APPENDIX – 2(i)

COURSES OF STUDY FOR B.Ed. (PANJAB UNIVERSITY)

PART-1 THEORY PAPERS
PAPER-I: TEACHER AND EDUCATION IN INDIAN SOCIETY

Objectives
1. To make student-teachers understand the discipline of Education in Philosophical and sociological perspective.
2. To help them know the relationship between the disciplines of Philosophy and Education; Sociology and Education.
3. To look into the educational philosophies of a few Indian and western thinkers.
4. To make student teachers understand the structure of Indian Society, its foundations, its national culture and role and its place on the international scene.
5. To make them understand their role as teachers in realizing national goals.
6. To provide knowledge to the students of various social groups and their role as agencies of education.
7. To appraise the teachers about the place of education in the constitution of India.
8. The student teacher should have a clear perspective of their role as teachers in the modern society.
9. To provide knowledge of various programmes for professional growth.

COURSE CONTENTS

Unit – I  Education – Aim and Role in Modern Context
   a) Concept and types of Education - formal, informal and nonformal.
   c) Aims of Education as recommended by Indian Education Commission (1964-66) and NPE (1986).

Unit – II  Philosophy and Education
   a) Concept of Educational Philosophy & Philosophy of Education with scope and Functions of Educational Philosophy.
   b) Relationship between Philosophy & Education with special reference to impact on Idealism, Naturalism and Pragmatism in Modern Indian Educational System.
   c) Educational thoughts of Mahatma Gandhi, Tagore and Dewey.
APPENDICES

Unit – III Sociology and Education
a) Relationship between Sociology and Education.
b) Agencies of Education: Home, School & Society and Education as a social sub-system.
c) Education for Secularism, Democracy, Nationalism and International Understanding.

Unit – IV Value Education
a) The concept of values and place of Social, Moral and Cultural values in Education.
b) Erosion of values in social, economic and political fields.
c) Sources of values - Religion, Philosophy, Literature, social customs and science, Role of teacher in inculcating values in students.

Unit – V Major Issues in Indian Education
b) Education for modernisation, work experience & vocationalisation.
c) Education and Human Resource Development - concept, need and goals and the concept of Open University and Distance Learning.

PAPER-II
THE LEARNER – NATURE AND DEVELOPMENT

Objectives
1. To understand the learner and his abilities.
2. To understand the process of human development.
3. To understand the nature of personality and its assessment.
4. To make aware the student-teacher about ways and means of dealing with
various kinds of learners.
5. To grasp the meaning of learning, learning theories and their educational importance,
6. To understand the ways and means of maintaining (developing) good mental health.
7. To make the student teachers familiar with the assessment techniques
8. To develop competency in the use of elementary statistics.

COURSE CONTENTS

UNIT - I
b. Growth and Development - Concept, Principles, Stages of development with special emphasis on Adolescence period.
c. Role of heredity and environment in the growth and development of the child.

Unit - II
a) Intelligence - Meaning, Theories, Measurement of intelligence- uses and limitations.
b) Aptitude - Concept, types of aptitude tests - uses and limitations.
c) Creativity - Concept characteristics of creative child, educational programme for developing creativity.

Unit-III
a) Learning - Meaning, factors affecting Learning.
b) Theories of Learning – Thorndike’s Trial and Error theory, Pavlov’s Continuing theory, Kohler's Insight Theory, Educational Implications of Theories of Learning.
c) Memory and Forgetting.

Unit-IV
a) Personality - Concept, determinants, Assessment of personality.
b) Mental Health - Concept, importance, Principles, development of good mental health.
c) Defence mechanisms.
APPENDICES

Unit - V
a) Exceptional Children - Meaning, types, Gifted, Delinquents, Educationally backward children and their educational programme.
b) Elementary Educational Statistics - Meaning, uses and measurement of central tendency (Mean, Median, mode), Standard Deviation, Measurement of Correlation by rank difference method.

