A SCALE OF TEACHING-LEARNING PROCESS  
(Final Draft)

Name of Teacher __________________________ Name of School __________________________
Sex __________________ Age ____________ Subject of teaching __________________________
Educational Qualification __________________ Teaching Experience ____________________
Any special charge (science, labs, library etc.) ________________________________

Dear Respondent,

Given below are some statements, related to teaching-learning process, and you have to express your views on any of the alternative given against each statement. All the five alternatives responses are indicated as a, b, c, d & e, you have to mark the tick (✓) corresponding to each alternative. Kindly go through each statement. Please make your choice through first reaction. Kindly respond on all the items and sub-items. The answers are not right or wrong, so, you feel free to give replies. Your responses will be treated in the strictest confidence and will be used only for research purposes.

Thanks

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(Investigator)  
Deptt. of Education  
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I. CONTENT KNOWLEDGE/DELIVERY

1. Have you ever reviewed yourself as to how often do you give facts/information in the class?
   a) Almost always
   b) Rarely
   c) Sometimes
   d) Usually
   e) Almost never

2. While teaching teachers almost present others' ideas, how often do you express your own ideas in the class?
   a) Almost always
   b) Rarely
   c) Sometimes
   d) Usually
   e) Almost never

3. There are so many techniques of teaching 'Explaining' is one of them. How often do you teach in the class through explanation?
   a) To a great extent
   b) To a considerable extent
   c) To some extent
   d) To a little extent
   e) Not at all

4. How often do you deviate from the syllabus, while teaching?
   a) Never
   b) Sometimes
   c) Often
   d) Almost always
   e) Always

5. How often do you tell students the related concepts, while teaching, even if they are not in the syllabus?
   a) Almost always
   b) Rarely
   c) Sometimes
   d) Usually
   e) Almost never

6. How often do you quote content from different sources?
   a) Almost never
   b) Rarely
   c) Sometimes
   d) Usually
   e) Almost always

7. How often do you direct students to the references other than prescribed books?
   a) To a very great extent
   b) To a considerable extent
   c) To some extent
   d) To a little extent
   e) Not at all

8. How frequently do you check, whether the students are following your instructions or not?
   a) Almost never
   b) Rarely
   c) Sometimes
   d) Usually
   e) Almost always

9. Some teachers never give notes in the class, how often do you give notes or dictate answers in the class?
   a) To a very great extent
   b) To a considerable extent
   c) To some extent
   d) To a little extent
   e) Not at all

10. How often do you put oral questions to the students?
    a) To a very great extent
    b) To a considerable extent
    c) To some extent
    d) To a little extent
    e) Not at all

11. Sometimes, teachers select their pet students to put oral questions, how often do you like this?
    a) Almost never
    b) Rarely
    c) Sometimes
    d) Usually
    e) Almost always

II. FACILITY IN CONTENT DELIVERY

12. How often do you have to struggle hard to find exact words for a sense?
    a) To a very great extent
    b) To a considerable extent
13. How often do you repeat what has been given in the text?  
   a) never  
   b) sometimes  
   c) often  
   d) almost always  
   e) always

c) to some extent  
d) to a little extent  
e) not at all

14. While teaching a content, how often do you repeat the exact words of the text book?  
   a) to a very great extent  
   b) to a considerable extent  
   c) to some extent  
   d) to a little extent  
   e) not at all

III. USE OF SKILL OF PRESENTATION

16. How often do you teach according to prescriptions?  
   a) almost always  
   b) rarely  
   c) sometimes  
   d) usually  
   e) almost never

17. To what extent, it is a monitorial teaching?  
   a) to a great extent  
   b) to a considerable extent  
   c) to some extent  
   d) to a little extent  
   e) not at all

18. How often do you use ex-tempo method?  
   a) to a great extent  
   b) to a considerable extent  
   c) to some extent  
   d) to a little extent  
   e) not at all

19. How often do you give descriptions?  
   a) never  
   b) sometimes  
   c) often  
   d) almost always  
   e) always

20. How often do you use anecdotes?  
   a) almost always  
   b) rarely  
   c) sometimes  
   d) usually  
   e) almost never

21. How often do you summarise your lesson?  
   a) never  
   b) sometimes  
   c) often  
   d) almost always  
   e) almost never

IV. STIMULUS VARIATION

22. To what extent do you ask questions from the students?  
   a) to a great extent  
   b) to a considerable extent  
   c) to some extent  
   d) to a little extent  
   e) not at all

23. How often, there is a discussion between the students and the teachers?  
   a) almost always  
   b) rarely  
   c) sometimes  
   d) usually  
   e) almost never
24. How much do you agree that almost all the teachers give personal attention to the students?  

