Appendix C

Letter of request with the research tool/questionnaire

To	
	
	1

Respected Madam.

I introduce myself as a Ph.D. Scholar and Temporary Lecturer in Home Science Education and Extension department, Baroda.

I am attempting to study Role-Analyses of Home Science College teachers.

This letter comes to you as a personal request for your help in getting my Research Questionnaire filled by teachers and senior M.Sc. students of your department/college. I would like to collect data before the end of this academic year of your college, i.e. April 30th 1986.

Your kind help and involvement is indespensable for me, without which it is impossible to get the data filled. I am not able to collect data personally as I am also teaching alongwith persuing Ph.D. study.

I am enclosing pink and yellow questionnaires each attached with green. The pink questionnaire are to be filled by Senior M.Sc. students and yellow ones by the teachers. It would be a great help if I could receive the filled questionnaire within two to three weeks. I am enclosing weighed stamped self-addressed parcel envelop for your convenience to return the questionnaire.

I am also enclosing a letter with a questionnaire to be filled by you as an administrative.

Thanking you very much,

Yours faithfully,

Dr. A. Chandra Guide Manisha Pande
Ph.D. student &
Temp. lecturer
Faculty of Home Science, Baroda,

Robbie 1200 to le

. a. . . . b i

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA.

A STUDY ON ROLE ANALYSES-ROLE ENACTMENT, ROLE CONTENTMENT AND ROLE CONSTRAINTS OF TEACHERS TEACHING IN COLLEGES OF HOME SCIENCE.

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Guide

Dr. A. Chandra
Prof. and Head.
Dept of Home Science
Education & Extension.

Investigator

A Control Miss Manisha Pande.

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Dear Madam

I introduce myself as a Ph, D, student and Lecturer (Temporary) in the department of Home Science Education and Extension, Baroda. As a part of my doctoral programme I have undertaken a research study on Role enactment, Role contentment and Role constraints of teachers, teaching in colleges of Home Science. It is assumed that teachers of any college do enact different roles. This study attempts to find the extent of their role enactment and contentment in areas of Teaching, Research and Extension as well as the constraints teachers face while enacting different roles. You are requested to kindly respond to each item in this questionnaire as professional work. All the responses are to be made keeping yourself/your department or college teachers in mind

The information provided will be kept strictly confidential and used for research purpose only.

In case of mailed questionnaires please post the filled questionnaires in the self-addressed envelope enclosed herewith. An early return (within a week) will be highly appreciated The Success of this research depends entirely upon your co-operation.

-Investigator

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DEPARTMENT OF HOME SCIENCE EDUCATION & EXTENSION TO A PROCESS OF THE PROPERTY OF HOME SCIENCE

FACULTY OF HOME SCIENCE BARODA, MARCH 1986

from the Rept though

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Lucia Francialini Francis

PRELIMINARY INFORMATION

Ple	ase give the following information:			
1)	Name of Institution where employed		19 (3 de 13	1 9" 15 wash 1
2)	Area of specialisation			
3)	Vice-Pr	Dean ()) · .)	
	b) Teacher:	rtment ())	
5)	Age Range: 20 to 30 years (31 to 40 years (41 to 50 years (51 to 60 years (1-4 years (9-12 years (17-20 years (Above 20 years (Occupation of (a) Spouse	200 00 00 00 00 00 00 00 00 00 00 00 00	The style of the s	・
6)			Father : · · · · · · · ·	State of the state
7)	(c) _Mother Designation-wise teaching experience :	Service and decorate and service and the passing Services.	, Jegovin + Antopologica - Antopolog	
	Designation	No. of years	Name	of Institution
	Dean/Director/Principal Head of Department Professor Reader/Associate Professor	E FORM OF MICT BUSH THE TIMES ORINA PHIMS T	র, স¥া±ির জ জ	*-319

Lecturer/Assistance Professor

8) Academic Qualification of Self, Father, Mother and Spouse :

Sr. No.	Degree	Self	Father	Mother	Spouse
1	Primary Education	in (***************************************	y and the size but	
2.	Secondary Educa	ation			,
3.	B. A./B.Sc.		ŧ	and the second second	, , , ,
4.	M.A./M.Sc.		•	Barrier Commence	· · · · · · · · · · · · · · · · · · ·
5.	B.Ed.	y to yit	, k	(4.5)	1 15 2 11 11
6.	Ph.D.				,
7, .	Any other				
9)	Classes you tead	ch : Undergradu	uate level - (B.Sc	c.)	1
		Postgradus	ate level - (M.S	c./M.Phil/Ph.D)	11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
10)	Number of stude	ents you have ç	guided :	•	•
`		re .	M.Sc. leve	el	1. 28
			Ph.D. Leve	el	1 3,5 °C
11) Sr. No.	, o	, 14 a	rticles	Papers.	your field:
		1 .	1		-1
		ŧ	· , · · · · · ·	,	
12)	Are you involve	d in Urban/Rura	at Extension work?	•	er van de se
13)	Do you teach a	ny extension or	iented subjects?	YES/No	
14)	Give approximate you have guided		ctension Projects	sonnikrinin parament	

SECTION A

Directions:

The following are stated some roles of college Teachers in the areas of Teaching, Research and Extension. This section attempts to measure:

-Extent of Role Enactment in column A

-Extent of Role Contentment in column B

The directions of responding to Column A and B are given respectively.

Column 'A' Extent of role enactment:

Kindly indicate the extent to which you feel You/Your Department or college teachers, enact the given roles, by encucling the given choices which fits best in your case. In case of roles having segments, you are required to indicate the extent of enactment for each segment of the role.

A - Always enact the role. R - Rarely enact the role.

U - Usually enact the role. N - Never enact the role.

S - Some times enact the role. NA - Not applicable to you.

Column 'B' Extent of role contentment:

Kindly indicate the extent to which you are contented by your/your department or college Teachers Role enactment by encircling the given choices which fits best in your case. In case of role having segments, you are required to read the complete role and there by indicate your extent of contentment by encircling the choice given at the end of each question. The given choices indicate the following:

H - Highly contented SD - Some what discontented

S - Some what contented HD - Highly discontented

N - Neither contented nor discontented NA - Not applicable to you.

S R,, N NA	- Always Enact - Usually Enact - Sometimes Enact - Rarely Enact - Never Enact - Not Applicable				,		SE H	S - N - O -	- S - N n Son Hig	ome leitl or l new hly	etime her (Disco /hat l	es Co Conte onten Disco conte	nited onten- ented onten- ented	ted:
INS	LE OF TEACHING : The state of t			, , Nov	vied	ge,	رن ن thou	ight	. I i S¦⊙S	kills	s to	stud	dents	as
"1"	and the second of the second o		C	OL	.UM	N A					CO	LUM	N B	
	المنافقة أوقا الرفارية المنافلات المستقيرات والماقية	F	OL	E E	NA	CTM	IENT		_	RO	LE C	ONT	ENM	ENT
~ *-	والمرافق الأوائد المدارية الموادية	Α	U	S	R	N	NA		H	S	N	SD	HD	NA
1.0	Is thorough with subject matter knowledge	A	U	S	Ŕ		NA			S		SD	ΉD	ΝA
2.0	the second of th	~	•	k.,	*1.	<i>,</i> ''(, A	ai;	j. i	26.25	., .;	-71		
	be in line with mental level of students		U				NA				Na	SD	HD	NA
3.0	Restates the objectives of the course in terms of the changing nature of the students: 3.1 Knowledge 3.2 Behaviour	A .	Ų.	s	. R,	⊎ ′ ·N	;;NA NA	٠, .) 	955 30 5 3	, i	- ,	NA
4.0	Plans the content:								п	3	11/1	SD	пυ	NA
	4.1 In line with the objectives 4.2 In logical sequence	À	U	S	R	N	.NA NA		, г Н		1.1	SD		NA
5.0	Plans for effective instructional devices :	7	٠,	, j	eret i	١.	٤	11.1	3	٠ :	17 31	1.13	· ".	4. 1
120	5.1 Method of teaching appropriate to :Students			_	-	Ar	N. A			C it	dyr,	. ; ,	ł	
			U		, R,			443	1 :1		a ipi	51		٤.
	- , - Subject matter	Α	U	5	ĸ	IA	NA	2.8	.: .		1 11	ري اي	ta")	
	5.2 Teaching aids appropriate to:				m+1.1	11	· I :	ر رئ	. ,	,;·	i. d	٠,	11.1	,* , ·
ŧ	1 5:Students Programme 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Α	U		R	N		ir.	،'ز	,	. , .	٠.		
,	- Subject matter	Α	U	S	. R	μ	ŊΑ				N1 :	SD	un	* REÀ
							٠,			-		30°		N'A
6.0	Prepares Lectures taking references of latest books/journals.	^												
2.	ratest books/journals, 737 75 75 77 37 A											SD-		NA
7.0	Prepares handouts for students for complex	•										e +c1		` }
1,17 1,1	topics	A,	Ų	S	R	Ņ	NA	il ei	H	s	Ņ	SD (НD	NA
8.0	Is available to students outside the class-										٠,			1.
,1,	room for guidance regarding the course.	Α	U									SD"	HD	NA
												,		
9.0	Jakes interest in solving students problems										71 :	, , , , , ,		
•	9.1 Academic	Α	U	S	, R	N_{j}	NA	z''1	ည်း	200		54. THE	1	5
. •	9.2 Personal Research Programmes	Α	U	S	R	N	NA					٠, ،		
									Η.	S	N :	SD	HD	NA

