

A horizontal scroll with a black outline and a light gray fill. The scroll is unrolled, showing a central area with the word "APPENDIX" in bold, black, serif capital letters. The left end of the scroll is rolled up, and the right end is also rolled up, with the top edge of the scroll visible on the right.

APPENDIX

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General Instructions for Students

You are invited to participate in a survey titled **“Role of Pre-Internship in Enhancing Students’ Instructional Planning Skills: A Study.”** This questionnaire aims to gather your reflections on the teaching and planning skills developed through microteaching and pre-internship experiences. Your participation will contribute meaningfully to research on improving teacher education practices.

Please read the instructions below carefully before filling out the form:

- This survey is conducted as part of a dissertation to understand how pre-internship activities influence instructional planning skills among teacher trainees.
- Only students currently enrolled in teaching education programs such as B.Ed., M.Ed., B.Sc. B.Ed., or B.A. B.Ed. are eligible to participate.
- Your responses will remain confidential and used solely for academic research purposes. No personal identifiers will be disclosed.
- The form consists of multiple-choice questions and will take approximately **10–15 minutes** to complete.
- **Instructions for Filling the Form:**
 - Answer all questions honestly based on your personal experiences during pre-internship and microteaching.
 - For each question, choose the most appropriate option.
 - Some questions allow multiple responses — please select all that apply.
 - Fields marked with an asterisk (*) are mandatory.
- Ensure you have reviewed your answers before submitting the form. You can submit the form only **once**.

Thank you for your valuable time and input. Your contribution will help in enhancing the quality of teacher education.

GENERAL INFORMATION

Email Id: _____ **Name:** _____

Course:

<input type="checkbox"/> B.Sc. B.Ed. Physical	<input type="checkbox"/> B.Sc. B.Ed. (Bio)
<input type="checkbox"/> B.Ed. M.Ed.	<input type="checkbox"/> B.A. B.Ed.

Gender: ☐ Male ☐ Female

Previous Teaching Experience (if any):

<input type="checkbox"/> None	<input type="checkbox"/> Less than 3 Months
<input type="checkbox"/> 3- 6 Months	<input type="checkbox"/> More than 6 months

Area of Internship School: ☐ Urban ☐ Semi – Urban ☐ Rural

QUESTIONNAIRE

Instructions: Please read each question carefully and select the most appropriate option(s) based on your experiences. There are multiple-choice and multiple-response questions included.

Q1. Why might a teacher begin a lesson with a short story or real-life example?

- A. To entertain students
- B. To connect the topic with students' experiences and spark interest
- C. To fill extra time
- D. To avoid direct instruction

Q2. What is the main purpose of the introduction phase in a lesson?

- A. To summarize previous lessons
- B. To give homework early
- C. To prepare learners for new content by activating prior knowledge
- D. To start the class on time

Q3. What is the most important benefit of using questions during a lesson?

- A. To maintain discipline
- B. To engage students and guide their thinking
- C. To follow a set pattern
- D. To test memory only

Q4. Which type of question is most useful for encouraging thoughtful classroom discussion?

- A. One-word answers
- B. Open-ended questions that allow multiple responses
- C. True or False questions
- D. Rhetorical statements

Q5. What makes an explanation effective for student understanding?

- A. Including only technical terms
- B. Using simple language and examples that relate to students' context
- C. Talking continuously without breaks
- D. Focusing only on definitions

Q6. Why should a teacher connect new content to what students already know?

- A. To shorten the lesson
- B. To avoid repeating instructions
- C. To help students understand new ideas more easily
- D. To meet formal requirements

Q7. A student gives a thoughtful answer after struggling. What is the most effective teacher response?

- A. "You're slow, but okay."
- B. "Good effort! You're getting there."
- C. Move on without comment
- D. Tell the student the correct answer

Q8. What is the main benefit of reinforcing student responses?

- A. To end the lesson quickly
- B. To strengthen learning and motivate participation
- C. To avoid corrections
- D. To reduce interaction

Q9. A teacher notices the class is losing focus. What would be the most effective response?

- A. Continue the same activity
- B. Change the tone, ask a question, or move around
- C. Tell students to be quiet
- D. Stop teaching for a while

Q10. Why should teachers vary their methods and delivery styles during a lesson?

- A. To show creativity
- B. To finish content faster
- C. To keep students alert and interested
- D. To follow rules

Q11. What is a good blackboard practice while teaching?

- A. Writing everything the teacher says
- B. Using capital letters only
- C. Highlighting key ideas in an organized and clear way
- D. Writing in decorative fonts

Q12. Why should teachers ensure what's written on the board is clearly visible to all students?

- A. To make the classroom look nice
- B. To support student understanding and note-taking
- C. To impress observers
- D. To avoid questions

Q13. What makes an example meaningful in a classroom setting?

- A. Being complex and impressive
- B. Taken directly from the textbook
- C. Relating to everyday situations students understand
- D. Involving technical jargon

Q14. Why should teachers use examples when explaining new concepts?

- A. To save time
- B. To make abstract ideas easier to relate to and remember
- C. To entertain the class
- D. To avoid writing on the board

Q15. When using a teaching aid, what should a teacher keep in mind?

- A. Use as many aids as possible
- B. Ensure the aid is clear, relevant, and supports the topic
- C. Choose the most expensive aid
- D. Avoid student interaction

Q16. Why is it important to use visual or audio tools in a lesson?

