

APPENDIX A

STUDENT-TEACHERS’ OPINION ABOUT PRACTICE TEACHING

Themes	STUDENT-TEACHERS’ OPINION			
	Zone 1	Zone 2	Zone 3	Zone 4
Stages and organization of practice teaching	<p>Z1G1: For practice teaching, we first taught our colleagues on campus in the second year. All of us were allowed to prepare on a topic to teach while a supervisor observed and gave feedback later. In our final year, the tutors looked for schools and brought us here for out-programme to teach under mentors. Z1G2: In the first year, we observed how basic school teachers taught and managed their classes and reported to our colleges but we never reported. It seems we didn’t take it seriously as it was not for assessment. In the second year, each of us prepared a lesson and taught ourselves. We learnt classroom management skills and lesson preparation skills and delivery. And in the third year, we came out to teach in schools. Here, teachers searched for schools with adequate facilities and willing to accept us. Sometimes, they were disappointed.</p>	<p>Z2G1: After studying the contents for the first year, we were allowed to prepare a lesson plan on any topic of choice to teach our colleagues in the second year. There was a supervisor who gave feedback after each presentation. In the third year, the tutors looked for schools that have facilities and brought us here for out-programme. We teach all the school subjects in all the classes under the guidance of our mentors. Z2G2: in the first year, we learnt the contents of all the basic school subjects. In the second year, we practised how to teach our peers on campus. It was just demonstration lessons without a proper monitoring plan by the tutors. But we learnt how to the knowledge gained into practice. And in the third year, we came out to practice more in schools under mentors to develop our confidence in teaching.</p>	<p>Z3G1: We have three chances to practice whatever we learnt in colleges. The first stage happened in the first year when we were asked during holidays to observe how basic school teachers taught and managed their classrooms, the second stage was in the second year when each of us was allowed to plan a lesson and teach a class of student-teachers under a supervisor. Our colleges behaved as basic school pupils and feedback was subsequently given for improvement. Z3G2: After learning the contents in the first year, we had to practice how to teach on campus. We planned a 45-minute lesson each and taught ourselves while a tutor was observing. After the lesson, feedbacks were sought for improvement. Here, we learnt to improve on our skills in teaching. In the third year, our tutors sent us out to schools to learn more under mentors and to gain teaching experience.</p>	<p>Z4G1: we learnt contents in the first year, learnt the methodology of teaching in the second year and started on-campus teaching practice in the second year. Here, each of us planned and taught a lesson in the colleges where our colleagues behaved as pupils and the tutor observed and gave feedbacks after the lessons. Z4G2: the first year was learning of contents and during vacations, we were asked to observe how the basic school teachers plan lessons, methods they used to deliver lessons and the strategies they used to manage their classrooms. Though we were asked to report to our academic affairs offices in writing, we did not comply and nobody asked about it. In the second year, we studied both the content and methodology of teaching and prepared lessons to teach our peers. We behaved as pupils while another student-teacher was teaching. There was a supervisor who moderated the process and gave feedbacks subsequently. This session helped us to develop teaching skills, confidence and class control</p>

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2.

APPENDIX A

STUDENT-TEACHERS' OPINION ABOUT THE OUT-PROGRAMME

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Strength	<p>Z1G1: We were allowed to visit nearby places for educational purposes</p> <p>Z1G1: We were made to undertake extra-curricular activities co-curricular activities</p> <p>Z1G1: We learnt different teaching methods</p> <p>Z1G2: We interacted with different people in the community</p> <p>Z1G2: We practice the teaching methods we learnt in colleges</p> <p>Z1G2: We learnt new teaching techniques and classroom management techniques</p>	<p>Z2G1: We learnt to work under different mentors</p> <p>Z2G1: we learnt to teach with different teaching methods</p> <p>Z2G1: We interacted with children from different socio-economic background and studied their behaviour in the classroom</p> <p>Z2G2: We acquired new teaching skills</p> <p>Z2G2: We developed our confidence in teaching</p> <p>Z2G2: We visited places of interest such as; Mosque, shrines, Palace, and attended cultural festivals & dance.</p>	<p>Z3G1: We put what was learnt in colleges into practices</p> <p>Z3G1: We worked under different mentors who taught us different teaching techniques.</p> <p>Z3G1: We have got firsthand experience in the teaching profession.</p> <p>Z3G2: We were introduced to the practical aspect of the teaching profession</p> <p>Z3G2: We have experience with experienced teachers in the profession.</p> <p>Z3G2: We got to know how children behave</p>	<p>Z4G1: We are allowed to teach all the basic school subjects under the guidance of mentors</p> <p>Z4G1: we were involved in extra-curricular activities</p> <p>Z4G1: We learnt how to control students' misbehaviour in the classroom</p> <p>Z4G2: We practice whatever was taught in colleges</p> <p>Z4G2: We met and interacted with new people in the communities.</p> <p>Z4G2: We have experience in teaching in the classroom and classroom control</p>
2	Weakness	<p>Z1G1: we are overburdened with other responsibilities such as dissertation writing, and preparation for final year exams</p> <p>Z1G1: the mentors shift their classroom responsibilities on us</p> <p>Z1G2: We cannot undertake sensitization programmes due to limited leisure time.</p> <p>Z1G2: We are overburden with work and don't have free time.</p>	<p>Z2G1: Six months are not enough time for this programme due to numerous activities such as; examination, dissertation, teaching, and community engagement.</p> <p>Z2G2: The mentors do leave all the extra-curricular activities on us.</p> <p>Z2G2: Most of the mentors lack mentorship skills</p>	<p>Z3G1: The time is too short for the out-programme session</p> <p>Z3G1: there are no qualified mentors in some of the classrooms particularly at the lower primary schools</p> <p>Z3G2: We spend all our time in on academic work</p> <p>Z3G2: Tutors from the colleges don't regularly visit us.</p>	<p>Z4G1: The colleges' practice schools don't have enough space to accommodate all of us. Z4G1: some of the schools don't have qualified mentors</p> <p>Z4G2: This programme includes other learning experiences that overburden us.</p> <p>Z4G2: We do not do any programme because of inadequate time.</p>

3	Suggestions	<p>Qualified and committed school teachers should be identified to mentor the student-teachers.</p> <p>Provision should be made for student-teachers to organize sensitization programme to educate members of the communities against anti-social activities, outmoded cultural practices, and health related issues.</p>	<p>Separate roles should be clearly spelt out for mentors, student-teachers, tutors and head schools in this stage to achieve goal</p>	<p>Head schools should trained to supervise and assess student-teachers at this stage to safe tutors from abandoning lessons in colleges because of supervision</p>	<p>Colleges' time table should adjusted for student-teachers Complete every paper in the colleges before embarking on out-program with full concentration and commitment to teaching</p>
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Note: Z1G1: Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2.

APPENDIX-A1: OBSERVATION OF LESSON TAUGHT BY THE ALUMNI (GENERALIST)			
Sr. NO.	Subject observed	First observation	Second observation
1	Mathematics	LP1 The teacher prepared lesson plan and SM2 taught lesson without enthusiasm. MT3 No motivation and P6 Learning aids were not used to encourage students' RE4 response as many of them could not attempt EV5 given exercise correctly.	P6 The teacher fumbled with the content and didn't teach the lesson LP1 as planned. SM2 She lose control of the subject matter. Re4 Students' participation was not encouraging as MT3 teacher was not paying attention to weak students and ended lesson EV5 without evaluation.
2	English language	LP1 The teacher planned the lesson appropriately. SM2 demonstrated content knowledge using P6 relevance examples to get students attention. MT3 Most of the students contributed to the lesson and Re4 attempted all the EV5 given exercise correctly.	SM2 The teacher was not active in the classroom and LP1 lesson not taught with relevance P6 instructional material as in the lesson plan. MT3 The classroom was organized and student actively participate in the lesson. Re4 The students worked collaboratively towards EV5 a given tasks.
3	Social Studies	MT3 The teacher adopted child-centred approach to capture attention of the students in his P6 presentation. SM2 The teacher guided students to work together as per LP1 the plan of the lesson. Re4 And most of the students participated actively in the lesson and EV5 answered exercise correctly	SM2 The teacher demonstrated knowledge of the subject matter. He P6 presented the lesson extensively without teaching aids as per LP1 the lesson plan. MT3 The teacher was strict and was ready to punish students who would misbehave. Therefore, the atmosphere was not friendly resulting Re4 low students' response to EV5 oral questions asked by the teacher
4	Biology	SM2 The teacher knew the topic and taught it LP1 as in lesson note. P6 Oral questioning and answers was used to revise students' knowledge about the topic. The students were MT3 actively engaged in prescribing preventive measures for some common skin diseases. Re4 students involvement was encouraging as they EV5 performed well in the given exercises	LP1 The lesson was comprehensively planned and taught as such. SM2 The teacher explained the lesson without citing practical examples that students were already familiar with. MT3 But guided the students to demonstrate how matter changes from one state to another without material. Re4 students showed no enthusiasm because P6 practical activities were not done to make the lesson real. And EV5 students did not attempt all questions correctly.
5	Physics	LP1 The teacher planned the lesson comprehensively. MT3 The teacher failed to use real instruments to demonstrate density of regular and irregular objects. SM2 While relevance examples were not used, P6 appropriate method was not used to involve students in achieving objectives. Re4 Students responded positively to oral questioning and EV5 written exercises were used to	LP1 The teacher's lesson note was incomplete and P6 the lesson was presented without teaching aids. MT3 The students listened passively while SM2 the teacher spoke extensively about energy transformation. Re4 The lesson objectives were not achieved as many students could not give correct answers to EV5 questions in the classroom.

		determine their understanding.	
6	Chemistry	LP1 The teacher prepared lesson plan and stated teaching aids P6 but it was taught without using teaching aids. In abstract, SM2 the teachers was not enthused in guiding students with previous experience on the topic to classify objectives into metals and non-metals. Re4 But the lesson was not successful as MT3 most of the students were not cooperating with the teacher during EV5 questioning time	SM2 The teacher did not demonstrate knowledge of the subject. MT3 He walked in the classroom to ensure that every student went to write a chemical equation on the chalkboard. LP1 The lesson was taught without the lesson plan. Re4 The students actively participated in the lesson and many of them were able to give EV5 correct answers to questions raised by the teacher. P6 Teaching aids were not used to present the lesson
7	Agriculture Science	LP1 The teacher planned the lesson indicating it would be taught on the field. P6 But the lesson was presented only in the classroom without teaching aids. SM2 The teacher lectured actively on depletion of soil MT3 without teaching aids while Re4 student listened passively without interruption. In the end, most of the students provided correct answers to the EV5 questions asked in the classroom.	LP1 The teacher prepared a lesson plan on pest and parasite. P6 The lesson was taught in the classroom using picture illustration of pest and parasite. SM2 Relevance examples were used. MT3 The students listened attentively and actively contributed to the development of the lesson. Re4 Most of them provided correct answers to given questions in the classroom that were used to EV5 diagnose their understanding.
8	ICT	LP1 The teacher prepared lesson plan without the objectives and did not SM2 demonstrate knowledge of the topic. P6 A personal computer was not used in the classroom to show its main components. MT3 A conducive learning atmosphere was not ensured to aid in teaching and learning. Re4 Therefore, students' participating was not encouraging. EV5 Many did not attempt questions correctly.	LP1 The teacher prepared lesson note on internet use and stated to use a computer to teach. SM2 therefore, much activities were not covered to convince students. P6 Rather, a mobile phone was used for demonstration with a sketch of PC on the chalkboard to show how it can be connected to the internet. MT3 The lesson was boring as Re4 students were not participating in the EV5 oral questions asked by the teacher.
9	Ghanaian language	LP1 The teacher did not come to the classroom with a prepared lesson note book. P6 But listed points on a piece of paper. The subject was Ashanti twi but the lesson note was written in the English language. SM2 The teacher presented the lesson logically with confidence. MT3 The students paid attention and Re4 participated actively in the lesson. Therefore, many of them answered EV5 given exercise correctly.	LP1 The teacher prepared uncomprehensive lesson note on traditional sports and games. The subject was Kasene but lesson note was written in the English language. P6 The students demonstrated some of the games in the classroom while SM2 the teacher guided and directed the pace. MT3 Almost all the students participated happily without chaos. Re4 students' participation made the lesson successful as most of them EV5 answered questions correctly.
10	Creative Art	LP1 The teacher prepared lesson note indicating that paints and brush would be used for picture-making. SM2 He sketched a man on the	LP1 The teacher prepared lesson note proposing to teach in a workshop. P6 But the lesson was taught in the classroom without teaching aids. SM2

		chalkboard and painted with coloured chalk and asked P6 the pupils to replicate in their books. Re4 While the pupils were working, MT3 the teacher sat in her chair and scoring previous works without helping the weak ones. EV5 New exercises were not given to diagnose students' understanding	The teacher explained the lesson extensively without relevance examples while MT3 student listened with attention. Re4 The students were not contributing to the lesson as the eventually prompted to an end by the next teacher EV5 without evaluation.
11	RME	LP1 The lesson note prepared by the teacher was having the essential rubrics. SM2 The teacher demonstrated knowledge of the subject. P6 But relevance examples were not cited to present concepts and issues logically thought MT3 the students paid attention. Re4 The students actively participated in the lesson and at the end, EV5 the teacher summarized the core points of the lesson and gave written exercises.	LP1 The lesson note prepared by the teacher was having the essential components. It was observed that SM2 the teacher demonstrated knowledge of the subject in the classroom. P6 And presenting concepts and issues logically. MT3 A friendly learning environment was established in the classroom to enable Re4 the students to freely participate in the discussion. EV5 The teacher reinforced the major points and used written exercise to evaluate the students' learning as per the objectives.

Note: LP=Lesson plan (Frq.18), P=Presentation (10), SM=knowledge of subject matter (Frq.9), MT=Classroom Management Technique (Fr.11), Re=Response from student-teachers (Frq.12), EV=Evaluation of learning outcomes (Frq.17).

APPENDIX-A2: OBSERVATION OF LESSON TAUGHT BY THE ALUMNI (SPECIALIST)			
Sr. No.	Subject observed	First observation	Second observation
1	Literature in English	LP1 The teacher planned the lesson stating all the essential components. P6 Lesson was presented with relevance examples while SM2 demonstrating content knowledge and confidence in teaching. MT3 A conducive atmosphere was ensured to Re4 motivate students to contribute to the lesson development. EV5 And they attempt all the given exercise correctly.	SM2 The teacher was active in the classroom. P6 The teacher used questions and answers to introduce the lesson as per the components stated in the LP1 lesson plan. MT3 The classroom was organized and student actively participate in the lesson. Re4 The students worked collaboratively towards EV5 a given tasks.
2	Ghanaian language	LP1 The teacher prepared a lesson note in the Twi language covering all the major components of a lesson. P6 The teacher presented the lesson logically with SM2 confidence. MT3 The students were motivated with several native stories to pay attention and Re4 participated actively in the lesson. Therefore, many of them answered EV5 given exercise correctly.	LP1 The teacher prepared lesson note on cultural festivals. P6 The teachers used relevance examples to revise students' knowledge about the topic. MT3 The students were involved actively in the lesson while SM2 the teacher guided and directed the pace. Re4 Almost all the students participated happily without chaos making lesson success as they EV5 answered given questions correctly.
3	Creative Art and Technology	LP1 The teacher prepared lesson note indicating all the required components. P6 The teacher used teaching aids to introduce the lesson. SM2 He demonstrated knowledge and skills in teaching the topic. Re4 And the students cooperated with the teacher, MT3 worked seriously on the EV5 given task.	LP1 The teacher did not have a lesson note. P6 But taught lesson by using a pamphlet. SM2 The lesson was boring as teacher read from the book without teaching aids. MT3 And the students listened with confusion. Re4 The students were not contributing to the lesson as the eventually prompted to an end by the next teacher EV5 without evaluation.
4	Sewing	LP1 The teacher prepared a lesson note indicating appropriate material for demonstration in the workshop. P6 But the lesson was taught in the classroom with a few sketches showing parts of a sewing machine. SM2 The teacher explained the parts and functions to the students and MT3 encouraged them to recall severally. There was no machine for demonstration so Re4 objectives were not fully achieved as EV5 many students did not answer given questions correctly.	LP1 The lesson note prepared by the teacher was having the essential rubrics. SM2 The teacher lecturing extensively on the procedure of making a frame-loom by P6 using pictures and charts of loops to get the attention of the students in the classroom. MT3 The teacher was not paying attention to students to follow the process to design and weave fabric. Re4 The students responded positively to EV5 queries that emanated from the lesson.
5	Catering	LP1 The lesson note prepared by the teacher was having inadequate rubrics. SM2 The teacher demonstrated knowledge of the subject by using P6 relevant examples to lecture extensively on the care and maintenance of catering tools and equipment. MT3 The teacher did not encourage interruptions in the classroom. Re4 The responses from the student-teachers were not encouraging as EV5 many of them were not willing to respond to oral questions.	LP1 The lesson notes prepared by the teacher was having appropriate components. SM2 The teacher did not approach the lesson with enthusiasm due to the P6 boring lecture method used. MT3 And students were not paying attention. Re4 The students' involvement in the lesson was not encouraging. EV5 While many of them were reluctant to respond to questions asked by the teacher, some could not attempt written exercise correctly.

Note: LP=Lesson plan (Frq.9), P= Presentation (Frq.8), SM=knowledge of subject matter (Frq.8), MT=Classroom Management Technique (Frq.6), Re=Response from student-teacher (Frq.6), EV=Evaluation of learning outcomes (Frq.7).

APPENDIX B

STUDENT-TEACHERS' OPINION ABOUT THE FIRST YEAR MATHEMATICS

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	<p>Z1G1: the contents were interesting to study</p> <p>Z1G2: We can apply knowledge gained here in our lives.</p> <p>Z1G2: the contents were up to the standard of the basic school teachers.</p>	<p>Z2G1: We show interest and enthusiasm in studying the contents</p> <p>Z2G2: the contents connect to our previous knowledge</p>	<p>Z3G1: the contents are as per the needs of basic school teachers</p> <p>Z3G2: the contents are not interesting to study because of irrelevant topics</p>	<p>Z4G1: the contents are interesting because many topics are relevant to basic school Mathematics</p> <p>Z4G2: N/A</p>
2	Strength	<p>Z1G1: The contents were appropriate</p> <p>Z1G1: The contents were as per our standard</p> <p>Z1G2: These contents will help us to teach in basic schools by applying appropriate mathematical formulae and procedure</p>	<p>Z2G1: Many of the contents here are linked to the basic school contents</p> <p>Z2G2: The contents are connecting to the subsequent topics and aids progressive learning and understanding</p>	<p>Z3G1: The contents will help us to investigate with numbers in solving problems in our lives</p> <p>Z3G2: N/A</p>	<p>Z4G1: the contents are good for us as basic school teachers</p> <p>Z4G2: It serves as a foundation for studying mathematics</p>
3	Weakness	<p>Z1G1: 'logarithms' is not relevant to the basic school</p> <p>Z1G2: The contents do not give due weightage to practicality</p>	<p>Z2G1: The contents are overloaded</p> <p>Z2G2: the contents do not favour student-teachers who do not have a good background in Mathematics</p> <p>Z2G2: there is a lack of methodology of teaching Mathematics in these contents</p>	<p>Z3G1: we get frustrated by the complex nature of some of the topics</p> <p>Z3G2: N/A</p>	<p>Z4G1: lack of methods of teaching Mathematics</p> <p>Z4G2: The contents are too many</p>
4	Suggestions	<p>Z1G1:: 'logarithms' should be offloaded</p> <p>Z1G2: incorporate contents on 'money and taxes' as it is relevant in our daily lives.</p>	<p>Z2G1: Some topics that do not relate to basic school mathematics should be removed</p> <p>Z2G2: We want more of the methodology of teaching Mathematics</p>	<p>Z3G1: 'factors and angles' should be offloaded</p> <p>Z3G2: All the irrelevant topics must be removed</p>	<p>Z4G1: some of the contents should be removed</p> <p>Z4G2: incorporate practical aspects of the contents.</p>

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2.