- a) strongly disagree  
- b) disagree  
- c) neither agree nor disagree  
- d) agree  
- e) strongly agree

25. How much do you repeat important points?  

- a) never  
- b) sometimes  
- c) often  
- d) almost always  
- e) almost never

26. How much do you agree with the statement that a teacher can encourage the students to ask questions?  

- a) strongly agree  
- b) agree  
- c) neither agree nor disagree  
- d) disagree  
- e) strongly disagree

27. To what extent do you give direction to the students?  

- a) not at all  
- b) a little extent  
- c) some extent  
- d) to a considerable extent  
- e) to a great extent

28. While teaching, how much do you use black-board?  

- a) never  
- b) sometimes  
- c) often  
- d) almost always  
- e) almost never

V. EVOKING STUDENTS INTERACTION

29. To what extent, do you praise student's performance?  

- a) to a great extent  
- b) to a considerable extent  
- c) to some extent  
- d) to a little extent  
- e) not at all

30. How much do you accept ideas suggested by the students?  

- a) almost always  
- b) usually  
- c) sometimes  
- d) rarely  
- e) almost never

31. How often the students answer the question asked by you?  

- a) never  
- b) sometimes  
- c) often  
- d) almost always  
- e) almost never

32. Do you agree that sometimes students express their own ideas?  

- a) strongly agree  
- b) agree  
- c) neither agree nor disagree  
- d) disagree  
- e) strongly disagree

33. To what extent, the students develop their own opinion?  

- a) not at all  
- b) to a little extent  
- c) to some extent  
- d) to a considerable extent  
- e) to a great extent

34. How often the students ask questions to you?  

- a) never  
- b) sometimes  
- c) often  
- d) almost always  
- e) always

35. How often the students give some additional information?  

- a) almost always  
- b) usually
36. To what extent, the students feel free while answering your question?  
   a) to a great extent  
   b) to a considerable extent  
   c) to some extent  
   d) to a little extent  
   e) not at all  
   c) sometimes  
   d) rarely  
   e) almost never

VI. USE OF EVALUATION DEVICES

37. To what extent, do you make revision of the lessons?  
   a) to a great extent  
   b) to a considerable extent  
   c) to some extent  
   d) to a little extent  
   e) not at all

38. How often do you give home exercise to the students?  
   a) almost always  
   b) usually  
   c) sometimes  
   d) rarely  
   e) almost never

39. How much do you agree that almost every teacher evaluates students on the basis of assignments?  
   a) strongly agree  
   b) agree  
   c) neither agree nor disagree  
   d) disagree  
   e) strongly disagree

40. Do you agree that here every teacher evaluates students on the basis of their participation in activities?  
   a) strongly agree  
   b) agree  
   c) neither agree nor disagree  
   d) disagree  
   e) strongly disagree

41. How often do you cumulate evaluation of project work?  
   a) never  
   b) sometimes  
   c) often  
   d) almost always  
   e) always

VII. USE OF REFERENCE MATERIAL

42. Do you agree that almost every teacher, uses references in the class?  
   a) strongly agree  
   b) agree  
   c) neither agree nor disagree  
   d) disagree  
   e) strongly disagree

43. How often do you use text books?  
   a) I almost always use text book  
   b) usually, I use a text book  
   c) sometimes I use the textbook  
   d) I rarely use text book for teaching  
   e) almost never do I use a text book for teaching

44. To what extent, do you teach extra literature?  
   a) to a great extent  
   b) to a considerable extent  
   c) to some extent  
   d) to a little extent  
   e) never

45. How often do you give illusrations to the students, while teaching?  
   a) never  
   b) sometimes  
   c) often  
   d) almost always  
   e) always
46. How many teachers are there, who use charts and maps?

47. How often do you use radio and T.V.?

48. How much do you agree that almost every teacher, here uses projectors for instructional purpose?

49. How often do you use models. (Commercial or improvised)?

50. How much do you agree that teachers use here computers while teaching the students?

51. How often do you use work-books etc.?
### CO-CURRICULAR ACTIVITIES

**Name of Teacher** __________________________  **Name of School** __________________________

**Sex** ______  **Age** ______  **Subject of teaching** __________________________

**Educational Qualification** __________________________  **Teaching Experience** __________________________

### DIRECTIONS

Dear Respondent,

I am doing a research project for which the following information is required. Here are some statements related to extra curricular activities. The responses corresponding to the amount of particular activity viz. Once a year, Occasionally and Never are given on the right hand side of the answer sheet. You have to mark the tick (✓) against each activity, as that particular activity is organised in your school. About any other activity, which is not mentioned on the answer sheet, you can write down on the right hand side of the page. This information will be used only for research work and will be kept confidential.

