Please fill up the following informations:

Name of the Student Teacher....................................................

Class to be taught.................................................................

Topic......................................................................................

Date......................................................................................

Time Duration........................................................................

B. K. Passi (Indore)
M. S. Lalita (Mysore)
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Items</th>
<th>Not at all</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

PLANNING (Pre-instructional)

1. Objectives of the lesson were **appropriate** : clearly stated relevant to the content, adequate and attainable.

2. Content selected was **appropriate** : relevant and adequate with respect to the objectives of the lesson, and accurate.

3. Content selected was **properly organized** : Logical continuity and psychological organization.

4. Audio-visual material chosen were **appropriate** : suited to the pupils and content, adequate and necessary for attaining the objectives.

PRESENTATION (Instructional)

5. Lesson was introduced effectively and pupils were made ready emotionally and from knowledge point of view to receive the new lesson : continuity in statements or questions, relevance, use of previous knowledge and use of appropriate device / technique.

6. Questions were **appropriate** : well structured, properly put, adequate in number and made pupils participate.

7. Critically awareness was brought about in pupils with the help of probing questions : prompting, seeking further information, refocusing, redirection and increasing critical awareness.

8. Concepts and principles were explained (understanding brought about) with the help of clear inter-related and meaningful statements : statements to create set, to conclude, statements which had relevancy, continuity appropriate vocabulary explaining links, fluency and had no vague words and phrases.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Items</th>
<th>Not at all</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>The concepts and principles were illustrated with the help of <strong>appropriate</strong> examples through <strong>appropriate</strong> media (verbal and nonverbal) : simple, relevant to the content and interest level of pupils.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Pupils' <strong>attention was secured and maintained</strong> by varying stimuli like movements, gestures, changing speech pattern, focusing, changing interaction styles, pausing, and oral-visual switching : Pupils' postures, and listening, observing, and responding behaviour of pupils.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Deliberate silence and nonverbal cues were used to increase pupil participation.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Pupils' participation (responding and initiating) was encouraged using verbal and nonverbal reinforcers.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td><strong>Speed of presentation of ideas was appropriate</strong> : matched with the rate of pupils' understanding and there was proper budgeting of time.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Pupils participated in the classroom and responded to the teacher and initiated by giving their own ideas and reacting to others' ideas.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>The blackboard work was good : legible, neat, appropriateness of the content written and adequate.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

\[ √ \]
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Items</th>
<th>Not at all</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CLOSING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>The closure was achieved <strong>appropriately</strong>: main points of the lesson were consolidated, present knowledge was linked with the past knowledge, opportunities were provided for applying present knowledge was linked with future learning (assignment).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>• • • • • • •</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>The assignment given to the pupils was <strong>appropriate</strong>: suited to individual differences, relevant to the content taught, and adequate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>• • • • • • •</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EVALUATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Pupils’ progress towards the objectives of the lesson was checked and the procedures of evaluation were <strong>appropriate</strong>: relevant to the objectives, valid, reliable, and objective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>• • • • • • •</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Pupils’ difficulties in understanding a concept or principle were diagnosed by step-by-step questioning and <strong>suitable</strong> remedial measures were undertaken.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>• • • • • • •</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MANAGERIAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Both attending and nonattending behaviours of the pupils were <strong>recognized</strong>: attending behaviour was rewarded, directions were given to eliminate nonattending behaviour, questions were asked to check pupils’ attending behaviour, pupils’ feelings and ideas were accepted, and nonverbal cues were used to recognize pupils’ attending and nonattending behaviours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>• • • • • • •</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Classroom discipline was maintained in the class: pupils followed teacher’s instructions that were not related to the content. Comments (if any):</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>• • • • • • •</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© 2009 RP 1995, 1990. All rights reserved. Reproduction in any form is a violation of Copyright Act.
General Teaching Competency Scale (GTCS) (English Version)
INSTRUCTIONS

Four alternative have been given under each statement. Tick mark (✓) the most appropriate answer. Your responses will be kept confidential and will be used only for research purpose.
## I. TEACHING PROFESSION

1. **After you have become a teacher you will:**
   - (a) Postpone Reading
   - (b) Read only Newspapers
   - (c) Be a Student for whole life
   - (d) Stop Reading.