APPENDIX B

STUDENT-TEACHERS' OPINION ABOUT THE SECOND YEAR MATHEMATICS

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the contents were interesting to study Z1G2: the contents are as per our standard.	Z2G1: the contents were interesting to study. Z2G2: the contents connect to our previous knowledge	Z3G1: the contents are appropriate in terms of meeting our needs as basic school teachers Z3G2: the contents are okay.	Z4G1: the contents are interesting because many topics are relevant to basic school Mathematics Z4G2: Our needs can be met if the contents are taught properly
2	Strength	Z1G1: we studied the Structure and organization of the Basic School Mathematics Syllabuses Z1G2: We were introduced to Pre-number activities and Number work such as Sorting, comparing objects by length, size, mass, and capacity	Z2G1: there are contents on lesson planning and methods of teaching Mathematics Z2G2: The contents connect to subsequent lessons	Z3G1: The contents prepare us in both theory and practical Z3G2: the contents develop our content knowledge and pedagogy.	Z4G1: We were introduced to how to prepare lesson plan to teach of Integers, Angles, Geometric, and Collecting and handling data Z4G2: the contents have sufficient information as per our needs.
3	Weakness	Z1G1: there were few contents on how to prepare teaching material Z1G2: N/A	Z2G1: Some teachers don't teach well as expected Z2G2: N/A	Z3G1: the tutors rush to finish the topics Z3G2: Inadequate contents involving games methods of teaching mathematics	Z4G1: N/A Z4G2: Less emphasis on use of ICT in teaching and learning Mathematics
4	Suggestions	Z1G1:: Teachers should upgrade themselves to be able to teach properly Z1G2: incorporate contents on TLMs construction	Z2G1: this topic, '2×2 matrix' is not relevant and should be offloaded. Z2G2: We want more of the methodology of teaching Mathematics	Z3G1: more practical contents should be incorporated. Z3G2: All the irrelevant topics must be removed Z3G2: contents on teaching methods involving games is essential	Z4G1: More contents on TLMs construction should be incorporated Z4G2: the tutors should read properly before they come to teach us

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. N/A= Not Applicable

APPENDIX B

STUDENT-TEACHERS' OPINION ABOUT THE THIRD YEAR MATHEMATICS

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the contents were meeting as per our needs Z1G2: the contents were interesting	Z2G1: the contents were satisfactory Z2G2: the contents have most of the topics we need as basic school teachers	Z3G1: we enjoy studying the topics in these contents Z3G2: the contents are okay.	Z4G1: the contents are interesting because many topics are relevant to basic school Mathematics Z4G2: the contents are okay
2	Strength	Z1G1: it helps us to analyze assessment scores of the students Z1G2: These contents help in our everyday activities	Z2G1: the contents help us to collect and analyze data in our dissertation Z2G2: Most of the topics are taught at the basic schools	Z3G1: The contents help us to present exams score Z3G2: the contents help us in our project work	Z4G1: the contents are having both theory and practice Z4G2: the contents are useful in our action research
3	Weakness	Z1G1: Some of the contents are not needed. An example is 'calculator' Z1G2: insufficient content on the method of teaching	Z2G1: Some teachers don't teach most of the topics such as regression, correlation and calculation of Spearman's coefficient of correlation Z2G2: content on 'spreadsheets' is irrelevant at the basic	Z3G1: the contents on calculator use is not relevant at the basic school Z3G2: The tutors don't teach us with TLMs	Z3G1: the tutors avoid some topics Z1G2: insufficient contents on the method of teaching the topics in this stage
4	Suggestions	Z1G1: the irrelevant contents should be removed Z1G2: incorporate contents on TLMs construction to teach the various topics involved	Z2G1: The tutors to teach all the topics in the contents Z2G2: contents on spreadsheet and calculator should be offloaded	Z3G1: More contents on pedagogy is needed. Z3G2: More contents on TLMs construction should be	Z4G1: The tutors should teach all the topics in the contents Z4G2: the irrelevant contents should be removed

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. N/A= Not Applicable

APPENDIX C-1

STUDENT-TEACHERS' OPINION ABOUT THE FIRST YEAR CHEMISTRY

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the contents were okay Z1G2: the contents were useful to us	Z2G1: we enjoyed study this paper Z2G2: the paper is interesting	Z3G1: the contents were okay Z3G2: the contents were good for us	Z4G1: the contents are good for us Z4G2: the contents are interesting
2	Strength	Z1G1: we were introduced to the effects of science and technology on human Z1G2: the contents were related to basic school Chemistry's contents	Z2G1: we performed a simple experiment in the classroom on how each of the state changes from one to the other Z2G2: the contents was designed as per our standard	Z3G1: some of the topics we studied like introduced to the three major elements of matter gave us basic knowledge in chemistry Z3G2: we were Characteristics and uses of metals and non-metals which was good for us	Z4G1: the contents are appropriate as per our level Z4G2: the contents will help us to teach chemistry at the applicable basic schools
3	Weakness	Z1G1: More theory than practical Z1G2: lack of facilities for practical works	Z2G1: the contents were not having methodology of teaching chemistry Z2G2: the tutors rushed to complete the topics	Z3G1: lack of teaching techniques Z3G2: dominated by theory	Z4G1: laboratory works were not encouraged in the contents Z4G2: lack of practical bore us in the classroom
4	Suggestions	Z1G1: equipped laboratory facilities needed in colleges. Z1G2: projects and Chemistry clubs should be used to teach chemistry	Z2G1: more contents on practical chemistry needed Z2G2: contents on the method of teaching chemistry needed	Z3G1: laboratory with equipment needed to enhance practical work Z3G2: incorporate content on the methodology of teaching chemistry	Z4G1: equipped laboratory facilities needed in colleges Z4G2: the tutors should use TLM to teach the topics

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material

APPENDIX C-1

STUDENT-TEACHERS' OPINION ABOUT THE SECOND YEAR CHEMISTRY

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: it can be said that the contents are okay Z1G2: the contents are interesting	Z2G1: this paper has interesting contents Z2G2: the tutors used boring teaching methods	Z3G1: the contents were okay Z3G2: the contents were good for us as basic school teachers	Z4G1: the contents are good for us Z4G2: the contents are interesting
2	Strength	Z1G1: we were introduced to developmental stages of the mosquito & methods of controlling it (environmental, chemical, biological & genetic) Z1G2: the contents were related to basic school Chemistry's contents	Z2G1: we studied topics like Dentition in humans and Digestion in humans that were useful for us Z2G2: the contents were designed to suit our standard	Z3G1: the contents were given knowledge of the subject Z3G2: All the topics we studied in this subject can be found in the basic schools' syllabus that will make our work easier as Chemistry teachers.	Z4G1: the contents are appropriate as per our level Z4G2: the contents are relevant and applicable at basic schools
3	Weakness	Z1G1: we did not experiment on a critical topic like 'Acid, Base and Salt' Z1G2: lack of facilities for practical works	Z2G1: the contents were not appropriate for developing our skills Z2G2: the contents lack pedagogy	Z3G1: the contents lack method of teaching Chemistry Z3G2: Too much of theory	Z4G1: laboratory works were not encouraged in the contents Z4G2: lack of practical bore us in the classroom
4	Suggestions	Z1G1: equipped laboratory facilities needed in colleges. Z1G2: practical lesson should be incorporated in these contents	Z2G1: experiment of topics such as 'acid, base, salt and indicators' are critical Z2G2: Tutors should use appropriate teaching methods	Z3G1: laboratory with equipment needed to enhance practical work Z3G2: incorporate content on the methodology of teaching chemistry	Z4G1: equipped laboratory facilities needed in colleges Z4G2: the tutors should use TLMs to teach the topics

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM=**Teaching and Learning Material

APPENDIX C-2

STUDENT-TEACHERS' OPINION ABOUT THE FIRST YEAR PHYSICS

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the contents were interesting Z1G2: the contents are okay	Z2G1: We enjoy studying the contents Z2G2: the contents have interesting topics	Z3G1: the contents are okay Z3G2: We enjoy the topics involve	Z4G1: the contents are interesting Z4G2: the contents are good
2	Strength	Z1G1: the contents have sufficient information as per the course outline Z1G2: we were introduced to types of motion, Newton's laws of motion and applications	Z2G1: the contents are concise and accurate Z2G2: the contents equipped us with the knowledge of the subject matter	Z3G1: the contents review our previous knowledge acquired in Physics which is appropriate Z3G2: the contents could be studied completely in one semester	Z4G1: we studied turning effects of forces and application that is useful for us Z4G2: the contents are appropriate for equipping us with the subject matter
3	Weakness	Z1G1: Less practical in the laboratory Z1G2: Lack of contents on the method of teaching Physics	Z2G1: lack of contents on teaching strategies Z2G2: the contents are connected to the basic schools' Physics content	Z3G1: experiment was lacking Z3G2: No teaching methodology	Z4G1: insufficient contents on a topic such as 'measurement' and 'light energy' Z4G2: Too much of theory
4	Suggestions	Z1G1: the contents should be balanced Z1G2: incorporate the methodology of teaching Physics	Z2G1: Tutors should use appropriate teaching methods Z2G2: Incorporate contents on improvisation	Z3G1: contents on practical activities should be incorporated Z3G2: Contents on methods of teaching should be incorporated	Z4G1: equipped laboratory facilities needed in colleges Z4G2: We should be taught about how to create TLM from local material

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM=Teaching and Learning Material**

APPENDIX C-2

STUDENT-TEACHERS' OPINION ABOUT THE SECOND YEAR PHYSICS

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the contents were interesting Z1G2: the contents good for us	Z2G1: We enjoyed studying the contents Z2G2: we liked the contents because we were taught many concepts in Physic	Z3G1: the contents are okay Z3G2: the contents were interesting to study	Z4G1: the contents are interesting Z4G2: the contents are interesting
2	Strength	Z1G1: the contents are laden and covered enough concepts Z1G2: the contents were Introduces us to Physics	Z2G1: the contents entailed all we need as Physics teachers Z2G2: the contents equipped us with the knowledge of the subject matter	Z3G1: the contents were given knowledge of the subject Z3G2: Most of the topics could be found in basic school syllabus	Z4G1: the contents covered essential part of Physics topics Z4G2: Knowledge of the contents will be useful in basic schools
3	Weakness	Z1G1: No facilities to facilitate practical Physics Z1G2: Too many contents in one semester	Z2G1: lack of contents on teaching strategies Z2G2: the contents were overloaded	Z3G1: the topics were complex Z3G2: Too much of theory	Z4G1: lack of experiment Z4G2: Too much of theory
4	Suggestions	Z1G1: equipped laboratory facilities needed in colleges. Z1G2: incorporate the methodology of teaching Physics	Z2G1: Tutors should teach basic electronic by using an affordable solderless breadboard Z2G2: Tutors should use appropriate teaching methods	Z3G1: the reading list should be updated to incorporate relevant books Z3G2: the tutors should introduce us to the teaching of Physics by using cheap TLMs	Z4G1: equipped laboratory facilities needed in colleges Z4G2: contents on methodology needed

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM=**Teaching and Learning Material

APPENDIX C-3

STUDENT-TEACHERS' OPINION ABOUT THE FIRST YEAR BIOLOGY

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: we concord with the contents Z1G2: the contents are interesting to study	Z2G1: We enjoyed studying the contents Z2G2: We like the contents because of its usefulness	Z3G1: the contents are okay Z3G2: the contents were interesting to study	Z4G1: the contents are interesting Z4G2: we all participate and enjoy the lessons
2	Strength	Z1G1: the contents are designed according to or level Z1G2: the contents correspond with basic school Biology syllabus	Z2G1: the topic such as 'reproduction and growth in human' is educative Z2G2: the contents equipped us with the knowledge of the subject matter	Z3G1: the contents are appropriate subject matter Z3G2: many topics here are useful. Eg., 'circulatory system', 'diffusion and osmosis in plants and animals'	Z4G1: the contents correspond with basic schools' Science. Eg., 'food and nutrition in plants and animals' etc... Z4G2: the contents are simple and understanding
3	Weakness	Z1G1: the tutors cannot cover all the contents meant for one semester Z1G2: N/A	Z2G1: lack of contents on teaching strategies Z2G2: the contents lack experiment as 'diffusion and osmosis in plants and animals'	Z3G1: the content is overloaded Z3G2: Too much of theory	Z4G1: lack of methodology of teaching Biology Z4G2: Too much of theory
4	Suggestions	Z1G1: Tutors should use videos to teach biology Z1G2: incorporate the methodology of teaching Biology	Z2G1: update reading list Z2G2: Tutors should use appropriate teaching aids	Z3G1: the reading list should be updated to incorporate relevant books Z3G2: the tutor's visual aids	Z4G1: equipped laboratory facilities needed in colleges Z4G2: contents on methodology needed

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. TLM=Teaching and Learning Material

APPENDIX C-3

STUDENT-TEACHERS' OPINION ABOUT THE SECOND YEAR BIOLOGY

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: we contents are good Z1G2: the contents are interesting to study	Z2G1: We enjoyed studying the contents Z2G2: We like the contents because of its usefulness	Z3G1: We participate and respond positively to lessons in the classroom Z3G2: the contents were interesting to study	Z4G1: the contents are interesting Z4G2: Most of us contribute to the lessons in this subject
2	Strength	Z1G1: the contents are depicting the real-life situation Z1G2: the contents correspond with basic school Biology syllabus	Z2G1: the contents correspond with basic school Biology syllabus Z2G2: the contents equipped us with the knowledge of the subject matter	Z3G1: the contents have appropriate subject matter Z3G2: the contents are adequate as per the syllabus	Z4G1: the contents are connected to the basic schools' Science. Z4G2: What is taught in this contents is useful at the basic schools
3	Weakness	Z1G1: the tutors don't take us to laboratory Z1G2: Too much on theory	Z2G1: lack of contents on teaching strategies Z2G2: the contents are overloaded	Z3G1: the content is overloaded Z3G2: the contents are loaded	Z4G1: lack of methodology of teaching Biology Z4G2: the contents do not experiment in the laboratory
4	Suggestions	Z1G1: Tutors should use videos to teach biology Z1G2: incorporate the methodology of teaching Biology	Z2G1: the tutors should take us to the laboratory to dissect small mammals to study the circulatory and digestive system Z2G2: Tutors should use appropriate teaching aids	Z3G1: the reading list should be updated to incorporate relevant books Z3G2: the tutor's visual aids	Z4G1: equipped laboratory facilities needed in colleges Z4G2: contents on methodology needed

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM=Teaching and Learning Material**

APPENDIX C-4

STUDENT-TEACHERS' OPINION ABOUT THE FIRST YEAR AGRICULTURE SCIENCE

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: we participated happily in studying the contents Z1G2: the contents are interesting to study	Z2G1: We enjoyed studying the contents Z2G2: We like the contents because of its usefulness	Z3G1: We all participate and respond positively to lessons in the classroom Z3G2: the contents are okay	Z4G1: the contents are interesting Z4G2: Most of us contribute to the lessons in this subject
2	Strength	Z1G1: the contents are connecting to previous knowledge and depicting the real-life situation Z1G2: the contents correspond with basic school Agriculture Science syllabus	Z2G1: the contents correspond with basic school Agriculture syllabus Z2G2: the contents equipped us with the knowledge of the subject matter	Z3G1: the contents have appropriate subject matter Z3G2: the contents are simple and easy to understand	Z4G1: the contents are connected to the basic schools' Science. Eg., soil, 'climate and agriculture' & farming system Z4G2: What is taught in this contents is useful at the basic schools
3	Weakness	Z1G1: the tutors don't take us to the field Z1G2: Too much on theory	Z2G1: lack of contents on teaching strategies Z2G2: the colleges don't have farms for practical works	Z3G1: Topics such as the nature of soil', and 'farming system' are not taught on farms. Z3G2: Too much theory	Z4G1: lack of methodology of teaching Agriculture Z4G2: the contents do not experiment on the farms
4	Suggestions	Z1G1: Tutors should take us to the field Z1G2: incorporate the methodology of teaching Agriculture Science	Z2G1: there should be contents on teaching methodology Z2G2: colleges should construct farms for practical purposes	Z3G1: colleges should own farms for practical purposes Z3G2: the tutors should teach with teaching aids.	Z4G1: colleges should own farms for practical purposes Z4G2: there should be contents on methodology needed

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM=Teaching and Learning Material**

APPENDIX C-4

STUDENT-TEACHERS' OPINION ABOUT THE SECOND YEAR AGRICULTURE SCIENCE

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is simple to understand Z1G2: the contents are interesting to study	Z2G1: We happily participated in every lesson Z2G2: We like the contents because is simple and useful	Z3G1: the contents are okay and easy to understand Z3G2: the contents are simple and relevant	Z4G1: we participate actively in the classroom activities Z4G2: the contents are okay
2	Strength	Z1G1: the contents are related to our previous knowledge Z1G2: the contents correspond with basic school Agriculture Science syllabus	Z2G1: the contents correspond with basic school Agriculture syllabus Z2G2: the contents are full of the subject knowledge	Z3G1: the contents have appropriate subject matter Z3G2: the contents are simple, and portray the real-life situation, Example, the elements of the weather, pests etc...	Z4G1: what is studied here will be useful in the basic schools Z4G2: the contents provide us with adequate subject matter
3	Weakness	Z1G1: the practical works are done in the classroom only Z1G2: Less emphasis on the methodology	Z2G1: insufficient contents on teaching methodology Z2G2: the colleges don't have farms for practical works	Z3G1: Topics such as the methods of controlling pests and parasites on farms are not taught on farms. Z3G2: no farms in colleges	Z4G1: Less emphasis on methodology Z4G2: the contents do not experiment on the farms
4	Suggestions	Z1G1: Tutors should take us to the field for experiment Z1G2: incorporate the methodology of teaching Agriculture	Z2G1: there should be more contents on teaching methodology Z2G2: colleges should construct farms for practical purposes	Z3G1: colleges should Agricultural Experimental Research Projects Z3G2: the tutors should often guide us to experiment.	Z4G1: colleges should own farms for practical purposes Z4G2: there should be contents on methodology needed

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM=Teaching and Learning Material**

APPENDIX D

STUDENT-TEACHERS' OPINION ABOUT THE FIRST YEAR ENGLISH LANGUAGE

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is interesting we interact Z1G2: the contents are okay and give us a fun	Z2G1: We happily try new vocabulary all the time Z2G2: the contents are useful in our everyday conversation	Z3G1: the contents allow us a freedom of expression Z3G2: the contents are simple and relevant	Z4G1: we are more involved in studying the contents Z4G2: the contents are okay
2	Strength	Z1G1: we were introduced to the various aspects of the English Language including the various genres of literature Z1G2: the contents are full of the subject knowledge	Z2G1: We studied things like elements of grammar, sentence patterns and punctuation which is helping us in our communication Z2G2: the contents correspond with basic school English Language syllabus	Z3G1: the contents have appropriate subject matter Z3G2: the contents are sufficient to provide us with all we need as English teachers	Z4G1: what is studied here will be useful at the basic schools Z4G2: We learnt how to write formal, semi-formal informal and letters using the appropriate language and formats and other useful things.
3	Weakness	Z1G1: the contents on literature are not practical Z1G2: the tutors rush to complete the contents	Z2G1: We don't perform the literature aspect in colleges Z2G2: the contents are not culturally appropriate	Z3G1: insufficient contents on methodology Z3G2: insufficient content on oral English	Z4G1: inadequate contents teaching methodology on writing and literature Z4G2: we don't dramatize the poetry
4	Suggestions	Z1G1: Tutors should use technology to teach speech sound Z1G2: we want to dramatize the poetry	Z2G1: audio aids should be encouraged in the contents of teaching methodology Z2G2: tutors should teaching by using appropriate methodology	Z3G1: there should be more contents on oral English Z3G2: we require more content on methodology to be able to teach effectively	Z4G1: the tutors should use tape recorders and software tools to teach oral English Z4G2: of teaching the English language were

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM=Teaching and Learning Material**

APPENDIX D

STUDENT-TEACHERS' OPINION ABOUT THE SECOND YEAR ENGLISH LANGUAGE

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are interesting	Z2G1: the contents are appropriate for us Z2G2: the contents have all we need to know in the English as student-teacher	Z3G1: the contents are useful to us. Z3G2: the contents help us to improve our communication skills and teaching skills	Z4G1: the contents are appropriate in all the aspects of the English Language Z4G2: the contents are simple to study and understand
2	Strength	Z1G1: the contents have covered all the aspects of the English Language Z1G2: we were introduced to the three basic curriculum material; the syllabus, the teachers' manual & the pupils' book	Z2G1: We learnt many things including the approaches of teaching the various aspect of the English language Z2G2: the contents are adequate as proving appropriate subject knowledge	Z3G1: the contents provide an insight into the methodology of teaching the English language Z3G2: what is studied here will be useful in the basic schools	Z4G1: we studied the various component of the English language's lesson plan that will help us plan effective lesson at the basic school Z4G2: the contents are having theory and methodology
3	Weakness	Z1G1: the tutors have been using old books to teach us Z1G2: N/A	Z2G1: N/A Z2G2: insufficient methodology of teaching literature	Z3G1: N/A Z3G2: we don't perform the poetry	Z4G1: inadequate contents teaching methodology on writing and literature Z4G2: N/A
4	Suggestions	Z1G1: the should use modern books to teach us Z1G2: N/A	Z2G1: N/A Z2G2: tutors should teaching by using appropriate methodology	Z3G1: N/A Z3G2: performance of poetry should be incorporated in these contents	Z4G1: we want more contents on methodology Z4G2: N/A

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. N/A=Not Applicable

APPENDIX D

STUDENT-TEACHERS' OPINION ABOUT THE THIRD YEAR ENGLISH LANGUAGE

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the contents are interesting and interactive Z1G2: the contents are okay by giving us a fun	Z2G1: We happily try new vocabulary all the time Z2G2: the contents are useful in our everyday conversation	Z3G1: drama books titled 'changes' written by Ama Ata Aidoo was a social commentary enlightens us on social issues Z3G2: the contents are okay	Z4G1: we are enjoying all the aspects of the contents Z4G2: the contents are interesting
2	Strength	Z1G1: the contents have emphasized writing and communication aspect which is useful for us Z1G2: the contents are full of the subject knowledge	Z2G1: we studied grammar topics which emphasized on direct and indirect speech, error analysis and the use and meaning of phrasal verbs. Z2G2: the contents correspond with basic school English Language syllabus	Z3G1: the contents have appropriate subject matter Z3G2: we were introduced to the elements of language like morpheme, word, phrase, clause & sentence which will use when teaching English at the basic schools	Z4G1: what is studied here will be useful in the basic schools Z4G2: the contents provide us with adequate subject matter
3	Weakness	Z1G1: the contents do not feature the literature aspect Z1G2: the contents lack methodology	Z2G1: We don't often practice in the classroom during debate lessons Z2G2: the contents did not cover all the aspects of the English language	Z3G1: There is no methodology of teaching the contents Z3G2: lack of contents on oral English	Z4G1: No literature in these contents Z4G2: the practice of debate is inappropriate
4	Suggestions	Z1G1: literature aspect should be incorporated in these contents Z1G2: methodology of teaching the debate and argumentation should be incorporated	Z2G1: we should be allowed to practice debate and argumentation during lessons Z2G2: there should be all the aspects namely; grammar, essay, comprehension, literature etc...	Z3G1: there should be more contents on English methodology Z3G2: we require more content on phonology	Z4G1: Literature should be incorporated Z4G2: we should be allowed to practice more of debate to develop our confidence

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material

APPENDIX E-1

STUDENT-TEACHERS' OPINION ABOUT THE PRINCIPLES AND PRACTICE OF EDUCATION

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: the arrangement of the content is in sequence Z1G2: In the first year, we were introduced to the agencies involved in educational delivery in Ghana and their contributions to the various aspects of education	Z2G1: The functions of education and curriculum design process that we studied in this course will enrich our professional skills as teachers Z2G2: the contents provide basic information about the teaching profession	Z3G1: the contents have appropriate subject matter Z3G2: the contents are sufficient to provide us with details about education	Z4G1: the contents provide the foundation of our teaching career Z4G2: We studied the role of the teacher in the processes of education & planning for educational activity which will be useful in our career
3	Weakness	Z1G1: the contents on philosophy and sociology are not in-depth Z1G2: there are lack of recommended books covering these contents	Z2G1: N/A Z2G2: the contents are not culturally appropriate	Z3G1: insufficient contents on in most of the topics Z3G2: the contents are not in details because of many subjects on the curriculum	Z4G1: the contents on most of the topics such as curriculum design process are not deep Z4G2: N/A
4	Suggestions	Z1G1: Separate philosophy and sociology and make each a subject Z1G2: we want modern books that merit the contents	Z2G1: N/A Z2G2: There should be culture relevant contents of teacher training here	Z3G1: the contents should highlight on some policies of basic education Z3G2: some topics can stand as separate subjects to provide sufficient information	Z4G1: all the contents should be revised Z4G2: N/A

