

Appendix CLetter of request with the research tool/questionnaire

To

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\_\_\_\_\_

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 indispensible 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,

NOTITAM/03/11/11/11/03/04

For Ph. D. Research only

# 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 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

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

## PRELIMINARY INFORMATION

Please give the following information :

1) Name of Institution where employed \_\_\_\_\_

2) Area of specialisation \_\_\_\_\_

3) Present designation :

a) Administrators :  
Dean ( )

Director ( )

Vice-Principal ( )

Head of the Department ( )

b) Teacher :

Professor ( )

Reader ( )

Lecturer ( )

4) Age Range :

20 to 30 years ( )

31 to 40 years ( )

41 to 50 years ( )

51 to 60 years ( )

5) Teaching experience :

1-4 years ( )

5-8 years ( )

9-12 years ( )

13-16 years ( )

17-20 years ( )

Above 20 years ( )

6) Occupation of : (a) Spouse \_\_\_\_\_ (b) Father \_\_\_\_\_

(c) Mother \_\_\_\_\_

7) Designation-wise teaching experience :

<u>Designation</u>	<u>No. of years</u>	<u>Name of Institution</u>
Dean/Director/Principal		
Head of Department		
Professor		
Reader/Associate Professor		
Lecturer/Assistance Professor		

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

<u>Sr. No.</u>	<u>Degree</u>	<u>Self</u>	<u>Father</u>	<u>Mother</u>	<u>Spouse</u>
1.	Primary Education				
2.	Secondary Education				
3.	B. A./B.Sc.				
4.	M.A./M.Sc.				
5.	B.Ed.				
6.	Ph.D.				
7.	Any other				

9) Classes you teach : Undergraduate level - (B.Sc.) \_\_\_\_\_

Postgraduate level - (M.Sc./M.Phil/Ph.D) \_\_\_\_\_

10) Number of students you have guided :

M.Sc. level \_\_\_\_\_

Ph.D. Level \_\_\_\_\_

11) Number of the following publications you have authored/co-authored in your field :

<u>Sr. No.</u>	<u>Books</u>	<u>Articles</u>	<u>Papers</u>
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12) Are you involved in Urban/Rural Extension work ? YES/No

13) Do you teach any extension oriented subjects ? YES/No

14) Give approximate number of Extension Projects you have guided \_\_\_\_\_

**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  
 U - Usually Enact  
 S - Sometimes Enact  
 R - Rarely Enact  
 N - Never Enact  
 NA - Not Applicable

H - Highly Contented  
 S - Sometimes Contented  
 N - Neither Contented nor Discontented  
 SD - Somewhat Discontented  
 HD - Highly Discontented  
 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.

	COLUMN A						COLUMN B					
	ROLE ENACTMENT						ROLE CONTENMENT					
	A	U	S	R	N	NA	H	S	N	SD	HD	NA
1.0 Is thorough with subject matter knowledge	A	U	S	R	N	NA	H	S	N	SD	HD	NA
2.0 Determines the objectives of the course to be in line with mental level of students	A	U	S	R	N	NA	H	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	A	U	S	R	N	NA						
3.2 Behaviour	A	U	S	R	N	NA	H	S	N	SD	HD	NA
4.0 Plans the content :												
4.1 In line with the objectives	A	U	S	R	N	NA						
4.2 In logical sequence	A	U	S	R	N	NA	H	S	N	SD	HD	NA
5.0 Plans for effective instructional devices :												
5.1 Method of teaching appropriate to :												
- Students	A	U	S	R	N	NA						
- Subject matter	A	U	S	R	N	NA						
5.2 Teaching aids appropriate to :												
- Students	A	U	S	R	N	NA						
- Subject matter	A	U	S	R	N	NA	H	S	N	SD	HD	NA
6.0 Prepares Lectures taking references of latest books/journals.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
7.0 Prepares handouts for students for complex topics.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
8.0 Is available to students outside the class-room for guidance regarding the course.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0 Takes interest in solving students problems :												
9.1 Academic	A	U	S	R	N	NA						
9.2 Personal	A	U	S	R	N	NA	H	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	N	SD	HD	NA

