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ENGLISH TRANSLATION OF
APPENDIX 2
CRAFT

Year: 
Class: 

Educational qualifications:
If studied in a basic school, for how many years:

Teaching experience -
In a Basic school:
In a non-basic school:

How did you come for training-
(1) As a private candidate
(2) Deputed by the district school board
(3) Deputed by a private school

Name 
Roll No.

Reason for choosing teaching profession:

INSTRUCTIONS

There are some statements in this booklet. You have to express your opinion for each of these statements indicating it at one of the levels of agreement. The following degrees of agreement have been adopted for convenience:

1. Strongly agree SA
2. Agree A
3. Cannot say N
4. Disagree DA
5. Strongly disagree SD

At the top of each page five boxes have been printed and all the five signs mentioned above have been written therein serially. Such boxes are also printed against each statement. You have to put a tick mark in the box which expresses your opinion concerning the statement. Do record your opinion against each statement. There is no time limit.

Your views shall be kept strictly confidential. Please give any opinion you have.
1. I like craft.
2. The activities of craft are really burdensome.
3. Craft affects badly the lives of students.
4. Educators consider the craft important.
5. The students are kept suppressed by craft evaluation.
6. Craft work done at the training institution will be useful in working at the school.
7. It is very pleasant to do the craft work.
8. The activities of craft do not need the use of brain.
9. Craft contributes to enrichment of the lives of students.
10. The practice of educators does not inspire faith in craft.
11. As the craft is not at all important in the school, it is not necessary to toil for it at the training institution.
12. The activities of craft should be increased in the training course.
13. The attitudes of exactness and sincerity are inculcated by craft.
14. We get inspiration for craft work by the evaluation of craft.
15. As young children do not have any value of marks, they will not find any interest in the activities of craft.
16. Craft makes the training tedious.
17. I find pleasure in the activities of craft.
18. The educators cannot demonstrate craft as a tool of education, therefore its truth is evident only in talks.
19. Intelligent students do not like craft.
20. Anybody working honestly secures more marks in craft.

Page 3

1. Craft is a fine part of the training.
2. The interest of students has not been taken into consideration in arranging the activities of craft in the syllabus.
3. The habit of working without planning is formed as a result of craft.
4. The instructors have a faith that proper education is possible through craft.
5. Attention is diverted towards completing the quota of craft instead of learning its processes on account of marks assigned to it.
6. It will be possible to do the craft work in the school with more interest because of the craft work done at the training institution.
7. It is necessary for a teacher to learn craft.
8. The tools for craft are uninteresting.
9. Craft plays a major role in increasing the sense of amity and co-operation in a student.
10. The attention of the educators does not remain towards teaching the activities but towards completing the quota; this shows that craft is not meant for education.
11. The teacher who does not put on khadi will not be able to create interest in craft in the children of the school.
12. It is interesting to work with the tools of craft.
13. Love towards manual labour is born in a student by the craft.
14. The academic knowledge of the educators shows that the craft has a very important place in training.
15. It is merely a tall talk to say that the all round development of the child is achieved by craft.
16. The training is not in any way benefitted by craft.
17. The marks of craft are necessary as reward of careful work.
18. The attitude of getting work done by others arises by craft.

19. If the craft is important, why should the educators jeer at it?

20. Everybody learns to do the craft work with discipline as a result of the marks.

Page 4

1. Though I dislike craft, as a part of duty I work in it with great interest.

2. Training can be improved if we save time spent in the activities of craft and devote it to useful activities.

3. We get much less reward in proportion to the labour done in craft work.

4. The educators create love for craft in us by teaching the art of education through it.

5. The evaluation of craft is devised for making students labour without speaking a single word.

6. If training of craft is not given, the student-teacher will not be able to achieve an all round development of the child.