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX E-2

STUDENT-TEACHERS' OPINION ABOUT THE PRINCIPLES & METHODS OF TEACHING IN BASIC SCHOOL

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: the contents provide useful information about lesson planning Z1G2: we studied a variety of teaching methods in this course	Z2G1: we were introduced to activities that will sustain our attention and interest in the teaching-learning interaction Z2G2: the contents provide basic information about lesson preparation	Z3G1: the contents help us to deliver lessons successfully Z3G2: the contents equip us with needed competencies for teaching in basic schools	Z4G1: the contents provide useful information about lesson planning and delivery. Z4G2: We learnt to acquaint ourselves with relevant techniques in classroom management
3	Weakness	Z1G1: N/A Z1G2: there are lack of recommended books covering these contents	Z2G1: N/A Z2G2: the tutors rush to finish the syllabus quickly regardless of our understanding	Z3G1: old books used by the tutors in teaching the contents lack details Z3G2: N/A	Z4G1: Tutors don't demonstrate the various teaching methods involved in these contents. They only read and explain them. That is not good for us. Z4G2: N/A
4	Suggestions	Z1G1: there should be contents on how to teach effectively Z1G2: we want modern and updated books that merit the contents	Z2G1: N/A Z2G2: the tutors should take their time and teach us the content thoroughly to understand because these contents are very critical	Z3G1: the reading list should be upgraded Z3G2: there should be contents on how to upgrade our knowledge on the field	Z4G1: the tutors should demonstrate to us how those teaching methods are used. They should guide us to practice them in the classroom. Z4G2: N/A

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX E-3

STUDENT-TEACHERS' OPINION ABOUT EDUCATING THE INDIVIDUAL WITH SPECIAL NEEDS

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good and useful for classroom management	Z2G1: the contents are interesting Z2G2: the contents are important and useful for teaching	Z3G1: the contents are interesting to study Z3G2: the contents are okay	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: the contents provide information about special need children in the classroom Z1G2: the contents have appropriate subject matter	Z2G1: the contents provide information about how to teach in the inclusive classroom Z2G2: the contents provide basic information about special education	Z3G1: the contents have useful subject matter that applies to the basic schools Z3G2: the contents introduce us to the planning of the lesson to teach special children	Z4G1: the contents have information about special education Z4G2: the contents help us to teach special children
3	Weakness	Z1G1: The information about special need students are not in-depth Z1G2: the contents do not provide sufficient information on how to teach in the inclusive classroom	Z2G1: there are no recommended books about the contents Z2G2: contents about managing inclusive classroom are not appropriate	Z3G1: Some of the contents are not applicable in the Ghanaian context. Eg., Handling special needs children in the regular classroom Z3G2: the book used by the tutors are old books are lacking details	Z4G1: N/A Z4G2: the contents are not appropriate in meeting all categories of disabilities. Eg., mentally disorder, Visual Impairment and Autism.
4	Suggestions	Z1G1: Specialist teachers should be trained for this course Z1G2: there should be a separate curriculum for this course	Z2G1: We should be made to observe lessons in specialized training schools Z2G2: sufficient contents on managing inclusive classroom should be incorporated	Z3G1: the reading list should be upgraded Z3G2: the library should be furnished with modern books	Z4G1: N/A Z4G2: The tutors should demonstrate to us how those teaching methods are used. They should guide us to practice them in the classroom.

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM=**Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX E-4

STUDENT-TEACHERS' OPINION ABOUT TRENDS IN EDUCATION AND SCHOOL MANAGEMENT IN GHANA

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good and useful for classroom management	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: the contents are sufficient and relevant Z1G2: the contents have appropriate subject matter	Z2G1: the contents provide relevant information about school leadership Z2G2: the contents are useful for preparing us to be able to carry out management tasks	Z3G1: the contents have useful subject matter that applies to the basic schools Z3G2: the contents prepare us to be able to perform management tasks in basic schools	Z4G1: the contents have useful information about issues in educational development in Ghana Z4G2: the contents provide basic information about school management
3	Weakness	Z1G1: The contents lack practicality Z1G2: N/A	Z2G1: there are no recommended books about the contents Z2G2: the contents about time table preparation are not appropriate in terms of practicality	Z3G1: contents on school records are not sufficient Z3G2: the book used by the tutors are old books are lacking details	Z4G1: N/A Z4G2: the tutors teach the contents in a haste just to complete the syllabus
4	Suggestions	Z1G1: the tutors should show us a sample of real school records in the classroom Z1G2: there is need for artificial intelligence	Z2G1: the reading list should be updated Z2G2: the teaching of time table preparation and other management tasks should be practical	Z3G1: in-depth content on the topics are essential Z3G2: the library should be furnished with modern books	Z4G1: We want to learn how to use computer in educational management Z4G2: The tutors should teach by doing instead of rusting the topics involved

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX E-5

STUDENT-TEACHERS' OPINION ABOUT INTRODUCTION TO GUIDANCE AND COUNSELING

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good and useful for classroom management	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: the outline of the topics are in sequence Z1G2: the contents have appropriate subject matter	Z2G1: the contents provide basic concepts in guidance and counselling Z2G2: the contents are sufficient and good for us	Z3G1: the contents have useful subject matter that applies to the basic schools Z3G2: the contents introduce us to needed guidance services in schools	Z4G1: the contents have useful information that applies to the basic schools Z4G2: the contents are sufficient according to our standard
3	Weakness	Z1G1: The contents lack practicality Z1G2: the counselling units in colleges are not resourced	Z2G1: there are no sufficient recommended books about guidance and counselling Z2G2: we did not have the opportunity to practice guidance services	Z3G1: The contents about the approaches to the guidance and counselling are inappropriate Z3G2: the book used by the tutors are old books are lacking details	Z4G1: Tutors don't demonstrate the various guidance services involved in these contents. They only read and explain them. Z4G2: N/A
4	Suggestions	Z1G1: We should be made to practice guidance services Z1G2: Colleges should build modern counselling centres	Z2G1: the reading list should be updated Z2G2: Symposia and programs should be encouraged in colleges to enable us to practice whatever we study here	Z3G1: N/A Z3G2: the library should be furnished with modern books	Z4G1: the tutors should be practical in teaching guidance services Z4G2: The tutors should teach by doing instead of rusting the topics involved

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX E-6

STUDENT-TEACHERS' OPINION ABOUT ASSESSMENT IN BASIC SCHOOLS

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good and useful for classroom management	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: the outline of topics in the contents are in sequence and logical Z1G2: the contents have appropriate subject matter	Z2G1: the contents provide basic concepts in educational assessment principles Z2G2: the contents are useful for differentiating between the various types of assessment	Z3G1: the contents have useful subject matter that applies to the basic schools Z3G2: the contents introduce us to how to administer a test in basic schools	Z4G1: the contents have useful information about interpreting assessment scores Z4G2: the contents are sufficient according to our standard
3	Weakness	Z1G1: The tutors don't TLM to make the lessons real Z1G2: we cannot follow the principles of test construction to construct a test on our own	Z2G1: there are no sufficient recommended books about guidance and counselling Z2G2: the contents of appraising classroom achievement tests were not in-depth	Z3G1: the contents are not training us enough for assessing the learning outcomes of pupils and using the results for further teaching Z3G2: the book used by the tutors are old books are lacking details	Z4G1: Tutors don't demonstrate how to the plan and construct classroom assessment Z4G2: N/A
4	Suggestions	Z1G1: the tutors should make lessons practical when teaching the assessing of learning outcomes Z1G2: the tutors should get fully prepared for lessons	Z2G1: the reading list should be updated Z2G2: the contents of classroom appraisal should be detailed	Z3G1: N/A Z3G2: the library should be furnished with modern books	Z4G1: the tutors should be practical in teaching us Z4G2: The tutors should teach by doing instead of rusting the topics involved

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX E-7

STUDENT-TEACHERS' OPINION ABOUT RESEARCH METHODS IN EDUCATION

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good and useful for classroom management	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: there are contents about the steps in scientific inquiry Z1G2: the contents have appropriate subject matter	Z2G1: the contents provide information to help us understand why need research in education Z2G2: the contents give us an insight into how to apply scientific inquiry to education	Z3G1: the contents have useful subject matter that applies to the basic schools Z3G2: the contents introduce us to the application of scientific inquiry to educational issues	Z4G1: the contents have useful information about planning and conducting action research Z4G2: the contents are sufficient according to our standard
3	Weakness	Z1G1: The tutors don't cover all the contents appropriately Z1G2: some of our tutors don't supervise our project work properly	Z2G1: the tutorials of this course is poor. The tutors rush to finish the syllabus Z2G2: there are no sufficient recommended books about guidance and counselling	Z3G1: N/A Z3G2: the book used by the tutors are old books are lacking details	Z4G1: this course is not having adequate contact hours Z4G2: the emphasis of the content on only action research while ignoring other types of research
4	Suggestions	Z1G1: the tutors should make lessons practical when teaching the contents Z1G2: the tutors should be given training on how to supervise us	Z2G1: the tutors should prepare adequately before coming to teach this course Z2G2: the tutor should use modern books instead of their old notes	Z3G1: there should be more time to teach the subject Z3G2: the library should be furnished with modern books	Z4G1: more contact hours should be allotted on the time table for this course Z4G2: The course should be started from the first year with an emphasis on all the types of researches.

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX F-1

STUDENT-TEACHERS' OPINION ABOUT CATERING

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good and useful for classroom management	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: the contents of catering tools and their uses are good for us Z1G2: the contents have appropriate subject matter	Z2G1: The contents of food poisoning are useful for us to keep our foods safe Z2G2: the contents educate us about healthy lifestyle	Z3G1: the contents have useful subject matter that applies to the basic schools Z3G2: the contents introduce us to first aid in the kitchen	Z4G1: the contents are connected to the basic schools' syllabus Z4G2: the contents are simple according to our standard
3	Weakness	Z1G1: The colleges are lacking facilities that can facilitate the teaching and learning of these contents Z1G2: the tutors don't make lessons practical for us	Z2G1: the content is not in sequence Z2G2: there are no sufficient recommended books on Catering	Z3G1: Major accidents in the kitchen; gas leakages, and explosions are not practically experimented Z3G2: the book used by the tutors are old books and are lacking details	Z4G1: this course is not having adequate contact hours Z4G2: N/A
4	Suggestions	Z1G1: the contents should be precise Z1G2: there should be a collaboration between colleges and vocational institutions for exchange of ideas and resources	Z2G1: the tutors should inspire student-teachers with motivational words when teaching the subject Z2G2: the tutor should use modern books instead of their old notes	Z3G1: N/A Z3G2: the library should be furnished with modern books	Z4G1: more contact hours should be allotted on the time table for this course Z4G2: N/A

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM=Teaching and Learning Material; N/A: Not Applicable**

APPENDIX F-2

STUDENT-TEACHERS' OPINION ABOUT CREATIVE ART AND TECHNOLOGY

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good and useful for classroom management	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: the contents about design concept are useful for understanding the subject Z1G2: the contents have appropriate subject matter	Z2G1: the contents about tools and Material that can be used for teaching the course provide us with knowledge about the subject Z2G2: the contents help us to understand the concepts and activities in Creative Art and Technology	Z3G1: the contents have useful subject matter that applies to the basic schools Z3G2: the contents spelt out the basic skills of handling tools and material	Z4G1: the contents are connected to the basic schools' syllabus Z4G2: the contents are simple and understandable
3	Weakness	Z1G1: The contents are not providing adequate information as per the objectives Z1G2: We can't develop good social values and creativity through Creative Art	Z2G1: the contents about creating artefacts on themes base are not practical Z2G2: there are no sufficient recommended books on this course	Z3G1: Many of us are not creative as the contents are not practical Z3G2: N/A	Z4G1: There are inadequate workshops in colleges tools and material to teach these contents Z4G2: We can't develop skills acquired into designing and creating artefacts
4	Suggestions	Z1G1: there should be monthly Art-day in colleges for student-teachers to displace their artworks Z1G2: N/A	Z2G1: Art time should be allotted on the time table for practical only Z2G2: the tutor should use modern books instead of their old notes	Z3G1: More time should be used to practice the art Z3G2: the library should be furnished with modern books	Z4G1: Set days aside to practice the art Z4G2: N/A

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM=**Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX F-3

STUDENT-TEACHERS' OPINION ABOUT HOME ECONOMICS-SEWING

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good and useful for classroom management	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: the contents introduce us to sewing tools and equipment and their functions Z1G2: we can recall some parts of a sewing machine	Z2G1: the knowledge acquired here will be useful for teaching the basic schools Z2G2: the contents have useful subject matter that applies to the basic schools	Z3G1: the contents help us to describe how to care for the sewing machine Z3G2: the contents introduce us to basic skills in handling tools and material	Z4G1: the contents are connected to the basic schools' syllabus Z4G2: the contents equips us with appropriate subject matter
3	Weakness	Z1G1: We are not able to conduct simple identification tests of fabrics contents Z1G2: there are no sufficient recommended books on this course	Z2G1: the contents of stitches and seams are not practical Z2G2: There are unequipped workshops in colleges to enhance the teaching and learning of these contents	Z3G1: Many of us are not creative as the contents are not practical Z3G2: We are not able to make a simple opening and fix a fastening	Z4G1: inadequate contact hours in this course Z4G2: We have not acquired enough practical knowledge in this course
4	Suggestions	Z1G1: the tutors should use videos to make these contents real Z1G2: the reading list should be updated	Z2G1: Workshops in colleges should be equipped with modern tools and equipment Z2G2: the tutor should use modern books instead of their old notes	Z3G1: there should content on improvisation to develop new ideas Z3G2: the library should be furnished with modern books	Z4G1: Keen supervision should be carried out in the colleges on practical works by external supervisors in every semester Z4G2: Tutors should prepare well for lessons

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX G

STUDENT-TEACHERS' OPINION ABOUT THE FIRST YEAR RME

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: The Relationship between "Religious Education" and "Moral Education" equip us with content knowledge. Z1G2: the contents have appropriate subject matter	Z2G1: the contents highlight on the "educational aims" & "non-educational" aims of teaching Religious and Moral Education Z2G2: the contents are connected to basic school RME syllabus	Z3G1: the contents were simple and understandable Z3G2: the contents highlight on the factors affecting the moral development of an individual	Z4G1: the contents are useful in basic schools for the teaching of RME Z4G2: the contents give us an insight into religious & non-religious sources of morality
3	Weakness	Z1G1: the educational implications of Religious Theories and Moral Theories are not in-depth Z1G2: the times allotted for this course is not enough	Z2G1: the contents do not reflect the Ghanaian cultural Z2G2: there are lack of recommended books about these contents	Z3G1: the theories here don't provide appropriate teaching and learning implications Z3G2: N/A	Z4G1: the contact hours of this course were insufficient Z4G2: N/A
4	Suggestions	Z1G1: We should be allowed to study religious leadership and practices in this course Z1G2: we want modern books that merit the contents	Z2G1: There should be contents on the moral values of the various ethnic groups in Ghana Z2G2: Modern books should be brought to replace old ones	Z3G1: the contents on religious and moral theories should be precise Z3G2: N/A	Z4G1: more hours should be given to teaching this course Z4G2: there should be emphasised on moral values in these contents to reform the Ghanaian youth

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX G

STUDENT-TEACHERS' OPINION ABOUT THE SECOND YEAR RME

[Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: the contents critically analyzed the features of the RME Syllabus for Basic Schools Z1G2: the contents have prepared us to be able to design lesson plans for teaching RME	Z2G1: the contents highlight on the “educational aims” & “non-educational” aims of teaching RME Z2G2: the contents are connected to basic school RME syllabus	Z3G1: the contents have covered many aspects of the basic school RME Z3G2: the contents critical study of selected topics in the RME syllabus for primary schools	Z4G1: the contents are useful in basic schools for the teaching of RME Z4G2: the contents give us an insight into the stages of lesson plan preparation
3	Weakness	Z1G1: the educational implications of Religious Theories and Moral Theories are not in-depth Z1G2: The modern approaches to the teaching of RME are too complex and confusing	Z2G1: N/A Z2G2: the principles of test construction and scoring guide are not detailed	Z3G1: the theories here don't provide appropriate teaching and learning implications Z3G2: N/A	Z4G1: the contact hours of this course were insufficient Z4G2: We can't draw the connection between the existential approach, dimensional approach, & values clarification approach
4	Suggestions	Z1G1: the theory of Richard Acland (We Teach Them Wrong), Sigmund Freud (Psychoanalytic Theory etc... should be precise Z1G2: N/A	Z2G1: N/A Z2G2: Modern books should be brought to replace old ones	Z3G1: existential approach, dimensional approach and value clarification approaches should reflect Ghanaian setting	Z4G1: One more week should be added to all the topics. Z4G2: We should be taught how to teach in basic schools without Indoctrination

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable.

APPENDIX H

STUDENT-TEACHERS' OPINION ABOUT THE FIRST YEAR E/SS

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the contents are okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: Through the contents, we are educated about the uses of land. Z1G2: the contents are adequate, and simple to understand	Z2G1: We can tell what our environment is made up of. Z2G2: the contents highlight on how the British colonized Ghana and its effects	Z3G1: the contents were simple and understandable Z3G2: here, we are being introduced to maintaining law and order and the basics of the 1992 constitution	Z4G1: these contents are useful in basic schools for teaching Social Studies Z4G2: the contents introduce us to uses of land, and our constitution
3	Weakness	Z1G1: we are not able to draw the relationship between Ghana and other nations Z1G2: modern books on this course are not available in colleges	Z2G1: N/A Z2G2: two weeks only were not adequate for teaching our culture and democracy	Z3G1: the books used by the tutors are old Z3G2: the contents are too many to be covered in one year	Z4G1: the rule of law and the system of government in Ghana has not featured appropriately in these contents Z4G2: the contents are overloaded
4	Suggestions	Z1G1: there should be contents on the structure and benefits of international organizations Z1G2: we want modern books that merit the contents	Z2G1: N/A Z2G2: A topic such as uses of land should be offloaded as it can be taught in Agriculture Science	Z3G1: Libraries in the colleges should be furnished with modern books Z3G2: Topic that is not connected to basic school Social Studies should be deleted	Z4G1: N/A Z4G2: more hours should be given to teaching this course

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX H

STUDENT-TEACHERS' OPINION ABOUT THE SECOND YEAR E/SS

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: We are being introduced to the roles that community institutions play in national development Z1G2: We have acquired adequate subject matter that will be useful at the basic school	Z2G1: through these contents, we can handle and save money for future use Z2G2: We have acquired ideas on how to select resources and different techniques to teach effectively	Z3G1: the contents are designed to suit our standard Z3G2: We have an opportunity to study the basic school social studies syllabus and found that there is a linkage between the E/SS and their contents	Z4G1: these contents are useful in basic schools for teaching Social Studies Z4G2: We studied resources and its various forms that can be used for sustainable development in Ghana
3	Weakness	Z1G1: N/A Z1G2: modern books on this course are not available in colleges	Z2G1: One week is not enough to study the population of Ghana Z2G2: N/A	Z3G1: The contents are too many so many topics have inadequate contact hours Z3G2: N/A	Z4G1: N/A Z4G2: the contents are overloaded
4	Suggestions	Z1G1: N/A Z1G2: we want modern books that merit the contents	Z2G1: more hours should be given to teaching this course Z2G2: field trip must be compulsory for all of us once in every semester	Z3G1: These contents must follow a concentric approach whereby we can learn from known to unknown Z3G2: the topics that are not connected to basic school Social Studies should be deleted	Z4G1: N/A Z4G2: more hours should be given to teaching this course

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable.