### ACADEMIC ACTIVITIES

1. Students participate in the following academic competitions
   - Essay writing
   - Poem writing
   - Speech competition
   - Declamation Contest
   - Debates/Discussions
   - Any other_____________________

2. Students read in the library in their leisure time:
   - Magazines
   - Daily News
   - Novels
   - Story Books
   - Any other_____________________

### SOCIAL/CULTURAL/NATIONAL

3. Students participate in the following social activities:
   - First Aid
   - Red Cross
4. **Activities on holidays:**
   - Movies
   - TV Watching
   - Visit to religious places
   - Any other

5. **In cultural programmes, following activities are organised:**
   - Songs
   - Dances
   - Skits
   - Plays (Dramatics)
   - Any other

6. **Social-religious festivals:**
   - Morning/evening prayers
   - Group exercise
   - Community service
   - Any other

7. **School organises camps like:**
   - N.C.C. Camps
   - N.S.S. Camps
   - Games Camps
   - Scouts and Guides Camps
   - Any other

8. **Following national festivals are celebrated:**
   - Independence Day
   - Republic Day
   - Gurpurbs
   - Id
   - Holi
   - Diwali
   - Dusshera
   - Any other

9. **Students play games in their leisure time:**
   - Kho-Kho
   - Table Tennis
   - Bedminton
   - Volleyball
- Handball
- Basketball
- Gymnastics
- Judo/Karate
- Any other .....................

10. There are facilities of Indoor games:-
- Carrom Board
- Chess
- Chinese Chakra
- Ludo
- Any other .....................

AESTHETIC ACTIVITIES

11. Aesthetic hobby activities are undertaken in your school:-
- Painting/Drawing
- Sculpture
- Toy Making
- Clay Modelling
- Stamp Collection
- Coin Collection
- Gardening
- Flower arrangement
- Knitting/Stitching/Embroidery
- Wood craft
- Electronics
- Any other .....................

Thanks

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IX
MATERIAL EQUIPMENTS
(Final Draft)

This check-list is framed to get the information about material equipment available in your school, which includes - classroom equipment, library equipments and Lab Equipments.

Some statements are given below. The space for answer is given on the right hand side of the answer-sheet. You have mark the tick (✓) against which equipments are available in your school and how often they are used. (Tick in one of the columns of always, seldom, never).

Also, please write down about any other equipment available in your school, which has not been mentioned in the list.

You can respond without any hesitation, because there is no right or wrong responses. This information will be kept confidential. It is hoped that you will cooperate fully.

Name of Teacher____________ Name of School ____________________________
Sex __________ Age __________ Subject of teaching _______________________
Educational Qualification ___________________ Teaching Experience ________________ Any special charge (science, labs, library etc.) ________________________________

CLASSROOM EQUIPMENT

1. Following audio-visual aids in the school are used- Always Seldom Never
   - Radio ( )
   - T.V. ( )
   - V.C.R. ( )
   - O.H.P. ( )
   - Slide projector ( )
   - Cassette Player ( )
   - Computer ( )
   - Any other .............................................................

2. Sufficient furniture in the school-
   - Desk ( )
   - Tables ( )
   - Benches ( )
   - Lecture Stand ( )
   - Standing Tables ( )
   - Cupboards ( )
   - Any other .............................................................

3. Sufficient equipments in the classroom-
   - Black Board ( )
   - Charts ( )
   - Maps/Globe/Globe stick ( )
   - Duster ( )
   - Models ( )
   - Any other .............................................................

X
4. Suitable equipment for home-science
   - Stove
   - Gas
   - Micro Wave
   - Ovens
   - Utensils
   - Any other

LIBRARY EQUIPMENTS AND FACILITIES
5. Following materials are available in the library
   - Text books
   - Reference books
   - Encyclopaedias
   - General Studies
   - Story books
   - Novels
   - Religious books
   - Newspapers
   - Periodicals
   - Magazines
   - Audio-Video
   - Any other

6. Available literature in the library
   - Religious literature
   - Literature related to C.B.S.E.
   - Literature related to I.C.S.E.
   - Literature of Indian Culture

7. Students can borrow books from the library for:
   - One day
   - Three days
   - Fifteen days
   - Any other

8. Library opens for
   - four hours
   - two hours
   - whole day

LABORATORY FACILITIES
9. Following labs are open for students use
   - Chemistry Lab
   - Physics Lab
   - Biology Lab
   - Computer Lab
   - Language Lab
   - Art Lab
   - Geography Lab
   - Any other
10. Students get opportunity of working in the labs with the permission of-
   - Principal ( )
   - Class teacher ( )
   - Lab attendant ( )
   - Subject teacher ( )
   - Any other ..............................................................

11. Availability of Lab-attendent to provide required material is-
   - within school time ( )
   - whole day ( )
   - at any time ..........................................................

   Thanks

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A SCALE FOR TEACHER-TAUGHT RELATIONSHIPS
WITHIN AND BEYOND THE CLASS
(FINAL DRAFT)

Name of Teacher ___________________________ Name of School ___________________________

Sex ______ Age ______ Subject of teaching ___________________________

Educational Qualification ___________________________ Teaching Experience ___________________________

Any special charge (science, labs, library etc.) ___________________________

INSTRUCTIONS

Dear Respondent,

This scale is framed to get your views about socio-emotional climate of your school. You are requested to indicate your agreement or disagreement on five point scale a,b,c,d & e in respect of each statement. The response categories as indicated in the scale represent the following:-

Key: N = Never
     S = Sometimes
     O = Often
     AA = Almost Always
     A = Always

For each statement, five responses are given on the right hand side, Kindly go through each statement and tick mark against each statement exactly as your feel about it. The answers are not right or wrong. It just represents your reaction and will be kept strictly confidential.