2. **As a teacher, you should often visit:**
   - (a) Zoo
   - (b) Temple
   - (c) Bookshop
   - (d) Library.

3. **In order to join teaching profession, which is more important:**
   - (a) % of marks
   - (b) Teaching Aptitude
   - (c) Certificate of Activities
   - (d) Belonging to a family of Teachers.

4. **As a teacher, you shall be always poor. This is a big frustration. Are you still willing to become a teacher?**
   - (a) Yes
   - (b) No
   - (c) I am not Crazy
   - (d) You have forced me to think and revive my decision

5. **You have taught for 3 to 4 years. There is an opportunity to change the profession. Would you:**
   - (a) Stick to Teaching
   - (b) Undecided
   - (c) May change temporarily
   - (d) Avail the opportunity
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>STATEMENTS</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. When you join teaching profession, people are going to laugh at you. But what will be your reaction.
   
   (a) Ignore them
   (b) Change the profession
   (c) Feel proud in it
   (d) Hit back at the people.

II. INTEREST TOWARDS STUDENTS

7. The attitude of teacher towards the student should be as :
   
   (a) Helper and guide
   (b) Friend
   (c) Guardian
   (d) Boss

8. You will maintain discipline among your students by :
   
   (a) Threatening them
   (b) Beating them
   (c) Giving them responsibility
   (d) Appealing them

9. Out of the following, the students of which class you will like the most, those who are :
   
   (a) Good in studies
   (b) Not good in studies
   (c) Obeying you
   (d) All the students

10. Would you like to solve some emotional problems of your students ?

   (a) Yes
   (b) No, never
   (c) Indirectly
   (d) I shall ignore
11. If your student points out any of your mistake during teaching then you will:
   (a) Accept it
   (b) Say him to keep quiet
   (c) Come prepared next day
   (d) Say him to see you after the period.

12. The achievement of every student in a class is not same:
   (a) They do not study sincerely
   (b) Teachers are often partial
   (c) Abilities of each student are different
   (d) Concentration and habit of hard work is different.

III. SOCIAL CONTACTS

13. To have his right place in the society, the teacher should:
   (a) Take part in politics
   (b) Cut off himself from society
   (c) Perform his duty sincerely
   (d) Go on strike.

14. What type of social relationship should be there among your colleagues in the school?
   (a) Pleasant & Cooperative
   (b) Pleasant
   (c) I donot care for others
   (d) There should be rivalry.

15. Who should be the members of Education Commission?
   (a) Teachers only
   (b) Politician only
   (c) Teachers & Politician both
   (d) Teachers, principals & sociologists
16. Parent Teacher Association is considered to be of much importance because through this:—
(a) Parents & Teachers knows each other
(b) School improve
(c) Students problems are solved
(d) All the above.

17. What type of social relationship should be there among your colleague teachers out side the school?
(a) Pleasant & inspiring
(b) Pleasant but not much mixing
(c) We should associate with other groups
(d) Should not mix

IV. INNOVATIONS REGARDING ACTIVITIES OF THE SCHOOL

18. The most important value of co-curricular activities is:—
(a) They secure good popularity
(b) They compensate dull class work
(c) They build school spirit
(d) They develop attitude and skill

19. When the headmaster wants too many co-curricular activities to develop the personality of his students, what will you do as a teacher?
(a) Call PTA meeting
(b) Check the headmaster
(c) Abuse the headmaster
(d) Not cooperate with him

20. Suppose the annual function is being celebrated in the school, then at that time you will:—
(a) Work at home
(b) Go to see the function
(c) Take part in the function
(d) Will criticise it.
### STATEMENTS

#### 21. What is the importance of A.V. Aids in Teaching?

- (a) They make teaching easy
- (b) They make teaching interesting
- (c) Pupil participation is more
- (d) All the above.