APPENDIX I
STUDENT-TEACHERS' OPINION ABOUT HIV/AIDS

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: We can tell about the causes, effects and prevention of HIV/AIDS Z1G2: We have acquired knowledge that will useful to sensitize the pupils against HIV/AIDS	Z2G1: through these contents, we have learnt to avoid stigmatization & discrimination against victims of HIV/AIDS Z2G2: We have been introduced to counselling services and referral services available for the victims of HIV/AIDS	Z3G1: the contents are adequate as per the objectives Z3G2: We have acquired knowledge to educate pupils, and communities about causes, effects, prevention of HIV/AIDS, and how to live happily with its victims	Z4G1: we help educate people to accommodate the victims of HIV/AIDS victims and treat them well Z4G2: the contents have prepared for HIV/AIDS awareness creation in the societies
3	Weakness	Z1G1: N/A Z1G2: modern books on this course are not available in colleges	Z2G1: Experts and resource persons are not often invited to teach the course Z2G2: Books about the course are inadequate	Z3G1: one semester is not enough to cover all the contents Z3G2: HIV/AIDS is not studied at the basic schools so the pupils will not take us serious	Z4G1: we don't have the opportunity to share our knowledge when in college Z4G2: This course is not examinable at the basic school
4	Suggestions	Z1G1: the course should be merged with Physical Education Z1G2: we want modern books that merit the contents	Z2G1: Tutors should collaborate with HIV/AIDS Agencies to exchange resources Z2G2: We want more different books about the contents	Z3G1: this course should be taught in two semesters Z3G2: the GES should make HIV/AIDS a core subject at the basic schools	Z4G1: Colleges should form HIV/AIDS awareness clubs to sensitize the public Z4G2: more hours should be given to teaching this course

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM=**Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX J
STUDENT-TEACHERS' OPINION ABOUT ICT

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: We can tell about what the computer does in the processing cycle -Input, process, output & storage Z1G2: We have learnt about soft-wares that can be used for teaching and learning	Z2G1: We have learnt how to use a computer to enhance teaching and learning Z2G2: We have an idea about how a computer processes data and produces information	Z3G1: the contents are the same as the contents of ICT syllabus at the basic schools Z3G2: the contents were useful as we were introduced to both theory and practice in two semesters	Z4G1: the contents were designed in two parts i.e, part one-theory and part two-practical Z4G2: The contents are sufficient for us. The content is useful for us as future teachers.
3	Weakness	Z1G1: the practical session of the contents are not effective due to inadequate computers Z1G2: Most of the computers are not working	Z2G1: the practical sessions are not properly taught Z2G2: there is no content on the method of teaching the contents	Z3G1: Sometimes the practical sessions are affected by power failure, inadequate computers and lack of internet Z3G2: N/A	Z4G1: Some ICT don't teach well. they don't consider that we are beginners and teach us as if we are already experts Z4G2: The contents lack the methodology of teaching ICT
O	Suggestions	Z1G1: More computers should be provided to colleges Z1G2: the colleges should repair broken computers and buy more to increase the number	Z2G1: the colleges should procure more computers and generators to supply power Z2G2: methodology of teaching ICT should be incorporated in the contents	Z3G1: the colleges should buy computers and generators to supply power when needed Z3G2:	Z4G1: We want more, computers, stable power supply and free Wi-Fi in the colleges Z4G2: We need to be taught how to teach ICT in basic schools

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX K

STUDENT-TEACHERS' OPINION ABOUT FIRST YEAR MUSIC AND DANCE

	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: We have listened to different musical instruments that are useful for building discriminatory listening skills Z1G2: We can identify some instruments & play selected instruments in ensemble work	Z2G1: The elements of music, dance, and drama are useful for developing our creative abilities Z2G2: We understand the role of the performing arts in national development	Z3G1: We can guide pupils to create basic movement patterns Z3G2: We were introduced to different musical instruments that will be useful at basic schools	Z4G1: the topics were designed properly to develop out creative skills Z4G2: The contents are sufficient & useful for teaching as the importance of the subject for developing Ghana
3	Weakness	Z1G1: the practical session of the contents are not effective due to inadequate facilities Z1G2: The contents have not featured methods of teaching	Z2G1: the practical sessions are not properly taught Z2G2: there are no sufficient books about this course	Z3G1: Sometimes the practical sessions are affected by lack of instruments Z3G2: there are no contents on the method of teaching	Z4G1: the tutors don't make lessons practical Z4G2: The contents lack the methodology of teaching Music and Dance
0	Suggestions	Z1G1: the colleges should provide musical instruments to this course Z1G2: there should be contents on the methodology of teaching to equip us with pedagogical skills	Z2G1: equal weightage should be given to both theory and practice Z2G2: the colleges should relevant books in the libraries	Z3G1: the colleges should provide musical instruments to this course Z3G2: contents on the methodology of teaching this course is critical for preparing us to teach the pupils	Z4G1: tutors should create performance session on the time table to encourage practice Z4G2: the student-teachers should be trained to critique ready-made music and dance to develop their senses of judgment

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX K

STUDENT-TEACHERS' OPINION ABOUT SECOND YEAR MUSIC AND DANCE

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: We have studied the strategies of teaching Performing Arts in basic schools Z1G2: We can improvise simple musical instruments to teach Music and Dance in the classroom	Z2G1: the contents have both theory and practice Z2G2: we have been introduced to how to teach the course at the basic schools	Z3G1: We can guide pupils to create simple drums from empty cans Z3G2: In some of the lessons we were made to clap our hands, make rhythms and sing as per the rhythms	Z4G1: the topics are sequence and connect ideas properly Z4G2: The contents have equipped us with the knowledge to plan and teach lessons at the basic schools
3	Weakness	Z1G1: the contents are not practical enough to encourage us to pursue music and dance as a career Z1G2: We cannot perform all Ghanaian dances	Z2G1: the contents about the methodology were not adequate Z2G2: the pupils will not take this course seriously as it is not examinable at the basic schools	Z3G1: there are no sufficient books about this course Z3G2: We study this course as an optional subject therefore many of us are not opting for it.	Z4G1: the colleges are not having music laboratory for this course Z4G2: The colleges lack resources for teaching this course whereas there is no collaboration with local bands
0	Suggestions	Z1G1: student-teachers should be encouraged to undertake project work here Z1G2: the contents should incorporate Ghanaian dance and culture by major ethnic groups	Z2G1: there should be more contents on the methodology of teaching music and dance at the basic schools Z2G2: The GES should give equal value to this subject at the basic schools	Z3G1: the colleges should furnish libraries with relevant books Z3G2: The colleges should construct musical laboratories to facilitate teaching and learning	Z4G1: We want more, laboratories with musical instruments, in the colleges Z4G2: the colleges should collaborate with the local bands to exchange resources

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable .

APPENDIX L

STUDENT-TEACHERS' OPINION ABOUT FIRST YEAR GHANAIAI LANGUAGE AND CULTURE

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: we contribute in class during lessons Z2G2: the contents are useful to us	Z3G1: the contents are simple and understandable Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: We have been introduced to the grammatical structure of the Ghanaian languages Z1G2: We studied the skills of using Ghanaian proverbs & idioms for communication	Z2G1: The contents have introduced us to Ghanaian cultures and traditions Z2G2: The literature aspects of the contents introduced us to the praise appellations, riddles & Puzzles for communication	Z3G1: We have been introduced and the structure of Grammar that are useful at the basic schools Z3G2: what we studied in these contents have a linkage to the basic schools' Ghanaian language syllabus	Z4G1: We communicate effectively by using Ghanaian proverbs Z4G2: We studied some selected cultural practices and Institutions such as puberty rites, marriage, funeral, etc..
3	Weakness	Z1G1: The Ghanaian languages contents were written in the English language Z1G2: The contents have not featured methods of teaching	Z2G1: Same contents were embedded in all the Ghanaian languages irrespective of culture differences Z2G2: there are no sufficient books about this course	Z3G1: It is not proper to design this course by using the English language Z3G2: there are no contents on the method of teaching	Z4G1: N/A Z4G2: The contents lack the methodology of teaching Ghanaian languages
4	Suggestions	Z1G1: For the sake of better understanding, the Ghanaian languages should be used to design the courses Z1G2: there should be contents on the methodology of teaching to equip us with pedagogical skills	Z2G1: the contents of the Ghanaian languages should differ as there are differences in Ghanaian cultures and traditions Z2G2: the colleges should procure relevant books for the libraries	Z3G1: the UCC should use the Ghanaian languages to write the contents instead of the English language Z3G2: contents on the methodology of teaching this course is critical for preparing us to teach the pupils	Z4G1: N/A Z4G2: There should be more contents on methods of teaching the Ghanaian languages

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. TLM=Teaching and Learning Material; N/A: Not Applicable

APPENDIX L

STUDENT-TEACHERS' OPINION ABOUT SECOND YEAR GHANAIAAN LANGUAGE AND CULTURE

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: We are trained on the language structure, phonology and grammar that will help us to teach Z1G2: We have been taught about how to express ourselves by using proverbs and idioms	Z2G1: we have been taught to write a lesson plan to deliver lessons at the basic schools Z2G2: the contents are connected to the basic schools' Ghanaian language syllabus	Z3G1: the contents introduced us to how to teach a language by using two languages Z3G2: We have studied Ghanaian cultures such as kingship, judicial systems, beliefs and values.	Z4G1: the contents introduced us to using appropriate teaching techniques in the classrooms Z4G2: there is a link between these contents and the content of basic schools' Ghanaian language
3	Weakness	Z1G1: there are no sufficient books about this course Z1G2: As the contents are in the English language, important facts may be lost	Z2G1: A few student-teachers opt for this course as it is optional Z2G2: N/A	Z3G1: N/A Z3G2: All the Ghanaian languages have the same contents which are not proper for culture differences	Z4G1: N/A Z4G2: The Ghanaian languages contents were written in the English
4	Suggestions	Z1G1: The colleges should furnish the libraries with relevant books Z1G2: the contents of this course should be written in the Ghanaian languages as certain vital information cannot be translated properly	Z2G1: The second-year Ghanaian language and Culture should be made a core subject for all student-teachers to acquire pedagogical skills Z2G2: N/A	Z3G1: N/A Z3G2: The contents of the various Ghanaian languages should be written in their respective languages	Z4G1: N/A Z4G2: There should be differences in the contents of the various Ghanaian languages as culture and tradition differ

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. TLM=Teaching and Learning

APPENDIX M

STUDENT-TEACHERS' OPINION ABOUT FIRST YEAR PHYSICAL EDUCATION

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: We have been introduced to the aims of PE and understood why we need to study it as student-teachers Z1G2: The contents are many and have adequate subject matter	Z2G1: The contents have introduced us to Modern & the Ancient Olympic Games thus Athens and Sparta, and PE and sport in Ghana Z2G2: We perform basic physical activities like running, kicking, dancing & throwing	Z3G1: We have studied health-related and motor skill-related physical fitness and can tell their differences Z3G2: We have studied about various games and sports both local and abroad that will be useful at the basic schools	Z4G1: the contents are sufficient and contain information as per our level Z4G2: The basic skills like throwing, running, kicking that we have learnt here can be used to teach the basic school students
3	Weakness	Z1G1: there are no sufficient books about this course Z1G2: The contents have not featured methods of teaching PE at the basic schools	Z2G1: the colleges are lacking facilities like gym, swimming pools to keep us fit & live healthily Z2G2: There were no contents on methods of teaching PE	Z3G1: N/A Z3G2: many games and sports cannot be performed as the colleges are not having the required facilities	Z4G1: Information about physical education in Athens and Sparta is not precise Z4G2: N/A
4	Suggestions	Z1G1: The colleges should furnish their libraries with relevant PE books Z1G2: there should be contents on the methodology of teaching PE to equip us with pedagogical skills	Z2G1: The colleges should provide facilities that are needed for physical fitness Z2G2: contents on the methodology of teaching PE is critical for preparing us to teach the pupils	Z3G1: N/A Z3G2: The colleges should collaborate with the local sporting clubs to exchange expert knowledge and facilities	Z4G1: The contents about sports in Athens and Sparta should incorporate educational implications Z4G2: N/A

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX M

STUDENT-TEACHERS' OPINION ABOUT SECOND YEAR PHYSICAL EDUCATION

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Meeting the needs & interest of the student-teachers	Z1G1: the content is okay Z1G2: the contents are good for us	Z2G1: the contents provide us with good information about teaching Z2G2: the contents are useful to us	Z3G1: the contents are interesting to study Z3G2: the contents are simple and relevant	Z4G1: the contents are as per our interest Z4G2: the contents are educative
2	Strength	Z1G1: We have been introduced to the various types and functions of the human skeleton Z1G2: We can perform basic movement skills in soccer, netball, athletics, volleyball, table tennis and gymnastics	Z2G1: We have been taught about how to plan a lesson for teaching PE at the basic school Z2G2: We perform basic physical activities like running, kicking, dancing & throwing & catching, & rolling	Z3G1: We have studied about some issues in sports such as drug use, misuse, abuse, hooliganism, & spirituality Z3G2: The contents are useful for our physical and health development	Z4G1: The contents are having theory part and practical part Z4G2: We have learnt to prepare lessons to teach the basic skills like throwing, catching, shooting, landing and pivoting
3	Weakness	Z1G1: the tutors do not teach the contents practically Z1G2: Information about sports implications of the human body types classified by Sheldon was not enough	Z2G1: the colleges are lacking facilities gym, swimming pools that can develop our attitude to keep fit & live healthily Z2G2: N/A	Z3G1: The contents are not appropriate for inclusive education as there are inadequate facilities Z3G2: N/A	Z4G1: The contents do not address the individual differences in the classroom Z4G2: Most of us shy away from studying this course because it is optional
4	Suggestions	Z1G1: The tutors should teach practical lessons on the field Z1G2: there should be educational implications on Sheldon's classification like endomorph, mesomorph & ectomorph	Z2G1: The colleges should provide facilities such as gyms, dance studio, a swimming pool that are needed for physical fitness Z2G2: N/A	Z3G1: The activities that would facilitate inclusive education should be incorporated Z3G2: N/A	Z4G1: aerobic activities must be incorporated in these contents Z4G2: N/A

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2. **TLM**=Teaching and Learning Material; **N/A:** Not Applicable

APPENDIX N

STUDENT-TEACHERS' OPINION ABOUT THE EXTRA-CURRICULAR ACTIVITIES AND AVAILABLE FACILITIES IN THE BTE COLLEGES

Sr. No.	Themes	STUDENT-TEACHERS' OPINION			
		Zone 1	Zone 2	Zone 3	Zone 4
1	Issues in the Extra-curricular and Co-curricular activities	Z1G1: i) We do participate in Extra-curricular & co-curricular activities, ii) the activities are not part of our assessments Z1G2: i) some of the activities are useful for health ii) some of the activities are impossible due to lack of facilities.	Z2G1: i) There are activities apart from academic works, ii) the activities are not on a regular time table, Z2G2: i) Many of us do not participate ii) we feel the activities are not useful for us since there is no assessment.	Z3G1: i) We voluntarily participate in few extra-curricular activities, ii) Many of such activities are not possible in our colleges because of lack of facilities Z3G2: We spend some time outside the classroom for non-academic activities.	Z4G1: The colleges allow us to take part in some activities either before or outside the classes' hours Z4G2: i) there are activities apart from classroom work ii) the activities are not compulsory but are good for us.
2	Extra-curricular and Co-curricular activities Available in BTE Colleges	Z1G1: Field trip, Table tennis, Soccer, Quiz competition, Religious group, volleyball Z1G2: Religious group meetings, Quiz competition, Soccer.	Z2G1: Soccer, Athletics, debate, Religious group, volleyball, Quiz competition Z2G2: Soccer, Student Representative, Religious group, debate.	Z3G1: Volleyball, Cultural day celebration, Religious group, Quiz competition, Soccer, Z3G2: Council (SRC) meetings, volleyball Religious group, Field trip, Soccer.	Z4G1: Talent show, Anniversary celebrations, Soccer, Quiz competition, Z4G2: Church choir, Table tennis, Quiz competition Soccer, and Religious group.
3	Status of facilities in the BTE colleges	Z1G1: we were given storybooks, insufficient space in the laboratories, no internet connection Z1G2: lack of E-library facilities, unequipped workshops, we have access to pamphlets, irregular electricity supply	Z2G1: we have photocopied hand-outs, lack of workshops for practical subjects, inadequate computers Z2G2: Libraries are not spacious, we received storybooks for literature, laboratories lack equipment	Z3G1: we bought pamphlets, no E-library facilities, no internet facilities Z3G2: Libraries have archaic books, laboratories are not equipped, workshops are not equipped, we have books for professional development	Z4G1: we were given professional development books, libraries are not equipped Z4G2: inadequate science equipment such as chemicals, test tubes, and hand gloves, no Wi-Fi connection, no internet

Note: **Z1G1:** Zone 1 Group 1; **Z1G2:** Zone 1 Group 2; **Z2G1:** Zone 2 Group 1; **Z2G2:** Zone 2 Group 2; **Z3G1:** Zone 3 Group 1; **Z3G2:** Zone 3 Group 2; **Z4G1:** Zone 4 Group 1; **Z4G2:** Zone 4 Group 2.

APPENDIX O: QUESTIONNAIRES FOR EDUCATION AND PROFESSIONAL STUDIES TUTORS



**Department of Educational
Administration DSA-I SAP UGC PROJECT**
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The Education Tutors,

-----,

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....
Mpuangnan Kofi Nkonkonya
Ph.D. student

QUESTIONNAIRE FOR EDUCATION TUTORS

**SECTION A
BIODATA**

Name of the College ----- Higher qualification (√ mark): Doctorate <input type="checkbox"/> Master <input type="checkbox"/> Bachelor <input type="checkbox"/> Diploma <input type="checkbox"/> Years of Experience: Others specify ----- Years of experience (√ mark): below 5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> above 10 years <input type="checkbox"/> Gender (√ mark): Male <input type="checkbox"/> Female <input type="checkbox"/>

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objective

You have been working as a teacher educator since last many years in the BTE, from your experience with the DBE curriculum, what you will like to say about the objectives of the curriculum? As there are four objectives of the curriculum, please give response as per the objectives' relevance and their needs for the BTE.

S/N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote a close working relationship between Colleges of Education and local schools through the “Out” component of the program.			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

SECTION C

Contents of the Education and Professional Studies-Semester

Wise SEMESTER-1

Principles and Practice of Education-EPS 111 (2-Credit hours)

Note: The purpose of this course is to introduce the student-teachers to the philosophical and sociological principles underlying current educational practices; involving teaching and the curriculum. Kindly give your response by tick (√) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the BTE curriculum (pp.135-137).

Sr. No	Statement of the Item	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course			
7	Indicate whether objectives guide in building student-teachers' confidence and good attitudes towards teaching			
8	What is your view about education delivery in Ghana?			
9	What is your view about this content with respect of curriculum design process?			
10	What is your view about this content with respect of curriculum changes and innovations?			
11	What is your view about 2 credit hours to the course?			
12	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SEMESTER-3

Principles and Methods of Teaching in Basic School-EPS 211 (2-Credit hours)

Note: This course aims to equip the student with the skills of effective teaching. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the BTE curriculum (pp.135-137).

Sr. No.	Statement of the Item	Judgment		
		Appropriate	Uncertain	Inappropriate
13	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course			
14	Are the course objectives reflecting the current teaching practices that meet the changing needs of society?			
15	What is your view about this content in terms of preparing student-teachers to use a variety of teaching methods to achieve instructional objectives?			
16	What is your view about of this content with respect of designing lesson plans in relevant subject areas			
17	Are student-teachers familiar with relevant techniques of classroom management			
18	What is your view about 2 credit hours to the course?			
19	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SEMESTER-3

Educating the Individual with Special Needs-EPS 221 (2-Credit hours)

Note: This course focuses on providing the student-teachers with sufficient knowledge and skills to enable them to identify and assist the individual with special educational needs. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the BTE curriculum (pp.140-142).

Sr. No.	Statement of the Item	Judgment		
		Appropriate	Uncertain	Inappropriate
20	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course			
21	Are the course objectives reflecting on learning experience that is critical for a student to identify and assist the individual with special educational needs?			
22	What is your view about this content with respect of preparing student-teachers to acquire knowledge and skills in identifying children with special needs in classrooms?			
23	What is your view about this content in terms of exposing student-teachers to the instructional strategies relevant for handling and teaching children with special needs?			
24	What is your view about this content with respect of preparing student-teachers to acquire knowledge in strategies of inclusive education practices in schools?			
25	What is your view about the 2-credit hours of the course?			
26	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SEMESTER-4

Trends in Education and School Management in Ghana-EPS 222 (2-Credit hours)

Note: *The course examines issues in the management and administration of education in Ghana. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus (pp.143-145).*

Sr. no.	Statement of the Item	Judgment		
		Appropriate	Uncertain	Inappropriate
27	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course			
28	Are the course objectives providing learning experience in mitigating management and organizational issues in educational delivery in Ghana?			
29	What is your view about this content with respect of preparing student-teachers to acquire knowledge in management tasks and leadership functions in education?			
30	What is your view about this content in terms of preparing student-teachers to gain knowledge in leadership functions in education			
31	What is your view about this content in terms of preparing student-teachers to gain knowledge in the trend and contemporary issues in educational development in Ghana			
32	What is your view about this content in terms of preparing student-teachers to acquire knowledge of records keeping and use in educational administration in Ghana			
33	What is your view about the 2-credit hours of the course?			
34	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SEMESTER-5

Introduction to Guidance and Counseling-EPS 311 (2-Credit hours)

Note: The course introduces students to practices and services provided by the school in delivering guidance services to pupils. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus (pp.146-147).

Sr. no.	Statement of the Item	Judgment		
		Appropriate	Uncertain	Inappropriate
35	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course			
36	Are the course objectives providing fundamental basis and principles of guidance and counselling?			
37	What is your view about this content with respect of preparing student-teachers to be familiar with practices and services provided by the school in delivering guidance services to students			
38	What is your view about this content in terms of preparing student-teachers to be acquainted with the approaches in guidance and counselling			
39	What is your view about this content with respect of preparing student-teachers to be acquainted with the stages of counselling			
40	What is your view about this content with respect of preparing student-teachers to acquire the role of the teacher in providing guidance services to students and parents?			
41	What is your view about this content with respect of preparing student-teachers to acquire skills and use of communication in the counselling process			
42	What is your view about the 2-credit hours of the course?			
43	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SEMESTER-5

Assessment in Basic Schools-EPS 312A (1-Credit hour)

Note: The course is designed to equip student-teachers with various ways of effective assessing learning outcomes of pupils and use the results for further teaching. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus (pp.146-147).

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
44	This course has 8 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
45	Are the course objectives introducing student-teachers to educational assessment principles, methods and practices necessary for basic school teachers?			
46	What is your view about this content with respect of preparing student-teachers with respect of types of assessment in education?			
47	What is your view about this content with respect of preparing student-teachers in terms of characteristics of a good test assessment?			
48	What is your view about this content with respect of preparing student-teachers with respect of the principles of test construction?			
49	What is your view about this content with respect of preparing student-teachers with respect of appraisal of assessments items?			
50	What is your view about this content with respect of preparing student-teachers with respect of analyzing and interpreting test scores for further teaching?			
51	What is your view about the one-credit hours of the course?			
52	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SEMESTER-5

Research Methods in Education-EPS 312B (1-Credit hour)

Note: *The course is designed to introduce the student-teachers to research procedures to enable conduct action research in schools. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus (pp.152-155).*

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
53	This course has 11 objectives, indicate whether the objectives are appropriate as per the needs of this course			
54	Are the course objectives exposing student-teachers to the application of scientific inquiry to educational issues?			
55	What is your view about this content with respect of preparing student-teachers to identify the steps in scientific inquiry?			
56	What is your view about this content with respect of preparing student-teachers in terms of planning and conducting of the different types of researches in education?			
57	What is your view about this content with respect of preparing student-teachers with respect of application of scientific inquiry to solve the problem in education?			
58	What is your view about this content with respect of preparing student-teachers with respect of data preparation, organization, and analysis?			
59	What is your view about this content with respect of preparing student-teachers in terms of representation of data?			
60	What is your view about the one -credit hour of the course?			
61	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SECTION D

Aspect Related to the Modes of Transactions of BTE Curriculum

62. How **often** do you apply teaching methods in the table below to teaching and learning of this course in college? (Please provide teaching strategies, course wise in the supplementary sheets attached).

Methodology	Most frequently	Frequently	Sometime	Rarely	Not at all
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Role Play					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

63. What will you like to say about the teaching methods?

SECTION E

Aspect Related To Practice Teaching

64. How is practice teaching carried out in the BTE curriculum?

65. How does your college get schools for final year student-teachers during out-program teaching practice?

66. What major problems confront practice teaching in your college?

67. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

68. Internal assessment

69. External assessment

70. How many assignments do student-teachers take in this course per semester?
[.....]

71. How many quizzes do students in this course take per semester? [.....]

72. Indicate the number and nature of questions that are often written to
conduct; Internal assessment

.....

External
assessment.....