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I  Student-teacher relations within the class:

1. Attending students personal problems, whenever any student approaches you to discuss his personal problems:
   (a) You feel that time is the best healer, the student will solve his problem in the course of time.
   (b) you give a patient hearing but you feel that it is the concern of either the Principal or the hostel warden.
   (c) You listen to his problems patiently.
   (d) You show sympathetic attitude towards that student.
   (e) You listen to his problems and suggest its possible solution.

2. Whenever there is a dispute in the class:-
   (a) You let students settle their own dispute.
   (b) You try to divert students attention and start teaching.
   (c) you scold them and warn to punish, if such disputes occur again.
   (d) You try to intervene like a referee and settle the dispute.
   (e) you try to listen to both the points of view and try to settle it sympathetically.

3. When the student feels enthusiastic and try to express his ideas:-
   (a) You don’t feel that students are mature enough to speak on content.
   (b) You ask him to wait till you have finished.
   (c) You tell the students to write down his views and ideas and give it to you later on.
   (d) You let the child express and encourage him to do so.
   (e) You make use of ideas of students in your lesson.

4. For showing good performance/achievement by the students in the class:-
   (a) You pat the students for it.
   (b) You announce a prize from your pocket.
   (c) You recognise student’s achievement and put it on “today’s child board”.
   (d) You praise the student’s achievement before their parents.
5. You are teaching in the class:
   (a) Your students freely communicate with each other on issues other than what you are teaching.
   (b) Your students often yawn in the class.
   (c) Normally your students are very attentive.
   (d) You feel concerned about behaviour of students and observe students behaviour in the class of other teachers.
   (e) You try to change your method of teaching, if required.

6. For executing curricular/extra curricular activities and project work:
   (a) You ask naughty students or non-cooperative students to sit in a corner & do whatever they like.
   (b) The students themselves, offer their services for the kind of work they would like to take up.
   (c) You distribute the work in the class according to capacities of individual students.
   (d) You make the decisions and distribute the work for implementing the activities.
   (e) You form ability groups and distribute the work in small teams.

7. Social behaviour of students:
   (a) Students tease each other during the activities.
   (b) Only one or two students are active and finish the work.
   (c) You do not compell the students to do anything if he does not like to do.
   (d) All the students take care of each other’s feelings.
   (e) You supervise when the activity is going on and make sure that each individual has something to do.

8. For planning classroom activities:
   (a) Asking suggestions from students is too noisy and difficult to manage.
   (b) You do the planning yourself and allow students liberty only to implement it.
(c) The principal does all the planning, the teacher and students are expected to comply.
(d) You inform the learners about the work and ask for their suggestions to plan and implement activities.
(e) The students suggestion provide a student angle, and therefore you consider it as an important part of planning.

9. While teaching, when you see lack of communication between you and your students:-
(a) You scold a child if he requests you to change method of teaching.
(b) You don’t feel that students are mature enough to decide which method of communication would be better.
(c) You don’t understand why the students ask you to change your method of teaching.
(d) You try to make your point clear by immediately changing your method of teaching.
(e) You consider child as an important input, you always honour the requirements of students.

II Student-teacher relations beyond the class:

10. To know the family climate of the students:-
(a) You feel that problems related with family are not the concern of a teacher.
(b) You try to know the family climate of the students through parents-teacher meetings.
(c) You talk with the students about their family.
(d) If the students have any family problem you give them suggestions.
(e) You visit their homes.

11. To tackle with the problematic students:-
(a) You try to strike off the name of such type of students, who create problems.
(b) You feel that the students at this stage are a real nuisance they are responsible for the problems and therefore must be punished.
(c) You take it seriously and try to know the reason and solve the problems.
(d) You discuss the problems with your colleagues and the principal.
(e) You discuss the problems of the children with their parents.
12. In the class:-
(a) You behave very strictly if any student creates disturbance in the class.
(b) You change your instructional plan, if required, to carry all the students with you.
(c) You try to encourage all the students.
(d) You take care that all the students take the initiative in different activities in the class.
(e) You give personal attention to the weaker students.

13. Attending the students, who have individual problems:-
(a) You are so strict that no one can dare to ask you any solution about his/her problem.
(b) You just listen to the problems and remain neutral to it.
(c) You send the child to the principal.
(d) You try your best to solve the problem.
(e) You take help of your colleagues to solve the problems of the child.

14. Whether students spare time for prayer:-
(a) You don’t have time to pray yourself, so how can you ask students to do it.
(b) You don’t compel the students to pray, because its a personal matter.
(c) You think religiosity depends upon the family climate.
(d) You advise the students for prayer at least once a day because it builds the moral values.
(e) You fix the time for prayer and join the children.