#### 22. Suppose there are no teaching aids in the school for teaching a particular lesson, then you will:

- (a) Teach without the aid
- (b) Prepare them
- (c) Tell students there is no aid
- (d) Insist the head to purchase.

### V. PROFESSIONAL ETHICS

#### 23. You have read a new book full of ideas on education what will you do?

- (a) Keep these ideas to yourself
- (b) Share it with one colleague
- (c) Share it with all colleagues
- (d) Will hide the book.

#### 24. You do not get success to enter-upon B.Ed. Course. Then you will:

- (a) Try for some other job
- (b) Give up the idea
- (c) Try again
- (d) Criticise the procedure.

#### 25. For the sake of money and other gifts, will you raise the marks of your students?

- (a) Yes
- (b) No
- (c) No, never
- (d) I shall raise marks for friendship.
### In your opinion what the Teachers' union should do?

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>STATEMENTS</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>In your opinion what the Teachers' union should do?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) It should organise seminar time to time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) It should try to solve the problems of the teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) It should build code of conduct</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(d) All the above.</td>
<td></td>
</tr>
</tbody>
</table>

### The primary job of a teacher is teaching. He has nothing to do with a child who is timid or thief:

- (a) Agree
- (b) Disagree
- (c) Yes he is not a specialist
- (d) Try to help him

### In order to enable the pupils to pass in Examination, you will:

- (a) Allow them to copy
- (b) Solve questions for them
- (c) Sleep over
- (d) None of the above

### VI. TEACHING POTENTIALITY AND CURRENT KNOWLEDGE

#### 29. As a teacher would you like to attend one or few seminars, workshop/orientation courses?

- (a) Yes
- (b) No
- (c) It is wastage of time
- (d) No, I know everything

#### 30. The headquarter of CBSE is at:

- (a) Mohak
- (b) Bombay
- (c) New Delhi
- (d) Trivandrum
### 31. What makes teaching effective?

<table>
<thead>
<tr>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Keeping the school neat and clean</td>
</tr>
<tr>
<td>(b) School magazine</td>
</tr>
<tr>
<td>(c) Increased pay of teachers</td>
</tr>
<tr>
<td>(d) Using better methods of teaching</td>
</tr>
</tbody>
</table>

### 32. For making the teaching efficient and interesting, you will:

<table>
<thead>
<tr>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Introduce long stories</td>
</tr>
<tr>
<td>(b) Dictate notes</td>
</tr>
<tr>
<td>(c) Present practical examples</td>
</tr>
<tr>
<td>(d) Teach with books</td>
</tr>
</tbody>
</table>

### 33. NCERT stands for:

<table>
<thead>
<tr>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) National Council of Educational Research &amp; Training</td>
</tr>
<tr>
<td>(b) National Centre for Education Research &amp; Training</td>
</tr>
<tr>
<td>(c) National Council of Educational Research and Technical Education</td>
</tr>
<tr>
<td>(d) National Committee for Education &amp; Research for Teachers</td>
</tr>
</tbody>
</table>

### 34. The curriculum should be:

<table>
<thead>
<tr>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) According to the child</td>
</tr>
<tr>
<td>(b) Be fixed and child made to fit</td>
</tr>
<tr>
<td>(c) Be drawn uniformly</td>
</tr>
<tr>
<td>(d) Be according to social needs</td>
</tr>
</tbody>
</table>

### 35. Which is the important factor for classroom learning?

<table>
<thead>
<tr>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Motivation</td>
</tr>
<tr>
<td>(b) Discipline</td>
</tr>
<tr>
<td>(c) Lesson outlines</td>
</tr>
<tr>
<td>(d) A-V. / JS</td>
</tr>
</tbody>
</table>

© 2004. All rights reserved. Reproduction in any form is a violation of Copyright Act.
INSTRUCTIONS

The present inventory consists of 90 statements aimed to identify the professional attitudes of the teachers. There is considerable disagreement as to what these attitudes should be, therefore there are no right or wrong answers. What is required is your own individual feeling or opinion about the statements. Read each statement and decide how you feel about it. To do this, you have to put, a tick mark (√), on any one of the five boxes (□) given in the Answer Sheet. If you strongly agree with the statement; put a tick mark in the first, if you agree, put a tick mark on the second, if you are undecided or uncertain, put a tick mark in the third, if you disagree, put a tick mark in the fourth and if you strongly disagree, put a tick mark in the fifth against the serial No. of that statement.

