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| **Sl..** | **Category** | **Items** |
| i. | About the facilitation of effective instructional transaction and augmentation | 5 items |
| ii. | Active student-engagement  | 2 items |
| iii. | Efficient evaluation | 2 items |
| iv. | Extended learning resources | 3 items |
| v. | Learning networks (Out-of-bound interactions) | 2 items |
| vi. | Student convenience | 4 items |
| vii. | Prerequisites to employ Moodle | 2 items |

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| **S N** | **Statement** | **Category** |
| 1.        | It allowed me to take my own time to go through information and understand the instruction. | I |
| 2.        | It boosted my interest and motivation for learning. | II |
| 3.        | It cannot replace conventional instruction, but can add to it as an enriching supplement. | I |
| 4.        | It enabled continual interaction with a teacher outside classroom bounds for clarifications, progressive guidance, etc. | V |
| 5.        | It enabled me to make up for the occasional inability to attend classes in real time. | VI |
| 6.        | It enriched the learning experience by adding to a variety of instructional activities. | IV |
| 7.        | It facilitated constructive scholastic engagement with peers on the subject matter and related issues. | V |
| 8.        | It helped receive prompt corrective, but confidential feedback on my performance.            | III |
| 9.        | It involved tedious work that added to the burden of my workload.       | I |
| 10.    | It is a comprehensive instructional mode that can completely replace traditional classroom-based instruction. | I |
| 11.    | It made learning an individualised and personal experience. | I |
| 12.    | It made learning easy anytime or anywhere that made me lethargic and laid back in my studies. | VI |
| 13.    | It made possible anytime, anywhere learning according to my convenience. | VI |
| 14.    | It made possible regular ongoing, but stress-free evaluation. | III |
| 15.    | It provided access to a variety of learning material from which I could choose according to my style. | VI |
| 16.    | It provided access to additional in-depth information that enriched my learning. | IV |
| 17.    | It provided too much of supplementary information that confused me. | IV |
| 18.    | It was a constrained process due to the limitations in ICT facilities available to me. | VII |
| 19.    | It was a frustrating process due to my limited skills for e-learning. | VII |
| 20.    | It was an impersonal process that lacked advantage of human interaction available in classrooms.            | II |

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| **S N** | **Statement** | **Category** |
| **Instructional transaction and augmentation** |
| 1.        | It allowed me to take my own time to go through the information and understand the instruction. |  |
| 2.        | It cannot replace conventional instruction but can add to it as an enriching supplement. |
| 3.        | It involved tedious work that added to the burden of my workload.       |
| 4.        | It is a comprehensive instructional mode that can completely replace traditional classroom-based instruction |
| 5.        | It made learning an individualised and personal experience |
| **Active student-engagement** |
| 6.        | It boosted my interest and motivation for learning |  |
| 7.        | It was an impersonal process that lacked the advantage of human interaction available in classrooms |  |
| **Efficient evaluation** |
| 8.        | It helped receive prompt corrective, but confidential feedback on my performance |  |
| 9.        | It made possible regular ongoing, but stress-free evaluation |  |
| **Extended learning resources** |
| 10.    | It enriched the learning experience by adding to a variety of instructional activities |  |
| 11.    | It provided access to additional in-depth information that enriched my learning |  |
| 12.    | It provided too much of supplementary information that confused me |  |
| **Learning networks (Out-of-bound interactions)** |
| 13.    | It enabled continual interaction with a teacher outside classroom bounds for clarifications, progressive guidance, etc |  |
| 14.    | It facilitated constructive scholastic engagement with peers on the subject matter and related issues |  |
| **Student convenience** |
| 15.    | It enabled me to make up for the occasional inability to attend classes in real time. |  |
| 16.    | It provided access to a variety of learning material from which I could choose according to my style |  |
| 17.    | It made possible anytime, anywhere learning according to my convenience |  |
| 18.    | It made learning easy anytime or anywhere that made me lethargic and laid back in my studies |  |
| **Prerequisites to employ LMS** |
| 19.    | It was a constrained process due to the limitations in ICT facilities available to me. |  |
| 20.    | It was a frustrating process due to my limited skills for e-learning. |  |