PAPER – III
TEACHING – LEARNING PROCESS

Objectives
1. To teach to the student - teachers the process of adjustment with one's own environment.
2. To teach the role of Co-curricular activities in teaching and learning.
3. To acquaint the student - teachers with the role of educational technology and modern innovations in the present system of teaching and learning.
4. To acquaint the student-teachers with main class-room problems and their remedies.
5. To prepare the student-teachers for psychological, social and technical framework of the educational process.
6. To make the student-teachers familiar with new evaluation techniques.
7. To acquaint the student-teachers with the role of mass-media in formal education.

COURSE CONTENTS

UNIT – I Teaching and Learning
a) Concept of teaching - learning, relationship between teaching and learning and characteristics of good teaching.
b) Principles of teaching.
c) Maxims and Devices of teaching.

UNIT – II Curriculum Development
a) Concept: Principles and Scope of Curriculum.
APPENDICES

UNIT – III

Objectives
b) Types of curriculum - subject-centered. Experience-centred. balanced curriculum and reforms in curriculum.
c) Co-curricular activities - meaning, importance and principles of organisation.

UNIT – III

Educational Technology
a) Meaning, importance and types of Educational Technology.
b) Modification of teacher behaviour through - Micro teaching. team teaching. programmed learning and simulated teaching.
c) Role of Mass-Media in education by the use of T.V., newspapers and films.

UNIT – IV

Evaluation
a) Concept: Purpose and Principles.
b) Characteristics of a good-tool, defects and types of external examinations with reference to Secondary Education.
c) Continuous Comprehensive internal evaluation.

UNIT – V

Solution to Class-room Problems
a) Class-room problems - nature and significance.
b) Types of problems related to teaching, learning and class management.
c) Solutions to class-room problems by adopting scientific approach significance.

PAPER – IV
PART – A

SCHOOL MANAGEMENT

Objectives
1. To enable the student-teachers to develop an understanding of the various functions of School Management.
2. To provide knowledge of different aspects of school Management.
APPENDICES

3. To enable them (pupil teachers) to become successful teachers in future.
4. To develop practical skill of organizing school programme and activities.

COURSE CONTENTS

Unit – I  Organisation & Management


b) School-Plant - Importance, Essential Characteristics, equipment and optimum utilisation and maintenance of different school components.


Unit – II  Essential Facets of School Organisation

a) Head of the Institution - Importance, Qualities and Functions of Head of the Institution.

b) Importance, types and principles of time table.

c) Preparing budget estimates, recruiting staff, procedures and promotions.

Unit – III  Major Factors of Qualitative Improvement


b) Supervision &. Inspection - Meaning, Areas, Aims, Principles and procedures of supervision, Defects &. Improvement in the existing system of supervision, Modern Trends in Supervision, types of supervision, Supervisory system in the State.

c) School records and registers – Importance, essential requisites of school records. Mode of keeping and maintaining school records.

VIII
PART – II
PRACTICALS

COMPONENT – I
School Experience Programme
SEP includes (i) classroom teaching responsibilities in two teaching subjects and (ii) other teacher functions.

Objectives
SEP will enable the student teachers to -

i) Acquaint themselves with the conditions under which they are normally required to work, the problems teachers generally face and the possible ways and means of dealing with them.

ii) Get support of different human relationships that exist in school.

iii) Select, procure, use the learning material and teaching aids.

iv) Develop skills in identifying students having special needs and understanding their behaviour.

v) Develop different evaluative tools and devices, make use of them for improving teaching-learning process.

Activities
a) Observation of demonstration lesson of teacher educators and teachers of schools.

b) Study of lesson plans.

c) Preparation of lesson plans

d) Visit to schools to study the school environment and pupils.

e) Observation of teachers at work in school.

f) Delivering discussion lessons. One in each subject (1 + 1 =2).

g) Observation of 15 discussion lessons in each subject (15+ 15=30).

h) Delivering 30 lessons in each subject (30+30=60) during two terms of experience programme of total 30 working days.

i) Case study of a student - Weak/Bright/Exceptional

j) Preparation of question paper. One in each subject (1 + 1 =2).

k) Analysis of question paper of Annual Exam. (10th or +2 class). One in each
subject (1 + 1 = 2).

l) Identification of mistakes generally committed by the students in concerned subjects.
m) Study of the school plant.
n) Keeping record of the activities.
o) Delivering one final lesson (University Exam.) in each subject (1 + 1 = 2).