15. To wake up the students early in the morning is the responsibility of the hostel warden:-
(a) He/she feels that it is students own management of time to decide when to get up.
(b) He/she orders the assistant to wake up the students.
(c) He/she uses the bell for waking up the students in the morning.
(d) He/she goes himself/herself.
(e) He/she knocks at the door of students who are not yet awake, even though, it is not his/her responsibility.

16. If any student doesn’t feel well in the hostel:-
(a) You send the student home.
(b) You try to call the students parents to the hostel.
(c) You visit the sick child in the hostel.
(d) You take the student to the health centre/hospital of the school/hostel.
(e) You personally remain in touch with the progress of that child.

17. For encouraging the students in different games:-
(a) You encourage them for games because it is the best way to spend leisure time.
(b) You try to make them mentally free, so that they can’t feel home sick.
(c) You encourage the student for games, because our country needs good sportsmen.
(d) You encourage them for their own physical development.
(e) You try to encourage students for games to create discipline teams-spirit and patience.

18. For extra activities:-
(a) Your school organises indoor and outdoor games for the students.
(b) Your school organises debates, contest declamation, competitions etc.
(c) Your school organises functions and cultural programmes.
(d) Your school organises friendly competitive matches with the students of other schools.
(e) Your school organises picnics, trips and long tours for your students.

19. For morning/evening walks/exercise:-
(a) You don’t like to be very close with the students, that’s why you never do exercise or walk with them.
(b) You can’t spare time for morning/evening walk because of busy schedule.
(c) You accompany the students for morning/evening walk.
(d) You think, its a good time to discuss current topics.
(e) While doing exercise with the students, you feel very proud, happy and young.

Thanks.
HALPIN & CROFT'S ORGANIZATIONAL CLIMATE DESCRIPTION
QUESTIONNAIRE, FORM IV
Tick (✓) under the column which according to you is the most appropriate in front of each item.

