

APPENDIX-A

Q U E S T I O N N A I R E

CENTRE OF ADVANCED STUDY IN EDUCATION

M.S. UNIVERSITY OF BARODA

Dear Sir/Madam,

Some of the Indian Universities have taken an initiative to sponsor a training or orientation programme for university teachers. The Bombay University is awarding "Dip.H.Ed.". The university of Calicut has introduced "Master of College Teaching". Annamalai and Karnatak Universities are under the process to prepare the courses in teaching methods for university teachers. Some other universities are also contemplating to introduce such a scheme. The M.S.University of Baroda has initiated an inservice programme, since July 1976, for its new and probationary teachers.

This sort of orientation programme is a new dimention in higher education. It needs a critical study and with this end in view I propose to investigate the existing orientation programmes in different universities of India.

You are one of the most experienced and talented members of the university/college, and on the basis of your vast experience in the area of higher education, you alone can help me in my study.

The enclosed questionnaire has two parts: Part A and Part B. The part (A) pertains to the need and scope of orientation programme. Part (B) pertains to the organization

and implementation of such an orientation programme. Hence, Part (A) may kindly be filled in by all, but the Part (B) is meant only for those who have undergone some sort of orientation programme either as a participant or as the consultant.

There are 32 questions in all, 15 questions in Part (A) and 16 question in Part (B). You are requested to place a tick-mark (✓) at most of the places. But at few places you are requested to give your opinion in writing. This may take 35 minutes of your valuable time. Kindly oblige me by sparing these minutes.

The information provided by you will be kept strictly confidential and used for research work only.

I may also explain that the word orientation programme includes all the activities and programmes of different types under preservice, short duration courses, evening programmes, U.G.C. summer institutes, etc. on pedagogy i.e. teaching methods evaluation, guidance and problems pertaining to higher education.

I request you to send me back the questionnaire at your earliest convenience if possible within fifteen days of its receipt.

With warm personal regards and thanking you in anticipation,

Yours sincerely,

(Soran Singh)
Ph.D. Scholar

PART-A

1. Name of the respondent:
2. Designation:
3. Qualifications: M.A./M.Sc./M.E. () Subject: _ _ _ _ _
 B.Ed./M.Ed. ()
 Any other
4. Sex (i) Male () (ii) Female ()
5. Name of the Institution and University:
 (a) College/Faculty/Department:
 (b) University:
6. Teaching Experience: (a) Degree level ()
 (if any) (b) Post-graduate ()
 (c) Research guide ()
- 7.(A) Have you attended any orientation programme
 of University teachers? Yes ()
 No ()
- (B) If your answer is 'yes' of above 8(A), please tickmark(✓) against the following agency which had organised the course:
 (i) University department of education ()
 (ii) Training College for teachers ()
 (iii) U.G.C. conducted orientation courses(Summer) ()
 (iv) NCERT conducted courses ()
 (v) Concerned faculty conducted programme ()
 (vi) Concerned department conducted programme ()
 (vii) Any other (please specify)

8. If you have not attended such an orientation programmes do you feel that such an orientation may be helpful for the university lecturers? Yes ()

No ()

(a) If your answer is 'yes' of above (8), give reasons in your support:

(b) If your answer is 'no' to question No.(8), give reasons:

9. In your opinion this type of orientation programme for university teachers may lead to: (Please tickmark (✓) each item under appropriate column).

Qualities	Agree	Undecided	Disagree
1. Self confidence in teaching	()	()	()
2. Systematic and effective teaching			
3. Adopting suitable and new techniques in teaching			
4. Understanding of educational goals			
5. Understanding of the value of life			
6. Understanding of the conditions under which learning takes place			
7. Study of the student behaviour			
8. Better knowledge of the administrative system of education			
9. Organization of cocurricular activities in university/college			
10. Establishment of rapport with the students			

Agree Undecided Disagree

11. Understanding of the community need. () () ()
12. Identification of problems of higher education and their remedies
13. Curriculum development in higher education
14. Awareness of new techniques of evaluation
15. Proper guidance to students in teaching-learning process
16. Knowledge of motivational factors which motivate students to achieve (excellence)
17. Any other (please specify)
- 10 (A) How would you like to get the orientation programme organized?
- (a) as a preservice programme yes ()
() No ()
- (b) during the probationary period of lecturer Yes ()
No ()
- (c) as an inservice programme Yes ()
No ()
- (B) Give reasons for your preference in Q.10:
- 11 Do you favour orientation preservice programmes as-
- (a) Full time course for one year ()
- (b) Full time course for one semester ()
- (c) Full time course for less than six month intensive coaching ()
- 12 Do you favour inservice programme as?
- (a) Full time course of one year ()
- (b) Part time course for two years during vacations ()
- (c) Evening courses for one ~~xxx~~ semester ()
- (d) Any other (please specify)

- 13 Do you consider that in your subject the existing system of examination is satisfactory?
- Yes ()
No ()
- 14 Do you think that university teachers need orientation in evaluation?
- Yes ()
No ()
- 15 (A) Do you consider that the examination taken by your students has an influence on teaching in your subject which is.
- Good ()
~~Neutral~~ ()
~~Neutral~~ ()
Bad ()
- (B) If your answer is 'Bad' in Q No.15 (A) above, do you consider that the situation could be remedied.
- (C) If your answer is 'Yes' to (B) above, please suggest remedial measures for improving the existing system of examination.
- (Please rank them in order of your performances 1, 2, 3, etc.)
- (i) by introducing internal assessemtn ()
- (ii) by preparing questions for Question Bank ()
- (iii) by introducing continuous assessment ()
- (iv) by introducing objective type questions ()
- (v) by introducing grade system ()
- (vi) by external evaluation ()
- (vii) Any other (please specify)

PART-B

Note:- Only for those who have attended an orientation programme for university teachers as a participant or consultant.