10.0 Directs the students to obtain appropriate references from the library A U S R N NA H S NOLSD HD NA

6 A - Always Enact ... H - Highly Contended . U - Usually Enacting -S - Sometimes Contended S - Sometimes Enact N - Neither Contended nor -1441 -Discontended R - Rarely Enact See 3 SD - Somewhat Discontended HD- Highly Discontended N - Never Enact NA- Not Applicable NA- Not Applicable · · · COMMUNICATOR: Who transfers/transmits information, thoughts, knowledge, skills to students as has a second well as provides and receives feedback from them. COLUMN A ROLE ENACTMENT A U S R N NA 1.0 In the beginning of the session explains the details regarding the course: 1.1 Defines clearly the objectives of the 🐰 (course. 🗎 😘 . , . 1.2 Explains the content of the course to AN, NA be covered. 280 4 1.3 Explains the learning experience to be RN provided. 1.4 Announces the evaluations to be given" in terms of: - Number S R NA - Types N NA 1.5 Provides up to date/ reference to the

4. "

Maintains the sequence of subject matter

Maintains a well modulated voice

Uses vocabulary within the range of

Writes legibly on the blackboard.

Uses various methods of teaching.

ent to the students background.

Relates the teaching of the course cont-

invites students to present reports/papers.

Provides examples from daily life experi-

Asks all students to participate in class

Repeats the subject matter not understood

Praises the good answers given by

by students,

Uses yarious teaching aids.

throughout the class. " "

students comprehension.

students.

while teaching.

discussions.

students.

2.0

3.0

4.0

5.0

6.0

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9.0.

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13.0

7.0 €

COLUMN B ROLE CONTE NTMENT H S N SD HD S U R Ν NA 11. H S N SD HD NA (1) عرن بني آباد 'R-' N-' NA H S N SD HD U ·· S NA U N NA H 'S'N SD HD NA 5 21 2534 1 1 . H S'N SD S R N NA HD NA U S R N NA H S SD HD NA S A_{-} , UN NA A U Н S N. SD NA S, N A" Ü S 'R N NA SD HD NA SD HD AUS R N NA H S N NA 143. 10204, 5 2 11, A U.S R NaNA , H S N SD HD NA A UKS RANN NA ... H S. N SD HD NA H S'N SD HD AUS NA NA H S N SD HD

U -	Always Enact Usually Enact Sometimes Enact						H - S - N -	Som	etin	nes	Cont	entted	1
3 '	Sometimes chact						14				tende		`
	Rarely-Enact						SD -						ed
	Never Enact						HD -	High	ily	Disc	onte	nďed :	4
NA -	Not Applicable.						NA -	Not	App	olica	ble'	- '	10
	HATOD MG					<u>.</u>		<u> </u>					
EVAL	UATOR: Who assess or judges the student goals attained and the lapses.						ms or	acn	ileve		nts, LUM		ess,
		P				A V	FNT		ROI			ENME	NT
	•						NA		S		SD		
		,					,	· · (- 		1 11	; , ,		
1.0	Periodically evaluates students progress by:						, ,		ı		. 1	,	
	1.1 Tests	Α	U	s	R	N	NA			,			
	1.2 Assignments	Α	U	S	R	N	NA	ы	, ,	κi	b SD	: 'n	NA
2,0	Communicates the submission dates or							п		lu Lu		. v	INA
	test dates:			_	_	٥.,٠	ر م		,,			ŕ	
	2.1 In the beginning of term	A		S	R		ŃÁ						
	2.2 One month before	A		S		N	NA		_	• •	, <u>.</u> .		
	2.3 One week before	Α	U	\$	n	N	NA	H:	S			HD	NA
3,0	Assign's projects/assignments keeping in						4 1 4 4	, ,,,	•		* *		
	mind the individual students ability.	Α	U	S	R	N	NA -	ь. Н .	S	N	∵SD	HD	NA
4.0	Plans the test papers keeping in mind : 4.1 Stated objectives	Δ	U	S	R	N	NA -	;· .	Ī		٠.		
	4.2 Substantial content coverage			_	R		NA			+1	·2 :		
٠,	4.3 Principles of test construction	A		S		N	NA						
•					7,	, , , ,		· , Ą.,	S	Ν	SD	·HD	NA
5.0	Prepares test papers having variety of questions:						10,00	g) B			\$1	1	
	5.1 Objective type:	٨	f ī		D	1.0	A 1.8	. ' yî	ŧ		,1	- 1	
	5.1.1 True and false		U	S	R		NA						
	5.1.2 Match the following	. A					NA NA				111	: ,	
	5.1.3 Multiple choice 5.2 Subjective type:	• ^	Ü	3	* 1	1.4	- 1924 - 1933				.Ne r	, , ,	
,	5.2 Subjective type : 5.2.1 Essay type	Δ	11	S	R	N	NA					, ,	
	5 2 2 Short answer					·N	ŇA,		٤:	: 2:	4. 3	, . :	3
•	5,2.2 Short answer	•		•	••		••••	η H	S	N,	ISD.	⇒HD	NA
6.0	Prepares test papers that call for:												
	6.1 Application						NA						
	6.2 Comprehension	Α	U	S	R	, N	NA	Н	c	N	g D	HD	NΛ
7.0	Prepares model answers to be given to students for :							п	3	1./1	JU	. (1)	1474
	7.1 objective test	Δ	U	S	R	N	NA						
	7.1 Objective test						NA						

A U S R N NA

H S N SD HD NA

7.2 essay type test

Α	-	A	ways	Enact
---	---	---	------	-------

U - Usually Enact

Ru≟ Rarely Enact

N - Never Enact

NA- Not Applicable

H - Highly Contended

S - Sometimes Contended N - Neither Contended nor Discontended

SD - Somewhat Discontended

HD- Highly Discontended

NA- Not Applicable

		• ,		OLU	MN	ΙA		COLUMN B							
	$c_{ij} = c_{ij} + c_{ij}$		OLE				NA NA	-	ROL		ONTE SD	MTM.	NA NA		
		<u>A</u>	U	S	R	N	IVA			1/4	30	חט	IVA		
8.0	Gives thought provoking assignments to student.	Α	U	s	R	N	NA	H	S	N	SD	HD	NA		
9,0	Gives assignments to students:									ı		-			
	9.1 Individually	Α	U	s	R	N	NA			4	•				
	9.2 In groups	Ą	U	Ş	Ŗ	N.	ŅA	H	s	N	SD	Η̈́D	NA		
100	Gives assignments that call for:					,	•)	'n			,	١.	1475		
	10.1 References from :							-	11,1		•	,			
	10.1.1 Latest books	A	U	S	R	N	NA					ŕ	i)		
.**	$\mathrm{CP}_{\mathrm{col}}$, 10.1.2 Journals $\mathcal{A}_{\mathrm{col}}$, $\mathcal{A}_{\mathrm{col}}$, $\mathcal{A}_{\mathrm{col}}$	Α	Ù	s	R		NA	,	,		;	` \$			
	10.1.3 Magazines	Α	U	s	R	N	NA					•			
	10.2 Self study	Α	U	s	R,	N	ŅA	Н	s	N.	SD	ĤΦ	NA		
11.0	Prepares key answers for assignments.	Α	U	s	R	¹N	NA '	Н	S	N	SD	HD	NA		
12.0	Returns tests/assignments:	٠,	*		,		, .	,	. 2	٠,	,	, ,	•		
	12.1 Within a week	Α	U	s	R	N	NA	٠, ،	٠						
	122 in a month	Α	U	s	R.	·N	NA		, ,						
	12.3 More than a month	Α	U	s	R	N	NA		S		SĎ	ĤВ	NA		
13.0	Discusses performance of the students in test/assignments in the class.	Α	U	s	R	N	NA	•	s		SD	HD	NA		