1. RO = Rarely occurs
2. SO = Sometimes occurs
3. OO = Often occurs
4. VFO = Very frequently occurs

<table>
<thead>
<tr>
<th>No.</th>
<th>Teachers' closest friends are other faculty members of this school.</th>
<th>RO</th>
<th>SO</th>
<th>OO</th>
<th>VFO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>The mannerisms of teachers at this school are annoying.</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Teachers spend time after school with students who have individual problems</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Instructions for the operation of teaching aids are available</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Teachers invite other faculty members to visit them at home.</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>There is a minority group of teachers who always oppose the majority</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Extra books are available for classroom use.</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Sufficient time is given to prepare administrative reports.</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Teachers know the family background of other faculty members</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Teachers exert group pressure on nonconforming faculty members</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>In faculty meetings, there is the feeling of &quot;let's get things done&quot;</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Administrative paper work is burdensome at this school.</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Teachers talk about their personal life to other faculty members</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Teachers seek special favours from the principal.</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>School supplies are readily available for use in classwork.</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Student progress reports require too much work.</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
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<tr>
<td>17</td>
<td>Teachers have fun socializing together during school time.</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
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<tr>
<td>18</td>
<td>Teachers interrupt other faculty members who are talking in staff meetings</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
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<tr>
<td>19</td>
<td>Most of the teachers here accept the faults of their colleagues</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>Teachers have too many committee requirements.</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
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<tr>
<td>S. No.</td>
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<td>21.</td>
<td>There is considerable laughter when teachers gather informally</td>
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<td>22.</td>
<td>Teachers ask nonsensical questions in faculty meetings</td>
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<td>23.</td>
<td>Custodial service is available when needed</td>
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<td>24.</td>
<td>Routine duties interfere with the job of teaching</td>
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<td>25.</td>
<td>Teachers prepare administrative reports by themselves</td>
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<tr>
<td>26.</td>
<td>Teachers ramble when they talk in faculty meetings</td>
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<td>27.</td>
<td>Teachers at this school show much school spirit</td>
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<td>28.</td>
<td>The principal goes out of his way to help teachers</td>
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<td>29.</td>
<td>The principal helps teachers solve personal problems</td>
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<td>30.</td>
<td>Teachers at this school stay by themselves</td>
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<tr>
<td>31.</td>
<td>The teachers accomplish their work with great vim, vigor and pleasure</td>
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<tr>
<td>32.</td>
<td>The principal sets an example by working hard himself</td>
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<td>33.</td>
<td>The principal does personal favors for teachers</td>
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<td>34.</td>
<td>Teachers eat lunch by themselves in their own classrooms</td>
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<td>35.</td>
<td>The morale of the teachers is high</td>
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<td>36.</td>
<td>The principal uses constructive criticism</td>
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<td>37.</td>
<td>The principal stays after school to help teachers finish their work</td>
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<td>38.</td>
<td>Teachers socialize together in small select groups</td>
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<td>39.</td>
<td>The principal makes all class-scheduling decisions</td>
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<td>40.</td>
<td>Teachers are contacted by the principal each day</td>
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<td>41.</td>
<td>The principal is well prepared when he speaks at school functions</td>
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<td>42.</td>
<td>The principal helps staff members settle minor differences</td>
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<td>43.</td>
<td>The principal schedules the work for the teachers</td>
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<td>44.</td>
<td>Teachers leave the grounds during the school day</td>
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<td>No.</td>
<td>Item</td>
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<td>45</td>
<td>The principal ensures that teachers work to their full capacity.</td>
<td>(  ) ( ) ( ) ( )</td>
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<td>46</td>
<td>Teachers help select which courses will be taught</td>
<td>(  ) ( ) ( ) ( )</td>
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<tr>
<td>47</td>
<td>The principal corrects teachers' mistakes.</td>
<td>(  ) ( ) ( ) ( )</td>
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<tr>
<td>48</td>
<td>The principal talks a great deal.</td>
<td>(  ) ( ) ( ) ( )</td>
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<td>49</td>
<td>The principal explains his reasons for criticism to teachers.</td>
<td>(  ) ( ) ( ) ( )</td>
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<td>50</td>
<td>The principal tries to get better salaries for teachers</td>
<td>(  ) ( ) ( ) ( )</td>
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<tr>
<td>51</td>
<td>Extra duty for teachers is posted conspicuously</td>
<td>(  ) ( ) ( ) ( )</td>
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<td>52</td>
<td>The rules set by the principal are never questioned</td>
<td>(  ) ( ) ( ) ( )</td>
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<tr>
<td>53</td>
<td>The principal looks out for the personal welfare of teachers</td>
<td>(  ) ( ) ( ) ( )</td>
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<td>54</td>
<td>School secretarial service is available for teachers' use</td>
<td>(  ) ( ) ( ) ( )</td>
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<td>55</td>
<td>The principal runs the faculty meeting like a business conference.</td>
<td>(  ) ( ) ( ) ( )</td>
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<td>56</td>
<td>The principal is in the building before teachers arrive</td>
<td>(  ) ( ) ( ) ( )</td>
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<tr>
<td>57</td>
<td>Teachers work together preparing administrative reports.</td>
<td>(  ) ( ) ( ) ( )</td>
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<tr>
<td>58</td>
<td>Faculty meetings are organized according to a tight agenda.</td>
<td>(  ) ( ) ( ) ( )</td>
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<tr>
<td>59</td>
<td>Faculty meetings are mainly principal-report meetings</td>
<td>(  ) ( ) ( ) ( )</td>
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<tr>
<td>60</td>
<td>The principal tells teachers of new ideas he has run across</td>
<td>(  ) ( ) ( ) ( )</td>
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<tr>
<td>61</td>
<td>Teachers talk about leaving the school system</td>
<td>(  ) ( ) ( ) ( )</td>
<td></td>
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<tr>
<td>62</td>
<td>The principal checks the subject-matter ability of teachers</td>
<td>(  ) ( ) ( ) ( )</td>
<td></td>
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<tr>
<td>63</td>
<td>The principal is easy to understand</td>
<td>(  ) ( ) ( ) ( )</td>
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<tr>
<td>64</td>
<td>Teachers are informed of the results of a supervisor's visit</td>
<td>(  ) ( ) ( ) ( )</td>
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</tbody>
</table>
## JOB SATISFACTION SCALE BY CHANDEL (1978)

Name: ___________  Age: ___________  Sex: ___________  School: ___________  Subject: ___________

Tick (v*) under the column which according to you is the most appropriate in front of each item. The statements needed to be responded on five point scale i.e. A = Strongly agree, B = Fairly agree, C = Neutral, D = Fairly Disagree, E = Strongly Disagree.

