**QUESTIONNAIRE FOR DATA COLLECTION**

**Details of Respondents**

**Name:**

**Age:**

**Gender:**

**Educational & Professional Attributes:**

* **Designation:**
* **Years of Experience (as Teaching Faculty):**
* **Professional Discipline & Relevant Educational Qualification:**

**🖵 Audiology**

**🌕** BSc (Sp&Hg)/ BASLP

**🌕** MSc (Audio)

**🌕** MSc (Audio & SLP)

**🌕** PhD (in relevant discipline)

**🖵 Speech-Language**

**🌕** BSc (Sp&Hg)/ BASLP

**🌕** MSc (SLP)

**🌕** MSc (Audio & SLP)

**🌕** PhD (in relevant discipline)

**🖵 ENT**

**🌕** MBBS

**🌕** Diploma/DLO-ENT

**🌕** MS-ENT

**🖵 Clinical Psychology**

**🌕** Graduation – General / Psychology

**🌕** Post Graduation – Clinical Psychology / Other Psychological Disciplines

**🌕** PhD (in relevant discipline)

**🖵 Electronics**

**🌕** BE/BTech/BCA

**🌕** ME/MTech/MCA

**🌕** PhD (in relevant discipline)

**🖵 Special Education**

**🌕** Graduation – Education / Special Education / Others

**🌕** Post Graduation – Education / Special Education / Others

**🌕** PhD – Education / Special Education / Others

* **Any Other Qualification related to ICT (specify):**

**Part 1: Knowledge Test**

***Complete the statements with the most appropriate options given under:***

1. Educational technology is a means of improving quality and outcomes of instruction through –
2. Employment of technical instruments
3. Involvement of computers and internet
4. Manipulation of methods and material
5. All of the above
6. Information and communication technology (ICT) involves –
7. Digitisation of information
8. Online sharing of information
9. Both (a) & (b)
10. Neither (a) & (b)
11. E-learning is an instructional process that enables –
12. Interactive multimedia instruction
13. Ongoing learning management
14. Individualised instruction
15. All of the above
16. Use of ICT for blended learning involves –
17. Asynchronous along synchronous learning
18. Multimedia instruction
19. Online as well as offline learning
20. Options (a) and (c)
21. Flipped classroom is a mode of instruction that enables students to –
22. Alternate conventional with virtual learning
23. Instruction from within as well as outside classroom
24. Learning through online browsing of websites
25. Skip classroom instruction for self-learning
26. Open Education Resources (OER) is a faciltiy that provides for access to educational resources–
27. For anybody
28. From anywhere
29. At any time
30. All of the above
31. The major beneficial outcome of conducting Massive Open Online Learning Courses (MOOC) is –
32. Comprehensive training for all-round development
33. Expert training irrespective of expensive costs
34. Specialist training for professional degrees
35. Wide reach with minimal resources
36. E-learning provides for effective theoretical instruction combining curricular content, related library references, transaction of assignments, etc. through customised –
37. E-book repository
38. Learning platforms
39. Open learning
40. Virtual learning
41. E-learning enriches practical training in disaiblityrehabilitaiton through access to –
42. Virtual demonstration of diversedisabling conditions and rehabilitation process
43. Video interface with clients sans boundaries of time and space
44. Scope for expert consultancyand guidance
45. All of the above
46. Moodle is a virtual learning software that provides for –
47. Asynchronous digitised information
48. Personalised learning environment
49. Synchronised learning platform
50. Both (b) & (c)
51. The first governmental effort for initiating MOOCin India was–
52. National Programme on Technology Enhanced Learning
53. Swayam
54. SwayamPrabha
55. None of the above
56. Swayam is a MOOC initiative from the Ministry of Human Resource Development of the Government of India that extends web courses related to –
57. Advanced education
58. High school learning
59. Skill related instruction
60. All of the above
61. The MOOC platform that extends opportunities to any employed or unemployed graduates for continuing education is –
62. Consortium for Educational Communication
63. National Programme on Technology Enhanced Learning
64. Swayam
65. SwayamPrabha
66. Swayam courses are free for all in terms of –
67. Instruction
68. Certification
69. Both (a) & (b)
70. Neither
71. An internationally prominent and comprehensive MOOC provider offering appropriate courses to clients with communication disorders from pre-primary education to professional rehabilitators with university level courses is –
72. Alison
73. Canvas Network
74. Coursera
75. Khan Academy
76. An international MOOC provider offering courses in a wide-range of courses in several world languages including Hindi is –
77. Coursera
78. edX
79. FutureLearn
80. TheGreatCourses
81. Automated applications for administration of comprehensive e-learning programmes that deliver instruction, track student progress, assess learning outcomes, document and report developments are known as –
82. Instructional Curriculum Map (ICM)
83. Instructional System Design (ISD)
84. Learning Management Systems (LMS)
85. Learning Object Review Instrument (LORI)
86. MOOC platforms that offer facilities for integrated learning management system is/are –
87. aTutor
88. eFront
89. Moodle
90. All of the above
91. A comprehensive collection of tools offered by Google that facilitates e-learning is –
92. Application Programming Interface (API)
93. xAPI
94. Computer Managed Instruction (CMI)
95. G Suite
96. The video conferencing facility offered by Google that is very handy during the COVID distancing from classrooms is –
97. Google Meet
98. GotToMeeting
99. Webex
100. ZOOM

