that classroom furniture is there in the class?

- i. Check adequacy and suitability of the furniture, report to the headteacher,
- ii. Inform headteacher for furniture, inform parents during meeting,
- iii. Responsibility to be given to the classteacher,
- iv. Introduce system of fining for damage of furniture

- v. Make students in-charge of classroom furniture
 - vi. Form furniture club in the school, inform headteacher about the furniture
 - vii. Submit requisition in advance to the furniture in-charge
 - viii. Mark class level on the furniture
 - ix. System of reporting about the furniture by the students to the concerned
 - x. Lock classroom by the class captain, reporting to the school authority
- c) *What do you tell the students about the care and maintenance of furniture?*
- i. Frame classroom rules, talk about care and maintenance during value education class
 - ii. Inculcate sense of belonging and ownership, monitor caring of furniture by the students
 - iii. Not to walk on desk and benches, not to push and pull, not to write on
 - iv. Make students conscious of the importance of furniture
 - v. Tell students that without furniture we are not comfortable
 - vi. Value education, sense of belonging, frame rules for furniture
 - vii. Compulsory table cloth, avoid banging and dragging of furniture
- d) *What do the other teachers feel about the furniture?*
- i. Not only class teacher but all teachers should feel responsible,
 - ii. Students and teachers both should feel the importance of furniture
 - iii. Demonstrate sense of ownership for furniture
 - iv. Important to have furniture for good teaching learning
 - v. Consider important for the class, feel proud to have furniture
 - vi. All teachers and students should feel comfortable and happy
 - vii. All teachers should teach sense of belonging and ownership of the furniture
- e) *How do you know about your teachers?*
- i. Observation, organisation of the classroom, talking about classroom situation
 - ii. Personal dealing, working together and being together,
 - iii. Casual conversation, discuss in the staffroom, meeting, students & teachers repair,
 - iv. Care and interest shown by the teachers, furniture in good condition

3. Does the organisation of a class affect teaching learning processes?

Yes- 13 Trs No- (no response- 2 Trs)

- a) *List some ideas that are important to follow in classroom organisation.*
- i. Proper seating arrangement, proper lighting and ventilation, subject corners
 - ii. Proper display of teaching-learning materials, seating arrangement
 - iii. Grouping- ability and mix ability, mixed gender grouping
 - iv. Distance and visibility of the blackboard, correct positioning of resources, proper rows
 - v. Orderly display of materials, accessibility of the resources
 - vi. Spacing between the groups, setting up different corners
 - vii. Proper setting of the classroom, proper placement of the students in the class
 - viii. Space between furniture for teacher and student movement, proper sitting arrangement
 - ix. Reduce class strength, ensure enough furniture, proper sitting plan
 - x. Proper display of the teaching-learning materials
 - xi. Proper placement of students in the class, proper seating arrangement
- b) *Why are the above ideas important in classroom organisation?*
- i. Provide equal opportunity to all the students,
 - ii. Create healthy environment for effective teaching-learning

- iii. For better inter-action and learning, for effective teaching-learning process
 - iv. For comfort and attention, for effective teaching-learning process
 - v. For effective teaching-learning and for easy movement of teacher and students
 - vi. To make teaching-learning effective and to keep things in order
 - vii. To make teaching-learning interesting and effective, for easy use of materials
 - viii. For better inter-action and movement in the class
 - ix. Conducive classroom environment for effective teaching
- c) *What do you do to adapt if effective classroom organisation is not possible?*
- i. Make changes in the sitting arrangement, look for spacious classroom elsewhere
 - ii. Discuss with the colleagues and head teacher, make children sit in rows
 - iii. Change the teaching methods/approaches, take the children out when weather is fair
 - iv. Study the students' ability and problems
 - v. Avoid teacher movement, engage brighter students to help weaker ones
 - vii. Report to the head teacher and go for other alternatives
 - vi. Checking students notebooks only, display only charts, lecture method
- d) *What do you suggest to ensure all schools have adequate classroom space for effective organisation in future?*
- i. Plan classroom size based on student strength, minimise number of students in the class
 - ii. Standard classroom size, additional classrooms and teachers
 - iii. Classroom need to be adequately spaced during planning
 - iv. Reduce number of students, new classroom can be big ones
 - v. Proper size of classroom, less number of children in the class
 - vi. Should have spacious classrooms and proper infra-structure
 - vii. Reduce class size, construct standard size classroom
 - viii. Effective planning before construction, plan to pass through school construction division
 - ix. Seek help from the community to solve classroom space, inform the concerned authority
 - x. Increase the size of classroom, appropriate size of furniture

4. Is it important to display materials in the classroom? Yes-13 Trs. No- 2 Trs.

a) Why?

