**QUESTIONNAIRE**

1. **INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE STATEMENTS USING THE RATING SCALE PROVIDED BENEATH:**
2. Educational infrastructure in India is not robust enough to encourage e-learning endeavours.

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

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

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

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

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

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

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

1. E-Learning platforms provide infinite avenues for accumulating and disseminating instructional information.

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

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

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

1. E-learning increased possibility for individualised student-centred education.

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

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

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

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

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

1. E-learning endeavours deprive students of the humanised touch available through personalised interaction with teachers and peers.

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

1. In several instances e-learning modes seem to compromise crucial conventional teaching-learning ethos and values like academic integrity, honesty, equity, etc.

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

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

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

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

A Strongly Agree B Agree

C Cannot Say

D Disagree E 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 full-fledged instructional mode.

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

1. E-learning can serve as a handy supplement and/or substitute for conventional learning in situations of crises such as natural disasters, pandemics, etc.

A Strongly Agree B Agree

C Cannot Say

D Disagree E Strongly Disagree

1. **SELF-RATE YOUR COMPETENCY FOR CARRYING OUT THE FOLLOWING E-LEARNING RELATED TASKS:**
2. Reviewing and retrieving information as preparation for instruction.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Creating digital content for virtual learning.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Using digital writing tools such as

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Using tools necessary for audio interface and making audio learning components with tools like....

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Using tools to author multimedia learning components with tools like articulate story line, CourseLab, IsEazy, Moovly, AdaptiveU, etc.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Using graphic development tools like Blender, Canva, GIMP, Krita, Paint.NET, Photo Pos Pro, Pixlr, Sumo Paint, etc.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Conducting classes through video conferencing with apps like Google Meet, Microsoft Teams, WebEx Meetings, Zoom, etc.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Synchronising instructional sessions with presentations.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Demonstrating and developing practical skills in students.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Preparing instructional materials and/or recording instructional sessions to enable anytime, anywhere asynchronous learning according to student convenience.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Engaging students in productive activities like individual assignments and group projects as part of continuous formative assessment.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Facilitating student presentations with active peer interaction.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Organising valid, reliable and cheat-proof tests as part of summative assessment.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Carrying out credible, comprehensive and objective evaluation of formative as well as summative assessment exercises.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Providing prompt and constructive feedback on students’ performances in the diverse assessment exercises.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Encouraging students to carry out further search for instructional information, partaking in online learning networks, and/or interaction with experts for extended learning.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Using social media apps like Facebook, YouTube, WhatsApp, etc. for supplementing and supporting instruction.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Documenting and managing student related information.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Conducting professional research and disseminating/publishing research evidences.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. Involving in professional organisations and collaborative work as means of developing efficiency and gaining expertise.

A High Competence (81% and above)

B Good Competence (61 to 80%)

C Adequate Competence (41 to 60%)

D Inadequate/Inconsistent Competence (21 to 40%)

E Incompetence (20% and less)

1. **COMPLETE THE STATEMENTS CHOOSING THE MOST APPROPRIATE OPTIONS GIVEN UNDER:**
2. The learning approach that combines online and in-person instruction is known as –

A Asynchronous learning

B Blended learning

C Direct instruction

D Synchronous instruction

E Do not know

1. The advantage of asynchronous learning over synchronised instruction is –

A Any time learning

B One time learning

C Real time learning

D All the above

E Do not know

1. Open Educational Resources (OER) provide access to learning resources–

A At anytime

B For anyone

C From anywhere

D All the above

E Do not know

1. An OER initiative undertaken by the University Grants Commission (UGC) under the aegis of the Ministry of Education as a part of the National Mission on Education through ICT –

A e-PG Pathshala

B e-Yantra

C National Digital Library

D Virtual labs

E Do not know

1. The notable characteristic/s of flipped learning is/are –

A Active involvement of students in knowledge construction

B Dedication of in-class time to explore topics in greater depth

C Reduced visible prominence of teachers’ role

D All the above

E Do not know

1. A software platform that facilitates the creation and delivery of educational content and track student progress is –

A e-Repository

B Learning management system

C Virtual classroom

D Video-conferencing

E Do not know

1. Which among the following is an example of learning management system –

A Adobe

B Moodle

C Swayam

D WebEx

E Do not know

1. A comprehensive collection of tools offered by Google to facilitate e-learning is –

A Google Drive

B Google Meet

C Google One

D G Suite/ Google Workspace

E Do not know

1. MOOC can be best described as –

A Digitized online courses

B Easily accessible courses

C Massive Open Online Course

D All the above

E Do not know

1. Swayam is a MOOC initiative from the Ministry of Education of the Government of India that extends web courses related to –

A Post-school & Skill training

B Primary & Secondary education

C Research & Development Programmes

D None of the above

E Do not know

1. Swayam courses are free for all in terms of –

A Certification

B Examination

C Instruction

D Registration

E Do not know

1. Faculty preparing e-learning modules for MOOC or institutional learning management systems accrue benefits such as –

A Academic Performance Indicator (API) scores

B Monetary proceeds

C Promotional advantages

D Recruitment consequences

E Do not know

1. A group of 22 DTH channels devoted to telecasting high-quality educational programmes on 24x7 basis is –

A Consortium for Educational Communication (CEC)

B National Programme on Technology Enhanced Learning (NPETL)

C Swayam Central

D Swayam Prabha

E Do not know

1. An open-source video conferencing tool widely used in educational settings is–

A BigBlueButton

B Google Meet

C WebEx

D Zoom

E Do not know

1. The Govt. of India initiative to provide access to plagiarism detection software to Higher Education Institutions (HEI) in the country is …

A ShodhSudhi

B eShodhSindhu

C ShodhGanga

D Shodh Gangothri

E Do not know