

APPENDIX - X
QUESTIONNAIRE FOR THE TEACHERS OF
CORRESPONDENCE COURSE

Dear Sir/Madam,

An attempt is being made to study the Teacher Education Programme of the Institute of Correspondence Course and Continuing Education of Madurai Kamaraj University. In this connection there is a need to collect the views of the teachers of correspondence course regarding different aspects of this system of education i.e., Course of Studies, Packages, Assignments, Personal Contact Programme etc.,

As one of the personnel involved in teaching activities of Correspondence Courses, you must be aware of their instructional objectives. In relation to these objectives you might have seen the usefulness and limitations of different aspects of correspondence education. Also, while performing any of the instructional activities, i.e., writing lessons, checking assignments etc., you might have faced some problems. On the basis of your experience, you might have formed certain views regarding various ways and means of bringing out improvement in Correspondence Courses.

In order to get your opinions and suggestions regarding various aspects of Correspondence Education stated above, a questionnaire is prepared. The questions are arranged in 8 parts according to different aspects of Correspondence Education. You are requested to respond

to those questions which apply to you. There are some questions which seek your open responses. In such cases, please state your responses briefly in the given space. There are some other questions with alternatives of responses. While answering these questions, you may put a tick (✓) mark against the alternatives which you find appropriate. If you have some responses other than the alternatives mentioned, please write them down in the space provided. May I assure you that your responses will be used for research purpose only and kept confidential? I shall be obliged to you, if after filling in the questionnaire, you send it back to me at my present address within 10 days of receiving the questionnaire. A self-addressed envelope is enclosed herewith for this purpose.

Thanking you,

Yours sincerely,

(G. PUGAZHENTHI)

Supervisor,
Dr. G.R. SUDAME
Professor of Education .

Investigator,
G. PUGAZHENTHI
Teacher Fellow.

CENTRE OF ADVANCED STUDY IN EDUCATION
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PART I

1. Name :
2. Qualifications :
3. Designation :
Professor
Reader
Lecturer
4. Subject :
5. Teaching Experience in Training Colleges |
A. U.G. Level Years
B. P.G. Level Years
6. Teaching experience in Institute of Correspondence Course |
A. U.G. Level Years
B. P.G. Level Years
7. Research Experience : Years
8. Name of the Institution in which you are working | :

9. Type of the Institution in which you are working
- | | |
|--------------------------------|--------------------------|
| I.C.C & C.E | <input type="checkbox"/> |
| University Teaching Department | <input type="checkbox"/> |
| Training College | <input type="checkbox"/> |
| Research Institute | <input type="checkbox"/> |
| Arts and Science College | <input type="checkbox"/> |
| Higher Secondary School | <input type="checkbox"/> |

10. Nature of involvement in the Instructional Activities of the Correspondence Course

	M.Ed.,	B.Ed.,
a. Writing the lessons	<input type="checkbox"/>	<input type="checkbox"/>
b. Review/Modification of the lessons	<input type="checkbox"/>	<input type="checkbox"/>
c. Evaluation of assignments	<input type="checkbox"/>	<input type="checkbox"/>
d. Teaching during PCP	<input type="checkbox"/>	<input type="checkbox"/>
e. Guiding the M.Ed. dissertation candidates	<input type="checkbox"/>	<input type="checkbox"/>
f. Evaluation of examination papers	<input type="checkbox"/>	<input type="checkbox"/>

PART II

11. OBJECTIVES AND SYLLABUS OF THE COURSE

Keeping in view of the changes that are taking place in the Secondary and Higher Secondary level, you may hold some views concerning the objectives of B.Ed./M.Ed. Course.

11.1 Do you think that there is any need for modifying the objectives

B.Ed., Yes Not sure No

M.Ed., Yes Not sure No

11.2 If yes, what are they

B.Ed., :

a.

b.

c.

d.

e.

M.Ed., :

a.

b.

c.

d.

e.

- 11.3 In what respect does the change in the objectives require modification in the syllabus. Please state them briefly in relation to each subject and unit.

Name of the Subject	Unit No.	Nature of Modifications required

- 11.4 New subjects to be included

Name of the paper	Units

- 11.5 Do you think that the references suggested in the syllabus are adequate with regard to the content coverage of the syllabus?