You have attended an orientation programme and here are few questions pertaining to its effectiveness, please give your reactions.

1. Have you received degree or certificate of university teachers orientation programme? (Please specify).
 - (1)
 - (2)

2. Have you acted as consultant of such an orientation programme?

Yes	()
No	()

3. In your opinion the consultants of orientation programme should be invited from:

(i) Concerned Faculty	()
(ii) Concerned Department	()
(iii) University Department of Education	()
(iv) By inviting experts from all departments	()
(v) Any other (please specify)	()

4. (A) You have attended an orientation programme do you think that it has helped you in your teaching profession.

Yes	()
No	()

(B) If your answer is 'yes' of above Q.No.4(A), in what way it has helped you. (Please specify)

(C) If your answer is 'no' of above Q.No.4(A), what were the shortcomings of the programme? (Please specify)

5. Do you think that university teachers should seek opinion regarding one's own teaching?

Yes ()

No ()

6. Have you ever checked on efficiency of your lecture or teaching in the class by recording and inviting criticism?

Yes ()

No ()

If your answer is 'yes' of above Q.No.(6), how did you check it?

(i) Through the comments of colleagues ()

(ii) Evaluation by students ()

(iii) Through taped lectures ()

(iv) Micro-teaching sessions ()

(v) Any other (please specify) ()

7. (A) Has the orientation programme helped you to check your teaching efficiency?

Yes ()

No ()

(B) Has this checking of your lectures helped to improve your teaching further?

Yes ()

No ()

(C) If your answer is 'yes' to (B) above, in what way it has improved teaching (please specify).

8. (A) Do you think that at the end of orientation programme there should be an evaluation of the participants.

Yes ()

No ()

(B) If your answer is 'yes' of above Q.No.8(A), what type of evaluation should it be?

- (i) by external examination ()
 (ii) by sessional work assessment ()
 (iii) by internal evaluation ()
 (iv) day to day participation ()
 (v) Any other (please specify) ()

(C) If your answer is 'no' of above Q.8(A), why evaluation of candidate is not needed? (please specify)

- (1)
 (2)

9. (A) Have you received any guidance or orientation to improve the existing examination system during the course.

- Yes ()
 No ()

(B) If your answer is 'yes' of above Q.No.9(A), do you feel that it is helpful for you in your day to day work of evaluation?

- Yes ()
 No ()

(C) In what specific way has it been helpful to you?

10. For dealing with various topic during the orientation programme following approaches were adopted. Please rate them for their effectiveness by putting tickmark (✓).

Approaches	Very effective	Some-what effective	Not much effective	Not at all effective
1.Lecture method	()	()	()	()
2.Lecture followed by discussion	()	()	()	()
3.Presentation by two or more persons on the same topic followed by discussion.	()	()	()	()
4.Group work	()	()	()	()
5.Presentation by participants themselves	()	()	()	()
6.Multi-Media (uses of film etc.)	()	()	()	()
7.Micro-lecture session	()	()	()	()

11. The orientation programme, which you attended had two dimensions (a) theoretical and (b) practical. To what extent you have been benefitted by this programme. (Please put a tickmark (/) under appropriate column and you may also add, in the given space, which you think were of help to you.)

	To great extent	To much extent	To some extent	Not at all
<u>(a) Theoretical</u>				
Understanding of:				
1.Philosophical background of education	()	()	()	()
2.Psychological treatment of student				
3.Administrative problems of university/college				
4.New techniques of teaching				
(i) Lecture method				
(ii) Discussion method				
(iii) Programmed learning				
(iv)				
(v)				
5.New methods of evaluation				
(i) Grade system				
(ii) Question bank				
(iii) Internal assessment				
(iv)				
(v)				
6.The classroom climate				
7.The use of audio visual material				
8.The problems of higher education				
9.Any other (please specify)				

(b) Practical

	To great extent	To much extent	To some extent	Not at all
1. Giving lessons through (i) Lecture method (ii) Discussion method (iii) Micro-lessons				
2. Participation in seminars				
3. Construction of model test paper				
4. Project work				
5. ^{Participation and} Observation of classroom teaching				
6. Any other (please specify)				

12. Do you think that such inservice courses of shorter duration are necessary for university teachers after 5 years of one's service.

Yes ()

No ()

13. What difficulties if any, did you face in your professional work before you joined the course?

1.

2.

3.

14. In what way the orientation course has helped you to overcome your professional problems? Please specify.

1.

2.

3.

15. What facilities, if any, should be provided to the participants of these orientation programme? (Please specify)

1.

2.

3.

16. You may kindly give suggestions which in your opinion may improve the orientation programme for university teachers. (Atleast give two suggestions).

1.

2.