S - Sometimes Enact

U - Usually Enact

S - Sometimes Enact

R - Rarely Enact

N - Never Enact

NA - Not Applicable

H - Highly Contemited

S - Sometimes Contented

N - Neither Contended

nor Discontended

SD - Somewhat Discontended

HD - Highly Discontended

NA - Not Applicable

ROLE OF RESEARCH

RESEARCHER - One who is involved in investigation of a Research Study/Project independently or in team which may or may not be funded by some agency or Institution.

		COLUMN A						COLUMN B						
_		R				TMI						ENME	NT	
- ,	· · · · · · · · · · · · · · · · · · ·	Α	U	S	R	Ν	NA	<u> </u>	S	N	SD	HD	NA	
1.0	Reads research publications on related areas of study.	A	U	s	R	N	NA.	H	s	N	SD	ДН	NA	
2.0	Explores areas of research having present and future usefulness.	Α	U	s	R	N	NA	, H	s	N	SD	ДН	NA	
3,0	Undertakes research projects to make a contribution to ones area of study.	Α	U	s	R	N`	NA	H	S	N	SD	HD.	NA	
4.0	Visits various research Institutions/Libraries for shaping research proposals.	A	U	s	R	N	NA	, H	S	N	SD	HD	NA	
5.0	Formulates research proposals keeping in mind the subject matter of research methodology.	Α	U	s	R	N	~ NA	Н	s	N	SD	HD	NA [']	
6.0	Consults colleagues/senior staff for sugg- estions when necessary	Α	υ	s	R	N	NA	H	s	N	SD	HD	NA	
	If has undertaken research study funded by some agency :				٠,	,		,			,			
7.0	Makes available materials/equipment for the undertaken research study.	A,	, _U_	s	R	N	NA	, F	s	N	SD	HD	NA	
8.0	Guides the junior research staff in each study.	А	Ū	s	ŗR	N	NA	ŀ	S	N	e SD	ΗD	NA	
9,0	Keeps checking the progress of the research study.	А	U	S,	R	N	NA	ŀ	l S	N	SD	HD,	NA	
10.0	Reports the progress of the study to the finance agency.	Α	U	s	R	N	NA .	, F	, IS	N	SD	HD,	NA	
11.0	Publishes recommendations through articles written on various aspects of the research study.	А	U	s	R	N.	NA	ŀ	I S	N	SD	НD	NA	
12.0	Reads papers on Researches conducted.	Α	U	s	R	N	NA	ŀ	l S	N	SD	HD	NA	

U -- Usually Enact

S - Sometimes Enact

R - Rarely Enact

N - Never Enact

NA- Not Applicable

H - Highly Contented

S - Sometimes Contended

N - Neither Contented nor

Discontemed

SD - Somewhat Discontended

HD- Highly Discontended

NA- Not Applicable

RESEARCH GUIDE - One who guides and directs students (M Sc./M.Phil./Ph.D.) in conducting research.

				OLU				COLUMN B							
	**	ROLE ENACTMENT								C	ONTE	NTM	ENT		
		A	Ū	S	R	N	NA	H	S	N	SD	HD	NA		
1.0	Encourages students to read books on Research Methodology.	A	,U	s	R	N	NA	Н	S	N	SD	HD.	ŅA		
2.0	Encourages students to read research articles on ones area of study.	А	U	s	R	N	NA	,	S	N	SD	HD	,NA		
3.0	Helps students to explore new areas of study.	Ã	U	s	R	N	NA	Н	s	N	SD	HD	NΑ		
4.0	Helps students to develop research proposals.	А	U	s	R	N	NA	Н	S	N	SD	HD]	INA		
5.0	Encourages students to get financial aid for research work through research grants/scholarship.	А	U	s	R	N	NA	Н	s:	N	\$D	HD	NA		
6.0	Makes students aware of the possible sources of information which will help in the research work.	Α	Ü	s	R	N	NA	Н	S	N	SD	HD	NA		
7.0	Gives directions at every stage of the research study such as formulating objectives, hypothesis, methodology, tool con-				A 19	<i>'</i> .	,								
	struction, analysis and findings.	Ą	U	S	R	N	NA	Н	S	N	SD	HD	ŅΑ		
8.0	Encourages students to bring forth original ideas.	Ą	U	s	R	N	ŅA	Н	s	N	SD	HD	NA		
9.0	Evaluates the work of students at every stage.	Α	ָ ט _ַ	s	R	N	ŅA	Н	s	N	SD	HD	NA		
10.0	Helps students to get information about research publication agencies.	Α	U	s	R	N	NA	Н	S	. N	SD	, HD	NA		
11.0	Encourages students to write articles for publications.	. A	U	s	R	Ŋ	, NA	Н	S	N	SD	HD	,NA		

Α	- Always Enact	H - Highly Contented
U	- Usually Enact	S - Sometimes Contended
S	- Sometimes Enact	N - Neither Contencted
		nor Discontended
R	- Rarely Enact	SD - Somewhat Discontended
N	- Never Enact	HD - Highly Discontended
N.	A - Not Applicable	NA - Not Applicable

ROLE OF EXTENSION:

EXTENSION WORKER: One who is involved in activities for the uplifment of weaker or deprived

EVIE	INSION WORKER: One who is involved in a communities in both rural						umen		•, '	we	aker	Ot 4	aepm	/ea
					<u>ımı</u>				1			LUMI		
							ENT						ENME	
·	•	<u> </u>	U	S	R	N	NA	<u> </u>	1	S	N	SD	HD	NA
1.0	Reads local news papers, magazines regularly.	A.	U	s	R	N	NA	``.}	1	s _.	N.	ŞD	HD	NA
2,0	Is aware of the state of weaker communities (like villages, urban slums) with regards to their:		-		k			••						
	2.1 Living conditions	Α	U	s	R	N	NA	. 1						
	2.2 Problems	Α	U	S	R	N	NA			-	•		,	
	2.3 Welfare programmes	Α	U	s	R	Ν	NΑ	ł	-1	s	N	SD	HD	NA
3.0	Participates in the community upliftment programmes in communities :						,		•	•		;		
	3.1 Urban	Α	U	s	R	Ν	NĄ		,			•		
	3.2 Rural	Α	U	S	R	N	NA	• ,	, - H	s	N	·SD	HD	NA
4.0	Identifies the need of the community people.	Α	U	s	R	N	NA	1	-1	s	N	SD	HD	NA
5.0	Plans need based programmes for community people,	Α	U	s	R	N	NA	1	Н	s	, N	·SD	HD	NA
6.0	Acts as resource person for community up-liftment programmes.	Α	U	s	Ŗ	Ŋ	NA	!	H	s	. N	SD	HD	NA
7.0	Informs the people about the local reso- urces available such as saving bank schemes, welfare centres for children, voluntary organisation, school with free education etc.	Ą	ຸ້ນ	s	R	N	NA	. , , , ,	H		N	, SD	НД	NA
8.0	Explores the medias which serve to be effective in communicating with the community people such as films, puppets slides etc.	А	U	S	R	- N -	NΆ	,	Η.		N	SD	HD	NA