Most Adequate Adequate to some extent Not Adequate at all

PART III

12. LESSON SCRIPT (PACKAGES)

12.1 To what extent did you find that the presentation of the lesson scripts are adequate in terms of

	B.Ed.		M.Ed.			
	Most adequate	Ade-quate to some extent	Not ade-quate at all	Most ade-quate	Ade-quate to some extent	Not ade-quate at all
a. Format						
b. Over view						
c. Objectives of the lesson						
d. Content Coverage						
e. Systematic pre-sentation of the content						
f. Upto-date nature of the content						
g. Division of the lesson						
h. Clarification of the concepts						
i. Simplicity of language						

	B. Ed.			MEd.		
	Most adequate	Adequate to some extent	Not adequate at all	Most adequate	Adequate to some extent	Not adequate at all
j. Enabling students to understand the lessons on their own						
k. Illustrations and examples given						
l. Library reference suggested in lessons						
m. Enrichment activities provided						
n. Test items and feedback given						
o. Printing						
p. Any other						

12.2	Did the Institute give you guidelines for	Yes	No
	- Writing the lessons	<input type="checkbox"/>	<input type="checkbox"/>
	- reviewing the lessons	<input type="checkbox"/>	<input type="checkbox"/>

12.2.1	If yes did you find the guidelines adequate enough for doing the job	Most adequate	Adequate to some extent	Not adequate at all
	- Writing the lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	- Reviewing the lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12.2.2 If not adequate, in what respect were they inadequate? Please state

12.3	Did you find any difficulty in	Yes	No
	Writing the lessons?	<input type="checkbox"/>	<input type="checkbox"/>
	Reviewing the lessons	<input type="checkbox"/>	<input type="checkbox"/>

12.3.1	If you found any difficulty, were they due to	(Tick(✓) mark)
	a. Non-supply of guidelines from the Institute	<input type="checkbox"/>
	b. Inadequate guidelines supplied to you	<input type="checkbox"/>
	c. The objectives of instruction was not specified in the syllabus	<input type="checkbox"/>
	d. The Units of the syllabus were not presented in a comprehensive form	<input type="checkbox"/>
	e. Lack of expertise on your part regarding the techniques	<input type="checkbox"/>
	f. Non availability of books/reference materials	<input type="checkbox"/>
	g. Insufficient time provided for the job	<input type="checkbox"/>
	h. Lack of academic incentives given for your performance	<input type="checkbox"/>
	i. Irregular payment of remuneration	<input type="checkbox"/>
	j. Insufficient remuneration	<input type="checkbox"/>
	k. Undue weightage given to number of lessons (i.e., 20)	<input type="checkbox"/>

12.4 What would you suggest to bring about improvement in the presentation of lesson scripts with regard to

12.4.1 Style of Presentation

12.4.2 Content Coverage

12.4.3 Language

12.4.4 Suggested reference

12.4.5 Enrichment Activities

12.4.6 Feedback

12.5 From the point of view of remuneration and minimum time provided for writing/modifying the lessons, you may suggest some changes in them. If you have some suggestions :

12.5.1 What should be the reasonable time limit for

M.Ed. B.Ed.

a. Writing a lesson

b. Reviewing a lesson

12.5.2 What should be the reasonable remuneration for

M.Ed. B.Ed.

a. Writing a lesson

b. Reviewing a lesson

PART IV

13. ASSIGNMENTS

The students are expected to send the assignments at the end of the year/semester in the case of M.Ed. The institute is following central valuation method to value the assignments. You may have some reaction towards certain aspects of that process. Please give your response for the following questions.

- 13.1 To what extent, did you find that the assignments reflect the seriousness of the students regarding their studies.

To a large extent To some extent Not at all

- 13.2 Most of the students prepare assignments by just copying the material presented in the packages

Yes Not sure No

- 13.3 Most of the students are not making use of library/reference books for preparing assignments

Yes Not sure No

13.4 Did you face any problem in connection with valuation of assignments?

Yes No

13.4.1. If yes, was it because of (Tick ✓ mark)

- a. Guidelines for evaluation was not given to you
- b. Large number of assignments were to be checked within a short time
- c. Remuneration for checking the assignments was not sufficient
- Any other
- d.
- e.