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

	COLUMN A						COLUMN B					
	ROLE ENACTMENT						ROLE CONTENTMENT					
	A	U	S	R	N	NA	H	S	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.	A	U	S	R	N	NA						
1.2 Explains the content of the course to be covered.	A	U	S	R	N	NA						
1.3 Explains the learning experience to be provided.	A	U	S	R	N	NA						
1.4 Announces the evaluations to be given in terms of :												
1.4 - Number	A	U	S	R	N	NA						
1.4 - Types	A	U	S	R	N	NA						
1.5 Provides up to date reference to the students.	A	U	S	R	N	NA						
2.0 Maintains the sequence of subject matter while teaching.							H	S	N	SD	HD	NA
3.0 Maintains a well modulated voice throughout the class.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
4.0 Uses vocabulary within the range of students comprehension.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
5.0 Writes legibly on the blackboard.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
6.0 Uses various methods of teaching.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
7.0 Uses various teaching aids.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
8.0 Relates the teaching of the course content to the students background.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0 Invites students to present reports/papers.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
10.0 Provides examples from daily life experience.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
11.0 Asks all students to participate in class discussions.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
12.0 Praises the good answers given by students.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
13.0 Repeats the subject matter not understood by students.	A	U	S	R	N	NA	H	S	N	SD	HD	NA

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

	COLUMN A						COLUMN B					
	ROLE ENACTMENT						ROLE CONTENTMENT					
	A	U	S	R	N	NA	H	S	N	SD	HD	NA
1.0 Periodically evaluates students progress by :												
1.1 Tests	A	U	S	R	N	NA						
1.2 Assignments	A	U	S	R	N	NA	H	S	N	SD	HD	NA
2.0 Communicates the submission dates or test dates :												
2.1 In the beginning of term	A	U	S	R	N	NA						
2.2 One month before	A	U	S	R	N	NA						
2.3 One week before	A	U	S	R	N	NA	H	S	N	SD	HD	NA
3.0 Assign's projects/assignments keeping in mind the individual students ability.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
4.0 Plans the test papers keeping in mind :												
4.1 Stated objectives	A	U	S	R	N	NA						
4.2 Substantial content coverage	A	U	S	R	N	NA						
4.3 Principles of test construction	A	U	S	R	N	NA	H	S	N	SD	HD	NA
5.0 Prepares test papers having variety of questions :												
5.1 Objective type :												
5.1.1 True and false	A	U	S	R	N	NA						
5.1.2 Match the following	A	U	S	R	N	NA						
5.1.3 Multiple choice	A	U	S	R	N	NA						
5.2 Subjective type :												
5.2.1 Essay type	A	U	S	R	N	NA						
5.2.2 Short answer	A	U	S	R	N	NA	H	S	N	SD	HD	NA
6.0 Prepares test papers that call for :												
6.1 Application	A	U	S	R	N	NA						
6.2 Comprehension	A	U	S	R	N	NA	H	S	N	SD	HD	NA
7.0 Prepares model answers to be given to students for :												
7.1 objective test	A	U	S	R	N	NA						
7.2 essay type test	A	U	S	R	N	NA	H	S	N	SD	HD	NA



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		COLUMN A						COLUMN B					
		ROLE ENACTMENT						ROLE CONTENTMENT					
		A	U	S	R	N	NA	H	S	N	SD	HD	NA
8.0	Gives thought provoking assignments to student.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0	Gives assignments to students :												
9.1	Individually	A	U	S	R	N	NA						
9.2	In groups	A	U	S	R	N	NA						
10.0	Gives assignments that call for :							H	S	N	SD	HD	NA
10.1	References from :												
10.1.1	Latest books	A	U	S	R	N	NA						
10.1.2	Journals	A	U	S	R	N	NA						
10.1.3	Magazines	A	U	S	R	N	NA						
10.2	Self study	A	U	S	R	N	NA	H	S	N	SD	HD	NA
11.0	Prepares key answers for assignments.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
12.0	Returns tests/assignments :												
12.1	Within a week	A	U	S	R	N	NA						
12.2	In a month	A	U	S	R	N	NA						
12.3	More than a month	A	U	S	R	N	NA						
13.0	Discusses performance of the students in test/assignments in the class.	A	U	S	R	N	NA	H	S	N	SD	HD	NA

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## 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					
		ROLE ENACTMENT						ROLE CONTENTMENT					
		A	U	S	R	N	NA	H	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	HD	NA
2.0	Explores areas of research having present and future usefulness.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
3.0	Undertakes research projects to make a contribution to ones area of study.	A	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.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
6.0	Consults colleagues/senior staff for suggestions when necessary	A	U	S	R	N	NA	H	S	N	SD	HD	NA
	<u>If has undertaken research study funded by some agency :</u>												
7.0	Makes available materials/equipment for the undertaken research study.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
8.0	Guides the junior research staff in each study.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0	Keeps checking the progress of the research study.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
10.0	Reports the progress of the study to the finance agency.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
11.0	Publishes recommendations through articles written on various aspects of the research study.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
12.0	Reads papers on Researches conducted.	A	U	S	R	N	NA	H	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.