H - Highly Contended

U -	Usually Ena	ct	•						S - N -	Som	etim	es		enttec	i
	Sumetimes i								14					d ·	
		t , , , ;							SD -					ntend	
	Never Enact								HD -						
NĄ,-	Not Applica	ble .							NA -						
	· .													٠.	
-	₹ ` 1 *		-					I A						N B	
****		ر بندين معمل بيد م مد	a a fi Maranaga ing sa a _{al}	A A					NA NA					ENMI HD.	
			-	<u> </u>		<u> </u>	<u>n</u>	14	NA	: 11	3,	, IV	(SD	ΠŲ,	-NA
9.0		people to get informatheir daily needs by				· r			1	. • ,	. •	•	.' .	٠,	
~~	9.1 Televis	ion in their local cer	ntres.	Α	U	S	R	N	NA		1				
	· ! .	g specific radio prog		Α	U	S	R	N	NA	Н	s	N	SD	HD	NA
10.0	Involve pro	grammes which cont	ribute to												
		community people .				F	, •	٠	,		. 1				
		urage people to follo	ow:											٠.,	
		Dowry systom		A	U	S	R	N	NA						
	10.1.2	Superstition/taboos		Α	U	S	R	,N	NA.	,	٠,		' '	•	
	10.1,3	Rely solely in local	treatment						,		,				
		at time of illness		Α	U	S	R	N	NA						
	10.1.4	Any other	ı	Α	U	S	R	Ν	NA		1	,		.2	
		•								Н				HD	NA
			; :								. 1	•	ı'		
	•	1	1,	,							,		,	-	
	10.2 Encor	urage people to form													
		Mahila Mandals	•	Λ	U	, . ,	R	 N	NA					,	1
		Balwadı		A		S			NA		,				
		Youth clubs											•		
				Α		S			NA				٠		
		Co-opratives	÷.	Α	U	_		N	NA		,				
	10,2.5	Any other		Α	U	S	R	N	NA	Н	S	N	SD	HD	NA
								•	1		,	•		,	•
,		**************************************	, ,											•	
									, ,					£ ,	·.
		urage people to:								•				1	
	10.3.1	Educate both daug	hters and								,				
	4.5.5	sons		Α	U	·S	R	N'	NA					*	,
	10.3.2	Consult doctors at t	the time of								•		*		
	1000	illness,		Α		S		N	NA	,				*	
		Have small families Use modern tools a	กส	Α	U	S	R	N	ŃΑ		, i		-	٠,	
	10.3.4	techniques.	, ,	Α	U	s	R	N	NA	٠,	· 1				
	10.3.5	Have low cost nutri	itious food	A	U	S	R	N	NA NA		, ,	•		t v	
		Vote wisely in electi		^	J	•	• •	. 4	11/1		•		,		
		level.		Α	U	S	R	N	NA		,			_	
	10.3.7	Any other		A,	U	S	R	Ņ,	ŅΑ		. ,			23 T	
				-			, ,		3	H	ູຣ່	N	SD	HD	NA
	100 25		, ,		•	1									

A - Always Enact
U - Usually Enact
S - Sometimes Enact
N - Neither Contended
N - Neither Contended
N - Neither Contended
N - Nover Enact
N - Never Enact
N - Not Applicable

H - Highly Contended
N - Neither Contended
N - Not Applicable

EXTENSION WORK GUIDE: One who guides students in carrying out extension work in weaker sections of urban or rural communities.

	sections of utdati or	rura	CO	111111	ume	162.									
	·	COLUMN A						COLUMN B							
		ROLE ENACTMENT					ROLE CONTENMENT								
		<u>A</u>	U	S	R	N	NA	H	S	N	SD	HD	<u>NA</u>		
1.0	Help students to develop genuine interest in extension work.	А	U	s	R	N	NA	Н	s	N	SD	ΗD	NA		
2.0	Encourage students to get grasp over extension methods and medias	Α	U	s	R	Ŋ	NA.	Н	s	N	SD	НD	NA		
3.0	Helps students in :														
	3.1 Developing awareness by reading								`						
	3.1.1 Local newspapers	A	U	s	R	N	NA								
	3·1.2 Magazines	Α	Ų	s	R	N	NA								
	3.1.3 Research articles	А	U	s	R	N	NA				,				
	3.2 Determining the needs/interests of community people.	Α	U	s	R	N	NA				•				
	3.3 Surveying needs and interest of community people.	Α	υ	s	R	N	NA	H	s	N	SD	HD	NA		
4.0	Planning need based programmes for community people. Keeping in mind:							,							
	4.1 Resource materials	Α	U	s	R	N	NA			•					
	4.2 Resource persons	Α	U	s	R	N	NA								
	4.3 Timings	Α	U	s	R	Ν	NA		,	•					
	4.4 Place for conducting programmes	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA		
5.0	Help students explore agencies/organisat- ions beneficial to the weaker communities voluntary organisations suchas, New Govt, Schemes etc.	А	υ	s	R	N	NA	Н	, S	N	SD	HD	NA		
									-						

14.0

Encourages students to render services at the time of mishaps like floods, draught,

accidents, earthquakes,

H - Highly Contended :

H S N SD HD NA

U	Not Applicable						S - N - SD- HD-	So Ne Dis So Hi	metinetinesconto	nes ;Cor en ∉ e hat Dìsc	nten t ed Disco	ended ed no ontend nded	r Bed
						A V		-,			LUM		
	to the w	Ā		_		MT: N	ENT NA	-		E C	ONT	ENTM HD	NA NA
6.0	Encourage students to plan programmes on :	gugadijanovdobio	**************		***************************************	***************************************		•	Perkelipskruppy, "ve			***************************************	
	6.1 Literacy	Α	U	s	R	Ν	NA						
	6.2 Health & Hygiene	А	Ų	S	R	, N	NA		,	1	.,	. `	
	6.3 Civil cońciousness	А	U	S	R	N	NA	ŕ					
	6.4 Income generating activities	Α	U	S	R	Ν	NA			,			
	6.5 Population education	Α	U	S	R	N	NA	•	. 1) -	,			
	6.6 Superstitions and taboos activities	Α	U	S	R	N	NA		•			,	
	6.7 Any other	Α	U	S	R	N	NA		1 15	· • ·			
								i			SD	HD	NA
	A STATE OF THE STA		,). [*]		,	• ~:		e, ~ .	. i .		*	
	-					ç.	*15° 111		,. 1	, ,	1.2		
7.0	Help plan result oriented programmes such as electrification and water connection road construction etc. in the community.	А	U	s	R	N.	NA	, 1	i s	N	SD	НД	NA
		,,	,	Ŭ				•					
8.0	Guides students with the lesson plans such as clearly stating the objectives, content, method and materials for teaching the		•		- '		,		-1	5,14 !x!			
	community people.	Α	U	Ŝ	R	N	NA	; ا	t s	N	SD	HD	NA
9.0	Appraises the execution of the programme to be in line with the stated objectives.	, A	U.	ຸຣິ	R'	N	NA	ŀ	٦ S	N'	SD	НD	NA
10.0	Suggests further improvements to be made by the students.	Α	U	s	R	N	NA.	· ~ I	H S	N	SD	· HD	NA
11.0	Observes the satisfaction of community people with regards to the implemented programme.	Α	U	s	R	N	NA		1 S		\$D	ΔΉ	NA
12.0	Considers the suggestions of the community people for further improvement of programmes.	Ą .,	Ų	Š	R	N	, NA	ŀ			SD	αή,	ŇA
130	Solves problems faced by students, in implementing the programmes.	Α	U	, ` S	R	, N	NA		· , . \		SD		NA

A U'S R N NA

SECTION B

ROLE CONSTRAINTS

Below are given the constraints you/the teachers may face while enacting Role of Teaching, Research and Extension. Tick mark against the constraints you feel the Teachers face while enacting the given roles.