13.5 After valuing assignments, the I.C.C. & C.E. does not send the valued assignments to the candidates

Do you suggest response sheet instead of assignments Yes No

13.5.1 If no, what are the reasons?

- a. The marks given for students performance are sufficient
- b. Most of the answers are reproduced from
- Text Books
 - Lesson Scripts
 - Notes

c. It is very difficult to write remarks and send it back to them

d. Students may not read them seriously

13.6 Generally the students are expected to select 2 or 3 topics from the list of topics suggested in the assignment booklet

Do you think that this type of choice would affect the very purpose of giving assignments

Yes Not Sure No

13.6.1 Please specify the reasons for your response

13.6.2 If your answer is yes, would you suggest how to frame the assignments in such a manner that they cover the entire syllabus. (Tick ✓)

a. The assignments could be both short answer type and essay type

b. Assignments can be in the form of examination question paper model instead of list of topics

c. Choice among the questions related to one unit

d. Every unit of the syllabus should have proportional representation in the assignments

Any other

e.

f.

PART V

14. PERSONAL CONTACT PROGRAMME (PCP)

The PCP aims at enabling a students to clarify their doubts (regarding teaching practice programme practical work and other subject matter) developing certain concepts in them by means of different methods like lectures, seminars and group discussion and enhancing teacher student and student - student interaction. To attain these objectives different kinds of activities are organised during PCPs. On the basis of the teaching experience in the PCPs you may have reaction about these activities. Please give your reaction to the following questions.

14.1 During the PCP, you must have identified the topics to be covered through your lectures. Did you choose

- | | | |
|---|--------------------------|--------------------------|
| a. All the topics, from the sections to be covered by you, for lecture? | Yes | No |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Some relevant topics for lecture | <input type="checkbox"/> | <input type="checkbox"/> |

Please state the reasons for the choice you made

14.2 If some relevant topics were selected, did you find any difficulty in identifying those topics for teaching?

Yes No

If yes, what were they?

- 14.3 Having made a choice for covering all the topics, did you find any difficulty to complete them during PCP?

Yes No

- 14.3.1 If yes, Please state the reasons

- 14.3.2 In case you had chosen a few relevant topics, did you find it difficult to teach those topics in detail?

Yes No

If yes, please enumerate the reasons.

- 14.4 For organising teaching activities, during PCP, which of the following methods did you use? (Tick mark)

a. Lecture

b. Discussion

c. Question answer

d. Seminar

Any other

e.

f.

- 14.4.1 While carrying out teaching activities, how did you ensure student's participation?

14.4.2 How did the students participate in teaching learning activities?

To a large extent	To some extent	Not at all
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14.4.3 Did you come across any difficulty in carrying out your teaching activities

Yes

No

14.4.4 If yes specify the difficulties, you encountered

14.4.5 Did they arise due to

(Tick ✓ mark)

a. Lack of orientation given to you about your role in the classroom

b. Over crowded class

c. Inadequate arrangement of classroom

d. Short duration of periods

e. Inadequate arrangement of time table

f. Co-ordinator's lack of co-operation with the activities

Any other

g.

f.

14.4.6 What improvement would you suggest for making your teaching more effective?

14.5 During PCP the students might have taken interest in meeting the teachers personally to clarify their doubts regarding studies

14.5.1 Did the students meet you in connection with their queries?

Yes No

14.5.2 If yes, did you make any effort to clarify their doubts?

Yes No

14.5.3 If yes, what steps did you take to clarify students doubts? Please enumerate.

14.5.4 Did you find these steps appropriate?

Yes No

If no, what other steps would you suggest to be taken

14.5.5 If you did not make any effort to clarify students' doubts, please state the reasons.

14.6 In your involvement in PCP, did you face any of the following difficulties? If yes, please specify

(Tick mark)

a. Not getting proper information from the Institute regarding your activity during the PCP

- b. Not getting adequate remuneration
- c. Not getting remuneration in time
- d. Lack of proper boarding and lodging arrangements
- Any other
- e.
- f.

- ii. What remedial measures would you suggest to overcome these difficulties?