73. Indicate the required percentage of marks given in each student's assignments and
quizzes. Assignments [.....] Quizzes [.....] Semester exams
[.....]

74. What is your opinion about the mode of conducting internal and external
assessments in BTE curriculum?

--

75. Give suggestions for modification of the assessment

--

SECTION G

Aspect Related to Teaching and Learning Facilities

76. Tick mark the teaching and learning facilities in the following table to judge the extent to which they are accessible in BTE colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H

Aspect Related to Extra-Curricular and Co-Curricular Activities

77. Do you believe extra-curricular and co-curricular activities have a place in the curriculum?

Yes [] No []

78. State the extra and co-curricular activities that are accessible in the curriculum

79. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION I

Suggestions for Modification

80. Are you satisfied with the curriculum in terms of preparing school teachers? Yes [] No []

81. What strength can you identify from this curriculum?

82. What weakness can be pointed out from this curriculum?

83. What can be done to improve the curriculum?

THANK YOU!

APPENDIX Q: QUESTIONNAIRE FOR ENVIRONMENTAL AND SOCIAL STUDIES



Department of Educational Administration
DSA-I SAP UGC PROJECT Faculty of
Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The Environmental & Social Studies Tutors,

-----,

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....
Mpuangnan Kofi Nkonkonya
Ph.D. student

SECTION A

BIODATA

Name of the College -----
Higher qualification (✓ mark): Doctorate <input type="checkbox"/> Master <input type="checkbox"/> Bachelor <input type="checkbox"/> Diploma <input type="checkbox"/>
Years of Experience: Others specify -----
Years of experience (✓ mark): below 5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> above 10 years <input type="checkbox"/>
Gender (✓ mark): Male <input type="checkbox"/> Female <input type="checkbox"/>

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objectives

You have been working as a teacher educator since last many years in the BTE, from your experience with the BTE curriculum, what will you like to say about the objectives of the program? As there are four objectives of the program, please give response as per the objectives' relevance and their needs for the BTE.

S/N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote a close working relationship between Colleges of Education and local schools through the "Out" component of the program			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

--

SECTION C

Content of Environmental and Social Studies

This section requires your judgment on the content of the Environments and Social Studies in the first and second year of study. Please peruse the content, year-wise and give your judgment whether it is **appropriate** or **inappropriate** for preparing student-teachers as per the needs and aspiration of Ghana. Kindly give your response by tick (✓) marking against the questions inappropriate option and write suggestion if any.

Semester-1

Environmental and Social Studies-FDC 118 (Credit-1)

Note: *The first year Environmental and Social Studies seeks to examine the multi-disciplinary nature of the subject basically on how it derives ideas, concepts, facts and generalizations from various fields to explain societal issues as well as addressing societal problems. It also aimed at exploring the environment, the Solar system and the various uses of land. It also aimed at examining historical events such as the peopling of Ghana, colonization, independence, Law and order, and international organizations. For details about course objectives and contents, please refer to the syllabus (Pp.288-292).*

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
7	Are the course objectives providing the multi-disciplinary approach to understand societal issues			
8	What is your view about this content in terms of preparing student-teachers to understand the environment (Air, Land, and Water)?			
9	What is your view about this content in terms of preparing student-teachers acquire knowledge in land use?			
10	What is your view about this content in terms of preparing student-teachers acquire basic mapping skills (location of places using the map)?			
11	What is your view about this content in terms of preparing student-teachers to understand the features of the earth?			
12	What is your view about the 1-credit hour of the course?			
13	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

Semester-2

Environmental and Social Studies-FDC 128 (Credit-1)

Note: *The second-year Environmental and Social Studies is designed to cover pertinent social and economic issues which influenced the levels of development in Ghana. It also considers varieties of resources, their development and utilization for sustainable development in Ghana. This course also studies curricular and pedagogic approaches in the design and facilitation of effective implementation of courses in Social Studies. For details about course objectives and contents, please refer to the syllabus (pp.293-295).*

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
14	This course has 5 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
15	Are the course objectives have provided proper citizenship education to student-teachers?			
16	What is your view about this content in terms of preparing student-teachers to give an account of the origin of different ethnic groups in Ghana?			
17	What is your view about this content in terms of preparing student-teachers to give an account of activities of early Europeans in the Gold Coast (now Ghana)?			
18	What is your view about this content in terms of preparing student-teachers to understand major political events preceding the independence of Ghana?			
19	What is your view about this content in terms of preparing student-teachers to gain knowledge in the geographical features of Ghana?			
20	What is your view about this content in terms of preparing student-teachers to know the rights and responsibilities of a Ghanaian citizen?			
21	What is your view about this content in terms of preparing student-teachers to gain knowledge in how law and order can be maintained in the country?			
22	What is your view about this content in terms of preparing student-teachers to gain knowledge in Ghanaian cultural practices?			

23	What is your view about this content in terms of preparing student-teachers to gain knowledge in the concept of democracy and good governance?			
24	What is your view about this content in terms of preparing student-teachers to acquire knowledge in Ghana relations with International Organizations and Agencies?			
24	What is your view about the 1-credit hour of the course?			
25	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

Semester-3

Environmental and Social Studies-FDC 218 (Credit-1)

Note: *The second-year Environmental and Social Studies is designed to cover pertinent social and economic issues which influenced the levels of development in Ghana. It also considers varieties of resources, their development and utilization for sustainable development in Ghana. This course also studies curricular and pedagogic approaches in the design and facilitation of effective implementation of courses in Social Studies. For details about course objectives and contents, please refer to the syllabus.*

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
26	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
26	Are the course objects appropriate for training student-teachers in required skills for national growth and development?			
27	What is your view about this content in terms of preparing student-teachers to acquire knowledge and ability to participate in the issues of socio-economic development of Ghana?			
28	What is your view about this content in terms of preparing student-teachers to acquire knowledge in varieties of resources, their development and utilization for sustainable development of Ghana?			
29	What is your view about this content in terms of developing idea and propensity to save money and invest productively?			

30	What is your view about this content in terms of preparing student-teachers to embrace the essence of population dynamics relating to productivity in Ghana?			
31	What is your view about the 1-credit hour of the course?			
32	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

Semester-4

Environmental and Social Studies- PFC 228 (Credit-1)

Note: *The second-year Environmental and Social Studies is designed to cover pertinent social and economic issues which influenced the levels of development in Ghana. For details about course objectives and contents, please refer to the syllabus.*

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
33	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
34	Are the course objectives providing details of curricular and pedagogic approaches in the design and facilitation of effective implementation of courses in Social Studies?			
35	What is your view about this content in terms of preparing student-teachers to understand the approaches (concentric & spiral) for designing social studies programs?			
36	What is your view about this content in terms of preparing student-teachers to understand the structure of basic school social studies syllabuses?			
37	What is your view about this content in terms of preparing student-teachers with respect of diversity of resources available within and outside the school for effective planning and delivery of lessons in Social Studies?			
38	What is your view about this content in terms of preparing student-teachers to acquire knowledge and skills to prepare a lesson plan in social studies?			
39	What is your view about this content in terms of preparing student-teachers capable			

	of using resource person in teaching social studies?			
40	What is your view about this content in terms of preparing student-teachers to use learner-centered techniques in achieving instructional objectives?			
41	What is your view about the 1-credit hour of the course?			
42	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SECTION D

Aspect Related to the Modes of Transactions of DBE Curriculum

43. How **often** do you apply the teaching methods in the table below to teach this course in college? (Please provide teaching strategies, semester wise in the supplementary sheets attached).

Methodology	Most often	Often	Somewhat often	Not often	Not observed
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Role Play					
Field trip					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

44. What will you like to say about the teaching methods?

SECTION E

Aspect Related To Teaching Practice

45. How is practice teaching carried out in the BTE curriculum?

46. How do you get schools for final year student-teachers during out-program teaching practice?

47. What major problems confront practice teaching?

48. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

49. Internal assessment

50. External assessment

51. How many assignments do students take in this course per semester?

[.....]

52. How many quizzes do students in this course take per semester? [.....]

53. Indicate the number and nature of questions that are often written to conduct;

Internal assessment

.....

External

assessment.....

54. Indicate the required percentage of marks given in each student's assignments and quizzes. Assignments [.....] Quizzes [.....] Semester exams [.....]

55. What is your opinion about the mode of conducting internal and external assessments in BTE curriculum?

56. Give suggestions for modification of the assessment

SECTION G

Aspect Related to Teaching and Learning Facilities

57. Tick mark the teaching and learning facilities in the following table to judge the extent to which they are accessible in BTE colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H

Aspect Related To Extra And Co-Curricular Activities

58. Do you believe extra and co-curricular activities have a place in the curriculum?

Yes [] No []

59. State the extra and co-curricular activities that are accessible in the curriculum

60. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION I

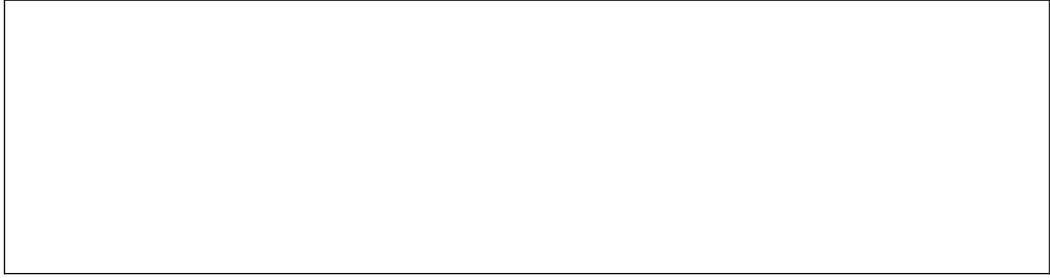
Suggestions for Modification

61. Are you satisfied with the curriculum in terms of preparing school teachers?

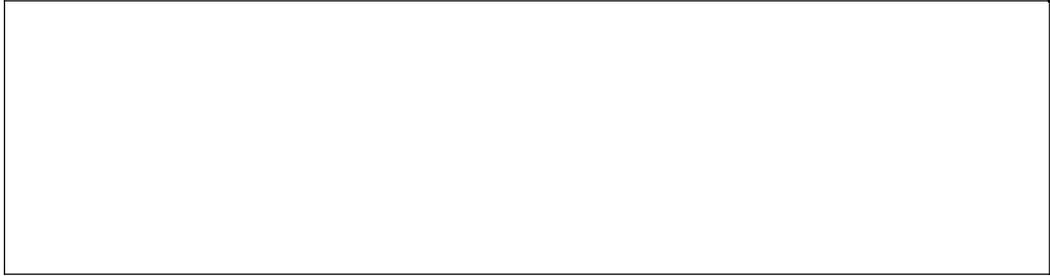
Yes [] No []

62. What strength can you identify from this curriculum?

63. What weakness can be pointed out from this curriculum?

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64. What can be done to improve the curriculum?

A large, empty rectangular box with a thin black border, positioned below the question text.

THANK YOU!

APPENDIX R: QUESTIONNAIRE FOR HIV/AIDS EDUCATION TUTORS



Department of Educational Administration

DSA-I SAP UGC PROJECT Faculty of

Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara 390 002

Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The HIV/AIDS education Tutors,

-----,

Ghana

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....

Mpuangnan Kofi Nkonkonya

Ph.D. student

QUESTIONNAIRE FOR HIV/AIDS EDUCATION TUTORS

SECTION A

BIODATA

Name of the College ----- Years Higher of Experience: qualification (✓ mark): Doctorate [] Master [] Bachelor [] Diploma [] Others specify ----- Years of experience (✓ mark): below 5 years [] 5-10 years [] above 10 years [] Gender (✓ mark): Male [] Female []
--

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objectives

You have been working as a teacher educator since last many years in the BTE, from your experience with the BTE curriculum, what will you like to say about the objectives of the program? As there are four objectives of the program, please give response as per the objectives' relevance and their needs for the BTE.

S/N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote a close working relationship between Colleges of Education and local schools through the “Out” component of the program			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

SECTION C

Content of HIV/AIDS Education

This section requires your judgment on the appropriateness of the content of the HIV/AIDS Education. Please peruse the content, year-wise and give your judgment whether it is **appropriate** or **inappropriate** for preparing student-teachers as per the needs and aspiration of Ghana. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any.

Semester-2

HIV/AIDS Education-GNS 121 (Credit-1)

Note: *This course aims at providing student-teachers with basic knowledge and skills which enable them to behave responsibly to help protect their health and the wellbeing of basic school students. The course also aims at helping student-teachers acquire skills for influencing others and change their moral behaviour as a way of preventing HIV/AIDS infection. It also seeks to help student-teachers to adopt positive attitudes towards people living with HIV/AIDS. For details about course objectives and contents, refer to the BTE curriculum (pp.314-318).*

Sr. No.	Items	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has 5 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
7	Are the course objectives guiding tutors to prepare student-teachers to behave responsibly in protecting their health and the wellbeing of others?			
8	What is your view about this content in terms of preparing student-teachers to acquaint themselves with HIV and AIDS awareness creating?			
9	What is your view about this content in terms of preparing student-teachers to gain knowledge and skills in			

	preventing HIV and AIDS spread?			
10	What is your view about this content in terms of preparing student-teachers to behave responsibly in the world of HIV and AIDS?			
11	What is your view about this content in terms of preparing student-teachers capable of building a supportive environment for people living with HIV and AIDS?			
12	What is your view about this content in terms of preparing student-teachers to understand impact of HIV and AIDS on education?			
13	What is your view about the one-credit hour of the course?			
14	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SECTION D:

Aspect Related to the Modes of Transactions of BTE Curriculum

Methodology	Most frequently	Frequently	Sometime	Rarely	Not at all
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Role Play					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

--	--	--	--	--	--

15. How **often** are the teaching strategies in the table below used for teaching and learning in the colleges?

16. What will you like to say about the teaching methods?

SECTION E

Aspect Related to Teaching Practice

17. How is practice teaching carried out in the BTE curriculum?

18. How do you get schools for final year student-teachers during out-program teaching practice?

19. What major problems confront practice teaching?

20. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

21. Internal assessment

22. External assessment

23. How many assignments do students take in this course per semester?

[.....]

24. How many quizzes do students in this course take per semester? [.....]

25. Indicate the number and nature of questions that are often written to
conduct; Internal assessment

.....

External

assessment.....

26. Indicate the required percentage of marks given in each student's assignments and quizzes.

Assignments [.....] Quizzes [.....] Semester exams [.....]

27. What is your opinion about the mode of conducting internal and external assessments in BTE curriculum?

28. Give suggestions for modification of the assessment

SECTION G

Aspect Related to Teaching and Learning Facilities

29. Tick mark the following teaching and learning facilities to judge the extent to which they are accessible in colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H

Aspect Related to Extra and Co-Curricular Activities

30. Do you believe extra and co-curricular activities have a place in the curriculum?

Yes [] No []

31. State the extra and co-curricular activities that are accessible in the curriculum

32. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION I

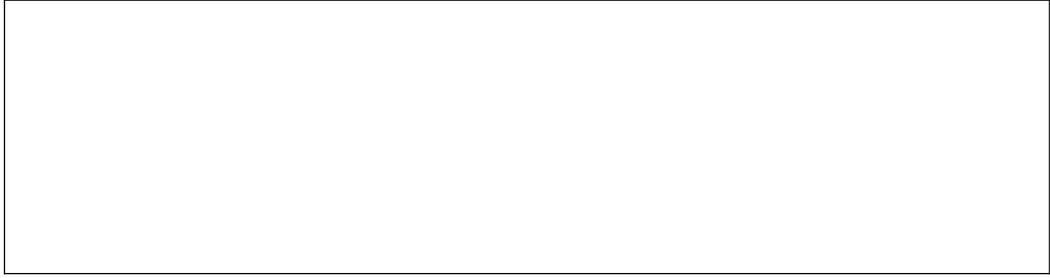
Suggestions for Modification

33. Are you satisfied with the curriculum in terms of preparing school teachers?

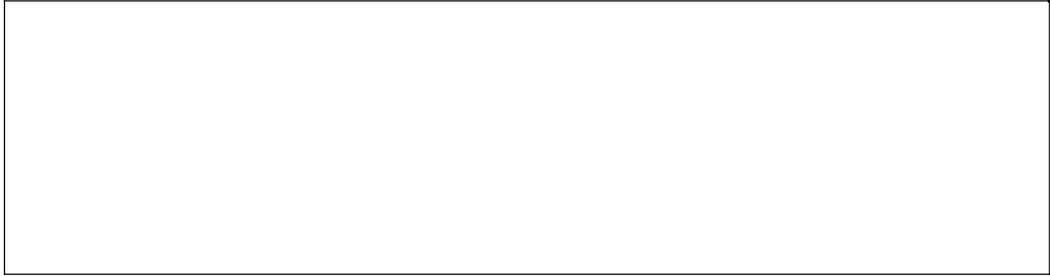
Yes [] No []

34. What strength can you identify from this curriculum?

35. What weakness can be pointed out from this curriculum?



36. What can be done to improve the curriculum?



THANK YOU!

APPENDIX S: QUESTIONNAIRE FOR ICT TUTORS



Department of Educational Administration
DSA-I SAP UGC PROJECT Faculty of
Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The ICT Tutors,

-----,

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

Mpuangnan Kofi Nkonkonya,
Ph.D. student

SECTION A: BIODATA

Name of the College -----
Higher Years qualification of Experience: (√mark): Doctorate <input type="checkbox"/> Master <input type="checkbox"/> Bachelor <input type="checkbox"/> Diploma <input type="checkbox"/>
Others specify -----
Years of experience (√ mark): below 5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> above 10 years <input type="checkbox"/>
Gender (√ mark): Male <input type="checkbox"/> Female <input type="checkbox"/>

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objectives

You have been working as a teacher educator since last many years in the BTE, from your experience with the BTE curriculum, what will you like to say about the objectives of the program? As there are four objectives of the program, please give response as per the objectives' relevance and their needs for the BTE.

S/N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote a close working relationship between Colleges of Education and local schools through the “Out” component of the program			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

SECTION C

Appropriateness of ICT content

This section requires your judgment on the appropriateness of the content of ICT. Please peruse the content, year-wise and give your judgment whether it is **appropriate** or **inappropriate** for preparing student-teachers as per the needs and aspiration of Ghana. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any.

Semester-3

ICT-GNS 211 (Credit-1)

Note: *This course aims at introducing student-teachers to computer-based information systems and technologies. It also seeks to expose student-teachers to the various components of a computer including how data are represented on the computer and processed. It also exposes student-teachers to storage media, data entry, data file organization, and access. The course further proposes curriculum integration in terms of education and technology. For details about course objectives and contents, please refer to the BTE curriculum (pp.299-312).*

Sr no	Statements of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has 7 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
7	Are the course objectives providing students with an understanding of computer-based information systems and technologies such as information systems concepts, information privacy and application software?			
8	What is your view about this content in terms of preparing student-teachers to gain knowledge in the four operations of the information processing cycle (input, process, output, and storage)?			
9	What is your view about this content in terms of preparing student-teachers to acquire knowledge in educational computer software?			
10	What is your view about this content in terms of preparing student-teachers to acquire knowledge in major hardware components of a computer?			
11	What is your view about this content in terms of preparing student-teachers capable of using Excel (2003) to organize and analyze data			
12	What is your view about this content in terms of preparing student-teachers to appreciate			

	curriculum integration			
13	What is your view about this content in terms of preparing student-teachers capable of communicating by using computer and find relevant information by using the internet?			
14	What is your view about the 1-credit hour of the course?			
15	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Note: This course aims at introducing student-teachers to computer-based information systems and technologies. For details about course objectives and contents, please refer to the BTE curriculum.

Semester-4

ICT-GNS 221 (Credit-1)

Sr. no.	Statements of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
16	This course has 7 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
	Are the course objectives providing details of the component of a computer data file organization and access including file processing?			
17	What is your view about this content in terms of preparing student-teachers to be familiar with various types of storage media and devices?			
18	What is your view about this content in terms of preparing student-teachers in understanding the differences between input devices and output devices?			
19	What is your view about this content in terms of preparing student-teachers to know the significance of the basic components (channel & mode) of a communications system?			
20	What is your view about this content in terms of preparing student-teachers to know the significance of network for sharing information and resources?			
21	What is your view about this content in terms of preparing student-teachers to acquire knowledge on the internet and can use in teaching and learning?			

22	What is your view about this content in terms of preparing student-teachers capable of integrating multimedia and educational software applications?			
23	What is your view about this content in terms of preparing student-teachers capable of integrating technology into teaching?			
24	What is your view about the 1-credit hours of the course?			
25	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

SECTION D

Aspect Related to the Modes of Transactions

Methodology	Most frequently	Frequently	Sometime	Rarely	Not at all
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Role Play					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

26. How **often** are the teaching strategies in the table below used for teaching and learning this course in the colleges? (Please provide teaching strategies, course wise in the supplementary sheets attached).

27. What will you like to say about the teaching methods?

SECTION E

Aspect Related to Teaching Practice

28. How is practice teaching carried out in the BTE curriculum?

29. How do you get schools for final year student-teachers during out-program teaching practice?

30. What major problems confront practice teaching?

31. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

32. Internal assessment

33. External assessment

34. How many assignments do students take in this course per semester?

[.....]

35. How many quizzes do students in this course take per semester? [.....]

36. Indicate the number and nature of questions that are often written to
conduct; Internal assessment

.....

External

assessment.....

37. Briefly describe the mode of assessments of student-teachers in practical works

38. Indicate the required percentage of marks given in each student's assignments and quizzes. Assignments [.....] Quizzes [.....] Semester exams [.....]

39. What is your opinion about the mode of conducting internal and external assessments in BTE curriculum?

40. Give suggestions for modification of the assessment

SECTION G

Aspect Related to Teaching and Learning Facilities

41. Tick mark the following teaching and learning facilities to judge the extent to which they are accessible in colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H

Aspect Related to Extra and Co-Curricular Activities

42. Do you believe extra and co-curricular activities have a place in the curriculum?

Yes [] No []

43. State the extra and co-curricular activities that are accessible in the curriculum

44. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

Section I

Suggestions for Modification

45. Are you satisfied with the curriculum in terms of preparing school teachers?

Yes [] No []

46. What strength can you identify from this curriculum?

47. What weakness can be pointed out from this curriculum?

48. What can be done to improve the curriculum?

THANK YOU!