Think in terms of the general situations rather than specific ones. There is no time limit but you have to respond as quickly as possible.

Please respond to each item.

Remember that you have not to make any mark on the Resumable Booklet. Now read each statement carefully and record your response on the Answer Sheet.

DO NOT OPEN UNTIL TOLD TO DO SO

Estd. 1971  (0562) 364926

NATIONAL PSYCHOLOGICAL CORPORATION
4/230, KACHERI GHAT, AGRA - 282 004 (U. P.) INDIA
1. If I had a son entering college, I would have encouraged him to become a teacher.
2. A class-room should not be as quiet as graveyard.
3. Students' behaviour should be taken into consideration be the teacher.
4. Students work hard if they are not given freedom to ask questions in the class.
5. Students are generally sincere.
6. A teacher respects everybody.
7. Individual differences among the students should not be paid much attention to.
8. Teaching develops personality and character.
9. Class-room teaching makes the students disciplined.
10. Freedom should not be given to the students to learn according to their own desire.
11. Pupils should be given freedom to express their views in the class.
12. Teachers are not free to express their views.
13. Those who fail in other fields of work usually become teachers.
14. Teaching work becomes easy in the class-room.
15. Students learn more by love than by punishment.
16. Pupils should not be let down before the class.
17. Class-room teaching begets social atmosphere.
18. Students do not live together in harmony with one another.
19. When one sees a teacher he feels like laughing at him.
20. No occupation is better than the teaching profession.
21. Students learn best by doing.
22. Now-a-days students do not obey their teachers.
23. Everybody pays attention to what a teacher says.
24. Teachers are boastful.
25. There should be no students' union in school.
26. Teachers do not determine the moral standards of a nation.
27. Students' health is an important responsibility of the school.
28. Just one method of teaching is not suitable for all the students.
29. Students observe discipline only in the school.
30. Most of the teachers are greedy.
31. Students are generally dis-interested in national problems.
32. Group activities do not create a sense of co-operation among the students.
33. Teaching profession has a bright future.
34. Teaching profession appears to be interesting only in the beginning.
35. Bright and talented students often suffer in class-room teaching.
36. The surroundings of the school have an impact on the learning process.
37. Students should not be given freedom to think.
38. Class-room teaching does not indicate a feeling of self-confidence in the students.
39. Pupils remain unsatisfied if their doubts are not clarified.
40. People do not look down upon teachers.
41. I take pride in telling that I belong to the teaching profession.
42. Class-room teaching makes students respect each other.
43. The talents of students remain hidden if due attention is not paid to their special abilities.
44. Students should enter the class only after obtaining permission from the teacher.
45. Teacher do not have a sense of humour.
46. There are more disadvantages than advantages in the teaching profession.
47. Class-room teaching strengthens the desire to learn.
48. I want to take up the teaching profession only because my parents wish so.
49. Socks are not all in all for students.
50. Students can become good citizens only when teachers are good teachers.
51. I get pleased when mischiefvous students get a beating.
52. One, who does according to what he says, has the qualities of a teacher.
53. Class-room teaching needs a change.
54. Different activities performed by the students should not have a place in their final evaluation.
55. Good relationship between the teacher and the taught is essential for learning.
56. Students should not be allowed to ask questions in the class.
57. Teachers cannot satisfy intellectually superior students.
58. Students can do anything in order to get through the examination.
59. There is a distance between teacher and students in class-room teaching.
60. It is a curse to remain in the teaching profession.
61. Back-benchers do not get proper attention in class-room teaching.
62. It is good that now-a-days aptitude of students is given importance.
63. Teaching methods of the past were better than those of to-day.
64. While assigning home-task pupil's ability should be taken into consideration.
65. The place of the student should not be supreme in class-room teaching.
66. Teaching is a very stimulating profession.
67. Weak students gain a lot through the revision of the lesson by the teacher in the class-room.
68. One, who does not inflict corporal punishment on students, is a poor teacher.
69. One should not even dream of becoming a teacher in his life.
70. Students often talk non-sense in the class.
71. Good learning condition is created when the relations between the teacher and the pupil are warm and friendly.
72. Teaching profession makes people lazy.
73. Class-room teaching is book-centred rather than pupil-centred.
74. Keeping students informed of their progress has little effect on learning.
75. The teacher should not make the lesson interesting for children.
76. A good teacher has little need for charts, maps, diagrams and the like.
77. Most students do not respect the teachers.
78. Teaching makes a teacher tired.
79. Teaching profession is not a good medium of serving humanity.
80. We should fit the curriculum to the student and not the student to the curriculum.
81. Students take pride in the neat and attractive environment of the school.
82. Students should have right to express-disagreement with what the teacher says.
83. One of the difficulties with modern schools is that discipline is often sacrificed to the interest of students.
84. In class-room teaching the principle of "learning by doing" cannot be implemented.
85. I will not take up any other job except teaching.
86. If I do not get any other job, I will join the teaching profession.
87. Teacher should not be strict in their dealings with students.
88. Teachers are the leaders of the nation.
89. If a student does not understand an assignment, it is usually the fault of the teacher.
90. A teacher's job is primarily one of teaching and explaining the subject matter.
# TEACHER ATTITUDE INVENTORY (T.A.I.)