COMPONENT – II

Simple Expressional Competencies.

SEC include the following:

A) a) Drawing and Sketching.
   b) Preparation of teaching aids.

B) Chalk board and display board work.

Objectives

The programme of the Simple Expressional Competencies will enable the student teachers to:

i) Acquaint themselves with sketching for expression and communication purpose.

ii) Develop sense of organization and aesthetic sense in them.

iii) Prepare, improvise teaching aids for effective teaching-learning.

iv) To write legibly on Chalk-board.

v) Select and use appropriate resources.

vi) Learn to handle and display materials.

Activities

a) Simple expressional sketching in pen, pencil, pastel, poster or water colours in flat or graded tone from life or copy from pictures to prepare charts/models for teaching (25 sketches).

b) Cutting and pasting of 2 pictures on display boards.

c) Simple lettering in ink or colour on paper in Gurmukhi, Devnagri or Roman script.

d) Preparation of 2 teaching aids - charts, models, tables, slides, pictures etc. One in each teaching subject.
APPENDICES

e) Improvisation of teaching aids (one in each teaching subject).
f) Writing in Gurmukhi, Devnagri or Roman script and sketching on chalk board. 
   Simple freehand sketching of diagrams figures, outline maps, fields, block diagrams.
g) Using instruments and equipments such as set-squares, compass, stencils, 
   scales, projector, overhead projector, tape recorder, T.V., V.C.R., mike etc.
h) Keeping record of these activities duly signed by the teacher educator.

COMPONENT – III

Work Experience Programme 50 Marks External

To impart practical knowledge and skills in the student teachers, a purposive and meaningful programme is introduced with the following objectives:

Objectives
The WEP will enable the student teachers to:
a) Know the production activities in the community.
b) Understand technical and social aspects of work situations.
c) Solve day to day problems in a scientific way.
d) Select, procure, store and use the tools and materials required, Develop spirit of cooperation, Teamwork, Tolerance and Sympathy.

COMPUTER WORK
a) Basic computer organisation – CPU, ALU, Input devices, Output devices, memory.
b) Evolution of computer - 1st, 2nd, 3rd generation computers.
c) Types of computers - micro computer, mini computer, main frame computer, super computer.
d) Application areas
   i) Data Bases
   ii) Design
   iii) Communication
   iv) Multimedia

XI
e) Basic DOS commands,
f) Application package: Word Processing and Data Processing.

COMPONENT – IV
HEALTH AND SPORTS PROGRAMMES

Objectives
HSP will enable the student teachers to:

a) Develop awareness of keeping good health (physical, Mental and Social).
b) Practice and demonstrate Skills for healthful living.
c) Understand various systems of the body, their functions and care.
d) Develop knowledge and skills of safety and first aid.
e) Acquaint themselves with the harmful effects of smoking, drinking and drug abuse.
f) Identify communicable and non-communicable diseases.
g) Appreciate small family norms.
h) Arrange healthy recreation and inculcate the spirit of sportsmanship.
i) Spot the sports talent among school students.

Activities

a) Preparation of check-list for assessment of healthful environment and conducting survey.
b) Organisation of health days, sanitation weeks, etc.
c) Practice correct postures for various activities.
d) Preparation of charts and posters (any four) - Balanced Diet, Postures, Drug abuse, Personal hygiene, Communicable diseases, Non-communicable diseases, First aid Safety, Road signs, Human Physiology, family Welfare, Systems of Human Body etc.
e) Participation in one minor game on field.
f) Participation in sports/athletic competitions.
g) Acquiring knowledge of anyone game - Hockey, Football, Volleyball, Basketball, Table-tennis, Badminton, Kho Kho.
h) Participation in recreational activities.
COMPONENT – V
CULTURAL AND COMMUNITY ACTIVITIES

Objectives
CCA programme will enable the student teachers to:

a) Develop interest in leadership qualities, human relations and resourcefulness.
b) Develop favourable attitude to serve the community.
c) Organise cultural programmes, excursions.
d) Understand the importance of community living.
e) Appreciate cultural heritage.
f) Understand the importance of sanitation.