APPENDIX P1: QUESTIONNAIRE FOR ENGLISH LANGUAGE TUTORS



Department of Educational
Administration DSA-I SAP UGC PROJECT
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The English Tutors,

-----,

Ghana

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....

Mpuangnan Kofi Nkonkonya
Ph.D. student

QUESTIONNAIRE FOR ENGLISH LANGUAGE TUTORS

SECTION A

BIODATA

Name of the College ----- Higher qualification (√ mark): Doctorate <input type="checkbox"/> Master <input type="checkbox"/> Bachelor <input type="checkbox"/> Diploma <input type="checkbox"/> Years of Experience: Others specify ----- Years of experience (√ mark): below 5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> above 10 years <input type="checkbox"/> Gender (√ mark): Male <input type="checkbox"/> Female <input type="checkbox"/>

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objective

You have been working as a teacher educator since last many years in the BTE, from your experience with the DBE curriculum, what will you like to say about the objectives of the program? As there are four objectives of the program, please give response as per the objectives' relevance and their needs for the BTE.

S/ N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote a close working relationship between Colleges of Education and local schools through the “Out” component of the program			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

--

SEMESTER-1

English Language Studies-FDC 111 (2-Credit Hours)

Note: This course was designed to improve student-teachers' competence in the English Language in the areas of grammar, speech work, writing and reading. It also aimed as exposing them to word classes and various genres of literature. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the BTE curriculum (pp.92-98)

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course			
7	Are the course objectives determining learning experiences in developing the confidence of student-teachers in learning the English language?			
8	What is your view about this content in terms of preparing student-teachers in developing fluidity in communication skills?			
9	What is your view about this content in terms of developing reading and comprehension skills of student-teachers?			
10	What is your view about this content in terms of helping student-teachers in developing writing skills with an emphasis on good paragraph development in different types of essays?			
11	What is your view about this content in terms of preparing student-teachers to acquire knowledge and understanding of major and minor word classes in English?			
12	What is your view about the 2-credit hours of the course?			
13	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SEMESTER-2

English Language Studies-FDC 121 (2-Credit Hours)

Note: This course focuses on the study of the basic curriculum materials, methods and strategies used in the teaching of English at the basic level. Kindly give your response by tick (✓) marking against the questions in appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the BTE curriculum (pp.92-98).

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
14	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course			
15	Are the course objectives provide a dual approach to teaching the contents as in literature and language and focus on practical skills in writing and communication?			
16	What is your view about this content in terms of preparing student-teachers to acquire knowledge in elements of grammar (sentence patterns and punctuation)?			
17	What is your view about this content in terms of preparing student-teachers for letter writing (formal semi-formal & informal)?			
18	What is your view about this content in terms of preparing student-teachers to acquire knowledge in the various literary genres (prose, drama & poetry)?			
19	What is your view about the 2-credit hours of the course?			
20	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SEMESTER-3

Literature in English (Poetry)-FDC 229A (1-Credit hour)

Note: This course focuses on the study of the basic curriculum materials, methods and strategies used in the teaching of English at the basic level. Kindly give your response by tick (√) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus (pp.104-106).

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
21	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course			
22	Are the course objectives offering further studies in Literature in English?			
23	What is your view about this content in terms of preparing student-teachers to differentiate between oral poetry and written poetry?			
24	What is your view about this content in terms of preparing student-teachers to differentiate between narrative poetry and dramatic poetry?			
25	What is your view about this content in terms of preparing student-teachers with respect of the elements of poetry and their relevance?			
26	What is your view about this content in terms of preparing student-teachers to discuss selected poems as per the underlying themes			
27	What is your view about the 1-credit hour of the course?			
28	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SEMESTER-4

English Language Methodology-FDC 211 (3-Credit hours)

Note: This course focuses on the study of the basic curriculum materials, methods and strategies used in the teaching of English at the basic level. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
29	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
30	Able the course objectives able to develop and sharpen student-teachers' skills and competencies in the teaching of English at the basic level?			
31	What is your view about this content in terms of preparing student-teachers to understand curriculum material like a syllabus in respect of content and topic sequence?			
32	What is your view about this content in terms of preparing student-teachers to acquire pedagogical skills for teaching reading?			
33	What is your view about this content in terms of preparing student-teachers to acquire pedagogical skills for teaching grammar?			
34	What is your view about this content in terms of preparing student-teachers to acquire pedagogical skills for teaching writing?			
35	What is your view about the 3-credit hours of the course?			
36	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SEMESTER-4

Literature In English - FDC 229B (1-Credit hour)

Note: This course focuses on the study of the basic curriculum materials, methods and strategies used in the teaching of English at the basic level. Kindly give your response by tick (√) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
37	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
38	Are the course objectives offering further studies in Literature in English (Drama)?			
39	What is your view about this content in terms of preparing student-teachers to differentiate between comedy-drama and tragedy drama?			
40	What is your view about this content in terms of preparing student-teachers to appreciate drama piece using the elements of drama?			
41	What is your view about this content in terms of equipping student-teachers with skills of teaching drama at the basic level?			
42	What is your view about the 1-credit hour of the course?			
43	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SEMESTER-5

English Language Studies- FDC 311 (2-Credit hours)

Note: This course focuses on the study of the basic curriculum materials, methods and strategies used in the teaching of English at the basic level. Kindly give your response by tick (√) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Statement of the Items	Judgment		
		Appropriate	Uncertain	Inappropriate
44	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course			
45	Are the course objectives offer further studies in grammar, comprehension and writing?			
46	What is your view about this content in terms of preparing student-teachers in terms of acquiring knowledge in Rank scale and Rank shift?			
47	What is your view about this content in terms of preparing student-teachers in terms of writing argumentative essays?			
48	What is your view about this content in terms of preparing student-teachers in terms of writing of articles?			
49	What is your view about this content with respect of error analysis in a passages?			
50	What is your view about this content with respect of direct and indirect speech?			
51	What is your view about the 2-credit hours of the course?			
52	Do you think the reading list is appropriate and comprehensive for this course?			

Write comment if any:

SECTION D

Aspect Related to the Modes of Transactions of DBE Curriculum

53. How **often** are the teaching strategies in the table below used for teaching and learning in the colleges? (Please provide teaching strategies, course wise in the supplementary sheets attached).

Methodology	Most frequently	Frequently	Sometime	Rarely	Not at all
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Grammar translation					
Role Play					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

54. What will you like to say about the teaching methods?

SECTION E

Aspect Related to Teaching Practice

55. How is practice teaching carried out in the BTE curriculum?

56. How does your college get schools for final year student-teachers during out-program teaching practice?

57. What major problems are confronting practice teaching?

58. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools used based on the following;

59. Internal assessment

60. External assessment

61. How many assignments do students take in this course per semester?

[.....]

62. How many quizzes do students in this course take per semester? [.....]

63. Indicate the number and nature of questions that are often written to conduct;

Internal assessment

.....

External

assessment.....

64. Indicate the required percentage of marks given in each student's assignments and

quizzes. Assignments [.....] Quizzes [.....] Semester exams

[.....]

65. What is your opinion about the mode of conducting internal and external

assessments in BTE curriculum?

66. Give suggestions for modification of the assessment

SECTION G

Aspect Related to Teaching and Learning Facilities

67. Tick mark the teaching and learning facilities in the following table to judge the extent to which they are accessible in BTE colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H:

Aspect Related to Extra And Co-Curricular Activities

68. Do you believe extra and co-curricular activities have a place in the curriculum? Yes [] No []

69. State the extra and co-curricular activities that are accessible in the curriculum

70. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION I

Suggestions for Modification

71. Are you satisfied with the curriculum in terms of preparing school teachers? Yes [] No []

72. What strength can you identify from this curriculum?

73. What weakness can be pointed out from this curriculum?

74. What can be done to improve the curriculum?

**APPENDIX P2: QUESTIONNAIRE FOR GHANAIAN LANGUAGE &
CULTURE LANGUAGE TUTORS**



**Department of Educational
Administration DSA-I SAP UGC PROJECT**
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The Ghanaian language & Culture Tutors,

-----,

Ghana

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....
Mpuangnan Kofi Nkonkonya
Ph.D. student

SECTION A
BIODATA

Name of the College ----- Years Higher of Experience: qualification (✓ mark): Doctorate [] Master [] Bachelor [] Diploma [] Others specify ----- Years of experience (✓ mark): below 5 years [] 5-10 years [] above 10 years [] Gender (✓ mark): Male [] Female []
--

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objectives

You have been working as a teacher educator since last many years in the BTE, from your experience with the BTE curriculum, what will you like to say about the objectives of the program? As there are four objectives of the program, please give response as per the objectives' relevance and their needs for the BTE.

S/ N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote a close working relationship between Colleges of Education and local schools through the "Out" component of the program			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.



SECTION C

Content of BTE Ghanaian Language and Culture

This section requires your judgment on the content of the BTE Mathematics in all the three years of study. Please peruse the content, year-wise and give your judgment whether it is **appropriate** or **inappropriate** for preparing student-teachers as per the needs and aspiration of Ghana. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any.

Semester-1

Ghanaian Language and Culture-FDC 113 (Credit-1)

Note: *the Ghanaian language and culture aim to guide student-teachers for studying their respective languages in the areas of syntax and usage. It also provides a foundation for students of the subject in four areas namely: Language Structure, Language Usage, Literature (oral & written) and Cultural Studies. It further introduces student-teachers to the study of literature books (Novels). For details about course objectives and contents, please refer to the syllabus (pp.27-29).*

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has 2 objectives, indicate whether the objectives are appropriate as per the needs of this course			
7	Are these course objectives appropriate in terms of promoting cultural consciousness and national identity?			
8	What is your view about this content in terms of equipping student-teachers with knowledge of syntactic structure of the language?			
9	What is your view about this content in terms of preparing student-teachers to understand language usage skills in respective Ghanaian Languages?			
10	What is your view about this content in terms of preparing student-teachers to acquire knowledge in teaching Ghanaian language and Culture?			
11	What is your view about the one-credit hour of the course?			
12	Do you think the reading list is appropriate and comprehensive for this course?			

Write comment if any:

Semester-2

Ghanaian Language and Culture-FDC 123 (Credit-1)

Note: *The Ghanaian language and Culture aim at providing the desired foundation for students-teachers of the subject in the four areas namely: Language Structure, Language Usage, Literature and Cultural Studies. Also, it introduces student-teachers to the methodology of teaching selected topics from basic school syllabuses. For details about course objectives and contents, please refer to the BTE Curriculum.*

Sr. No.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
13	This course has 5 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
14	Are the course objectives guiding student-teachers to be conversant with what constitutes literature (the characteristics and features of oral and written literature)?			
15	What is your view about this content in terms of preparing student-teachers to have a clear understanding of the term “literature” and the difference between oral and written literature?			
16	What is your view about this content in terms of preparing student-teachers to appreciate why people have different cultures?			
17	What is your view about this content in terms of preparing student-teachers to acquire skills for teaching oral and written literature			
18	What is your view about the 2-credit hours of the course?			
19	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

Semester-3

Ghanaian Language and Culture-FDC 213 (Credit-1)

Note: *The Ghanaian language and Culture aim at providing the desired foundation for students-teachers of the subject in the four areas namely: Language Structure, Language Usage, Literature and Cultural Studies. Also, it introduces student-teachers to the methodology of teaching selected topics from basic school syllabuses. For details about course objectives and contents, please refer to the BTE Curriculum.*

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
20	This course has 1 objective, indicate whether the objective is appropriate as per the needs of this course.			
21	Is the course objective providing the desired firm grounding for students of the subject in respect of Language Structure, Language Usage, and Cultural Studies?			
22	What is your view about this content in terms of preparing student-teachers to understand phonology and can differentiate between letters and phoneme?			
23	What is your view about this content in terms of preparing student-teachers capable of explaining basic grammar rules by using appropriate examples?			
24	What is your view about this content in terms of preparing student-teachers to be conversant with language usage and can properly introduce specialized expressions such as proverbs and idioms in conversations?			
25	What is your view about this content in terms of preparing student-teachers to understand cultural practices of major ethnic groups in Ghana			
26	What is your view about the one-credit hour of the course?			
27	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

Semester-4

Ghanaian Language and Culture-FDC 223 (Credit-1)

Note: *The Ghanaian language and Culture aim at providing the desired foundation for students-teachers of the subject in the four areas namely: Language Structure, Language Usage, Literature and Cultural Studies. Also, it introduces student-teachers to the methodology of teaching selected topics from basic school syllabuses. For details about course objectives and contents, please refer to the BTE Curriculum.*

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
28	This course has 3 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
29	Are the course objectives introducing student-teachers to the methodology of teaching primary and J.H.S. syllabi?			
30	What is your view about this content in terms of preparing student-teachers capable of writing lesson plans based on the selected topics from the basic school syllabus?			
31	What is your view about this content in terms of preparing student-teachers capable of using appropriate instructional strategies for achieving targets?			
32	What is your view about this content in terms of preparing student-teachers to understand the steps for teaching any topic of the Ghanaian languages in the basic school syllabus?			
33	What is your view about the one-credit hour of the course?			
34	Do you think the reading list is appropriate and comprehensive for this course?			
Write comment if any:				

SECTION D

Aspect Related to the Modes of Transactions of BTE Curriculum

35. How **often** do you apply the teaching methods in the table below to teach this course in college?

Methodology	Most frequently	Frequently	Sometime	Rarely	Not at all
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Grammar translation					
Role Play					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

36. What will you like to say about the teaching methods?

SECTION E

Aspect Related To Teaching Practice

37. How is practice teaching carried out in the BTE curriculum?

38. How do you get schools for final year student-teachers during out-program teaching practice?

39. What major problems confront practice teaching?

40. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

41. Internal assessment

42. External assessment

43. How many assignments do students take in this course per semester?

[.....]

44. How many quizzes do students in this course take per semester? [.....]

45. Indicate the number and nature of questions that are often written to conduct;

Internal assessment

.....

External

assessment.....

46. Indicate the required percentage of marks given in each student's assignments and

quizzes. Assignments [.....] Quizzes [.....] Semester exams

[.....]

47. What is your opinion about the mode of conducting internal and external

assessments in BTE curriculum?

48. Give suggestions for modification of the assessment

SECTION G

Aspect Related to Teaching and Learning Facilities

49. Tick mark the teaching and learning facilities in the following table to judge the extent to which they are accessible in BTE colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H

Aspect Related to Extra and Co-Curricular Activities

50. Do you believe extra and co-curricular activities have a place in the curriculum?

Yes [] No []

51. State the extra and co-curricular activities that are accessible in the curriculum

52. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION I

Suggestions for Modification

53. Are you satisfied with the curriculum in terms of preparing school teachers?

Yes [] No []

54. What strength can you identify from this curriculum?

55. What weakness can be pointed out from this curriculum?

56. What can be done to improve the curriculum?

THANK YOU!

APPENDIX T: QUESTIONNAIRE FOR MATHEMATICS TUTORS



**Department of Educational
Administration DSA-I SAP UGC PROJECT**
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The Mathematics Tutors,

-----,

Ghana

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....

Mpuangnan Kofi Nkonkonya
Ph.D. student

QUESTIONNAIRE FOR MATHEMATICS TUTORS

SECTION A

BIODATA

Name of the College ----- Years Higher of Experience: qualification (√ mark): Doctorate <input type="checkbox"/> Master <input type="checkbox"/> Bachelor <input type="checkbox"/> Diploma <input type="checkbox"/> Others specify ----- Years of experience (√ mark): below 5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> above 10 years <input type="checkbox"/> Gender (√ mark): Male <input type="checkbox"/> Female <input type="checkbox"/>

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objective

You have been working as a teacher educator since last many years in the BTE, from your experience with the DBE curriculum, what will you like to say about the objectives of the program? As there are four objectives of the program, please give response as per the objectives' relevance and their needs for the BTE.

S/ N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote a close working relationship between Colleges of Education and local schools through the "Out" component of the program			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

--

SECTION C

Contents of BTE Mathematics

This section requires your judgment on the content of the BTE Mathematics in all the three years of study. Please peruse the content, year-wise and give your judgment whether it is **appropriate** or **inappropriate** for preparing student-teachers as per the needs and aspiration of Ghana. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any.

Semester-1

Mathematics-FDC 112 (Credit-2)

Note: *This course aims at exposing the student-teachers to the following content areas: 'Sets, Real numbers and operations, Equations and Inequalities and Geometry and Trigonometry. For details about course objectives and contents, please refer to the BTE curriculum (pp.206-209).*

Sr. no.	Statements of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has 3 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
7	Are the course objectives consistent with the learning activities as per the contents?			
8	What is your view about this content in terms of preparing student-teachers to acquire concepts and procedures for problem-solving in Real numbers and operations?			
9	What is your view about this content in terms of preparing student-teachers capable of solving real life problems using ratio and proportion			
10	What is your view about this content in terms of preparing student-teachers to acquire knowledge in algebraic expressions			
11	What is your view about this content in terms of preparing student-teachers to acquire knowledge in the concepts of			

	set? 4(40%)			
12	What is your view about this content in terms of preparing student-teachers to acquire knowledge in ICT integration?			
13	Does the course equip the student-teachers with professional skills and pedagogy?			
14	What is your view about the 2-credit hours of the course?			
Write comments if any:				

Semester-2

Mathematics-FDC 122 (Credit-2)

Note: This course aims to give the student-teachers further exposure to topics in algebra and knowledge of basic school Mathematics. For details about course objectives and contents, please refer to the syllabus (pp.210-214).

Sr. no.	Statements of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
15	This course has 3 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
16	Are the course objectives providing an opportunity for student-teachers to learn how to calculate height and distance in real-life?			
17	What is your view about this content in terms of preparing student-teachers to acquire concepts and procedures for problem-solving in Geometry and Trigonometry?			
18	What is your view about this content in terms of preparing student-teachers capable of solving problems involving shapes, perimeters, areas and volumes?			
19	What is your view about this content with respect of Movement Geometry and Vectors?			
20	Does the course equip the student-teachers with professional skills and pedagogy?			
21	What is your view about the 2-credit hours of the course?			
Write comments if any:				

Semester-3

Mathematics-FDC 222 (Credit-2)

Note: *This course aims to provide knowledge of 'further exposure to algebra'. For details about course objectives and contents, please refer to the syllabus.*

Sr. no.	Statements of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
22	This course has 3 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
23	Are the course objectives have provided student-teachers with further exposure to topics in algebra?			
24	What is your view about this content in terms of preparing student-teachers to gain knowledge in Arithmetic Progression and can determine the general terms and sum of given series?			
25	What is your view about this content in terms of preparing student-teachers to gain knowledge in Investigating Number Patterns such as investigate square numbers, triangular numbers, patterns in calendar numbers (3x3) and (4x4); 3x3 and the magic square?			
26	What is your view about this content in terms of preparing student-teachers to understand Binomial Expansion and can perform operations on Expansion of integral powers of binomial expressions (square and higher powers of binomials up to the sixth power) using Pascal's triangles?			
27	What is your view about the 2-credit hours of the course?			
28	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-4

Mathematics-PFC 222 (Credit-2)

Note: *This course aims to provide knowledge in 'Basic School Mathematics Curricula (Primary and JHS)'. For details about course objectives and contents, please refer to the syllabus.*

Sr. no.	Statements of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
29	This course has 3 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
30	Are the course objectives provide learning activities to equip students with the knowledge of the Basic School Mathematics Curricula (Primary and JHS)?			
31	What is your view about this content in terms of preparing student-teachers in understanding of the structure and organization of the Basic School Mathematics Syllabuses, Profile Dimensions?			
32	What is your view about this content in terms of preparing student-teachers in understanding of addition, subtraction, multiplication and division of whole numbers?			
33	What is your view about this content in terms of preparing student-teachers capable of performing operations on integers?			
34	What is your view about this content in terms of preparing student-teachers capable of teaching measurement in respect of length, time, money, capacity, and mass			
35	What is your view about this content with respect of measurement of angles and polygons?			
36	What is your view about this content in terms of preparing student-teachers capable of designing activities to teach congruent and similar shapes and symmetry?			
37	What is your view about this content in terms of preparing student-teachers capable of collecting and handling of data?			
38	What is your view about this content in			

	terms of preparing student-teachers capable of preparing lesson plan in mathematics?			
39	What is your view about this content in terms of preparing student-teachers capable of using calculator in teaching basic mathematical operations?			
40	What is your view about the 2-credit hours of the course?			
41	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-5

Mathematics- FDC 312 (Credit-2)

Note: This course aims to provide knowledge in 'basic Statistics and Probability'. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Statements of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
42	This course has 3 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
43	Are the course objectives providing student-teachers with an in-depth knowledge of basic Statistics and Probability?			
44	What is your view about this content with respect of methods of collecting and representing data?			
45	What is your view about this content with respect of measures of central tendency			
46	What is your view about this content with respect of measures of dispersion			
47	What is your view about this content in terms of preparing student-teachers to understand probability related to using experiments to obtain outcomes and events?			
48	What is your view about the 2-credit hours of the course?			
49	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

SECTION D

Aspect Related to the Modes of Transaction of BTE Curriculum

50. How **often** you apply the teaching methods in the table below to teach in the colleges? (Please provide teaching strategies, course wise in the supplementary sheets attached).

Methodology	Most frequently	Frequently	Sometime	Rarely	Not at all
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Role Play					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

51. What will you like to say about the teaching methods?

SECTION E

Aspect Related to Teaching Practice

52. How is practice teaching carried out in the BTE curriculum?

53. How do you get schools for final year student-teachers during out-program teaching practice?

54. What major problems are confronting practice teaching?

55. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

56. Internal assessment

57. External assessment

58. How many assignments do students take in this course per semester?

[.....]

59. How many quizzes do students in this course take per semester? [.....]

60. Indicate the number and nature of questions that are often written to conduct;

Internal assessment

.....

External

assessment.....

61. Indicate the required percentage of marks given in each student's assignments and quizzes. Assignments [.....] Quizzes [.....] Semester exams [.....]

62. What is your opinion about the mode of conducting internal and external assessments in BTE curriculum?

63. Give suggestions for modification of the assessment

SECTION G

Aspect Related to Teaching and Learning Facilities

64. Tick mark the following teaching and learning facilities to judge the extent to which they are accessible in colleges.

Sr. No	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H

Aspect Related to Extra and Co-Curricular Activities

65. Do you believe extra and co-curricular activities have a place in the curriculum?

Yes [] No []

66. State the extra and co-curricular activities that are accessible in the curriculum

67. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION I

Suggestions for Modification

68. Are you satisfied with the curriculum in terms of preparing school teachers?

Yes [] No []

69. What strength can you identify from this curriculum?

70. What weakness can be pointed out from this curriculum?

71. What can be done to improve the curriculum?

THANK YOU!