Physical Constraints: (General to teaching, Research and Extension Roles)

		TICK MARK
1.	Lecture Rooms:	F (1)
	1.1 too inadequately furnished	The state of the s
	1.2 illventilated	***************************************
	1.3 too large for small classes	,
	1.4 too small for large classes	**************************************
	1.5 lacking proper black boards	W-44
	- Bulletin boards	Market 1888 (Find comparing the agency or grown and
	- Easel boards	gabiner anna againtaire ann an againtaire ann ann againtaire an
	- Chalks and dusters	
2.	Laboratories:	,
	2.1 not equipped with sufficient equipment	
	2.2 have outdated equipment	**************************************
	2.3 not suitable for Research studies	discontinue de la contraction
	2.4 too small for large classes	
3.	Library:	
	3.1 Lacking in -	
	3.1.1 Upto date - books	(1) - , ,
	- periodicals	· · · · · · · · · · · · · · · · · · ·
	- reports	· ·
	- research journals	, ************************************
	3.1.2 Adequate number of books	
	3.1.3 Books by Indian authors	
	3.1.4 Comfortable seating arrangement	
	3.1.5 Zeroxing facilities	

·	ty' y Y	TICK MARI (✓)
(4) 3.1.6 Cubicals/cells for teachers/Research	chers';	the state of the s
3.1.7 Documentation facilities		
3.1.8 Alphabetical arrangement of book	s/ journals	And the second s
3.1.9 Adequate Number of staff assisting	in selecting required book	s and journals.
3.2 Situated too far from the college		
3.3 Not situated on the college premise	s , , , , , , , , , , , , , , , , , , ,	
 Lack of vehicle facility in the department Extension work. 		
5. Lack of Rooms in department for Resea	arch work.	1.
6. Lack of financial grant for -	٠ 1	The state of the s
6.1 Extension work	· · · · · · · · · · · · · · · · · · ·	
6.2 Equipments for Teaching		. 1
· 6.3 Teaching aids	•	AND THE PROPERTY AND TH
7. Lack of proper technicians for handling	laboratory equipments	
8. Lack of Indian teaching aids in the dep	artment	part in the control of the control o
9. Lack of time for -		10
9.1 Research work		in the second
9.2 Extension work	Company of the Company	3 - 2
- Any other		
The state of the s	······································	
	Bridging & Bridge Connection	, , , , , , , , , , , , , , , , , , , ,
Constraints in Teaching:	ejj (0.00
1. Lack of interest in teaching	(8 × 8 × 8)	Milator Production of the Control of
2. Experience monotony in teaching same	course every year.	
3. Lack of command over medium of instr	uction	·
4. Fail to motivate students due to	er seen to be a	Valst, to
4.1 Too large classes	$\mathbf{r} = \mathbf{r} \cdot \mathbf{r} = 1 \cdot \mathbf{r}$	
4.2 Too small classes	the section of the second	Company of the Company
4.3 Repetition of subject for same gro	un of students	$\langle x_i \rangle = \langle x_i \rangle \langle x_i \rangle \langle x_i \rangle$

		TICK MARK (✓)
	4.4 Students lacking command over the medium of instruction	es e e e e
	4.5 Hetrogenity of students in class:	1 , - 40 - 200
5.	Experience lack of knowledge in preparing evaluative material -	•
	5.1 Tests	
	5.2 Assignments	
	5.3 Practicals	S. Salakanakan salakanakan daga adalah salakan salakan salakan salakan salakan salakan salakan salakan salakan
6.	Experience insufficient time to prepare for the lectures	ì
	6.1 Teaching aids	, Nestensioner, automorphism (Prophysioner)
	6.2 Other teaching methods	-
7.	Experience difficulty in -	,
	7.1 Knowing whether student are interested in the course	
	7.2 Helping students to accept the objectives of the course.	Propagation of the State of the
	7.3 Using relevant illustrations to clarify subject matter.	3 f \$
	7.4 Relating subject matter to the needs of students	
	7.5 Relating new subject matter in light to their previous experience o knowledge	· · · · · ·
	7.6 Providing practical and concrete experiences with theory classes	• •
	7.7 Developing original thinking in students	***************************************
	7.8 Obtaining voluntary participation of students	partition of the state of the s
	7.9 Encouraging students to express their difference of opinion.	
	7.10 Making assignments understandable to the students.	And the second s
	7.11 Adding humour to the class	,
	7.12 Encouraging integration of knowledge of differerent course	
	7.13 Appraising the ability and skills of students	
	7.14 Using variety of method and Audio visual aids while teaching	· · · ·
8.	Any other	
	• .,	¥

TICK	M	٩RK
1	. /	1

1	·	(
Co	enstrains in Research : A transfer of the second se	
	Constraints for teacher who are not doing any Research work -	:! . Is
1.	Lack of interest in Research Work And Company of the Property	,
2.	Research work is not the requirement in my job.	
3.	The administrators have not asked me to do any Research work	
4.	Lack of time due to -	
	4.1 Much clerical work in the department	- 1
	4.2 Heavy work load	
	4.3 Excess of Extra Curricular activities	*
	4.4 Any other	
		• •
	1(5)	`
	Constraint for teachers who are involved in Research work independently or	
	in team.	
1.	Lack of novel ideas for Research	making to the control of the control
2.	Less time for Research work due to -	
	2.1 Much clerical work in the Department	•
	2.2 Heavy work load	Tred as the same of the same o
	2.3 Excess of Extra curricular activities	
3.	Interference of Dean/Head by -	
	3.1 Not forwarding letters	No.
	3.2 Not sanctioning money	
	3.3 Not providing typing and cyclostyling facilities	Annual Control of the State of
	3.4 Not providing manual help (peon/attendent)	
	3.5 Not allowing for use of laboratories after college time.	2
	3.6 Not giving leave when required.	, ***
	3.7 Any other	
	•	

		TICK MARK
4.	Interference by Senior teachers/colleagues by -	(🗸)
_	4.1 Not letting independent work done	,
••	4.2 Not being co-operative	
	4.3 Not answering to the Research questionnaire	ŗſ
	4.4 Not giving guidance when required	And the second s
	4.5 Not appreciating research work done by others	i t
5.	Irresponsible behaviour of other team members working on the Research project	t
6.	Difficulty faced in getting -	ì
	6.1 statistical help	t -
	6.2 help of computers	1
7.	Unco-operative behaviour of non respondents while data collection	
8.	Any other	1 , , ,
U.	Car of the Control of the Market of the San Control of the Control	١
		•
	· · · · · · · · · · · · · · · · · · ·	*•
Co	onstraints in Extension :	·
	For teachers who are not doing or involved in extension work?	•
1.	Lack of interest in Extension work	
2.	Not required to any extension work in my job.	1
3.	No time left for extension work	- '
4.	Lack of training in extension methods and medias	* (
5.	Not familiar with extension activities	1
- 6.	-Any other	
·		in the
	For teachers who are involved in extension work:	10 W. 1
1.	Lack of motivation on part of the community people urban/Rural	
2.		
	2.1 Local leaders	

			6					
	,						•	TICK M
	2.2 E	xtension workers	- •	'a				(/
	2.3 P	eople themselves		,	' , '	•		
	2.4 G	overnment Agencies			*1	• •	,	, <u>L</u>
	2.5 V	oluntary Agencies	ţ.		•		•	,
3.	People	not receptive to the programn	nes organised fo	or them.		٠. [* ,
4.	Lack o	of faith on part of the commun	ity people for:		٠	,	•	. ,
	4.1 E	xtension work					•	* 1
	4.2 E	xtension workers						, , 1
5.	Interna	al conflicts of community peop	le				'a ' ,	,
6.	Lack o	of time on part of community p	eople to attend		-			, , , , , , ,
7.	Unsuit	ed time kept for extension act					,	
8.		ence of Fatigue due to non by depending on local buses.	availability of	transpor	tation	facility	and	Name of the second
9.		f substantial extension progran	nmes due to no	on avail	ability	of fir	nancial	
	aid	•	X.		*		, 111 g	, , ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
10.		ms faced with students such a	is	y Pro-Silver		- •	,,, ,,,,,	- ~
	10.1	Lack of motivation		,			-^ [
	10.2	Lack of interest in extension	work	* . *		1000	1.	#source de terrouse conservation
	10.3	Lack of command over local	l language			•	•	- 13
	10.4	Lack of persistence		<i>:</i>	,			,
1	10,5	Lack of initiation for using					, 1	•
		10.5.1 variety of methods v	while communic	cating			· · · · ·	
		10.5.2 variety of audio visu	ıal aids				J	
	10.6	Lack of expression while co	mmunication					
11.	Any o	ther		1			, , ,	
			, ,					
							, . 1	. :
			1					
			,				* ·	-, ,

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA.