**Part 2: Attitudinal Rating Scale**

***Mark your agreement or disagreement with the statements using the rating scale provided beneath:***

1. Educational infrastructure in India is not robust enough to encourage e-learning endeavours –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. Traditional mind sets and conventional approach to among higher education teachers and students are not conducive to the promotion of e-learning practices –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. Competencies for gainfully engaging e-learning in teaching-learning environment is inadequate among higher education faculty –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. Adolescent and young adult students in India display positive attitude and aptitude for making optimal use of e-learning opportunities –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. E-learning platforms provideinfinite avenues for accumulating and disseminating instructional information –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. E-learning can at best only supplement imparting practical skills, but never substitute direct, face-to-face professional training in fields such as disability rehabilitation –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. E-learning lays impetuson individualised, student-centred education –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. E-learning provides increased scope for mediocre and tail-end students for effective instructional engagement and self-expression –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. Consistent, constructive use of e-learning will help in conserving student-teacher time while enhancing their efficiency –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. E-learning endeavours deprive students of the humanised touch available in face-to-face interaction with teachers and peers–

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. In several instances, e-learning modes seem to act in contrary to several traditional teaching-learning ethos and values –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. E-learning without direct teacher-interaction and/or supervision will dilute quality of instruction and learning outcomes –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. The boons of e-learning come with the bane of abuse and misuse by students as well as teachers –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. Higher education learning environment in India has to go a long way in terms of preparation of men, material and mechanisation before contemplating employment of e-learning as a full-fledged instructional mode –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

1. E-Learning becomes a handy supplement, or substitute for conventional learning in situations of crises such as natural disasters, pandemics, etc. –

* Strongly Agree
* Disagree
* Indifferent
* Disagree
* Strongly Disagree

**Part 3: Competence Grading Scale**

***Self-rate your competency to carry out the following tasksof employing ICT for:***

1. Reviewing and retrieving information as preparation for instruction –

* Highly competent
* Partly competent
* Incompetent

1. Creating digital contentfor virtual learning –

* Highly competent
* Partly competent
* Incompetent

1. Conducting classes through video conferencing –

* Highly competent
* Partly competent
* Incompetent

1. Synchronising instructional sessions with presentations –

* Highly competent
* Partly competent
* Incompetent

1. Demonstrating and developing practical skills in students –

* Highly competent
* Partly competent
* Incompetent

1. Preparing and/or recording instructional sessions and related materials for asynchronous (anytime) learning according to student convenience, as well as to overcome problems in connectivity –

* Highly competent
* Partly competent
* Incompetent

1. Steering student assignmentsfollowed with scrupulous assessmentas part of formative evaluation –

* Highly competent
* Partly competent
* Incompetent

1. Facilitating student presentations to and interaction with peers –

* Highly competent
* Partly competent
* Incompetent

1. Organising comprehensive and objective summative evaluation (e.g. unit tests) of students –

* Highly competent
* Partly competent
* Incompetent

1. Providing prompt feedback to students about their performance in various kinds of evaluation exercises –

* Highly competent
* Partly competent
* Incompetent

1. Encouraging students to carry out further search of information and/or interaction with expertsas extended learning exercises–

* Highly competent
* Partly competent
* Incompetent

1. Documentation and management of student-related information –

* Highly competent
* Partly competent
* Incompetent

1. Conducting professional research –

* Highly competent
* Partly competent
* Incompetent

1. Dissemination and publication of research evidences –

* Highly competent
* Partly competent
* Incompetent

1. Professional collaboration and enhancing professional development in self –

* Highly competent
* Partly competent
* Incompetent

**Part 4: Specifications of ICT Features Utilised in the Course of Online Instruction**

***Please indicate the nature of e-features employed in the process of online instruction and specify the e-applications or resources utilised for the purpose:***

* Lesson plans
* Apps/Source:
* Open textbooks/ e-booksand references
* Apps/Source:
* Video lectures
* Apps/Source:
* Audio podcasts
* Apps/Source:
* Graphics
* Apps/Source:
* Videos
* Apps/Source:
* Tutorials
* Apps/Source:
* Assignments
* Apps/Source:
* Quizzes
* Apps/Source:
* Interactive games
* Apps/Source:
* Data sets/ bases
* Apps/Source:
* Activity records /Grade books
* Apps/Source:
* Any other learning tool, instrument, plug-in, etc. Specify –
* Apps/Source:

☺Thank You for Your Collaborative Participation☺