APPENDIX U: QUESTIONNAIRE FOR MUSIC AND DANCE TUTORS



Department of Educational Administration
DSA-I SAP UGC PROJECT Faculty of
Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,
The Music and Dance Tutors,

-----,

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....
Mpuangnan Kofi Nkonkonya

Ph.D. student

QUESTIONNAIRE FOR MUSIC AND DANCE TUTORS

SECTION A BIODATA

Name of the College ----- Years Higher of Experience: qualification (✓ mark): Doctorate [] Master [] Bachelor [] Diploma [] Others specify ----- Years of experience (✓ mark): below 5 years [] 5-10 years [] above 10 years [] Gender (✓ mark): Male [] Female []
--

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objectives

You have been working as a teacher educator since last many years in the BTE, from your experience with the BTE curriculum, what you will like to say about the objectives of the program. As there are four objectives of the program, please give response as per the objectives' relevance and their needs for the BTE.

S/N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote close working relationship between Colleges of Education and local schools through the “Out” component of the program			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

SECTION C

Content of Music and Dance

This section requires your judgment on the content of the Environments and Social Studies in the first and second year of study. Please peruse the content, year-wise and give your judgment whether it is **appropriate** or **inappropriate** for preparing student-teachers as per the needs and aspiration of Ghana. Kindly give your response by tick (✓) marking against the questions inappropriate option and write suggestion if any.

Semester-2

Music and Dance-PRA 121 (Credit-1)

Note: This course introduces student-teachers to the elements of music, dance and drama. It gives student-teachers an insight into how these various elements are put together to create the components of the performing arts. For details about course objectives and contents, please refer to the syllabus (Pp.47-50).

Sr. no.	Statements of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has 3 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
7	Are the course objectives providing learning experiences in developing the confidence of student-teachers in creating and performing music and dance?			
8	What is your view about this content in terms of preparing student-teachers to acquire skills of discriminatory listening and observation?			
9	What is your view about this content in terms of preparing student-teachers in understanding the relationship between different elements of music; dance; and drama?			

10	What is your view about this content in terms of preparing student-teachers to understand the elements of music, dance, and drama?			
11	What is your view about this content in terms of preparing student-teachers to understand the role of the performing arts in national development?			
12	What is your view about this content in terms of preparing student-teachers capable of composing simple rhythms & melodies?			
13	What is your view about this content in terms of preparing student-teachers capable of helping school pupils to create movement patterns?			
14	What is your view about this content in terms of preparing student-teachers capable of identifying different music instruments and their mode of tone production?			
15	What is your view about the 1-credit hour of the course?			
16	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-3

Music and Dance-PRA 211 (Credit-1)

Note: *This course gives student-teachers an insight into understanding the nature and value of the performing arts in Ghana. For details about course objectives and contents, please refer to the syllabus.*

Sr. no.	Items	Judgment		
		Appropriate	Uncertain	Inappropriate
17	This course has 3 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
18	Are the course objectives providing student-teachers with a conceptual understanding of the nature and value of the performing arts in Ghana?			
19	What is your view about this content in terms of preparing student-teachers to understand the philosophy and history of performing arts education in Ghana to achieve instructional objectives?			
20	What is your view about this content in terms of preparing student-teachers to			

	understand the rhythmic notation in respect of 'simple time and compound time'?			
21	What is your view about this content in terms of preparing student-teachers to understand form and structure in respect of binary, ternary, rondo, hoquet, variation, and structures?			
22	What is your view about this content in terms of preparing student-teachers capable of demonstrating movement notation in respect of dance composition using labanotation?			
23	What is your view about the 1-credit hour of the course?			
24	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-4

Music and Dance-PRA 221 (Credit-1)

Note: *This course gives student-teachers an insight into understanding the nature and value of the performing arts in Ghana. For details about course objectives and contents, please refer to the syllabus.*

Sr. no.	Items	Judgment		
		Appropriate	Uncertain	Inappropriate
25	This course has 2 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
26	Are the course objectives providing the opportunity to develop skills and creating enabling environment for student-teachers to learn the performing arts?			
27	What is your view about this content in terms of preparing student-teachers to understand the significance of Theories of Performing Arts in learning?			
28	What is your view about this content in terms of preparing student-teachers to understand pedagogical strategies for teaching the Performing Arts?			
29	What is your view about this content in terms of preparing student-teachers capable of organizing cultural festivals in schools			

30	What is your view about this content with respect of developing career opportunities in the performing arts?			
31	What is your view about the 1-credit hour of the course?			
32	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

SECTION D

Aspect Related to the Modes of Transactions of DBE Curriculum

33. How **often** are the teaching strategies in the table below used for teaching and learning in the colleges? (Please provide teaching strategies, course wise in the supplementary sheets attached).

Methodology	Most frequently	Frequently	Sometime	Rarely	Not at all
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Role Play					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

34. What will you like to say about the teaching methods?

SECTION E

Aspect Related to Teaching Practice

35. How is practice teaching carried out in the BTE curriculum?

36. How do you get schools for final year student-teachers during out-program teaching practice?

37. What major problems confront practice teaching?

38. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

39. Internal assessment

40. External assessment

41. How many assignments do students take in this course per semester?

[.....]

42. How many quizzes do students in this course take per semester? [.....]

43. Indicate the number and nature of questions that are often written to conduct; Internal assessment

.....

External assessment.....

44. Briefly describe the mode of assessment of student-teachers in practical works

45. Indicate the required percentage of marks given in each student's assignments and quizzes. Assignments [.....] Quizzes [.....]

46. What is your opinion about the mode of conducting internal and external assessments in BTE curriculum?

47. Give suggestions for modification of the assessment

SECTION G

Aspect Related to Teaching and Learning Facilities

48. Tick mark the following teaching and learning facilities to judge the extent to which they are accessible in colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H

Aspect Related to Extra and Co-Curricular Activities

49. Do you believe extra and co-curricular activities have a place in the curriculum?

Yes [] No []

50. State the extra and co-curricular activities that are accessible in the curriculum

51. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION I

Suggestions for Modification

52. Are you satisfied with the curriculum in terms of preparing school teachers?

Yes [] No []

53. What strength can you identify from this curriculum?

54. What weakness can be pointed out from this curriculum?

55. What can be done to improve the curriculum?

THANK YOU!

APPENDIX V: QUESTIONNAIRE FOR PHYSICAL EDUCATION TUTORS



**Department of Educational
Administration DSA-I SAP UGC PROJECT**
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The Physical Education Tutors,

-----,

Ghana

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....
Mpuangnan Kofi Nkonkonya
Ph.D. student

QUESTIONNAIRE FOR PHYSICAL EDUCATION TUTORS

SECTION A

BIODATA

Name of the College ----- Years Higher of Experience: qualification (✓ mark): Doctorate [] Master [] Bachelor [] Diploma [] Others specify ----- Years of experience (✓ mark): below 5 years [] 5-10 years [] above 10 years [] Gender (✓ mark): Male [] Female []
--

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objectives

You have been working as a teacher educator since last many years in the BTE, from your experience with the BTE curriculum, what will you like to say about the objectives of the program? As there are four objectives of the program, please give response as per the objectives' relevance and their needs for the BTE.

S/ N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote a close working relationship between Colleges of Education and local schools through the "Out" component of the program			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

SECTION C

Contents of Physical Education (PE)

This section requires your judgment on the content of the PE in the first and second year of study. Please peruse the content, year-wise and give your judgment whether it is **appropriate** or **inappropriate** for preparing student-teachers as per the needs and aspiration of Ghana. Kindly give your response by tick (√) marking against the questions inappropriate option and write suggestion if any.

Semester-2

PE-PRA 122 (Credit-1)

Note This courses is designed to expose student-teacher to the foundations of PE namely; aims and objectives of physical education, the historical, social and humanistic bases of organized physical activity. For details about course objectives and contents, please refer to the syllabus (pp.84-85).

Sr. No.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has 5 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
7	Are the course objectives providing a proper foundation for student-teachers to study PE to develop their potentials			
8	What is your view about this content in terms of preparing student-teachers to acquire knowledge in physical education (Meaning, aims and objectives)			
9	What is your view about this content in terms of preparing student-teachers capable of recognizing differences between physical education in Athens and Sparta?			
10	What is your view about this content in terms of preparing student-teachers of tracing the Modern Olympic Games to the Ancient Olympic			

	Games?			
11	What is your view about this content in terms of preparing student-teachers in recognizing differences between health-related and motor skill-related physical fitness?			
12	What is your view about this content in terms of preparing student-teachers to acquire attitude in keeping fit & living healthily?			
13	What is your view about this content in terms of preparing student-teachers capable of providing basic first aid in schools?			
14	What is your view about this content in terms of preparing student-teachers capable of performing basic patterns of physical activities			
15	What is your view about the 1-credit hour of the course?			
16	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-3

PE-PRA 212 (Credit-1)

Note This courses is designed to expose student-teacher to the basis of human physical performance and the scientific basis of physical education. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
17	This course has 5 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
18	Are the course objectives providing student-teachers with the basis of human physical performance and the scientific basis of physical education in respect of some movement skills involved in track and field athletics, soccer and netball?			
19	What is your view about this content in			

	terms of preparing student-teachers to gain knowledge in body types (Sheldon's classification) and the different types of associated sporting activities?			
20	What is your view about this content in terms of preparing student-teachers capable of classifying the human skeleton and joints into various types?			
21	What is your view about this content in terms of preparing student-teachers capable of demonstrating basic movement skills in soccer?			
22	What is your view about this content in terms of preparing student-teachers capable of demonstrating basic movement skills in netball?			
22	What is your view about this content in terms of preparing student-teachers capable of demonstrating basic movement skills in track events viz., sprints, middle and long-distance			
23	What is your view about this content in terms of preparing student-teachers capable of demonstrating basic movement skills in field events viz., jumps and throws			
24	What is your view about the 1-credit hour of the course?			
25	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-4

PE-PRA 222 (Credit-1)

Note This courses is designed to expose student-teacher to the structure of the universal lesson plan and the phases of teaching the practical physical education lesson. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Items	Judgment		
		Appropriate	Uncertain	Inappropriate
26	This course has 5 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
27	Are the course objectives provide student-teachers with the structure of the universal lesson plan and the phases of teaching the practical physical education lesson?			
28	What is your view about this content in terms of preparing student-teachers to understand the basic school syllabus and the preparation of the lesson plan?			
29	What is your view about this content in terms of preparing student-teachers to understand psycho-social and sociological issues like drugs, ergogenics, and locus of control in Physical Education and sports?			
30	What is your view about this content in terms of preparing student-teachers capable of demonstrating service (underarm, overhead) skills in volleyball?			
31	What is your view about this content in terms of preparing student-teachers capable of demonstrating offensive and defensive strokes skills in table tennis?			
32	What is your view about this content in terms of preparing student-teachers capable of demonstrating forward and backward rolls and inverted support skills in gymnastics?			
33	What is your view about this content in terms of preparing student-teachers to acquire knowledge of location and action of the major muscles in the human body?			
34	What is your view about the 1-credit hour of the course?			
35	Do you think the reading list is appropriate and comprehensive for this course?			

SECTION D

Aspect Related to the Modes of Transaction of BTE Curriculum

36. How **often** do you apply the teaching methods in the table below for teaching and learning in college? (Please provide teaching strategies, course wise in the supplementary sheets attached).

Methodology	Most frequently	Frequently	Sometime	Rarely	Not at all
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Role Play					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

37. What will you like to say about the teaching methods?

SECTION E

Aspect Related to Teaching Practice

38. How is practice teaching carried out in the BTE curriculum?

39. How do you get schools for final year student-teachers during out-program teaching practice?

40. What major problems are confronting practice teaching?

41. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

42. Internal assessment

43. External assessment

44. How many assignments do students take in this course per semester?
[.....]

45. How many quizzes do students in this course take per semester? [.....]

46. Indicate the number and nature of questions that are often written to conduct;

Internal assessment

.....

External

assessment.....

47. Indicate the required percentage of marks given in each student's assignments and
quizzes. Assignments [.....] Quizzes [.....]

48. What is your opinion about the mode of conducting internal and external
assessments in BTE curriculum?

49. Give suggestions for modification of the assessment

SECTION G

Aspect Related to Teaching and Learning Facilities

50. Tick mark the following teaching and learning facilities to judge the extent to which they are accessible in colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H

Aspect Related to Extra and Co-Curricular Activities

51. Do you believe extra and co-curricular activities have a place in the curriculum?

Yes [] No []

52. State the extra and co-curricular activities that are accessible in the curriculum

53. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION I

Suggestions for Modification

54. Are you satisfied with the curriculum in terms of preparing school teachers?

Yes [] No []

55. What strength can you identify from this curriculum?

56. What weakness can be pointed out from this curriculum?

57. What can be done to improve the curriculum?

THANK YOU!

**APPENDIX W: QUESTIONNAIRE FOR PRE-VOCATIONAL SKILLS
SUBJECTS TUTORS**



**Department of Educational
Administration DSA-I SAP UGC PROJECT**
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The Pre-Vocational Skills Tutors,

-----,

Ghana

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....
Mpuangnan Kofi Nkonkonya
Ph.D. student

QUESTIONNAIRE FOR PRE-VOCATIONAL SKILLS TUTORS

SECTION BIODATA

Name of the College ----- Years Higher of Experience: qualification (✓ mark): Doctorate [] Master [] Bachelor [] Diploma [] Others specify ----- Years of experience (✓ mark): below 5 years [] 5-10 years [] above 10 years [] Gender (✓ mark): Male [] Female []
--

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objectives

You have been working as a teacher educator since last many years in the BTE, from your experience with the BTE curriculum, what will you like to say about the objectives of the program? As there are four objectives of the program, please give response as per the objectives' relevance and their needs for the BTE.

S/ N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote a close working relationship between Colleges of Education and local schools through the “Out” component of the program			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

--

SECTION C

Content of BTE Pre-Vocational Skills

This section requires your judgment on the content of the regular BTE Pre-Vocational Skills courses; Catering, Basic Design and Technology and Home Economics-Sewing. Please peruse the content, year-wise and give your judgment whether it is **appropriate** or **inappropriate** for preparing student-teachers as per the needs and aspiration of Ghana. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any.

Semester-1

Creative Art and Technology-FVA 111 (Credit-1)

Note: this course is designed to provide Student-teachers with fundamental concepts of all visual arts. For details about course objectives and contents, please refer to the syllabus (pp.272-274).

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has one objective, indicate whether the objective is appropriate as per the needs of this course.			
7	Is the course objective covering fundamental concepts of all visual arts subjects?			
8	What is your view about this content in terms of preparing student-teachers to acquire knowledge in principles and elements of design?			
9	What is your view about this content in terms of preparing student-teachers to acquire knowledge in colour work and can mix colours as per the twelve points colour wheel?			
10	What is your view about this content in terms of preparing student-teachers			

	capable of demonstrating drawing techniques in different perspectives?			
11	What is your view about this content in terms of preparing student-teachers capable of creating environment to enhance the productivity of creative products?			
12	What is your view about the 1-credit hour of the course?			
13	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-2

Catering-FVH 122 (Credit-1)

Note: this course is designed to student-teachers to help student-teachers study catering as a vocation. For details about course objectives and contents, please refer to the syllabus (pp.278-286).

Sr. no.	Items	Judgment		
		Appropriate	Uncertain	Inappropriate
14	This course has 10 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
15	Are the course objectives appropriate for helping student-teachers to study catering as a vocation?			
16	What is your view about this content in terms of preparing student-teachers capable of using catering tools and equipment to prepare food?			
17	What is your view about this content in terms of preparing student-teachers to acquire knowledge in causes and prevention of food poisoning?			
18	What is your view about this content in terms of exposing student-teacher to some accidents that may occur in a kitchen and how to preventive them?			
19	What is your view about this content in terms of preparing student-teachers capable of carrying out simple first-aid treatment in case of accidents in the kitchen?			

20	What is your view about this content in terms of preparing student-teachers capable of classifying food we eat under the six food groups?			
21	What is your view about the 1-credit hour of the course?			
22	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-3

Home Economics-Sewing FVH 211 (Credit-1)

Note: *the course is designed for student-teachers to study different methods of obtaining patterns for making up garments. For details about course objectives and contents, please refer to the syllabus (pp.276-277).*

Sr. no.	Items	Judgment		
		Appropriate	Uncertain	Inappropriate
23	This course has 7 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
24	Are the course objectives providing for student-teachers to study different methods of obtaining patterns for making up garments?			
25	What is your view about this content in terms of preparing student-teachers capable of taking body measurement with the right tool?			
26	What is your view about this content in terms of preparing student-teachers capable of drafting simple basic blocks using their body measurements?			
27	What is your view about this content in terms of preparing student-teachers capable of demonstrating skills in arranging fullness?			
28	What is your view about this content in terms of preparing student-teachers capable of finishing edges on garments and articles with appropriate finishes?			
29	What is your view about this content in terms of preparing student-teachers capable of describing the different types of collars, sleeves and pockets?			
30	What is your view about the 1-credit hour of the course?			
31	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-4

Catering-FVH 222 (Credit-1)

Note: this course is designed to student-teachers to help student-teachers study catering as a vocation. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Items	Judgment		
		Appropriate	Uncertain	Inappropriate
32	This course has 11 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
33	Are the course objectives making student-teachers aware of the preservative methods to enhance productivity and maximize profits in the catering vocation?			
34	What is your view about this content in terms of preparing student-teachers to acquire knowledge in different types of convenience foods?			
35	What is your view about this content in terms of preparing student-teachers to acquire knowledge in methods of food preservation?			
36	What is your view about this content in terms of preparing student-teachers to acquire knowledge in mounting of exhibition?			
37	What is your view about this content in terms of preparing student-teachers capable of setting up and manage Catering Enterprises?			
38	What is your view about this content in terms of preparing student-teachers to acquire knowledge in preparation of lesson note for Teaching Catering?			
39	What is your view about the 1-credit hour of the course?			
40	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

SECTION D

Aspect Related to the Modes of Transactions of DBE Curriculum

41. How **often** are the teaching strategies in the table below used for teaching and learning in the colleges? (Please provide teaching strategies, course wise in the supplementary sheets attached).

Methodology	Most frequently	Frequently	Sometime	Rarely	Not at all
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Role Play					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

42. What will you like to say about the teaching methods?

SECTION E

Aspect Related to Teaching Practice

43. How is practice teaching carried out in the BTE curriculum?

44 How do you get schools for final year student-teachers during out-program teaching practice?

45. What major problems confront practice teaching?

46. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

47. Internal assessment

48. External assessment

49. How many assignments do students take in this course per semester?

[.....]

50. How many quizzes do students in this course take per semester? [.....]

51. Indicate the number and nature of questions that are often written to conduct; Internal assessment

.....

External assessment.....

52. Briefly describe the mode of assessment of student-teachers in practical works

53. Indicate the required percentage of marks given in each student's assignments and quizzes. Assignments [.....] Quizzes [.....]

54. What is your opinion about the mode of conducting internal and external assessments in BTE curriculum?

56. Give suggestions for modification of the assessment

SECTION G

Aspect Related to Teaching and Learning Facilities

57. Tick mark the following teaching and learning facilities to judge the extent to which they are accessible in colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H

Aspect Related to Extra and Co-Curricular Activities

58. Do you believe extra and co-curricular activities have a place in the curriculum?

Yes [] No []

59. State the extra and co-curricular activities that are accessible in the curriculum

60. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION I

Suggestions for Modification

61. Are you satisfied with the curriculum in terms of preparing school teachers?

62. What strength can you identify from this curriculum?

63. What weakness can be pointed out from this curriculum?

64. What can be done to improve the curriculum?

THANK YOU!

**APPENDIX X: QUESTIONNAIRE FOR RELIGIOUS AND MORAL
EDUCATION TUTORS**



Department of Educational Administration
DSA-I SAP UGC PROJECT Faculty of
Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The RME Tutors,

-----,

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....
Mpuangnan Kofi Nkonkonya
Ph.D. student

SECTION A

BIODATA

Name of the College -----
Years Higher of Experience: qualification (✓ mark): Doctorate <input type="checkbox"/> Master <input type="checkbox"/> Bachelor <input type="checkbox"/> Diploma <input type="checkbox"/>
Others specify -----
Years of experience (✓ mark): below 5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> above 10 years <input type="checkbox"/>
Gender (✓ mark): Male <input type="checkbox"/> Female <input type="checkbox"/>

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objectives

You have been working as a teacher educator since last many years in the BTE, from your experience with the BTE curriculum, what do you like to say about the objectives of the program? As there are four objectives of the program, please give response as per the objectives' relevance and their needs for the BTE.

S/ N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote a close working relationship between Colleges of Education and local schools through the "Out" component of the program			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

SECTION C

Contents of Religious and Moral Education (RME)

This section requires your judgment on the content of the RME in the first and second year of study. Please peruse the content, year-wise and give your judgment whether it is **appropriate** or **inappropriate** for preparing student-teachers as per the needs and aspiration of Ghana. Kindly give your response by tick (✓) marking against the questions inappropriate option and write suggestion if any.

Semester-1

RME-FDC 119 (Credit-1)

Note: *This course explores the aims of it and identifies the main sources of morality. It also explores current theories of RME and their application to the teaching and learning process. For details about course objectives and contents, please refer to the syllabus (pp.127-129).*

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has 5 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
7	Are the objectives having pedagogical implications drawn from Ghanaian values, beliefs, and mode of worship?			
8	What is your view about this content in terms of preparing student-teachers to acquire knowledge in the “religious” and “non-religious” sources of morality?			
9	What is your view about this content in terms of preparing student-teachers to acquire knowledge and understanding in religious development theories?			
10	What is your view about this content in terms of preparing student-teachers to acquire knowledge and understanding in moral development theories			
11	What is your view about the 1-credit hour of the course?			
12	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

SECTION D

Aspect Related to the Modes of Transaction of BTE Curriculum

12. How **often** are the teaching strategies in the table below used for teaching and learning in the colleges?

Methodology	Most frequently	Frequently	Sometime	Rarely	Not at all
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Role Play					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

13. What will you like to say about the teaching methods?

SECTION E

Aspect Related to Teaching Practice

14. How is practice teaching carried out in the BTE curriculum?

15. How do you get schools for final year student-teachers during out-program teaching practice?

16. What major problems confront practice teaching?

17. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

18. Internal assessment

19. External assessment

20. How many assignments do students take in this course per semester?

[.....]