Activities

a) Cleanliness and beautification of Campus.
b) Participation in college functions and programmes of co-curricular and cultural activities.
c) Participation in scouting/girl guiding/NSS.
d) Organising educational trips/tours.
e) Conducting surveys - Occupational/educational/social etc.
f) Helping the needy - Donating blood/literacy programme.
APPENDIX – 2(ii)

VALUE – SURVEY FORM

DEVELOPED BY
SIMA PAL (1995)

ADAPTATED BY
THE INVESTIGATOR

XIV
APPENDICES

VALUE SURVEY FORM

NAME : 
AGE : 
CLASS : 
SEX : 

INSTRUCTION – 1

On the pages to follow, there are two different sets (SOCIAL VALUES AND PERSONAL VALUES) of values: in both sets, the values are listed in alphabetical order. These values pertain to one or the other prominent aspects of life.

For every set, there is a list of values in the centre. There is one blank box against each value of the list. You are requested to assign, a RANK that precisely indicate the importance you ascribe to it as a guiding principle in your life, against each value in the blank box. If you consider value as most important write 1 against it, if you consider it second most important write 2 against it and so on.

If you wish to change the rank given in the first installment to a value, you cross the previous rank (X) and write the revised one against it.

NOW YOU GO TO THE NEXT PAGE.

INVESTIGATOR - HARSH PROOTHI
<table>
<thead>
<tr>
<th>RANK</th>
<th>SOCIAL VALUES</th>
<th>PERSONAL VALUES</th>
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<td></td>
<td>CO-OPERATIVE DECISION MAKING</td>
<td>AESTHETIC SENSE (dealing with the principles of beauty, taste and art)</td>
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<td>EQUALITY OF STATUS AND OPPORTUNITY</td>
<td>DISCIPLINE (a particular system of conduct)</td>
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<td>OPENNESS TO REASON</td>
<td>LOVE AND AFFECTION (to entertain with great regard)</td>
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<td>REGARDS FOR THE DIGNITY OF INDIVIDUAL</td>
<td>PERSEVERANCE (regularity in efforts to reach the goal)</td>
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<td>RESPONSIBILITY</td>
<td>SINCERITY (quality of being sincere and freedom from hypocrisy)</td>
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<td>TOLERANCE (endurance)</td>
<td>SELFLESS SERVICE UNTO OTHERS (serving others without personal interest)</td>
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XVI
APPENDIX – 2(iii)

VALUE BEHAVIOURAL VERBAL MEDIATOR

DEVELOPED BY
HARSH PROOTHI
(INVESTIGATOR)
A DESCRIPTION OF VERBAL MEDIATOR FOR DIFFERENT VALUES

Social Values

1. **Co-operative Decision Making**
   (Respect / regard for every opinion encouraging for presenting opinions).
   a) For all the function of institutions teachers, to take co-operative decisions conducting the course, Social Welfare and Student’s help etc.
   b) Conducting practical classes in a way as if it is everybody.

2. **Equality of Status and Opportunity**
   (Giving everybody a chance which was due of him).
   a) More effective participation in the total process of social interaction whether in terms of social, economic, health or any other desirable human value.
   b) To every student to provide chance for developing their talents.
   c) Not to take notice to the student's caste, status, creed, religion, lingual group or tribe.

3. **Openness to Reason**
   (Clear conception about the idea, rigidity, to show solid reason).
   a) Developing awareness of reason and logical justification.
   b) To listen to every argument positive or negative right or wrong irrespective of where it comes from and give due
c) To provide an opportunity of fresh thinking and toleration, deviations and disagreements.

4. **Regards for the Dignity of Individual**
   (To shower love an each individual as a dignified individual, all students should be given a dignified place in class or group).

   a) Convincing for “Every soul has the spark of divinity so an individual is dignified.”
   b) No body basically is either good or bad. These are the attributes of the socio-cultural behaviour.
   c) For a student, to maintain dignity of individual students at every cost.