A STUDY ON ROLE ANALYSES-ROLE ENACTMENT, ROLE CONTENTMENT AND ROLE CONSTRAINTS OF TEACHERS TEACHING IN COLLEGES OF HOME SCIENCE.

Guide

Dr. A. Chandra

Prof. and Head.

Dept of Home Science

Education & Extension.

Investigator
Miss Manisha Pande.

Dear Students

I introduce myself as a Ph, D. student and Lecturer (Temporary) in the department of Home Science Education and Extension, Baroda. As a part of my doctoral programme I have undertaken a research study on Role enactment, Role contentment and Role constraints of teachers, teaching in colleges of Home Science. It is assumed that teachers of any college do enact different roles. This study attempts to find the extent of their role enactment and contentment in areas of Teaching, Research and Extension as well as the constraints teachers face while enacting different roles. You are requested to kindly respond to each item in this questionnaire as professional work. All the responses are to be made keeping your department or college teachers in mind

The information provided will be kept strictly confidential and used for research purpose only.

In case of mailed questionnaires please post the filled questionnaires in the self-addressed envelope enclosed herewith. An early return (within a week) will be highly appreciated The Success of this research depends entirely upon your co-operation.

-Investigator

DEPARTMENT OF HOME SCIENCE EDUCATION & EXTENSION FACULTY OF HOME SCIENCE
BARODA, MARCH 1986

PRELIMINARY INFORMATION

Please give the following information

1)	Area	of speciali	sation	,
2)	Class	of study	i C	
3)	Medi	um of Instr	uction at	:
	a)	School	i	AND 181 181 187 AND 181 181 181 181 181 181 181 181 181 18
	b)	College		,
4)	Occu	pation of :		
	_, a)	Father	•	
	b)	Mother		
	c)	Spouse	•	1

SECTION A

Directions:

The following are stated some roles of college Teachers in the areas of Teaching, Research and Extension. This section attempts to measure:

-Extent of Role Enactment in column A

-Extent of Role Contentment in column B

The directions of responding to Column A and B are given respectively.

Column 'A' Extent of role enactment:

Kindly indicate the extent to which you feel You/Your Department or college teachers, enact the given roles, by encircling the given choices which fits best in your case. In case of roles having segments, you are required to indicate the extent of enactment for each segment of the role.

A - Always enact the role. R - Rarely enact the role.

U - Usually enact the role. N - Never enact the role.

S - Some times enact the role. NA - Not applicable to you,

Column 'B' Extent of role contentment:

Kindly indicate the extent to which you are contented by your/your department or college Teachers Role enactment by encircling the given choices which fits best in your case. In case of role having segments, you are required to read the complete role and there by indicate your extent of contentment by encircling the choice given at the end of each question. The given choices indicate the following:

H - Highly contented SD - Some what discontented

S - Some what contented HD - Highly discontented

N'- Neither contented nor discontented NA - Not applicable to you.

A - Always Enact	H - Highly Contented S - Sometimes Contente	d
S - Sometimes Enact	N - Neither Contended	u
R - Rarely Enact	nor Disconten ded SD – Somewhat Disconten ti e	d
N - Never Enact : NA - Not Applicable	HD - Highly Discontended	_
MY - MOT Whiteania	NA - Not Applicable	

ROLE OF TEACHING:

INSTRUCTOR: Who plans for imparting effectively the knowledge, thoughts, skills to students as well as guides and directs them.

weii	as guides and directs them.							00111111								
						N A		COLUMN B								
		ROLE ENACTMENT					ROLE CONTENMENT									
		Α	U	S	R	N	NA	H	<u>S</u>	N	SD	HD	NA			
1.0	Is thorough with subject matter knowledge	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA			
2.0	Determines the objectives of the course to be in line with mental level of students	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA			
3.0	Restates the objectives of the course in terms of the changing nature of the students:											•				
	3.1 Knowledge	Α	U	S	R	Ν	NA		. •							
	3.2 Behaviour	A	Ū	S	R	N	NA									
	5.2 Dellavious	^		•	,,		11/3	Н	S	N	SD	HD	NA			
4.0	Plans the content :			_												
	4.1 In line with the objectives	Α	U	S	R	N	NA									
	4.2 in logical sequence	Α	U	S	R	N	NA	Н.	s	N	SD	. HD	NA			
5.0	Plans for effective instructional devices: 5.1 Method of teaching appropriate to:															
	- Students	Α	U	S	R	N	NA									
	- Subject matter	Α	U	S	R	N	NA									
	5.2 Teaching aids appropriate to :															
	- Students	Α	U	S	R	Ν	NA				•					
	- Subject matter	Α	U	S	R	N	NA	Н	s	N	SD	HD	NA			
6.0	Prepares Lectures taking references of latest books/journals.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA			
7.0	Prepares handouts for students for complex topics	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA			
8.0	Is available to students outside the class- room for guidance regarding the course.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA			
9.0	Takes interest in solving students problems 9.1 Academic 9.2 Personal		U	s s	R R	N N	NA NA									
10.0	Directs the students to obtain appropriate							Н	S	N	SD	HD	NA			
	references from the library	Α	U	S	R	N	NA	Н	S	N	SD	HD	NA			

U - Usually Enact

S - Sometimes Enact

R - Rarely Enact

N - Never Enact

NA- Not Applicable

H - Highly Contended

S - Sometimes Contended N - Neither Contended nor Discontended

SD - Somewhat Discontented

HD- Highly Discontended

NA- Not Applicable

COMMUNICATOR: Who transfers/transmits information, thoughts, knowledge, skills to students as well as provides and receives feedback from them.

		- D	COLE		MN		NT	- Di			_UMI	N B ENTM	ENT
,	-	A	U		R	N	NA	H		N	SD	HD	NA
1,0	In the beginning of the session explains the details regarding the course: 1.1 Defines clearly the objectives of the												
	course,	Α	U	S	R	N	NA						
	 1.2 Explains the content of the course to be covered. 	Α	U	s	R	N	NA						
	1.3 Explains the learning experience to be provided.1.4 Announces the evaluations to be given in terms of :	Α	U	S	R	N	NA		,	٠			
	- Number	Α	U	s	R	Ν	NA	•					
	- Type's	Α	U	s	R	Ν	NA						
	 Provides up to date reference to the students. 	Α	U	s	R	N	NA	Н	s	N	SD -	, HD	NΑ
2.0	Maintains the sequence of subject matter while teaching.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
3.0	Maintains a well modulated voice									*			
	throughout the class.	Α	U	S	R	Ņ	NA	Н	S	N	SD	HD	NA
4.0	Uses vocabulary within the range of students comprehension.	Α	U	s	R	N	NA	Н	s	N	. SD	HD	NA
5.0	Writes legibly on the blackboard.	Α	U	s	R	Ν	NA	Н	s	N	SD	HD	NA
6.0	Uses various methods of teaching.	Α	U	s	R	Ŋ	NA	Н	s	N	SD	HD	NA
7.0	Uses various teaching aids.	Α	U	S	R	Ν	NA.	Н	s	N	SD	HD	NA
0.8	Relates the teaching of the course content to the students background.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
9.0	Invites students to present reports/papers.	A	U	S	R	N	NA	Н	S	N	SD	HD	NA
10.0	Provides examples from daily life experience.		U						_				
11.0	Asks all students to participate in class	Α	U	S	R	N	NA	Н	S	N	SD	HD	ΝA
	discussions.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
12.0	Praises the good answers given by students.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
13.0	Repeats the subject matter not understood by students.	Α	U	S	R	Ŋ	NA	Н	s	N	SD	HD	NA

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NA - Not Applicable	NA - Not Applicable

EVALUATOR: Who assess or judges the students learning in terms of achievements, progress, goals attained and the lapses.