21. How many quizzes do students in this course take per semester? [.....]

22. Indicate the number and nature of questions that are often written to conduct;

Internal assessment

.....

External

assessment.....

23. Indicate the required percentage of marks given in each student's assignments and quizzes. Assignments [.....] Quizzes [.....]

24. What is your opinion about the mode of conducting internal and external assessments in BTE curriculum?

25. Give suggestions for modification of the assessment

SECTION G

Aspect Related to Teaching and Learning Facilities

26. Tick mark the following teaching and learning facilities to judge the extent to which they are accessible in colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H

Aspect Related to Extra and Co-Curricular Activities

27. Do you believe extra and co-curricular activities have a place in the curriculum?

Yes [] No []

28. State the extra and co-curricular activities that are accessible in the curriculum

29. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION I

Suggestions for Modification

30. Are you satisfied with the curriculum in terms of preparing school teachers?

Yes [] No []

31. What strength can you identify from this curriculum?

32. What weakness can be pointed out from this curriculum?

33. What can be done to improve the curriculum?

THANK YOU!

APPENDIX Y: QUESTIONNAIRE FOR INTEGRATED SCIENCE TUTORS



**Department of Educational
Administration DSA-I SAP UGC PROJECT**
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The Integrated Science Tutors,

-----,

Ghana

Subject: Request for providing data to **Evaluate Basic Teacher Education Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum (general) in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-your Biodata, **B**-about curriculum objectives, **C**-about content of courses in the general program, **D**-about modes of transactions, and **E**-about Practice teaching, **F**-About assessment and **G**-teaching and learning resources, **H**-about extra-curricular activities. **I**-about suggestions for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....

Mpuangnan Kofi Nkonkonya
Ph.D. student

QUESTIONNAIRE FOR INTEGRATED SCIENCE TUTORS

SECTION A

BIODATA

Name of the College ----- Higher qualification (√ mark): Doctorate <input type="checkbox"/> Master <input type="checkbox"/> Bachelor <input type="checkbox"/> Diploma <input type="checkbox"/> Years of Experience: Others specify ----- Years of experience (√ mark): below 5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> above 10 years <input type="checkbox"/> Gender (√ mark): Male <input type="checkbox"/> Female <input type="checkbox"/>

SECTION B

Aspect Related to Basic Teacher Education (BTE) Curriculum Objective

You have been working as a teacher educator since last many years in the BTE, from your experience with the DBE curriculum, what you will like to say about the objectives of the program? As there are four objectives of the program, please give response as per the objectives' relevance and their needs for the BTE.

S/ N	Objective	Relevance of Objectives		Suggest Modification
		Relevance	Irrelevance	
1	To produce generalist teachers capable of teaching all subjects at the basic level			
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education			
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils			
4	To promote a close working relationship between Colleges of Education and local schools through the “Out” component of the program			

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

SECTION C

Contents of BTE Integrated Science- FDC 114

This section requires your judgment on the content of the BTE Integrated Science in all the three years of study. Please peruse the content, year-wise and give your judgment whether it is **appropriate** or **inappropriate** for preparing student-teachers as per the needs and aspiration of Ghana. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any.

Semester-1

Agriculture Science

Note: *The course mainly focuses on the following areas: nature of soil, hazards, fish rearing and farming system. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus (pp.157-162).*

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
6	This course has 5 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
7	Are the course objectives appropriate in determining changes that the course has intended to bring to the student-teachers?			
8	What is your view about this content in terms of preparing student-teachers capable of demonstrating the separation of soil into gravel, sand, silt, clay and organic fractions			
9	What is your view about this content in terms of preparing student-teachers capable of performing simple experiment to demonstrate soil texture (by the feel method)?			
10	What is your view about this content in terms of preparing student-teachers to know the factors to consider for vegetable crop production?			
11	What is your view about this content in terms of preparing student-teachers in understanding the activities involved in rearing Tilapia (pond construction and management, stocking, feeding,			

	harvesting, processing, packaging and marketing)?			
12	What is your view about this content in terms of preparing student-teachers to understand the differences between various farming systems?			
13	What is your view about 3-weeks duration of the course?			
14	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Biology

Note: *The course focuses on laboratory skills which will help student-teacher to explain basic biological processes. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus (pp.172-177).*

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
15	This course has 4 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
16	Are the course objectives providing an opportunity for hand-on-training on laboratory skills for helping student-teacher to explain basic biological processes?			
17	What is your view about this content in terms of preparing student-teachers to understand structure of cells and their relationship to tissues, organs and organ systems?			
18	What is your view about this content with respect of samples organisms from different kingdoms for observation			
19	Experiments on the digestive system in humans?			
20	What is your view about this content with respect of consolidating relevant previous concept and skills of student-teachers?			
21	What is your view about 3-weeks duration of the course?			
22	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Chemistry

Note: *This course focuses on the explanation of science, various branches of science, matter and compounds. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus (pp.174-175).*

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
23	What is your view about lack of course objectives here in this course with regard to teacher preparation?			
24	What is your view about this content in terms of preparing student-teachers to acquire knowledge in the effects of science and technology on human life and the environment?			
25	What is your view about this content in terms of preparing student-teachers capable of performing experiment to demonstrate changes in the three main states of matter (solid, liquid and gas)?			
26	What is your view about this content with respect of developing professionalism and pedagogy?			
27	What is your view about one-week duration of the course?			
28	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Physics

Note: The course mainly focuses on the 'Measurements and Energy' and 'Force and Momentum'. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the BTE curriculum (pp.179-181).

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
29	What is your view about lack of course objectives here in this course with regard to teacher preparation?			
30	What is your view about this content in terms of preparing student-teachers capable of measuring the various quantities in science (length, mass, time, volume, area, weight and temperature)?			
31	What is your view about this content in terms of preparing student-teachers to gain knowledge in energy conservation and transformation, work and power?			
32	What is your view about this content in terms of preparing student-teachers to gain knowledge in the concept of reflection of light and refraction of light?			
33	What is your view about this content in terms of preparing student-teachers to understand the components of the solar system?			
34	What is your view about this content in terms of preparing student-teachers capable of performing practical activities relating to measurements and energy?			
35	What is your view about 5-weeks duration of the course?			
36	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-2

Agriculture Science

Note: The course mainly focuses on crops and animals production. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus.

Sr. No.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
37	This course has 7 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
38	Are the course objectives allowing tutors to prepare student-teachers to gain expertise in crops and animals production?			
39	What is your view about this content in terms of preparing student-teachers capable of describing the elements of climate (rainfall, sunlight, wind speed, wind direction, temperature, humidity and atmospheric pressure)?			
40	What is your view about this content in terms of preparing student-teachers to know the uses of weather instruments like a rain gauge, wind vane, anemometer, sunshine recorder, and thermometer?			
41	What is your view about this content in terms of preparing student-teachers to gain knowledge in how pests and parasites affect the growth, development and production on farm animals?			
42	What is your view about this content in terms of preparing student-teachers understand the various methods of controlling pest and parasite on farm animals?			
43	What is your view about 3-weeks duration of the course?			
44	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Biology

Note: The course focuses on laboratory skills which will help student-teacher to explain basic biological processes. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
45	This course has 3 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
46	Are the course objectives enhancing understanding, curiosity, and creativity of student-teachers in solving problems relating to biology?			
47	What is your view about this content in terms of preparing student-teachers to gain knowledge in diffusion and osmosis in plants and animals?			
48	What is your view about this content in terms of preparing student-teachers capable of performing experiment to demonstrate osmosis, absorption of water by root hairs and absorption of digested food and gases by plants?			
49	What is your view about this content in terms of preparing student-teachers to understand the structure and functions of the male and female reproductive systems with respect of copulation, fertilization, development of zygote and foetus, implantation and birth?			
50	What is your view about this content in terms of preparing student-teachers capable of performing experiment to demonstrate factors necessary for photosynthesis (water, sunlight, chlorophyll, and carbon dioxide)?			
51	What is your view about this content in terms of preparing student-teachers to gain knowledge in antibodies, immunity and prevention of infections in communities?			
52	What is your view about this content in terms of preparing student-teachers capable of dissecting small mammals to display the reproductive organs and drawn?			
53	What is your view about 2-weeks duration of the course?			
54	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Chemistry

Note: This course focuses on the explanation of science, various branches of science, matter and compounds. Kindly give your response by tick (√) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
55	What is your view about this content in terms of making student-teachers conversant with the atomic structure of the first 20 elements?			
56	What is your view about this content in terms of preparing student-teachers to understand the concepts of compounds and mixtures?			
57	What is your view about this content with respect of properties of metals and non-metals?			
58	What is your view about this content in terms of preparing student-teachers capable of performing a chemical test for water?			
59	What is your view about this content in terms of preparing student-teachers capable of taking decision in solving problems in real life?			
60	What is your view about 2-weeks duration of the course?			
61	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Physics

Note: The course mainly focuses on the 'Measurements and Energy' and 'Force and Momentum'. Kindly give your response by tick (√) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the BTE curriculum.

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
62	What is your view about this content in terms of preparing student-teachers to gain knowledge in the effects and application of force?			
63	What is your view about this content in terms of preparing student-teachers capable of applying Newton's three physical laws of motion for solving related problems in real life?			
64	What is your view about this content in terms of preparing student-teachers to know types and examples of simple machines?			
65	What is your view about 3-weeks duration of the course?			
66	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-3

Biology

Note: The course focuses on life cycle of mosquitoes and dentition in humans. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
67	What is your view about this content in terms of preparing student-teachers to gain knowledge in methods of controlling mosquito (environmental, chemical, biological and genetic)?			
68	What is your view about this content in terms of preparing student-teachers to gain knowledge in dentition in humans with respect of tooth structure, functions and dental care?			
69	What is your view about this content in terms of preparing student-teachers to understand the process of digestion of food substances (protein, fats and oils and carbohydrates) in human?			
70	What is your view about 3-weeks duration of the course?			
71	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Chemistry

Note: The course focuses on acids, alkali, salt and bases. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
72	What is your view about this content with respect of concept of acids, alkali, salt and bases (sources, examples, and properties)?			
73	What is your view about this content in terms of preparing student-teachers capable of using the pH scale to test for acid, alkali, salt, and bases of a given substance?			
74	What is your view about this content in terms of preparing student-teachers capable of preparing indicator from flowers or a given part of a plant in a laboratory?			
75	What is your view about one-week duration of the course?			
76	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Physics

Note: The course focuses on electrical energy. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
77	What is your view about this content in terms of preparing student-teachers to gain knowledge in sound energy (sources of sound waves and properties of sound waves)?			
78	What is your view about this content in terms of preparing student-teachers capable of performing experiment to demonstrate transfer of heat?			
79	What is your view about this content in terms of preparing student-teachers to			

	understand the concept of electricity (sources and the components of electrical circuits' diagrams connection)?			
80	What is your view about this content in terms of preparing student-teachers capable of constructing simple electronic circuit by using the battery, switch, light-emitting diode and insulated wires?			
81	What is your view about one-week duration of the course?			
82	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Agriculture Science- AGN 228A

Note: *The course focuses on crops production in Ghana. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus.*

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
83	This course has 2 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
84	Are the course objectives providing student-teachers with conceptual understanding capable of teaching agriculture science in schools?			
85	What is your view about this content in terms of preparing student-teachers to understand contribution of agriculture to the socio-economic development of Ghana?			
86	What is your view about this content in terms of preparing student-teachers to understand the role of government and non-governmental agencies in agricultural development?			
87	What is your view about this content in terms of preparing student-teachers to acquire skills needed to operate an agri-business?			
88	What is your view about this content in terms of preparing student-teachers capable of demonstrating the various			

	means of producing crops by using the seeds and vegetative parts of the crop?			
89	What is your view about this content in terms of preparing student-teachers capable of demonstrating the methods of weed control with respect of mechanical, chemical, biological & cultural?			
90	What is your view about one-week duration of the course?			
91	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

Semester-4

Agriculture Science- AGN 228B

Note: The course focuses on production of farm animals in Ghana. Kindly give your response by tick (✓) marking against the questions in the appropriate option and write suggestion if any. For details about course objectives and contents, please refer to the syllabus.

Sr. no.	Statement of Items	Judgment		
		Appropriate	Uncertain	Inappropriate
92	This course has 8 objectives, indicate whether the objectives are appropriate as per the needs of this course.			
93	Are the course objectives providing student-teachers with conceptual understanding capable of teaching agriculture science in schools?			
94	What is your view about this content in terms of preparing student-teachers to understand the influence of factors of Agriculture on production in Ghana?			
95	What is your view about this content in terms of preparing student-teachers to understand the factors causing the incidence of diseases in animals?			
96	What is your view about this content in terms of preparing student-teachers to understand the treatment and preventive measures of disease control in farm animals?			
97	What is your view about this content in terms of preparing student-teachers to understand the methods of checking soil erosion?			

98	What is your view about this content in terms of preparing student-teachers to understand the problems of marketing of agricultural produce in Ghana?			
99	What is your view about this content in terms of preparing student-teachers to understand the various types of agricultural chains?			
100	What is your view about this content in terms of preparing student-teachers to know the various agencies in food safety and quality assurance			
101	What is your view about the 1-credit hour of the course?			
102	Do you think the reading list is appropriate and comprehensive for this course?			
Write comments if any:				

SECTION D

Aspect Related to the Modes of Transactions of DBE Curriculum

103. How **often** are the teaching strategies in the table below used for teaching and learning in the colleges? (Please provide teaching strategies, course wise in the supplementary sheets attached).

Methodology	Most frequently	Frequently	Sometime	Rarely	Not at all
Discussing					
Lecture					
Mentoring					
Demonstration					
Games					
Role Play					
Debate					
Project					
Brainstorming					
Collaboration					
Others specify					

104. What will you like to say about the teaching methods?

SECTION E

Aspect Related to Teaching Practice

105. How is practice teaching carried out in the BTE curriculum?

106. How do you get schools for final year student-teachers during out-program teaching practice?

107. What major problems are confronting practice teaching?

108. How can practice teaching be improved?

SECTION F

Aspect Related to Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

109. Internal assessment

110. External assessment

111. How many assignments do students take in this course per semester?

[.....]

112. How many quizzes do students in this course take per semester? [.....]

113. Indicate the number and nature of questions that are often written to conduct; Internal assessment

.....

External

assessment.....

114. Briefly describe the mode of assessment of student-teachers in practical works

115. Indicate the required percentage of marks given in each student's assignments and quizzes. Assignments [.....] Quizzes [.....] Semester exams [.....]

116. What is your opinion about the mode of conducting internal and external assessments in BTE curriculum?

117. Give suggestions for modification of the assessment

SECTION G

Aspect Related to Teaching and Learning Facilities

118. Tick mark the following teaching and learning facilities to judge the extent to which they are accessible in colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION H

Aspect Related to Extra and Co-Curricular Activities

119. Do you believe extra and co-curricular activities have a place in the curriculum?

Yes [] No []

120. State the extra and co-curricular activities that are accessible in the curriculum

121. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION I

Suggestions for Modification

122. Are you satisfied with the curriculum in terms of preparing school teachers?

Yes [] No []

123. What strength can you identify from this curriculum?

124. What weakness can be pointed out from this curriculum?

125. What can be done to improve the curriculum?

THANK YOU!

APPENDIX Z 1: QUESTIONNAIRE FOR BTE PRINCIPALS



**Department of Educational
Administration DSA-I SAP UGC PROJECT**
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The Principal,

-----,

Ghana

Subject: Request for providing data to **Evaluate Basic Teacher Education (BTE) Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 BTE curriculum in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-biodata, **B**-about curriculum objectives, **C**-practice teaching, **D**-assessment of student-teachers, **E**-available resources, **F**-extra-curricular activities and **G**-emerging problems and suggested solutions. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....

Mpuangnan Kofi Nkonkonya
Ph.D. student

SECTION A

BIODATA

Name of the College: ----- Higher qualifications (√ mark): Doctorate [] Master [] Bachelor [] Diploma [] Years of Experience: Others specify ----- Years of experience: below 5 years [] 5-10 years [] above 10 years [] Gender: Male [] Female []
--

SECTION B

ASPECT RELATED TO OBJECTIVES OF THE BTE CURRICULUM

You have been working as a teacher educator since last many years in the BTE. From your experience with the curriculum, what do you like to say about the objectives of the curriculum? As there are four objectives of the curriculum, please give a response by tick mark to judge the relevance of the objectives as per the needs of the society in the table below.

Sr. No	OBJECTIVE	JUDGMENTS			YOUR SUGGESTIONS
		Relevant	Uncertain	Irrelevant	
1	To produce generalist teachers capable of teaching all subjects at the basic level				
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education				
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils				
4	To promote a close working relationship between Colleges of Education and local schools through the “Out” component of the program				

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

SECTION C

Aspect Related to Practice Teaching

6. How is practice teaching carried out in the BTE curriculum?

7. How do you get schools for final year student-teachers during out-program teaching practice?

8. What major problems are confronting by your BTE College in organizing practice teaching?

9. How can practice teaching be improved?

SECTION D

Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

10. Internal assessment

11. External assessment

12. What will you like to say about the assessment procedures and items weightage?
Write in details (subject wise) in the supplementary sheets attached.

13. Give suggestions for modification of the assessment

SECTION E

Aspect Related to Teaching and Learning Facilities

14. Tick mark the teaching and learning facilities in the following table to judge the extent to which they are accessible in BTE colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION F

Aspect Related to Extra-curricular and Co-Curricular Activities

15. Do you believe that extra and co-curricular activities have a place in the BTE curriculum?

Yes [] No []

16. State the extra-curricular and co-curricular activities that are accessible in the curriculum

17. What will you like to say about tutors and student-teachers participation in the extra and co-curricular activities?

SECTION G

Suggestions for Modification

18. Are you satisfied with the curriculum in terms of preparing school teachers? Yes [] No []

19. What strength can you identify from this curriculum?

20. What weakness can be pointed out from this curriculum?

21. What can be done to improve the curriculum?

**APPENDIX Z 2: QUESTIONNAIRE FOR REGIONAL DIRECTORS OF
EDUCATION**



Directors of Education
Department of Educational
Administration DSA-I SAP UGC PROJECT
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara 390 002
Phone: 0265-2792631

Date.....

Evaluation of Basic Teacher Education Curriculum in Ghana

To,

The Director,

-----,

Ghana

Subject: Request for providing data to **Evaluate Basic Teacher Education (BTE) Curriculum in Ghana**

Dear Sir/Madam,

I, the undersigned, a Doctorate student of the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, India. I am undertaking a study entitled '**Evaluation of Basic Teacher Education Curriculum in Ghana**'. The basic objective of the study is to find out the strength and weakness of the 2014 Basic Teacher Education Curriculum in practice and suggest measures for its improvement. In this context, I need your co-operation to respond to a questionnaire developed for this purpose.

The attached questionnaire is developed under different sections; **A**-bio data, **B**-about curriculum objectives, **C**-practice teaching, **D**-assessment of student-teachers, **E**-available resources, **F**-extra-curricular activities and **G**-suggestion for modification. I request you to respond to this questionnaire as per the best of your knowledge. I assure you that the data would be used for research purpose only and would be treated with the highest degree of confidentiality.

Your co-operation is highly anticipated.

Yours truly,

.....
Mpuangnan Kofi Nkonkonya
Ph.D. student

QUESTIONNAIRES FOR DIRECTORS OF EDUCATION

SECTION A

BIODATA

Name of Region/District: -----
Years Higher of qualifications Experience: (√ mark): Doctorate <input type="checkbox"/> Master <input type="checkbox"/> Bachelor <input type="checkbox"/> Diploma <input type="checkbox"/>
Others specify -----
Years of experience: below 5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> above 10 years <input type="checkbox"/>
Gender: Male <input type="checkbox"/> Female <input type="checkbox"/>

SECTION B

Aspect Related to Objectives of the BTE Curriculum

You have been working as an education director for last many years. From your experience as a sector employer, what do you like to say about the objectives of the BTE curriculum? As there are four objectives of the curriculum, please give a response by tick mark to judge the relevance of the objectives as per the needs of the society in the table below.

Sr. No	OBJECTIVE	JUDGMENTS			YOUR SUGGESTIONS
		Relevant	uncertain	Irrelevant	
1	To produce generalist teachers capable of teaching all subjects at the basic level				
2	To produce specialist teachers capable of teaching specific subjects such as Mathematics, Science and Technical at the JHS level, French at both Primary and JHS levels and Early Childhood Education				
3	To produce teachers who have a clear grasp of intended outcomes of their teaching activities, who are skilled in monitoring, diagnosing and appropriately providing equal opportunity to all pupils				
4	To promote a close working relationship between Colleges of Education and local schools through the “Out” component of the program				

5. Do you think that new objectives need to be formulated? If YES, state the objectives.

SECTION C

Aspect Related to Practice Teaching

6. How is practice teaching carried out in the BTE curriculum?

7. How do the BTE colleges under your jurisdiction get schools for final year student-teachers during out-program teaching practice?

8. What major problems are confronting practice teaching?

9. How can practice teaching be improved?

SECTION D

Assessment of Student-Teachers

During the transaction of BTE curriculum, a variety of tools may be used to determine the learning progress of student-teachers. State assessment tools based on the following;

10. Internal assessment

11. External assessment

12. What will you like to say about the assessment procedures and items weightage?

13. Give suggestions for modification of the assessment

SECTION E

Aspect Related to Teaching and Learning Facilities

14. Tick mark the teaching and learning facilities in the following table to judge the extent to which they are accessible in BTE colleges.

Sr. No.	Statement	Strongly Agree (SA)	Agree (A)	Cannot Say (CnS)	Disagree (D)	Strongly Disagree (SD)
1	Student-teachers are given course material					
2	College has equipped library					
3	The college has equipped laboratory for science courses					
4	The college has equipped workshop for practical courses					
5	The college has accessible internet facilities					

SECTION F

Aspect Related to Extra and Co-Curricular Activities

15. State the extra and co-curricular activities that are accessible in the curriculum

16. What will you like to say about tutors and student-teachers participation in extra and co-curricular activities?

SECTION G

Suggestions for Modification

17. What strength can you identify from this curriculum?

18. What weakness can be pointed out from this curriculum?

19. What can be done to improve the curriculum?

THANK YOU!