		COLUMN A						COLUMN B					
		ROLE ENACTMENT						ROLE CONTENTMENT					
		A	U	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	H	S	N	SD	HD	NA
2.0	Encourages students to read research articles on ones area of study.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
3.0	Helps students to explore new areas of study.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
4.0	Helps students to develop research proposals.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
5.0	Encourages students to get financial aid for research work through research grants/scholarship.	A	U	S	R	N	NA	H	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	H	S	N	SD	HD	NA
7.0	Gives directions at every stage of the research study such as formulating objectives, hypothesis, methodology, tool construction, analysis and findings.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
8.0	Encourages students to bring forth original ideas.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0	Evaluates the work of students at every stage.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
10.0	Helps students to get information about research publication agencies.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
11.0	Encourages students to write articles for publications.	A	U	S	R	N	NA	H	S	N	SD	HD	NA

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### ROLE OF EXTENSION :

**EXTENSION WORKER :** One who is involved in activities for the upliftment of weaker or deprived communities in both rural and urban areas.

	COLUMN A						COLUMN B					
	ROLE ENACTMENT						ROLE CONTENTMENT					
	A	U	S	R	N	NA	H	S	N	SD	HD	NA
1.0 Reads local news papers, magazines regularly.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
2.0 Is aware of the state of weaker communities (like villages, urban slums) with regards to their :												
2.1 Living conditions	A	U	S	R	N	NA						
2.2 Problems	A	U	S	R	N	NA						
2.3 Welfare programmes	A	U	S	R	N	NA	H	S	N	SD	HD	NA
3.0 Participates in the community upliftment programmes in communities :												
3.1 Urban	A	U	S	R	N	NA						
3.2 Rural	A	U	S	R	N	NA	H	S	N	SD	HD	NA
4.0 Identifies the need of the community people.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
5.0 Plans need based programmes for community people.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
6.0 Acts as resource person for community up-liftment programmes.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
7.0 Informs the people about the local resources available such as saving bank schemes, welfare centres for children, voluntary organisation, school with free education etc.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
8.0 Explores the medias which serve to be effective in communicating with the community people such as films, puppets slides etc.	A	U	S	R	N	NA	H	S	N	SD	HD	NA

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	COLUMN A						COLUMN B					
	ROLE ENACTMENT						ROLE CONTENTMENT					
	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0 Encourages people to get information suitable to their daily needs by seeing :												
9.1 Television in their local centres.	A	U	S	R	N	NA						
9.2 Hearing specific radio programmes.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
10.0 Involve programmes which contribute to welfare of community people.												
10.1 Discourage people to follow :												
10.1.1 Dowry system	A	U	S	R	N	NA						
10.1.2 Superstition/taboo	A	U	S	R	N	NA						
10.1.3 Rely solely in local treatment at time of illness	A	U	S	R	N	NA						
10.1.4 Any other	A	U	S	R	N	NA	H	S	N	SD	HD	NA
10.2 Encourage people to form :												
10.2.1 Mahila Mandals	A	U	S	R	N	NA						
10.2.2 Balwadi	A	U	S	R	N	NA						
10.2.3 Youth clubs	A	U	S	R	N	NA						
10.2.4 Co-opratives	A	U	S	R	N	NA						
10.2.5 Any other	A	U	S	R	N	NA	H	S	N	SD	HD	NA
10.3 Encourage people to :												
10.3.1 Educate both daughters and sons	A	U	S	R	N	NA						
10.3.2 Consult doctors at the time of illness.	A	U	S	R	N	NA						
10.3.3 Have small families	A	U	S	R	N	NA						
10.3.4 Use modern tools and techniques.	A	U	S	R	N	NA						
10.3.5 Have low cost nutritious food	A	U	S	R	N	NA						
10.3.6 Vote wisely in election at any level.	A	U	S	R	N	NA						
10.3.7 Any other	A	U	S	R	N	NA	H	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						COLUMN B					
		ROLE ENACTMENT						ROLE CONTENTMENT					
		A	U	S	R	N	NA	H	S	N	SD	HD	NA
1.0	Help students to develop genuine interest in extension work.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
2.0	Encourage students to get grasp over extension methods and medias	A	U	S	R	N	NA	H	S	N	SD	HD	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	A	U	S	R	N	NA						
	3.1.3 Research articles	A	U	S	R	N	NA						
	3.2 Determining the needs/interests of community people.	A	U	S	R	N	NA						
	3.3 Surveying needs and interest of community people.	A	U	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	A	U	S	R	N	NA						
	4.2 Resource persons	A	U	S	R	N	NA						
	4.3 Timings	A	U	S	R	N	NA						
	4.4 Place for conducting programmes	A	U	S	R	N	NA	H	S	N	SD	HD	NA
5.0	Help students explore agencies/organisations beneficial to the weaker communities voluntary organisations such as, New Govt, Schemes etc.	A	U	S	R	N	NA	H	S	N	SD	HD	NA