5. **Responsibility**
   (The state or fact of being responsible a charge, trust, or duty for which one is responsible).

   a) To engage, not simply in the training of individuals, but in the formation of the proper social life.
   b) To take up the responsibility of facing problem and if needed to help development of solution.
   c) To have more practical approach to the problem and to evolve methods which would help the teachers to teach classes.

6. **Tolerance**
   a) To inspire students for day XIX
(To give weightage to the deviation in the approach and style on the sensitive issue).

b) To tolerating in the school or community, difference of opinion.

c) To tolerate difference in mannerism.

PERSONAL VALUES

1. Aesthetic Sense
(Dealing with the principles of beauty and the principles of taste and art).

a) Developing warm, cordial and cooperative classroom atmosphere.

b) Affecting student’s voice, quality dress and grooming, physical fitness and mannerisms.

c) Displaying vividly sense of beauty in personal conduct, responses, preferences, appreciations.

2. Discipline
(a particular systems of regulations for conduct).

a) To respect and obey authority.

b) Conforming to institutional culture in thought, values and behaviours.

c) In the classroom situation, teacher observes student’s full attention.

d) Giving full honour to orders of the teacher in the institution at large.

e) To help children and
classroom groups to be self-disciplining to the end that they learn their own behaviour in the absence of an adult.

3. **Love and Affection**
   (to entertain in a great regard for, to hold dear).
   a) To love, to teach the students.
   b) To understand the problems of children and treat the children with affection.
   c) To inspire the pupils who are entrusted to his care with love of worth.

4. **Perseverance**
   (Persistence in anything undertaken, steadfast pursuit of an aim)
   a) To have patience to make students understand gradually.
   b) Putting a lot of hard work consistently for a very long time to realize any objective.
   c) To work hard till one reaches the end point of his scheduled work.

5. **Sincerity**
   (Correctness, the character, the quality or state of being sincere, freedom from hypocrisy)
   a) To take fullest care of the teaching material. Laboratory equipment and school property.
   b) Coming in time and utilizing his time to the
optimum benefit of the students.
c) Assessing the performance through test and the causes of poor performance.
d) Takes care for the task given to students.
e) Showing concern with everything happening around him.

6. **Selfless Service unto others**

a) To take interest in community work and cultural programme.
b) To participate in many community and social services.
c) To help the parents in solving the difficulties of their children.
d) To follow a code of conduct of social service, do feel and preach for the same.
APPENDIX – 2(iv)

VALUE CLARIFYING INSTRUMENT

DEVELOPED BY
RATH (1978)

ADAPTED BY
BENUDHAR CHINARA (1992)

DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH

XXIII
APPENDICES

VALUE-CLARIFICATION

The clarifying response (CR) is a one-to-one dialogue strategy. Strategy translates value clarification theory into actual practice. The strategy in the form of a VALUE CLARIFYING INSTRUMENT (VCI) has been designed to be implemented through the three different informal steps.

STEP I : Establishing rapport
STEP II : Becoming Aware of one's own values.
STEP III : Choosing, Prizing and Acting upon values;

Step I Establishing Rapport
The initial step in the strategy is the establishment of rapport with the subjects. For this, the obvious foremost activity will focus upon learning one another's name, hobbies, likes or dislikes with the minimal verbal interaction. The activities in this step are, thus, easy starters which initiate the informal talk simply establishing a healthy rapport

Step II Becoming Aware of one's own values.
The climate of healthy rapport leads to creation in each subject an awareness of what he/she values. It also indicates relatively how important each value is:

Exercise : Assigning ranks to the value
Required materials:

i) Value Survey  ii) Pen or Pencil

Procedure:
In this step, the task of the investigator is to administer a copy of the Value Survey personally to one subject at a time. Each subject will be requested to go through the instructions of the survey and then be asked to rank the values accordingly. Creating on completion of the survey gladly, a mutually accepting climate is created.