- A. To fill time
- B. To reduce talking
- C. To improve student engagement and concept clarity
- D. To finish faster

Q17. What is the most effective way to end a lesson?

- A. Assigning homework
- B. Quickly wrapping up
- C. Summarizing key points and asking reflective questions
- D. Announcing tomorrow's topic

Q18. What is the main value of a good closing activity in a lesson?

- A. To end on time
- B. To introduce new content
- C. To help students consolidate what they've learned
- D. To reduce interaction

Q19. What is the primary goal of creating a detailed lesson plan before teaching?

- A. To reduce teaching time
- B. To organize content, methods, and assessment in a logical flow
- C. To impress observers
- D. To fill out paperwork

Q20. A well-prepared lesson plan helps a teacher:

- A. Avoid using teaching aids
- B. Teach without any interaction
- C. Manage time effectively and stay focused on learning objectives
- D. Skip student questions

Q21. Before teaching a topic, analysing the content helps the teacher to:

- A. Avoid repetition
- B. Break down the topic into manageable parts for better understanding
- C. Memorize definitions
- D. Reduce teaching effort

Q22. What does content analysis ensure in instructional planning?

- A. Students finish homework faster
- B. The teacher identifies key concepts and supporting ideas
- C. Every student reads aloud
- D. The board work is minimized

Q23. Why should learning objectives be clearly stated before the lesson begins?

- A. To match textbook headings
- B. To help both teacher and students stay focused on expected outcomes
- C. To grade students early
- D. To skip discussion

Q24. A good learning objective should:

- A. Be vague to allow flexibility
- B. Only focus on recall
- C. Be specific, measurable, and aligned with the lesson content
- D. Be difficult to understand

Q25. What is the main reason to use additional instructional materials in teaching?

- A. To impress the principal
- B. To support diverse learners and improve concept clarity
- C. To replace textbooks
- D. To save effort in explanation

Q26. Instructional materials should be selected based on:

- A. Their appearance
- B. Relevance to lesson goals and learner needs
- C. Brand popularity
- D. The length of the lesson

Q27. What is the main purpose of observing another teacher's class during training?

- A. To rate their performance
- B. To copy their exact method
- C. To learn new strategies and understand student behaviour
- D. To pass time

Q28. During classroom observation, what should be the observer's focus?

- A. Decoration of the room
- B. Teaching strategies, learner responses, and class management
- C. Speed of writing
- D. Uniform of students

Q29. Why is maintaining student records important for a teacher?

- A. To keep files full
- B. To track learning progress and identify support needs
- C. To punish students
- D. To reduce workload

Q30. Which of the following is a good practice in maintaining academic records?

- A. Updating once a year
- B. Keeping consistent and accurate information about each student
- C. Leaving it to students
- D. Relying only on memory

Q31. Knowing your students' learning styles and emotional needs helps you to:

- A. Focus only on bright students
- B. Plan activities that are engaging and suitable for all
- C. Avoid assessments
- D. Skip group work

Q32. Why is it important to be aware of learners' backgrounds and interests?

- A. To give better punishments
- B. To connect learning with their real-life context and motivation
- C. To reduce curriculum
- D. To avoid questions

Q33. What is the purpose of using a variety of assessment methods in the classroom?

- A. To confuse students
- B. To get a better understanding of how students learn and perform
- C. To increase exam pressure
- D. To finish early

Q34. Which of the following best supports fair and effective evaluation?

- A. Surprise tests only
- B. Using tools like rubrics, checklists, and continuous feedback
- C. One-word questions
- D. Relying only on final exams

Q35. A teacher reviewing their own lesson after class is practicing:

- A. Revision
- B. Self-reflection to improve future teaching strategies
- C. Planning homework
- D. Avoiding feedback

Q36. Accepting feedback from students or mentors is valuable because:

- A. It helps finalize grades
- B. It shows who's in charge
- C. It provides insight for personal and professional growth
- D. It reduces teaching time

Reflecting on your school-based teaching experience, how has the pre-internship phase contributed to your growth and readiness as a future educator? (SELECT MULTIPLE OPTION) *

- A. It allows me to observe experienced teachers and understand classroom dynamics in a real setting.
- B. I gain hands-on experience in preparing lesson plans and aligning them with learning objectives
- C. It helps me understand students' learning needs and adapt my teaching methods accordingly.
- D. I learn how to manage time effectively during different stages of a lesson.
- E. The experience builds my confidence to speak, instruct, and interact in front of a class.
- F. I receive feedback from mentors that helps me identify strengths and areas for improvement.
- G. It provides opportunities to practice the use of teaching aids and classroom technology meaningfully.

- H.** I get familiar with school routines, record-keeping practices, and institutional responsibilities.
- I.** observe how assessments are planned and implemented to evaluate student learning accurately.
- J.** It helps me reflect on my own teaching practices and plan better for the future.
- K.** It helps me practice maintaining discipline through real classroom management strategies.
- L.** I learn to modify content delivery based on students' responses and attention levels.
- M.** It encourages collaboration with peer trainees and school staff to co-plan lessons and activities.
- N.** I develop professional communication skills while interacting with students, teachers, and parents.
- O.** It helps me experience the challenges and rewards of teaching in a supportive environment.

Others: _____

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