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H - Highly Contented  
 S - Sometimes Contented  
 N - Neither Contented nor Discontented  
 SD - Somewhat Discontented  
 HD - Highly Discontented  
 NA - Not Applicable

	COLUMN A						COLUMN B					
	ROLE ENACTMENT						ROLE CONTENTMENT					
	A	U	S	R	N	NA	H	S	N	SD	HD	NA
6.0 Encourage students to plan programmes on :												
6.1 Literacy	A	U	S	R	N	NA						
6.2 Health & Hygiene	A	U	S	R	N	NA						
6.3 Civil consciousness	A	U	S	R	N	NA						
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	U	S	R	N	NA						
6.7 Any other	A	U	S	R	N	NA						
							H	S	N	SD	HD	NA
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	H	S	N	SD	HD	NA
8.0 Guides students with the lesson plans such as clearly stating the objectives, content, method and materials for teaching the community people.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0 Appraises the execution of the programme to be in line with the stated objectives.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
10.0 Suggests further improvements to be made by the students.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
11.0 Observes the satisfaction of community people with regards to the implemented programme.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
12.0 Considers the suggestions of the community people for further improvement of programmes.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
13.0 Solves problems faced by students in implementing the programmes.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
14.0 Encourages students to render services at the time of mishaps like floods, draught, accidents, earthquakes,	A	U	S	R	N	NA	H	S	N	SD	HD	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 :

- 1.1 too inadequately furnished \_\_\_\_\_
- 1.2 illventilated \_\_\_\_\_
- 1.3 too large for small classes \_\_\_\_\_
- 1.4 too small for large classes \_\_\_\_\_
- 1.5 lacking proper – black boards \_\_\_\_\_
  - Bulletin boards \_\_\_\_\_
  - Easel boards \_\_\_\_\_
  - Chalks and dusters \_\_\_\_\_

#### 2. Laboratories :

- 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 \_\_\_\_\_

#### 3. Library :

- 3.1 Lacking in - \_\_\_\_\_
  - 3.1.1 Upto date - books \_\_\_\_\_
    - 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 \_\_\_\_\_



TICK MARK  
( ✓ )

- 3.1.6 Cubicals/cells for teachers/Researchers: \_\_\_\_\_
- 3.1.7 Documentation facilities \_\_\_\_\_
- 3.1.8 Alphabetical arrangement of books/ journals \_\_\_\_\_
- 3.1.9 Adequate Number of staff assisting in selecting required books and journals. \_\_\_\_\_
- 3.2 Situated too far from the college \_\_\_\_\_
- 3.3 Not situated on the college premises \_\_\_\_\_
4. Lack of vehicle facility in the department/college, for-teaching, Research and Extension work. \_\_\_\_\_
5. Lack of Rooms in department for Research work. \_\_\_\_\_
6. Lack of financial grant for - \_\_\_\_\_
- 6.1 Extension work \_\_\_\_\_
- 6.2 Equipments for Teaching \_\_\_\_\_
- 6.3 Teaching aids \_\_\_\_\_
7. Lack of proper technicians for handling laboratory equipments \_\_\_\_\_
8. Lack of Indian teaching aids in the department \_\_\_\_\_
9. Lack of time for - \_\_\_\_\_
- 9.1 Research work \_\_\_\_\_
- 9.2 Extension work \_\_\_\_\_
- Any other \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Constraints in Teaching :**