<p>| | | | | | |</p>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I feel happy to attend to my professional duty:</td>
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<td></td>
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<tr>
<td>2.</td>
<td>My teaching work is a recreation for me.</td>
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<td>3.</td>
<td>There is something in my job that gives me intrinsic (from within satisfaction)</td>
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<td>4.</td>
<td>The nature of my work is so interesting that I shall not leave it even if I were to be paid more elsewhere.</td>
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<tr>
<td>5.</td>
<td>It is due to my job that I have fulfilled or I may fulfil most of my life ambitions.</td>
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<tr>
<td>6.</td>
<td>I think I have fully established in my job.</td>
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<td>7.</td>
<td>I feel uneasy if I have to be away from my work situation for a longer period.</td>
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<tr>
<td>8.</td>
<td>The time passes very quickly when I am at work.</td>
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<td>9.</td>
<td>I have ample opportunities of promotion where I am working now.</td>
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<td>10.</td>
<td>I am adequately paid for the work I am putting in my job.</td>
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<td>11.</td>
<td>My job provides me with best opportunities to use my talents.</td>
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<td>12.</td>
<td>My job is free from unnecessary interferences.</td>
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<tr>
<td>13.</td>
<td>I get sufficient reward within the organisation whenever I am asked to do extra work.</td>
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<td>14.</td>
<td>There are no frequent variations in my working hours.</td>
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<td>15.</td>
<td>I enjoy provident fund and other facilities due to my job.</td>
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<td>16.</td>
<td>The systematic functioning of my professional organisation is quite encouraging.</td>
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<td>17.</td>
<td>I feel secure in my job situation.</td>
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<tr>
<td>18.</td>
<td>My job provides me opportunities to help others.</td>
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<td>19.</td>
<td>My job is looked upon very highly in the society.</td>
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<td>20.</td>
<td>I earn appreciations for the performance of my work.</td>
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<td>21.</td>
<td>The authorities recognize my views regarding the betterment of working conditions.</td>
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<td>22.</td>
<td>I get proper guidance from my super ordinates whenever necessary.</td>
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<td>23.</td>
<td>I feel quite independent so far as my work is concerned.</td>
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<td>24.</td>
<td>The physical surroundings of the place of my work are quite satisfactory.</td>
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A SCALE FOR RATING 'INITIATIVE'

Name of school....................................................... Name of student......................................................

Subject........................................................ Class............................................... Age.................................

Parent's vocation..............................................

Directions:

Some students show initiative, others do not. Teachers no doubt have their concern with rating initiative. This is a scale for rating 'initiative' of students. Initiative is the ability to act independently, the power to originate or commence something; an act of taking the first step or lead without depending on fellow beings. You have to rate your students on the various dimensions of initiative. This scale has 5 points for each dimension. For example, take the case of dimension No. 1, "SELF-CONFIDENCE", you may rate the student depending upon whether he/she shows below average, average or above average self-confidence.

1. SELF-CONFIDENT

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>ABOVE AVERAGE</th>
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<td>BELOW</td>
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<td></td>
<td></td>
<td>AVERAGE</td>
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Depending upon the impression you gathered about the student on this aspect, mark a tick (✓) in any interval which expresses your impression best. For each dimension, put only one mark (✓). Read every dimension carefully before putting the mark. After marking, if you feel that it does not express your impression accurately, cut it (x) and mark at another place on the scale.
1. SELF-CONFIDENT
(Has faith in oneself, e.g., has faith in his/her powers to be able to commence some activity on his/her own)

2. EXPRESSIVE
(Action of manifesting vividly in words or symbols, e.g., can answer teacher's questions clearly)

3. ACTIVE
(Energetic and spontaneous, e.g., one who enthusiastically accepts and performs assignments given by the teacher)

4. ALERT
(Quick in attention and motion, e.g., one who listens carefully to the teacher and does not yawn or sleep in the classroom)
5. PERSISTENT
(Obstinate continuance in a particular course of action, e.g., one who continues to act inspite of problems in any school activity)

6. has INTEGRITY
(Sincere and honest, e.g., one who values his/her own words)

Thank you very much for the co-operation

Dr. ANAND BHUSHAN
Supervisor

VANDANA MEHRA
(Investigator)
Department of Education, Punjab University
Chandigarh
A SCALE FOR RATING 'MANNERS'

Directions:

Some students are well mannered, others are not. Teachers no doubt have their concern with rating manners. This is a scale for rating 'manners' of students. Manners are a person's habitual behaviour or conduct; mode in which a person conducts himself/herself in society; moral character and way in which a person acts. You have to rate your students on the various dimensions of manners. This scale has 5 points for each dimension. For example, take the case of dimension No. 1, "CHEERFUL", you may rate a student from least cheerful to most cheerful on a 5-point scale according to your impression of his/her behaviour as follows:

1. CHEERFUL

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<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>LEAST</td>
<td>AVERAGE</td>
<td>MOST</td>
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</table>

Depending upon the impression you gathered about the student on this aspect of his/her temperament, mark a tick (✓) in any interval which expresses your impression best. For each dimension, put only one mark (✓). Read every dimension carefully before putting the mark. After marking, if you feel that it does not express your impression accurately, cut it (×) and mark at another place on the scale.
1. CHEERFUL
((Lively and in good spirits, e.g., is joyful most of the time )

LEAST 1 2 3 AVERAGE 4 5 MOST

2. FRIENDLY
(Affectionate and not hostile, e.g., one who is on good terms with majority )

LEAST 1 2 3 AVERAGE 4 5 MOST

3. FRANK
(Unreserved and outspoken, e.g., speaks out whatever is in his/her mind )

LEAST 1 2 3 AVERAGE 4 5 MOST

4. ALTRUIST
(One who lives and acts for good of others e.g., not selfish or self-centred )

LEAST 1 2 3 AVERAGE 4 5 MOST

5. MODEST
(Well-conducted, moderate and unassuming, e.g., one who is polite and is respectful )

LEAST 1 2 3 AVERAGE 4 5 MOST

6. OBEDIENT
(Dutiful, e.g., one who does what is directed or commanded to him/her by teachers )

LEAST 1 2 3 AVERAGE 4 5 MOST

XXVII
7. RESPONSIBLE
(Capable of fulfilling an obligation, e.g., one who is dependable)