- i. Makes teaching effective, students can read frequently
- ii. Develops learning attitude and improve learning
- iii. Helps to retain the taught lesson, students study the displayed materials
- iv. To make students share and appreciate their own work, to create learning atmosphere
- v. To revise the taught objectives, make classroom homely, help the students remember
- vi. To motivate students' learning, to show teacher's work
- vii. For additional knowledge and information to the students
- viii. Students learn through displayed materials in absence of the teacher also
- ix. To remind the students what they have learned
- x. To reinforce what students have learnt
- xi. To remind the students what they have learned

b) *Write the kinds of materials that you think are necessary to display in the class.*

- i. Diagrams, write-up, symbols, formulas
- ii. Some works of the students, proverbs, values and health related captions, timetable
- iii. Models, charts and other learning materials
- iv. Objectives and related activities
- v. Materials that supply additional information on the subject/topic
- vi. Charts, wall magazine, natural and concrete materials

- vii. News and weather board, sight words, any other aids related to the objective/content
- viii. Learning materials, students' work, teaching aids
- ix. Tables, grammar structure, class/school rules
- x. Art work, informative chart, news and weather boards
- xi. Road safety and class rules, cleaning roster, academic calendar, teaching learning materials

c) *How long are the materials kept displayed in the class?*

- i. Block-wise, some to be kept through the year
- ii. At least for a week or till the block is finished
- iii. Some through out the year, change according to the block
- iv. For about three to four weeks only
- v. Till the block is over or till the students learn well
- vi. As per the topic/block, for particular period only
- vii. At least for a month so that all students become familiar with the materials
- viii. For about a month or till the objectives/topic is over
- ix. As long as they are necessary, as long as the topic is taught
- x. One week at the maximum

d) *What do you do with the materials after you have removed from the class?*

- i. Collect and store for future use
- ii. Use for revision and evaluation, reuse the following year
- iii. Store the durable ones for future
- iv. Compile and make booklet
- v. File and keep for future reference
- vi. Collect and keep in the staff room for next season
- vii. Store in the resource centre room for further use/reference
- viii. Should be compiled and kept for future reference
- ix. Keep those materials in the lab
- x. Preserve the usable and durable ones
- xi. Kept block-wise for future use

e) *What percent of teachers from your school display materials and do things that you mention?*

- | | | | |
|---------------------|---------------|----------------|----------------|
| i. 80%, | ii. 100% | iii. 70 to 80% | iv. No idea |
| v. 100% | vi. 70 to 75% | vii. 30 to 50% | viii. All Trs. |
| ix. Almost all Trs. | x. 50% | xi. All Trs. | xii. 95% |
| xiii. Less than 10% | | | |

f) *How do you make this assessment of your teachers/colleagues?*

- | | |
|--|---|
| i. Do not see materials displayed in the class | ii. Observe during substitution |
| iii. Discuss and share | iv. Observe materials by visiting classes |
| v. Display of materials in all the classes | vi. Evidences of preparation and display |
| vii. Observe by visiting the classes | viii. Observe during the inter-vision cycle |
| ix. In some classes/subjects do not see materials | x. See colleagues preparing materials |
| xi. Observe in the class during substitution period | |
| xii. The school management including the vice principal award marks for display of materials | |

g) *Mention any other materials displayed for any other reasons not covered above.*

- | | |
|---------------------------------------|--|
| i. Health message, King's portrait | ii. Materials on the interest table |
| iii. Lamas and his Majesty's portrait | iv. Essays and poems, sports information |

- ii. Maps and printed posters
- vii. Educative materials, timetable
- viii. Kuensel, CAPSS News Letter
- ix. Rules for classroom and care of books
- vi. King's portrait, calendar, quotations
- viii. Calendar, kuensel, Health message
- x. Posters by education, health, forest, RSPN
- xii. roster for cleaning, criteria for correction

h) Do you use and display materials in the class? Yes-12 Trs. No- 3 Trs.

i) How often do you use and display such materials?