1. Lack of interest in teaching \_\_\_\_\_
2. Experience monotony in teaching same course every year. \_\_\_\_\_
3. Lack of command over medium of instruction \_\_\_\_\_
4. Fail to motivate students due to. - \_\_\_\_\_
- 4.1 Too large classes \_\_\_\_\_
- 4.2 Too small classes \_\_\_\_\_
- 4.3 Repetition of subject for same group of students \_\_\_\_\_

TICK MARK  
( ✓ )

- 4.4 Students lacking command over the medium of instruction \_\_\_\_\_
- 4.5 Hetrogenity of students in class: \_\_\_\_\_
5. Experience lack of knowledge in preparing evaluative material - \_\_\_\_\_
- 5.1 Tests \_\_\_\_\_
- 5.2 Assignments \_\_\_\_\_
- 5.3 Practicals \_\_\_\_\_
6. Experience insufficient time to prepare for the lectures \_\_\_\_\_
- 6.1 Teaching aids \_\_\_\_\_
- 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. \_\_\_\_\_
- 7.3 Using relevant illustrations to clarify subject matter. \_\_\_\_\_
- 7.4 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 \_\_\_\_\_
- 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 \_\_\_\_\_
- 7.14 Using variety of method and Audio visual aids while teaching \_\_\_\_\_
8. Any other \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

TICK MARK  
( ✓ )

**Constrains 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. \_\_\_\_\_
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 \_\_\_\_\_
  - 4.2 Heavy work load \_\_\_\_\_
  - 4.3 Excess of Extra Curricular activities \_\_\_\_\_
  - 4.4 Any other \_\_\_\_\_

Constraint for teachers who are involved in Research work independently or in team.

1. Lack of novel ideas for Research \_\_\_\_\_
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 \_\_\_\_\_
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/attendant) \_\_\_\_\_
  - 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 \_\_\_\_\_
  - 4.2 Not being co-operative \_\_\_\_\_
  - 4.3 Not answering to the Research questionnaire \_\_\_\_\_
  - 4.4 Not giving guidance when required \_\_\_\_\_
  - 4.5 Not appreciating research work done by others \_\_\_\_\_
5. Irresponsible behaviour of other team members working on the Research project. \_\_\_\_\_
6. Difficulty faced in getting –
- 6.1 statistical help \_\_\_\_\_
  - 6.2 help of computers \_\_\_\_\_
7. Unco-operative behaviour of non respondents while data collection \_\_\_\_\_
8. Any other \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Constraints 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 \_\_\_\_\_
- 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 \_\_\_\_\_

TICK MARK  
(    ✓    )

- |        |   |       |
|--------|---|-------|
| 2.2    | Extension workers   | _____ |
| 2.3    | People themselves   | _____ |
| 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  | _____ |
| 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. | _____ |
| 9.     | Lack of substantial extension programmes due to non availability of financial aid                               | _____ |
| 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  | _____ |
| 11.    | Any other _____   | _____ |
|        | _____   | _____ |
|        | _____   | _____ |

For Ph. D. Research only

## **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 specialisation \_\_\_\_\_

2) Class of study \_\_\_\_\_

3) Medium of Instruction at :

a) School \_\_\_\_\_

b) College \_\_\_\_\_

4) Occupation of :

a) Father \_\_\_\_\_

b) Mother \_\_\_\_\_

c) Spouse \_\_\_\_\_

## 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  
U - Usually Enact  
S - Sometimes Enact

R - Rarely Enact  
N - Never Enact  
NA - Not Applicable

H - Highly Contented  
S - Sometimes Contented  
N - Neither Contented  
nor Discontented  
SD - Somewhat Discontented  
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### ROLE OF TEACHING :

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

	COLUMN A						COLUMN B					
	ROLE ENACTMENT						ROLE CONTENMENT					
	A	U	S	R	N	NA	H	S	N	SD	HD	NA
1.0 Is thorough with subject matter knowledge	A	U	S	R	N	NA	H	S	N	SD	HD	NA
2.0 Determines the objectives of the course to be in line with mental level of students	A	U	S	R	N	NA	H	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	A	U	S	R	N	NA						
3.2 Behaviour	A	U	S	R	N	NA						
							H	S	N	SD	HD	NA
4.0 Plans the content :												
4.1 In line with the objectives	A	U	S	R	N	NA						
4.2 In logical sequence	A	U	S	R	N	NA						
							H	S	N	SD	HD	NA
5.0 Plans for effective instructional devices :												
5.1 Method of teaching appropriate to :												
- Students	A	U	S	R	N	NA						
- Subject matter	A	U	S	R	N	NA						
5.2 Teaching aids appropriate to :												
- Students	A	U	S	R	N	NA						
- Subject matter	A	U	S	R	N	NA						
							H	S	N	SD	HD	NA
6.0 Prepares Lectures taking references of latest books/journals.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
7.0 Prepares handouts for students for complex topics	A	U	S	R	N	NA	H	S	N	SD	HD	NA
8.0 Is available to students outside the class-room for guidance regarding the course.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0 Takes interest in solving students problems												
9.1 Academic	A	U	S	R	N	NA						
9.2 Personal	A	U	S	R	N	NA						
							H	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	N	SD	HD	NA