7. Various activities of craft are a reservoir of interest.

8. The art of making a show without doing the work
can be learnt through the craft.

9. The educators take active interest in the activities of craft.

10. Students feel jealous of each other by the evaluation of craft.

11. The children will be frustrated as the production of craft will be surely useless.

12. The mind becomes cheerful by the activities of craft.

13. Through craft we form a habit of performing with interest even the boring activities.

14. Students acquire the attitudes like exactness and sincerity by the evaluation of craft.

15. Nobody does the craft work properly in school, then why should it be taught during training?

16. We do the craft work because there is no escape from it.

17. All members of the group get training of working co-operatively because of the evaluation of craft work.

18. Nobody has faith in craft, but all hesitate to oppose it.

19. The lack of interest shown by the instructors in all activities of craft shows that all this is merely superfluous.
20. It is necessary to acquire skill in craft work for success as a teacher.

Page 5

1. We find interest in training because of the craft.

2. It seems that time is wasted in the useless activities of craft.

3. We become lazy through craft.

4. The educators encourage all students to take interest in craft.

5. It would be better if the evaluation of craft is removed.

6. Through craft work in the training institution, the skill of its planning in school can be acquired.

7. The training becomes active through craft.

8. The quota of craft work should be nominal.

9. Scientific outlook is formed by craft.

10. Educators directly or indirectly encourage cheating in craft work.

11. The marks of craft forbid us to work in the manner we like.

12. How to create interest in craft among school children can be learnt through craft work in the training institution.
13. I spend my time with enthusiasm to the activities of craft.
14. The students get self-confidence by craft.
15. How can the students acquire faith in craft, when the educators do not have it?
16. It is not only those who have done craft work well in the training school do it properly in school.
17. All the activities of craft are useful.
18. Craft should be removed from the training.
19. It is conservativeness to continue the craft.
20. A student becomes hard working through the evaluation of craft.

Page 6

1. It will be harmful to remove craft from training.
2. We would have done our duty if we complete the quota of craft work anyhow.
3. The habit of permitting waste is acquired through the craft.
4. The educators may not have faith, but the craft is surely useful.
5. Dishonesty in craft work is encouraged by its evaluation.
6. The primary school can build the character of the children better through craft.

7. Training is benefitted by craft.

8. I do not think I shall be able to get the children do all the processes of craft, therefore those processes seem dull to me in training.

9. The distribution of work, the planning etc. can be learnt well by craft.

10. Craft does not seem important because a less qualified person is appointed as a craft instructor.

11. Real interest in craft is not created by its evaluation.

12. Virtues like love for labour, co-operation and exactness can be developed in the children through craft.

13. We have no objection if the quota of craft work is increased.

14. The habit of assisting others can be formed through craft.

15. Comments of the instructors make me believe that craft is not important.

16. Craft should be removed from the school because of the guardians' objection to it.
17. The educators' attitude is such that craft gets proper importance.
18. Craft is a hindrance in the training.
19. Craft work can be completed only with the help of the students who are acquainted with it.
20. The habit of working regularly is formed by the marks of craft.

Page 7

1. Craft is at least as important as other parts of the training.
2. The processes of craft are boring.
3. One has to cheat in the craft work, thus dishonesty is encouraged.
4. We also acquire faith in the craft because of the educators' faith in it.
5. The marks of craft work are not given according to merit.
6. The knowledge of academic subjects can be solidified by correlating the teaching with craft work.
7. Time spent in the activities of craft becomes meaningful.
8. Craft increases jealousy among the students.
9. Educators prove the importance of craft by
showing practically that it contributes to the development of children.

10. Flattery is encouraged by the evaluation of craft.

11. The child will not draw any benefit from the craft; on the contrary it will harmful.

12. We should learn to take interest in the activities of craft.

13. A habit of appreciating others’ abilities is formed through craft.

14. Marks are assigned to all the students according to the quality of their work.

15. Since the children in the primary school are very young, how can they do craft work?

16. I do not find any interest in craft.

17. The programme of training is benefitted by the evaluation of craft.

18. I do not like the craft.

19. The educators do not give importance to craft.

20. The production in the craft shall inspire self-confidence among the children.