- i. Diagrams and charts sometimes
- ii. Regularly
- v. After every time we use
- vii. Often as and when it is required
- x. Depends on the lesson
- xi. Quite often
- ii. As and when required
- iv. As per the need
- vi. As per the lesson
- viii. As and when required
- x. Sometimes
- xii. Whenever need arises

5. Does the teacher pupil relationship contribute to bring about effectiveness in teaching learning processes? Yes- 15 Trs. No- 0

a) What kind of relationship is most effective in your opinion?

- i. Friendly and parental relationship
- iii. As parents, friendly
- v. Friendly, co-operative
- vii. Second parent, kind, and understanding
- ix. Helpful, friendly, guiding
- xi. Parental, friendly but firm
- ii. Approachable, not very authoritative,
- iv. Cordial, loveable
- vi. Caring, friendly, co-operative
- viii. Parental, impartial
- x. Sociable, co-operative
- xii. Caring, helpful, approachable

b) Why do you think so?

- i. Should not allow students to take advantage
- ii. For good teaching and learning, to treat and respect students as individuals
- iii. Share problems, ask questions, understand each other
- iv. To be able to provide guidance and help
- v. For guidance and counselling, to promote healthy habits and attitudes
- vi. Make students feel comfortable to approach, for better understanding
- vii. For better inaction and participation teaching-learning
- viii. For balanced growth of the students
- ix. Make students comfortable to approach with their problems

c) What kind of relationship do you think you have with your students?

- i. Parental and friendly
- iii. As parents and friends
- v. Friendly and co-operative
- vii. Second parent and more than friend
- ix. Teacher-student relationship
- xi. Co-operative and approachable
- ii. Healthy
- iv. Cordial and decent
- vi. Co-operative and caring
- viii. Parental relationship
- x. Social and co-operative
- xii. Approachable with problems

d) What did you do to maintain such a relationship with your students?

- i. By being reasonably firm
- iii. Instructions and encouragement
- v. Proper teaching and guiding
- vii. Participate in their work, ask problems
- ii. Inspire them for hard work, seek help
- iv. Talk formally and informally
- vi. Advice, guidance and counselling
- viii. Help during learning activities/difficulties

- ix. Maintain reasonable distance
 - xi. Friendly, humorous, practicable
 - x. Show love and care
 - xii. Guiding, helping solve problems
- e) *Do you allow your students to comment about your relationship with them in the class at times?* Yes- 9 Trs No- 6 Trs.
- f) *How do you do that?*
- i. Through group discussion
 - iii. Ask students to imitate me
 - v. Frequently ask difficulties and help
 - vii. Encouraging students to be frank
 - ii. Ask students to write about me (tr)
 - iv. Through questionnaires
 - vi. By maintaining discipline
 - viii. Instruct students to seek individual attention
- g) *What benefit do you and your students derive out of such interaction?*
- i. Provide necessary feedback; know overall behaviour of the students
 - ii. Teachers get encouraged themselves
 - iii. Develop more understanding between teachers and students
 - iv. Teachers and students both improve, teachers become aware
 - v. Understand each other better, teacher improves from comments made by the students
 - vi. Exchange ideas, present problems freely
 - vii. Brings progress in teaching-learning, life in the school become safe and lively for students
 - viii. Instil self discipline and respect in the students, able to approach for help
- h) *Are you happy with what you do?* Yes- 13 Trs. No-
- i) *What percent of teachers in your school maintain such relationship with their students?*
- i. 40%
 - v. 80%
 - ix. 90%
 - ii. 90%
 - vi. 50 to 60%
 - x. I have not yet tried to find out
 - iii. 80%
 - vii. 100%
 - iv. 80%
 - viii. 50%
- j) *How do you make this assessment?*
- i. Observation, talking with the students
 - iii. Informal discussion and staff meeting
 - v. From the behaviour of students & teachers
 - vii. Teachers' inter-action with students
 - ii. Observation
 - iv. Observation, concern raised in meetings
 - vi. Through parents, minor incidents,
 - viii. Students' behaviour/manner