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SD - Somewhat Discontented  
HD - Highly Discontented  
NA - Not Applicable

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

		COLUMN A						COLUMN B					
		ROLE ENACTMENT						ROLE CONTENTMENT					
		A	U	S	R	N	NA	H	S	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.	A	U	S	R	N	NA						
1.2	Explains the content of the course to be covered.	A	U	S	R	N	NA						
1.3	Explains the learning experience to be provided.	A	U	S	R	N	NA						
1.4	Announces the evaluations to be given in terms of :												
	- Number	A	U	S	R	N	NA						
	- Types	A	U	S	R	N	NA						
1.5	Provides up to date reference to the students.	A	U	S	R	N	NA						
								H	S	N	SD	HD	NA
2.0	Maintains the sequence of subject matter while teaching.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
3.0	Maintains a well modulated voice throughout the class.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
4.0	Uses vocabulary within the range of students comprehension.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
5.0	Writes legibly on the blackboard.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
6.0	Uses various methods of teaching.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
7.0	Uses various teaching aids.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
8.0	Relates the teaching of the course content to the students background.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0	Invites students to present reports/papers.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
10.0	Provides examples from daily life experience.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
11.0	Asks all students to participate in class discussions.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
12.0	Praises the good answers given by students.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
13.0	Repeats the subject matter not understood by students.	A	U	S	R	N	NA	H	S	N	SD	HD	NA

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 nor Discontented  
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 HD - Highly Discontented  
 NA - Not Applicable

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

	COLUMN A						COLUMN B					
	ROLE ENACTMENT						ROLE CONTENMENT					
	A	U	S	R	N	NA	H	S	N	SD	HD	NA
1.0 Periodically evaluates students progress by :												
1.1 Tests	A	U	S	R	N	NA						
1.2 Assignments	A	U	S	R	N	NA	H	S	N	SD	HD	NA
2.0 Communicates the submission dates or test dates :												
2.1 In the beginning of term	A	U	S	R	N	NA						
2.2 One month before	A	U	S	R	N	NA						
2.3 One week before	A	U	S	R	N	NA	H	S	N	SD	HD	NA
3.0 Assign's projects/assignments keeping in mind the individual students ability.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
4.0 Plans the test papers keeping in mind :												
4.1 Stated objectives	A	U	S	R	N	NA						
4.2 Substantial content coverage	A	U	S	R	N	NA						
4.3 Principles of test construction	A	U	S	R	N	NA						
5.0 Prepares test papers having variety of questions :							H	S	N	SD	HD	NA
5.1 Objective type :												
5.1.1 True and false	A	U	S	R	N	NA						
5.1.2 Match the following	A	U	S	R	N	NA						
5.1.3 Multiple choice	A	U	S	R	N	NA						
5.2 Subjective type :												
5.2.1 Essay type	A	U	S	R	N	NA						
5.2.2 Short answer	A	U	S	R	N	NA	H	S	N	SD	HD	NA
6.0 Prepares test papers that call for :												
6.1 Application	A	U	S	R	N	NA						
6.2 Comprehension	A	U	S	R	N	NA						
7.0 Prepares model answers to be given to students for :							H	S	N	SD	HD	NA
7.1 objective test	A	U	S	R	N	NA						
7.2 essay type test	A	U	S	R	N	NA						
							H	S	N	SD	HD	NA

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		COLUMN A						COLUMN B					
		ROLE ENACTMENT						ROLE CONTENTMENT					
		A	U	S	R	N	NA	H	S	N	SD	HD	NA
8.0	Gives thought provoking assignments to student.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0	Gives assignments to students :												
9.1	Individually	A	U	S	R	N	NA						
9.2	In groups	A	U	S	R	N	NA						
10.0	Gives assignments that call for :							H	S	N	SD	HD	NA
10.1	References from :												
10.1.1	Latest books	A	U	S	R	N	NA						
10.1.2	Journals	A	U	S	R	N	NA						
10.1.3	Magazines	A	U	S	R	N	NA						
10.2	Self study	A	U	S	R	N	NA	H	S	N	SD	HD	NA
11.0	Prepares key answers for assignments.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
12.0	Returns tests/assignments :												
12.1	Within a week	A	U	S	R	N	NA						
12.2	In a month	A	U	S	R	N	NA						
12.3	More than a month	A	U	S	R	N	NA						
13.0	Discusses performance of the students in test/assignments in the class.							H	S	N	SD	HD	NA
		A	U	S	R	N	NA	H	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.