COLUMN A

ROLE ENACTMENT

ROLE CONTENMENT

	godio attamod and the Japoes,		_	Λι I	1042	N A				CO	LUM	NR	
	<u>}</u>			OLL		TM	ENIT		ROI			ENM	ENT
		$\frac{n}{A}$	ULE	S	R	N	NA	H	S	N	SD	HD	NA
				3		14	IVA		_				14/4
1.0	Periodically evaluates students progress by: 1.1 Tests	4		c	R	M	NA						
		A	U	S		N							
	1.2 Assignments	Α	U	S	R	N	NA	Н	S	· N	SD	HD	NA
2,0	Communicates the submission dates or test dates :												
	2.1 In the beginning of term	Α	U	S	R	N	NA						
	2.2 One month before	Α	U	S	R	N	NA						
	2.3 One week before	Α	U	S	R	N	NA	Н	s	N	SD	HD	NA
								•••	•	•	-		
3.0	Assign's projects/assignments keeping in												
	mind the individual students ability.	Α	U	S	R	Ν	NA	H	S	N	SD	HD	NA
4.0	Plans the test papers keeping in mind :			_									
	4.1 Stated objectives	Α	U	S	R	N	NA						n
	4.2 Substantial content coverage	Α	U	S	R	Ν	NA						
	4.3 Principles of test construction	Α	U	S	R	N	NA						
5.0	Prepares test papers having variety of questions:							Н	S	N	SD	, HD	NA
	5.1 Objective type :												
	5.1.1 True and false	Α	U	S	R	N	NA						
	5.1.2 Match the following	Α	U	S	R	N	NA						
	5.1.3 Multiple choice	Α	U	S	R	N	NA						
	5,2 Subjective type :	• •		•									
	5.2.1 Essay type	Α	U	s	R	N	NA						
	5.2.2 Short answer	A	U	S	R	N	NA						
	5.2.2 SHOTE diswer	~	U	3	п	14	IVA	Н	S	N	SD	HD	NA
6.0	Prepares test papers that call for :												
0.0	6.1 Application	Α	U	s	R	N	NA						
	6,2 Comprehension	A	U	s	R	N	NA						
	0,2 Completiension	٦ ٨	U	3	n	1.4	NA	Н	s	N	SD	HD	NA
7.0	Prepares model answers to be given to students for :							••	J	••	-		••••
	7.1 objective test	Α	U	S	R	N	NA						
	7.2 essay type test	Α	U	s	R	N	NA	Н	s	N	SD	Н D	NA

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		COLUMN A							√ B				
						_						MTM	
		<u>A</u>	U	S	R	N	NA	H	S	N	SD	HD	NA
8.0	Gives thought provoking assignments to student.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
9,0	Gives assignments to students:												
	9.1 Individually	Α	U	s	R	N	NA						
	9.2 In groups	Α	U	S	R	N	NA	н	s	N	SD	HD	NA
100	Gives assignments that call for :							13	3	170	31)	nu	MA
	10.1 References from:												
	10.1.1 Latest books	Α	U	s	R	N	NA						
	10.1.2 Journals	Α	U	s	R	Ν	NA						
	10.1.3 Magazines	Α	U	s	R	N	NA						
	10.2 Self study	A	U	S	R	N	NA	Н	s	N	SD	HD	NA
11.0	Prepares key answers for assignments.	Α	U	s	R	N	NA	Н	S	N	SD	HD	NA
12.0	Returns tests/assignments:												
	12.1 Within a week	Α	U	s	R	N	NA						
	122 In a month	Α	U	s	R	N	NA						
	12.3 More than a month	A	U	s	R	N	NA	Н	s	N	SD	HD	NA
13.0	Discusses performance of the students in test/assignments in the class,	A	U	s	R	N	NA	Н	S	N	SD	HD	NA

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RESEARCH GUIDE -, One who guides and directs students (M.Sc./M.Phil./Ph.D.) in conducting research.

					IMN	I A	NT				UMI	N B	ENC
	>	$\frac{A}{A}$	U	S			NA		S		SD	HD	NA
1.0	Encourages students to read books on Research Methodology.	A	U	s	R	N	NA	Н	s	N	SD	, HD	NA
2.0	Encourages students to read research articles on ones area of study.	А	U	s	R	N	NA	Н	s	N	SD	HD	NA
3.0	Helps students to explore new areas of study.	А	U	s	R	N	NA	Н	s	N	SD	HD	NΑ
4.0	Helps students to develop research proposals.	Ä	U	s	R	N	NA	Н	s	N	SD	HD]	ĭNA
5.0	Encourages students to get financial aid for research work through research grants/scholarship.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
6,0	Makes students aware of the possible sources of information which will help in the research work.	A	U	s	R	N	NA	Н	s	N	SD	HD	ΝΆ
7.0	Gives directions at every stage of the research study such as formulating objectives, hypothesis, methodology, tool construction, analysis and findings.	А	U	s	R	N	NA	Н	s	N	SD	HD	NA
8.0	Encourages students to bring forth original ideas.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
9.0	Evaluates the work of students at every stage.	Α	U	: S	R	N	NA	Н	s	N	SD	HD	NA
10.0	Helps students to get information about research publication agencies.	А	U	s	R	N	NA	Н	s	N	SD	HD	NA
11.0	Encourages students to write articles for publications.	А	U	s	R	N	NA	Н	s	N	SD	HD	NA

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EXTENSION WORK GUIDE: One who guides students in carrying out extension work in weaker sections of urban or rural communities.

		COLUMN A									LUM		
•		ROLE ENACTMENT A U S R N NA										ENMI	NT
		A	U	<u>S</u>	R	N	NA	H	<u>s</u>	N	SD	HD	NA
1.0	Help students to develop genuine interest in extension work.	А	U	s	R	, N	NA	Н	s	N	SD	HD	NA
2.0	Encourage students to get grasp over extension methods and medias	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
3.0	Helps students in :												
	3.1 Developing awareness by reading												
	3.1.1 Local newspapers	Α	U	s	R	N	NA						
	3·1.2 Magazines	Α	U	s	R	N	NA						
	3.1.3 Research articles	Α	U	s	R	N	NA						
	3.2 Determining the needs/interests of community people.	Α	U	s	R	N	NA						
	3.3 Surveying needs and interest of community people.	А	υ	s	R	N	NA	н	s	N	SD	HD	NA
4.0	Planning need based programmes for community people. Keeping in mind:							••	Ū	,,	OD.	110	147
	4.1 Resource materials	Α	U	s	R	N	NA						
	4.2 Resource persons	Α	U	s	R	N	NA						
	4.3 Timings	Α	υ	s	R	N	NA						
	4.4 Place for conducting programmes	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
5.0	Help students explore agencies/organisat- ions beneficial to the weaker communities voluntary organisations suchas, New Govt, Schemes etc.	A	U	S	R	N	NΑ				-		
	Tori, Continuo otti,	м	U	3	n	IV.	NA	Н	S	N	SD	HD	NA

U - Usually Enact

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NA- Not Applicable

•••••••••••••••••••••••••••••••••••••						V A		COLUMN B					
	4	R	_			TMI		ROLE CONTENTMENT H S N SD HD NA					
		_ <u>A</u>	U	<u>s</u>	R	N	NA	H	S	N	SD	HD	NA
6.0	Encourage students to plan programmes												•
	on: 6.1 Literacy	Α	U	s	R	N	NA						
	6.2 Health & Hygiene	Ā	U	S	R	N	NA						
	6.3 Civil conclousness	A	U	S	R	N	ŃΑ						
	6.4 Income generating activities	A	U	s	R	N	NA						
	6.5 Population education	A	U	s	R	N	NA						
	6.6 Superstitions and taboos activities	A	Ū	s	R	N	NA						
	6.7 Any other	Α	Ū	S	R	N	NA						
	,							Н	S	Ν	SD	HD	NΑ
7.0	Help plan result oriented programmes such as electrification and water connection road construction etc. in the community.	A	U	s	R	N	NA	Н	s	N	SD	НD	NA
8.0	Guides students with the lesson plans such as clearly stating the objectives, content, method and materials for teaching the community people.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
	A ununitary the execution of the purpose												
9.0	Appraises the execution of the programme to be in line with the stated objectives.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
10.0	Suggests further improvements to be made by the students.	Α	U	s	R	N	NA	Н	s	N	SD	HD	NA
11.0	Observes the satisfaction of community people with regards to the implemented programme.	Α	U	s	R	N	NA	Н	s [°]	N	SD	НD	NA
12.0	Considers the suggestions of the community people for further improvement of programmes.	A	U	s	R	N	NA	Н	s	N	SD	HD	NA
13.0	Solves problems faced by students in implementing the programmes.	А	U	s	R	N	NA	Н	ຼ˜S	N	SD.	_HD	NA
14.0	Encourages students to render services at the time of mishaps like floods, draught, accidents, earthquakes,	Α	U	s	R	N	NΑ	Н	s	N	SD	НD	NA

SECTION B

ROLE CONSTRAINTS

Below are given the constraints you/the teachers may face while enacting Role of Teaching. Research and Extension. Tick mark against the constraints you feel the Teachers face while enacting the given roles.