6. What is your view on students' discipline?

- i. Doing what students are expected to do
 - iii. A few in every class are in-disciplined
 - v. Well disciplined, not breaking any rules
 - vii. Should be active, honest and truthful to all
 - ix. Students are disciplined Tolerable/satisfactory
 - xi. Dedicated to 'Tsa-wa-Sum', well mannered, follow school rules and regulations
 - ii. Good students
 - iv. Responsible, loyal, committed
 - vi. Well disciplined
 - viii. Quite good
 - x. Slightly gone down
- a) *What kind of discipline do you try to instil in your students?*
- i. Self-discipline
 - iii. Decency and respect
 - v. Obedient, honest, punctual
 - vii. Making themselves useful, self-disciplined
 - ix. Honest, sense of care, respect to elders
 - xi. Punctual, helpful, regular and co-operative
 - ii. Love, respect, responsible & productive
 - iv. Respectful, punctual, honest, committed
 - vi. Well mannered, dedicated to Tsawa-sum
 - viii. Punctuality, honesty, Druglam Namsha
 - x. Well disciplined, values
 - xii. Self-discipline, value of time
- b) *Why?*

- | | |
|--|--|
| i. Do well in life after school | ii. To have healthy character in future |
| iii. To be good/successful in life | iv. They are builders of the nation |
| v. Good citizen in future | vi. Positive attitude, socially useful |
| vii. To develop values | viii. To build sound character |
| ix. To become a true citizen | x. Make them healthy people in the society |
| xi. Make them disciplined in future also | xii. Make them responsible and productive |

c) *How do such discipline help you in your teaching work?*

- | | |
|---|---|
| i. Complete task in time, work independently | vii. Teaching becomes easier when the students are well disciplined |
| ii. Discipline in the classroom contribute to effective teaching-learning | viii. Good classroom management |
| iii. Makes teaching easier | ix. Run class smoothly without disturbance |
| iv. Effective teaching and easy monitoring | x. Minimise absentees |
| v. No disruptive behaviour while teaching | xi. Control themselves |
| vi. No disruptive behaviour, smooth and active participation | xii. Helps smooth running of school activities |
| | xiii. No disruption in the class |

d) *Do you feel such discipline help students to learn?* Yes- 14 Trs. No- 0

e) *What is your psychological justification for this?*

- | | |
|--|---|
| i. They become tuned to learning | ii. Easy to control and direct students |
| iii. They take to studying as their responsibility | iv. Sound classroom situation |
| v. Stable personality in future | vi. Love for learning is instilled |
| vii. Form productive habits in the school | viii. Proper guidance for better learning |
| ix. Smooth and effective classroom activities | x. Some external pressure required |
| xi. Disciplined students are committed | |

f) *How successful do you think, you have been in instilling such discipline in your students?*

- | | |
|-------------------------------------|-------------------------------------|
| i. To certain extent | ii. Average |
| iii. Successful to a certain extent | iv. I can not say |
| v. To certain extent only | vi. Quite good |
| vii. Satisfactory | viii. Not easy to instil discipline |
| ix. Quite successful | x. Only 40% are disciplined |
| xi. Okay | xii. No major problem so far |
| xiii. Fairly well | |

g) *Tell some indicators that will indicate your success story?*

- | | |
|---|---|
| i. Students present themselves well, do not waste much time | vii. Good performance in the examination, less discipline problem |
| ii. No problem so far, satisfactory result | viii. No disciplinary problem |
| iii. No problem so far | ix. No problems till now |
| iv. Students work without being supervised, make best use of time | x. Observation of students' behaviour, talk by other teachers |
| v. No problem so far | xi. I am not very successful |
| vi. Care of school properties, participation in social and co-curricular activities | xii. Complete the task on time, work independently, behave properly |

h) *What percent of teachers in your school maintain such a discipline in their class?*

- | | | | |
|-----------------|---------------|-----------------------------------|---------|
| i. 50% | ii. 90% | iii. 75% | iv. 80% |
| v. 50% | vi. 100% | vii. 60% | |
| viii. 50 to 70% | ix. 80 to 90% | x. 90% may be | |
| xi. No ideas | xii. 100% | xiii. I haven't tried to find out | |

i) *How do you make this assessment?*

- | | |
|---|--|
| i. Observation of student behaviour, talk with students | vii. Through substitution classes and discussion among the staff |
| ii. I haven't tried to assess | viii. Through the discipline committee |
| iii. Observation | ix. Manner presented by the students |
| iv. Often discuss in the staff meeting | x. School has no problem |
| v. Incidences, informal discussion | xi. Absence of behavioural problem, observation, informal conversation |
| vi. Classroom organisation, students' behaviour | xii. Students' behaviour in the class, |