PART VI

15. **RADIO TALK**

- 15.1 To what extent did you find the radio-talks are adequate in terms of

Items	B.Ed.		
	Most Adequate	Adequate to some extent	Not adequate at all
Content Coverage			
Simplicity in Language			
Clarity of the concepts			
Systematic presentation of the content			
Clarity in Voice			
Correct pronunciation			
Interwoven with the lesson packages			

15.2 Did the institute/AIR give you guidelines for

Preparing the Script Yes No

Reading the Script Yes No

15.2.1 If yes, did you find the guidelines adequate enough for doing the job.

	Most adequate	Adequate to some extent	Not adequate at all
Preparing the Script	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading the Script	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15.2.2 If not adequate, in what respect were they inadequate? Please state

15.3 Did you find any difficulty in

Yes No

Preparing the Script

Reading the Script

15.3.1 If you found any difficulty, were they due to

(Tick ✓ mark)

a. Non-supply of guidelines from the ICC & CE

b. Inadequate guidelines supplied to you

- c. Lack of expertise on your part regarding the technique of writing the radio-talk script
- d. Insufficient time provided for the job
- e. Non availability of books/reference materials
- f. Lack of academic incentive given for your performance
- g. Any other reasons

15.4 What should be the reasonable remuneration for

Preparing the Script -----

Reading the Script -----

What would you suggest to improve the quality of radio talk?

PART VII

16 EVALUATION

As you know, the evaluation of achievement of correspondence B.Ed. students, is carried out under 2 main aspects, viz., theory and practicals. The students' performance in theory are evaluated in 2 ways, i.e., External (75 marks), Internal (25 marks) But for practicals 10% weightage is given to Guide Teacher's evaluation rest of the 90% was awarded by the internal examiners. The total was given to the external examiner for reference purpose.

In the case of M.Ed., the achievement was decided by Internal(25 marks) and External (75 marks). Keeping in view the different objectives of carrying out this evaluation you may have reaction towards the existing practice and suggestions for improving the process. Please respond to the following questions.

TESTS

The I.C.C. & C.E. is conducting tests in the last period of the second day of each seminars. 10% weightage is given to the test.

16.1 Do you think that such an idea of conducting test at the end of the seminar is appropriate?

Yes No

16.1.1 Please state the reasons for your response.

16.2 Do you find any lacuna in the way in which the test is being conducted? (Tick mark)

- a. No proper arrangement
- b. No Supervision
- c. Students are allowed to copy from the packages
- d. No questions to test higher abilities
- e. One test in one subject in each seminar

16.3 What would you suggest to improve the situation?
(Tick ✓ mark)

- | | |
|---|--------------------------|
| a. Test should be under the supervision of the teachers concerned | <input type="checkbox"/> |
| b. No weightage should be given for the test in I.A. mark | <input type="checkbox"/> |
| c. There should not be a scope for copying | <input type="checkbox"/> |
| d. All questions should be in application in nature | <input type="checkbox"/> |
| e. Less number of students for each class | <input type="checkbox"/> |

16.4 In practice, the students are asked to submit their assignments once in a year (B.Ed.)/Semester (M.Ed.)

Do you think that such an arrangement of sending the assignments at a stretch is academically appropriate?	Yes	Not Sure	No
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16.4.1 Please state the reasons for your response

16.4.2 If your answer is no. would you suggest any other way of submission of assignment?

16.5 The Questions given as assignments

	Yes	Not Sure	No
a. Are entirely based on the lessons scripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Involve problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Involve reference of suggested books and other materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16.5.1 If your answer is yes for 'a' do you think that such a practice is academically appropriate?

Yes No

16.5.2 Please state the reasons for your response

16.5.3 If your answer is no, what are the suggestions for the improvement of questions of assignments
(Tick mark)

a. The questions asked should call for higher order mental abilities on the part of the students

b. Assignments could even include small projects

16.6 Generally, it is found that proper feedback regarding their assignments are not given to the students in the form of remarks.

Do you think that such a practice is academically appropriate?

Yes Not No
 Sure

16.6.1 Please state reasons for your response

16.7 What would you suggest to improve the situation?

a. The institute should insist on more periodical submission of assignments.

b. The part time evaluators shall be given only limited number of assignments to evaluate.

- c. Printed model answers are to be distributed to all students after the evaluation of assignments.

Any other

d.

e.

- 16.8 The marks obtained by the students in the assignments are considered for the award of degree (15% Weightage)

Is this practice academically appropriate?

Yes Not Sure No

16.8.1 Please state the reasons for your response

- 16.9. Does the assignment on its own serve the purposes of the internal evaluation?

Yes No

16.9.1 Please state the reasons for your answer

- 16.9.2 If your answer is no, apart from the assignments, what could be the possible ways for making the internal evaluation system more meaningful?