		COLUMN A						COLUMN B					
		ROLE ENACTMENT						ROLE CONTENTMENT					
		A	U	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	H	S	N	SD	HD	NA
2.0	Encourages students to read research articles on ones area of study.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
3.0	Helps students to explore new areas of study.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
4.0	Helps students to develop research proposals.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
5.0	Encourages students to get financial aid for research work through research grants/ scholarship.	A	U	S	R	N	NA	H	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	H	S	N	SD	HD	NA
7.0	Gives directions at every stage of the research study such as formulating objectives, hypothesis, methodology, tool construction, analysis and findings.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
8.0	Encourages students to bring forth original ideas.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0	Evaluates the work of students at every stage.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
10.0	Helps students to get information about research publication agencies.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
11.0	Encourages students to write articles for publications.	A	U	S	R	N	NA	H	S	N	SD	HD	NA

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 nor Discontented  
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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						COLUMN B					
		ROLE ENACTMENT						ROLE CONTENMENT					
		A	U	S	R	N	NA	H	S	N	SD	HD	NA
1.0	Help students to develop genuine interest in extension work.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
2.0	Encourage students to get grasp over extension methods and medias	A	U	S	R	N	NA	H	S	N	SD	HD	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	A	U	S	R	N	NA						
3.1.3	Research articles	A	U	S	R	N	NA						
3.2	Determining the needs/interests of community people.	A	U	S	R	N	NA						
3.3	Surveying needs and interest of community people.	A	U	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	A	U	S	R	N	NA						
4.2	Resource persons	A	U	S	R	N	NA						
4.3	Timings	A	U	S	R	N	NA						
4.4	Place for conducting programmes	A	U	S	R	N	NA	H	S	N	SD	HD	NA
5.0	Help students explore agencies/organisations beneficial to the weaker communities voluntary organisations suchas, New Govt, Schemes etc.	A	U	S	R	N	NA	H	S	N	SD	HD	NA

A - Always Enact  
 U - Usually Enact  
 S - Sometimes Enact  
  
 R - Rarely Enact  
 N - Never Enact  
 NA- Not Applicable

H - Highly Contented  
 S - Sometimes Contented  
 N - Neither Contented nor Discontented  
 SD - Somewhat Discontented  
 HD - Highly Discontented  
 NA- Not Applicable

	COLUMN A						COLUMN B					
	ROLE ENACTMENT						ROLE CONTENTMENT					
	A	U	S	R	N	NA	H	S	N	SD	HD	NA
6.0 Encourage students to plan programmes on :												
6.1 Literacy	A	U	S	R	N	NA						
6.2 Health & Hygiene	A	U	S	R	N	NA						
6.3 Civil consciousness	A	U	S	R	N	NA						
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	U	S	R	N	NA						
6.7 Any other	A	U	S	R	N	NA						
							H	S	N	SD	HD	NA
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	H	S	N	SD	HD	NA
8.0 Guides students with the lesson plans such as clearly stating the objectives, content, method and materials for teaching the community people.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
9.0 Appraises the execution of the programme to be in line with the stated objectives.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
10.0 Suggests further improvements to be made by the students.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
11.0 Observes the satisfaction of community people with regards to the implemented programme.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
12.0 Considers the suggestions of the community people for further improvement of programmes.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
13.0 Solves problems faced by students in implementing the programmes.	A	U	S	R	N	NA	H	S	N	SD	HD	NA
14.0 Encourages students to render services at the time of mishaps like floods, draught, accidents, earthquakes,	A	U	S	R	N	NA	H	S	N	SD	HD	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 :

- |                                   |       |
|-----------------------------------|-------|
| 1.1 too inadequately furnished    | _____ |
| 1.2 illventilated                 | _____ |
| 1.3 too large for small classes   | _____ |
| 1.4 too small for large classes   | _____ |
| 1.5 lacking proper – black boards | _____ |
| – Bulletin boards                 | _____ |
| – Easel boards                    | _____ |
| – Chalks and dusters              | _____ |