7. Do you provide students support services to your students? Yes-15 Trs No- 0

a) *What kinds of services do you provide?*

- | | |
|--|---|
| i. Monitoring, special attention to weak ones | ix. Moral support, guidance, monitoring, health support |
| ii. Advice related to academic work | x. During sickness, calamities |
| iii. Health club, guidance and counselling | xi. Remedial help, health check-up, counselling |
| iv. Health services, guidance and monitoring | xii. Remedial class, helping through conferencing |
| v. Pastoral care, medical support, financial support, guidance/counselling | xiii. Counselling, knowledge and skills through club activities |
| vi. Library books, newspapers, audio tapes | xiv. Remedial classes |
| vii. Counselling, finding interest and giving responsibilities | |
| viii. Guidance and counselling, remedial help, provide feedback | |

b) *How do these services help students in their doing well?*

- | | |
|--|--|
| i. Students try to improve themselves | ii. They are motivated and improve |
| iii. Improve in behaviour, health and learning | iv. Become mentally & physically sound |
| v. Students get encouraged | vi. Perform better in the academic areas |
| vii. Become more confident and interested | viii. Help the students to concentrate |
| ix. The support services lead the students | x. Improve in more areas due to extra help |

c) *When do you provide these services?*

- | | |
|---|--|
| i. In and out side the class | vii. Whenever required during school hours |
| ii. After school, morning assembly | viii. As and when needed |
| iii. Whenever needed, when students need | ix. In times of need, whenever necessary |
| iv. Class hours, off periods | xi. During free time, lunch time |
| v. Whenever required individually or in group | xii. When the need arises |

d) *How often do you provide these services?*

- | | |
|------------------------------|---|
| i. Weekly, whenever required | v. Very often, quite often |
| ii. Once or twice in a week | vi. Once/twice in a week |
| iii. In times of need | vii. As and when required |
| iv. Whenever necessary | viii. Every time when some one requires |

Planned student support programs on regular basis do not seem to be popular in the schools.

- e) *Make some statement that will support your success story in helping students.*
- i. Behavioural improvement
 - ii. Improved language skills
 - iii. Improved punctuality
 - iv. No more problem of drug abuse in the school
 - v. No discipline problem
 - vi. Students became participative and hard working
 - vii. Improvement in day-to-day activities
 - viii. Improved behaviour, better exam performance

f) *What percent of teachers do you think provide such support to the students in your school?*

- i. 100% of teachers - 2
- ii. 80 to 90% of the teachers - 3
- iii. 50-80% of the teachers - 6
- iv. Less than 50% of the teachers - 1
- v. Not yet tried to find out - 1
- vi. No response - 2

Teachers do seem to have some problems in understanding the activities related to students support services

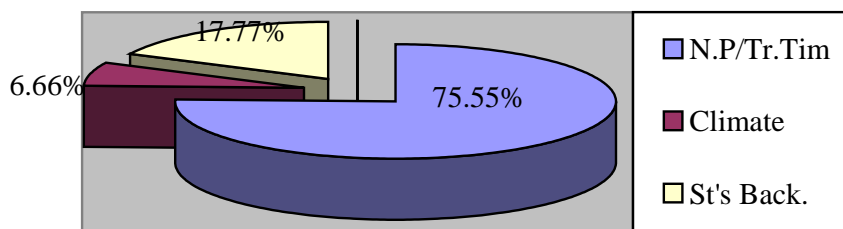
g) *How do you make such assessment?*

- i. From observation, through parents and informal conversation
- ii. Feedback from the students
- iii. Sharing of success work with teachers
- iv. Observe colleagues organising support programs
- v. Observation of result analysis
- vi. Through conversation & observation
- vii. Observation
- viii. Observation of students' behaviour
- ix. Informal discussion among the teachers

h) *Any other comment:*

- i. Teachers are over burdened.
- ii. Our school does not have teacher who has attended workshop on counselling. So we need one who would guide us in helping the students in a better way.
- iii. All the support activities carried out in the school will help us to be effective
- iv. To enhance student support services and make it a success in every school, teachers' work load in terms of the number of teaching periods or students' strength in the class should be reduced.

III. Others:	1	2	3	4	5
No. of periods /time of trs.	1	6	7	10	34 (no response-2)
Climatic conditions	8	18	10	7	3 (no response-2)
Students' background	9	16	14	10	8 (no response-1)



Teachers feel the other factors mentioned above are important but not significant enough to affect their effectiveness for longer period of time. These are momentary. With the additional teachers or transfers these factors change.