(Tick mark)

- a. Students performance during the PCP in terms of his/her participation in various instructional sessions like lectures, group discussions and seminars can be assessed.
- b. His/Her achievement in small tests and quizzes conducted during the PCPs can be assessed.
- c. The evaluation can be made more diverse by including practical works and projects.
- d. Looking towards the density of students population the Institute can appoint lecturers working in the nearby colleges/Universities for evaluation of practical works and projects.
- e. By insisting on periodical assignments/ response sheet and sending them back to the students with proper feedback and remarks.

17. The following are a few statements related to the nature of questions asked in the examinations conducted at the end of semester/year. Please express your agreement/ disagreement with them.

The Questions asked in the examinations are such that

- a. The Systematic study of lesson scripts alone can help students perform well in the examinations.

Agree	Not Sure	Do not Agree

	Agree	Not sure	Do not agree
b. The student's regularity in assignments reflect in their performance in the examinations.			
c. Reading of suggested library books in addition to the lesson scripts help the students perform better in the examinations.			
d. Attending the PCPs helps the students perform better in the examinations.			
e. Selected reading of a few important topics gets them through the examinations.			
f. The memory of the information gained through the course is mostly that is called for good performances.			
g. Higher order mental abilities on the part of the students are also required for answering the questions.			

18. If you have any suggestions for the improvement of the nature of questions asked in the examinations please state them under the aspects given below :

18.1 Content Coverage

- 18.2 Levels of mental abilities required for answering the questions.
- 18.3 Types of questions like essay and short answer or objective type questions.
19. It is the view of the Educationists that internal evaluation system is better suited to the objectives of Higher Education.
- 19.1 What is your reaction about the role of internal/ external evaluation in Correspondence Education?
- (Tick mark)
- | | |
|--|--------------------------|
| a. The evaluation should be completely external. | <input type="checkbox"/> |
| b. The evaluation should be partly internal and partly external. | <input type="checkbox"/> |
| c. The evaluation should be completely internal. | <input type="checkbox"/> |
- 19.2 Please state the reasons for your responses.

PART VIII

20. Facilities for professional Growth

As a teaching staff member of the ICC you might be getting some opportunity in the Institute and the University with regard to your academic progress and sharing responsibilities of various

activities of the Institute. Getting the opportunities you may feel satisfied with some facilities and dissatisfied with certain other. In the following, a few questions are asked regarding these aspects. Please respond to them.

20.1 Given below are different facilities which are meant to promote academic growth of the teaching staff. You may indicate whether such facilities are available and the extent to which you utilise such facilities.

Facilities meant for academic growth	Facilities available Yes / No	Extent to which facilities utilised		
		To a large extent	To some extent	Not at all
a. Library facilities in terms of				
i. Number of books available				
ii. Physical facilities for referring the books				
b. Writing/reviewing the lesson scripts				
c. Delivering lectures in the PCPs.				
d. Teaching the regular course students in the formal Departments				

Facilities meant for academic growth	Facilities available	Extent to which facilities utilised		
	Yes / No	To a large extent	To some extent	Not at all
e. Guidance for research in the formal Departments				
f. Group interaction with the Colleagues in the ICC				
g. Group interaction with the Colleagues in the Formal Departments				
h. Participating in the seminars/workshops in other Universities/Institutions.				

What would you suggest for the ICC to provide better facilities for your academic growth?

- 20.2 In the ICC, do you get any opportunity to share certain constructive ideas in terms of
- | | Yes | No |
|---|--------------------------|--------------------------|
| 20.2.1 Giving suggestions for re-writing/reviewing of the lessons | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.2.2 Giving suggestions for modification of courses? | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.2.3 Giving suggestions for improvement of instructional system? | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.2.4 Giving suggestions for selection of | | |
| - Writing the lessons | <input type="checkbox"/> | <input type="checkbox"/> |
| - reviewing the lessons | <input type="checkbox"/> | <input type="checkbox"/> |
| - translating the lessons | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.2.5 Giving suggestions for selection of personnel for evaluation of assignments? | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.2.6 Giving suggestions for selection of personnel for teaching during PCPs | <input type="checkbox"/> | <input type="checkbox"/> |
| 20.2.7 Suggestions for organising academic activities like seminars/symposia etc., | <input type="checkbox"/> | <input type="checkbox"/> |
- 20.3 If you are offered a teaching job in the teaching departments of a University/College would you prefer to leave your present position in the ICC?
- Yes No
- 20.3.1 If yes, please enumerate the reasons.