LEAST   1   2   3   4   5   MOST

8. ATTENTIVE
(Heedful, e.g., listens carefully to teacher's lectures and does not yawn or sleep in class)

LEAST   1   2   3   4   5   MOST

9. TOLERANT
(One who abstains from judging harshly, e.g., one who is not impulsive and can endure problems)

LEAST   1   2   3   4   5   MOST

10. DISCIPLINED
(Shows proper conduct and action, e.g., one who is regular, punctual, tidy, respectful)

LEAST   1   2   3   4   5   MOST

11. has SPORTSMANSHIP SPIRIT
(Faces good and bad luck with equanimity, e.g., one who is not disheartened)

LEAST   1   2   3   4   5   MOST

Thank you very much for the co-operation

Dr. ANAND BHUSHAN  
Supervisor

VANDANA MEHRA  
(Investigator)  
Department of Education, Punjab University  
Chandigarh

XXVIII
Cooperation - Competition Disposition Inventory

Name
Class
Age
Sex
School
% Marks obtained in previous class

INSTRUCTIONS:

Here are some statements regarding the way you believe, feel & act. Read each statement carefully & then rate it as follows:

0 = Not applicable
1 = Applicable to some extent
2 = Applicable to a greater extent
3 = Fully applicable

Draw a circle around (0) if the statement is not applicable to you, around (1) if it is applicable to some extent, around (2) if it is applicable to a greater extent and around (3) if it is fully applicable.

There are no right or wrong answers & take care to answer all questions.

1. Being given any work in the class, 0 1 2 3
   I always help other, so that they can also finish that with me.

2. In the class when two of us have solved the problem simultaneously, 0 1 2 3
   even then I wish that the teacher should see mine first and praise me.

3. Whenever there is a problem in the class, 0 1 2 3
   I want to solve it jointly.

4. I enjoy accomplishing a work, if I feel that others also have done equally good.

5. I want that there should be competition in the class and I must get the highest mark.

6. Whenever there is a problem in the class, 0 1 2 3
   I want to solve it myself.

7. Generally, I like to work with those whom I think that they are better than me in two or three things.

8. While playing, I want to play the best and win.

9. I like to do better than others on any task. 0 1 2 3

10. At the time of examination I want to help my friends along with me.

11. While playing, I wish that my team-mates should win the game.

12. Sometimes when I see that other boys are fairing equally good, I feel depressed.

13. I wish that others should also get reward, along with me on any rewarding task.

14. At the time of examination, I want to study alone, so that I can stand first.

15. Being given any work in the class I want to finish it by joining others.

16. I want to top the class in studies.

17. I always think how to surpass others.

18. I like playing after making teams.

19. I like to take part in competitions and also wish that I must do better than others.
Millage Matrix for pooled observations of classroom interactions of Government Residential School (Navodaya Vidyalaya).
(8 teachers each observed twice)

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Millage Matrix for pooled observations of classroom interactions of Private Residential School (Shivalik Public).
(7 teachers each observed twice)

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Millage Matrix for pooled observations of classroom interactions of Government Non-Residential School (Kendriya Vidyalaya).
(10 teachers each observed twice)

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Millage Matrix for pooled observations of classroom interactions of Private Non-Residential School (Shivalik Public School, Sector 41).
(10 teachers each observed twice)

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4. Suitable equipment for home-science classroom-
   - Stove ( )
   - Gas ( )
   - Micro Wave ( )
   - Ovens ( )
   - Utensils ( )
   - Any other .......................................................... 

LIBRARY EQUIPMENTS AND FACILITIES

5. Following materials are available in the library
   - Textbooks ( )
   - Reference books ( )
   - Encyclopaedias ( )
   - General Studies ( )
   - Story books ( )
   - Novels ( )
   - Religious books ( )
   - Newspapers ( )
   - Periodicals ( )
   - Magazines ( )
   - Audio-Video ( )
   - Any other .......................................................... 

6. Available literature in the library-
   - Religious literature ( )
   - Literature related to C.B.S.E. ( )
   - Literature related to I.C.S.E. ( )
   - Literature of Indian Culture ( )

7. Students can borrow books from the library for:
   - One day ( )
   - Three days ( )
   - Fifteen days ( )
   - Any other .......................................................... 

8. Library opens for-
   - four hours ( )
   - two hours ( )
   - whole day ( )

LABORATORY FACILITIES

9. Following labs are open for students use-
   - Chemistry Lab ( )
   - Physics Lab ( )
   - Biology Lab ( )
   - Computer Lab ( )
   - Language Lab ( )
   - Art Lab ( )
   - Geography Lab ( )
   - Any other ..........................................................