

Questionnaire regarding chemistry to teachers teaching Chemistry to classes XI and XII in the schools affiliated to CBSE

Gender

Woman

Man

Third

School and address:

Experience

Do you also take another subject? If so, which?

Which reference/textbook of chemistry do you use in your class?

Which of the following lessons do you think is easiest to teach? Mark the 3 easiest.

Solid State

Solutions

Electrochemistry

Chemical Kinetics

Surface Chemistry

General Principles and Processes of Isolation of Elements

p -Block Elements

d -and f -Block Elements

Coordination Compounds

Haloalkanes and Haloarenes

Alcohols, Phenols and Ethers

Aldehydes, Ketones and Carboxylic Acids

Organic Compounds containing Nitrogen

- Biomolecules
- Polymers
- Chemistry in Everyday Life

Reasons for considering so?

Which of the following lessons do you think is most difficult to teach in chemistry? Mark the 3 most difficult.

- Solid State
- Solutions
- Electrochemistry
- Chemical Kinetics
- Surface Chemistry
- General Principles and Processes of Isolation of Elements
- p -Block Elements
- d -and f -Block Elements
- Coordination Compounds
- Haloalkanes and Haloarenes
- Alcohols, Phenols and Ethers
- Aldehydes, Ketones and Carboxylic Acids
- Organic Compounds containing Nitrogen

- Biomolecules
- Polymers
- Chemistry in Everyday Life

Reasons for considering so?

Which of the following do you think is easiest for the students? Mark the 3 most interesting.

- Solid State
- Solutions
- Electrochemistry
- Chemical Kinetics
- Surface Chemistry
- General Principles and Processes of Isolation of Elements
- p -Block Elements
- d -and f -Block Elements
- Coordination Compounds
- Haloalkanes and Haloarenes
- Alcohols, Phenols and Ethers
- Aldehydes, Ketones and Carboxylic Acids
- Organic Compounds containing Nitrogen

- Biomolecules
- Polymers
- Chemistry in Everyday Life

Which of the following do you think is the most difficult for the students? Mark the 3 most difficult.

- Solid State
- Solutions
- Electrochemistry
- Chemical Kinetics
- Surface Chemistry
- General Principles and Processes of Isolation of Elements
- p -Block Elements
- d -and f -Block Elements
- Coordination Compounds
- Haloalkanes and Haloarenes
- Alcohols, Phenols and Ethers
- Aldehydes, Ketones and Carboxylic Acids
- Organic Compounds containing Nitrogen
- Biomolecules
- Polymers
- Chemistry in Everyday Life

Kindly strike the most appropriate of the following

	Not needed at all	Low level is required	moderate level will do	High level required
a. Content knowledge of subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Knowledge of pedagogical practices in subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ICT skills for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discipline related problems of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Assessment skills to assess students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teaching differently abled students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. School management and administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Need of counselling of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Student feedback on teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. pass % of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Innovative teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Relations with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal belief system about teaching and learning of chemistry

Please indicate how much you agree with the following statements

	Strongly disagree	Disagree	Agree	Strongly agree
a. Efficient teachers demonstrate the correct way to solve a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| b. Teacher and not the students should decide what activities are to be done. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I see myself as a facilitator of students' own inquiry. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Students should be promptly checked for developing answers that may be incorrect | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Instruction should be built around ideas that most students can grasp quickly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Students should be encouraged to think of solutions to practical problems themselves | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Thinking and reasoning are more important than course content. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Effective teachers produce cent percent result with good numbers of distinctions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. There is a positive correlation between the marks scored in theory examination with the marks scored in the practical examination | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. My goal is to help each student to get highest possible marks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Universities should conduct their own examination for admissions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Indicate the importance you assign to the following

- | | Not needed | Only once a while | moderately needed | Very much needed |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Brain storming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Demonstration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Debate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Use of ICT | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | | | | |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| e. Experiment in the laboratory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Learning through research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Concept Mapping | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Work sheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Models and analogies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Question-answer method | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Giving notes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Projects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Case study | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide the information about your time division in school

- a. Percentage of your time that goes to administrative tasks (e.g. recording attendance, handing out school information/forms)
 - b. Percentage of your time that goes to keeping order in the classroom (maintaining discipline)
 - c. Percentage of your time that you devote to actual teaching and learning
- 100 % Total

According to you what can be done to make the subject of chemistry more stimulating and meaningful for students in class XI and XII?