**Dr. S. P. Ahluwalia**

Please fill up the following informations (कृपया निम्न लिखित जानकारी भरें):

<table>
<thead>
<tr>
<th>Name (नाम)</th>
<th>Age (मापदंड)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation (व्यवसाय)</td>
<td>Sex (लिंग)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address (पता)</th>
</tr>
</thead>
</table>

### 1. In what type of School/College do you read/serve?

- [ ] A] Govt. (राजकीय)
- [ ] B] Govt. aided (राजकीय सहता प्राप्त)
- [ ] C] Unrecognised (अनावश्यक)
- [ ] D] ........................................

### 2. In what level of educational institution do you teach?

- [ ] A] High School (उच्च वर्गीय विद्यालय)
- [ ] B] Intermediate College (माध्यमिक कॉलेज)
- [ ] C] Degree College (दीपा महाविद्यालय)
- [ ] D] P.G. College (पीजी महाविद्यालय)
- [ ] E] University (विश्वविद्यालय)

### 3. How many years of teaching experience do you have?

- [ ] A] None (बुझ नहीं)
- [ ] B] Less than 3 years (3 वर्ष से कम)
- [ ] C] 4 to 9 years (4 से 9 वर्ष)
- [ ] D] 10 to 15 years (10 से 15 वर्ष)
- [ ] E] More than 16 years (16 वर्ष से अधिक)

### 4. Are you trained?

- [ ] A] Yes (हाँ)
- [ ] B] No (नहीं)
- [ ] C] Under training (शिक्षण ले रहे हैं)

### 5. What is your designation?

- [ ] A] Officer in Educ. Dept. (शिक्षा विभाग में अधिकारी)
- [ ] B] Head Master (प्रमुख शिक्षाप्राप्त)
- [ ] C] Teacher (शिक्षाकर्मी)
- [ ] D] Teacher with special responsibilities (विशेष उपलब्धियों सहित शिक्षाकर्मी)

---

*Now read the instructions on the first page of T.A.I. (अब आप के पहले पेज पर दिए गए निर्देशों को पढ़ें।)*
<table>
<thead>
<tr>
<th>Statement No.</th>
<th>S. A.</th>
<th>A.</th>
<th>U.</th>
<th>D.</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL (%): [ ]

NATIONAL PSYCHOLOGICAL CORPORATION
4/230, KACHERI GHAT, AGRA - 282 004