#### 2. Laboratories :

- |  |       |
|--|-------|
| 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            | _____ |

#### 3. Library :

- |                                       |       |
|---------------------------------------|-------|
| 3.1 Lacking in -                      | _____ |
| 3.1.1 Upto date - books               | _____ |
| - 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             | _____ |



TICK MARK  
( √ )

- 3.1.6 Cubicals/cells for teachers/Researchers \_\_\_\_\_
- 3.1.7 Documentation facilities \_\_\_\_\_
- 3.1.8 Alphabetical arrangement of books/ journals \_\_\_\_\_
- 3.1.9 Adequate Number of staff assisting in selecting required books and journals. \_\_\_\_\_
- 3.2 Situated too far from the college \_\_\_\_\_
- 3.3 Not situated on the college premises \_\_\_\_\_
4. Lack of vehicle facility in the department/college, for-teaching, Research and Extension work. \_\_\_\_\_
5. Lack of Rooms in department for Research work. \_\_\_\_\_
6. Lack of financial grant for - \_\_\_\_\_
- 6.1 Extension work \_\_\_\_\_
- 6.2 Equipments for Teaching \_\_\_\_\_
- 6.3 Teaching aids \_\_\_\_\_
7. Lack of proper technicians for handling laboratory equipments \_\_\_\_\_
8. Lack of Indian teaching aids in the department \_\_\_\_\_
9. Lack of time for - \_\_\_\_\_
- 9.1 Research work \_\_\_\_\_
- 9.2 Extension work \_\_\_\_\_
- Any other \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Constraints in Teaching :**

1. Lack of interest in teaching \_\_\_\_\_
2. Experience monotony in teaching same course every year. \_\_\_\_\_
3. Lack of command over medium of instruction \_\_\_\_\_
4. Fail to motivate students due to. - \_\_\_\_\_
- 4.1 Too large classes \_\_\_\_\_
- 4.2 Too small classes \_\_\_\_\_
- 4.3 Repetition of subject for same group of students \_\_\_\_\_

TICK MARK  
( ✓ )

- 4.4 Students lacking command over the medium of instruction \_\_\_\_\_
- 4.5 Hetrogenity of students in class \_\_\_\_\_
5. Experience lack of knowledge in preparing evaluative material -
- 5.1 Tests \_\_\_\_\_
- 5.2 Assignments \_\_\_\_\_
- 5.3 Practicals \_\_\_\_\_
6. Experience insufficient time to prepare for the lectures
- 6.1 Teaching aids \_\_\_\_\_
- 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. \_\_\_\_\_
- 7.3 Using relevant illustrations to clarify subject matter. \_\_\_\_\_
- 7.4 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 \_\_\_\_\_
- 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 \_\_\_\_\_
- 7.14 Using variety of method and Audio-visual aids while teaching. \_\_\_\_\_
8. Any other \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

TICK MARK  
( ✓ )**Constrains 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 \_\_\_\_\_
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 \_\_\_\_\_
  - 4.2 Heavy work load \_\_\_\_\_
  - 4.3 Excess of Extra Curricular activities \_\_\_\_\_
  - 4.4 Any other \_\_\_\_\_

Constraint for teachers who are involved in Research work independently or in team.

1. Lack of novel ideas for Research \_\_\_\_\_
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 \_\_\_\_\_
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 \_\_\_\_\_

4.2 Not being co-operative \_\_\_\_\_

4.3 Not answering to the Research questionnaire \_\_\_\_\_

4.4 Not giving guidance when required \_\_\_\_\_

4.5 Not appreciating research work done by others \_\_\_\_\_

5. Irresponsible behaviour of other team members working on the Research project. \_\_\_\_\_

6. Difficulty faced in getting –

6.1 statistical help \_\_\_\_\_

6.2 help of computers \_\_\_\_\_

7. Unco-operative behaviour of non respondents while data collection \_\_\_\_\_

8. Any other \_\_\_\_\_

**Constraints 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 \_\_\_\_\_

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 \_\_\_\_\_

	TICK MARK (    ✓    )
2.2 Extension workers	_____
2.3 People themselves	_____
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	_____
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. Unsuit 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.	_____
9. Lack of substantial extension programmes due to non availability of financial aid	_____
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	_____
11. Any other _____	
_____	
_____	