Physical Constraints: (General to teaching, Research and Extension Roles)

				v		TIC	CK MARK ✓)
1.	Lect	ure Rooms ;			•		
	1.1	too inadequately furnished		/ 4 F			
	1.2	illventilated	*	•	: , .	٠,	
	1,3	too large for small classes					4
	1,4	too small for large classes			•	,	t
	1.5	lacking proper - black boards			•		1
•		- Bulletin boards					
		- Easel boards			,		waste or New York Control of the Con
		 Chalks and dusters 			٠ ر		
2,	Labo	oratories :	11.	D	•		1,
	2.1	not equipped with sufficient equipment					,
	2,2	have outdated equipment					
	2,3	not suitable for Research studies					, , , , , , , , , , , , , , , , , , ,
	2.4	too small for large classes					College of the Colleg
3,	Libr	ar y :					
	3.1	Lacking in -		**			
		3.1.1 Upto date - books		٠,			*tonadonados a debida de conscionado a conscionado a conscionado a conscionado a conscionado a conscionado a c
		- periodicals			•		
		- reports					
		 research journals 		1			**************************************
		3.1.2 Adequate number of books					
		3.1.3 Books by Indian authors					And the second s
		3.1.4 Comfortable seating arrangement	•				<u> </u>
		3.1.5 Zeroxing facilities					

	4	•	TICK MAR
3.1.6 Cubicals/cells for teachers/Research	hore	4 , ,	(√)
	ners	, ,	**************************************
3.1.7 Documentation facilities		t or say	1
3.1.8 Alphabetical arrangement of books		·	
3.1.9 Adequate Number of staff assisting	in selecting required bo	ooks and journals,	*
3.2 Situated too far from the college		, ,	ŧ ;
3.3 Not situated on the college premises	3	17	
 Lack of vehicle facility in the department Extension work. 	t/college, for-teaching	, Research and	i and the second
5. Lack of Rooms in department for Resea	rch work.	•••	t .
6. Lack of financial grant for -		• •	4 4 5
6.1 Extension work	, ,		** '
6.2 Equipments for Teaching			
6,3 Teaching aids	•		grandle-and sounds all the same state of the sam
7. Lack of proper technicians for handling	laboratory equipments	;	A
B. Lack of Indian teaching aids in the depa	artment	* * \$,
9. Lack of time for -	-	[- 1	> .
9.1 Research work		, , , , , , , , , , , , , , , , , , ,	ŧ .
9.2 Extension work	•	· , · · ·	()
Any other		,	* ;
,, 0			
Constraints in Teaching:	granden den met		
	, ,		gith distribution to go the reaction of the control
2. Experience monotony in teaching same of	-		**************************************
3. Lack of command over medium of instru	Terion		united the second are a rest of the consequence of
4. Fail to motivate students due to	•	*	Provention and province Province
4.1 Too large classes	•	· · · · · · · · · · · · · · · · · · ·	¥76,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
4.2 Too small classes	•	•	
4.3 Repetition of subject for same group	up of students	·	

			TICK MARK
	4.4	Students lacking command over the medium of instruction	1 .
	4.5	Hetrogenity of students in class	
ō.	Expe	rience lack of knowledge in preparing evaluative material -	:
	5.1	Tests	
	5.2	Assignments	
	5,3	Practicals	T
	Expe	rience insufficient time to prepare for the lectures	
	6.1	Teaching aids	
	6.2	Other teaching methods	
	Expe	rience difficulty in -	· .
	7,1	Knowing whether student are interested in the course	
	7.2	Helping students to accept the objectives of the course.	
	7.3	Using relevant illustrations to clarify subject matter.	£ ~
	74	Relating subject matter to the needs of students	
	7.5	Relating new subject matter in light to their previous experience or knowledge	
	7.6	Providing practical and concrete experiences with theory classes	<u> </u>
	7.7	Developing original thinking in students	***************************************
	7.8	Obtaining voluntary participation of students	
	7.9	Encouraging students to express their difference of opinion.	
	7.10	Making assignments understandable to the students.	,
	7.11	Adding humour to the class	
	7,12	Encouraging integration of knowledge of differerent course	
	7.13	Appraising the ability and skills of students	part from the good date do not compare a graph or compare a graph of the good
	7.14	Using variety of method and Audio visual aids while teaching.	*
8.	A	other	

			MARK ✓)
Co	nstrains in Research:		
	Constraints for teacher who are not doing any Research work -		-
1.	Lack of interest in Research Work		
2.	Research work is not the requirement in my job		i
3,	The administrators have not asked me to do any Research work	,	
4.	Lack of time due to -	•	
	4.1 Much clerical work in the department	Augustation	2
	4.2 Heavy work load	', 	
	4.3 Excess of Extra Curricular activities		
	4.4 Any other		
	. 1 ., 12		ı
	Constraint for teachers who are involved in Research work independentlin team.	y or	
1.	Lack of novel ideas for Research	· —	1
2.	Less time for Research work due to -		
	2.1 Much clerical work in the Department	,	
	2.2 Heavy work load		_,
	2.3 Excess of Extra curricular activities	Managagastati	
3.	Interference of Dean/Head by -		
	3.1 Not forwarding letters	_	
	3.2 Not sanctioning money	-	
	3.3 Not providing typing and cyclostyling facilities		
	3.4 Not providing manual help (peon/attendent)		
	3.5 Not allowing for use of laboratories after college time.		
	3.6 Not giving leave when required.	**********	
	3.7 Any other		

		TICK MARK
4.	Interference by Senior teachers/colleagues by -	·(~)
	4.1 Not letting independent work done	1 ,
	4.2 Not being co-operative	
	4.3 Not answering to the Research questionnaire	•
	4.4 Not giving guidance when required to the state of the	
	4.5 Not appreciating research work done-by others	, t
5.	Irresponsible behaviour of other team members working on the Research project	<u> </u>
6.	Difficulty faced in getting -	}
	6.1 statistical help	, ,
	6.2 help of computers the state of the state	
7.	Unco-operative behaviour of non respondents while data collection	
8.	Any other	
		• •
		· ·
Со	nstraints in Extension :	
	For teachers who are not doing or involved in extension work:	•
1.	Lack of interest in Extension work	
-2.	Not required to any extension work in my job.	
3.	No time left for extension work	ŧ
-4	Lack of training in extension methods and medias	
5,	Not familiar with extension activities	
6.	Any other	
	For teachers who are involved in extension work:	*} ,
1.	Lack of motivation on part of the community people urban/Rural	
2.	Lack of co-operation of -	
	2.1 Local leaders	

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		TICK MARI
`	2.2 Extension workers	
	2.3 People themselves	3 1
	2.4 Government Agencies	
	2.5 Voluntary Agencies	·
3.	People not receptive to the programmes organised for them.	}
4.	Lack of faith on part of the community people for :	• •
	4.1 Extension work	1
	4.2 Extension workers	
5.	Internal conflicts of community people	,,
6.	Lack of time on part of community people to attend to the organised extension activities.	
7.	Unsuited time kept for extension activities for community people.	
8.	Experience of Fatigue due to non availability of transportation facility and there by depending on local buses.	s d
9.	Lack of substantial extension programmes due to non availability of financi	al
		,
10.	Problems faced with students such as -	
	10.1 Lack of motivation	,
	10,2 Lack of interest in extension work	:,
	10.3 Lack of command over local language	
	10.4 Lack of persistence	
	10.5 Lack of initiation for using	·
	10.5.1 variety of methods while communicating	
	10.5.2 variety of audio visual aids	
	10.6 Lack of expression while communication	

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