Step III Choosing, Prizing and Acting upon values.
On completion of the value survey, the subjects will be conducted through the valuing
process with the help of the clarifying process. Here at this stage, clarifying responses touching anyone or more sub-processes of valuing will be directed to the first three top values or / and the last three bottom values.

The clarifying responses consist of one main and minimum two supplementary responses. The responses for each of the seven sub-processes of valuing have been given in the next page in the form of a chart:

CHART: MODEL CLARIFYING RESPONSES VIA VALUING PROCESS

A. Choosing freely
Main response:
1. Did you rank the values on your own?
Supplementary responses:
2. (a) If yes,
   Did you choose them freely without any pressure or consideration?
   i) If yes,
      How freely have you ranked the values?
   ii) If no,
      What have influenced you to rank the values the way you did?
   b) If no,
      What have influenced you to rank the values, the way you did?
i) If answer is nothing then it would be wise to say to the subjects that perhaps you are not thinking.
ii) If answer is somebody except parents,
      Do you think your parents have not influenced you to rank values the way you did?

B. Choosing from alternatives
Main response:
1. Are there some reasons for ranking this particular values as no.1?
Supplementary responses:
2. a) If yes,
   i) Would you like telling me the reason?

XXV
ii) Can you give some more reasons?
b) If no,
i) Have you given sufficient consideration to each value before ranking?
   ii) If no, perhaps, you are not thinking.

C. Choosing thoughtfully and reflectively

Main response:
1. What do you mean by this value?

Supplementary responses:
2. Can you give some more idea about this value?
3. What way, you think, will this value be helpful to you?

D. Prizing and Cherishing

Main response:
1. Are you happy on assigning the specific ranks to the particular values?

Supplementary responses:
2. Should everyone rank the values the way you have ranked?
3. Do you think that the values are really as important as you have ranked them?

E. Affirming

Main response:
1. Do you tell your friends that you uphold this particular value?

Supplementary responses:
2. a) Is that your personal preference?

   OR

   b) Do you think that most people should rank those values that way?

3. a) If personally preferred, would you like telling your friends about your values?

   b) If most people prefer those values that way do you think they always do so?
F. Acting upon choices
Main response:
1. How does that value affect your day-to-day activity?
Supplementary responses:
2. Do you really do that or you are just talking?
3. Can you cite some more of your activities which reflect your value?

G. Repeating
Main response:
1. How frequently do you practice this value?
Supplementary response:
2. Can you stick to this value under all circumstances in future?
3. Is there any plan to do anything more in this respect in near future?

The clarifying responses aim at setting a mood by stimulating delicately and gently one’s thought about his/her own values. There is virtually no set formula for using clarifying responses. It is an individualized process both in the ways clarifiers proceed and in the range of problems that come up for clarification. An extended discussion does not usually result from clarifying responses. Generally, after only three or four rounds of dialogue with the help of clarifying responses touching one or more out of the seven sub-processes of valuing, the conversation with a noncommittal but honest phrase (“nice talking to you”, “I hear what you say, and I do appreciate how you fell.”) should come to an end.
Appendix – 2(v)

20 X 20 RESPONSE SHEET FOR ETC

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School: ........................................  
Remarks: .......................................  

XXVIII
### INTERPRETATION MATRIX

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Total |
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XXIX
Appendix – 2(vii)

TEACHER ATTITUDE INVENTORY

DEVELOPED AND STANDARDISED BY

S.P. AHLUWALIA, 1978

XXX
DIRECTIONS

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 anyone of the five squares given in the answer sheet. If you strongly agree with the statement, you put a tick mark in the first, if you agree, put a tick mark on the second, 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 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 you have not to make any mark on the booklet. Now read each statement carefully and record your responses on the answer sheet.

DO NOT OPEN UNTIL TOLD TO DO SO
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 by 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. Classroom 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 student 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 inculcate 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. Books are not all in all for students.
50. Students can become good citizens only when teachers are good teachers.
51. I get pleased when mischievous 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 examination.
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 the 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 classroom 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 XXXIV
81. Students take pride in the neat and attractive environment of the school.
82. Students should have right to express dis-agreement 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 the teaching and explaining the subject matter.

Have you responded to every statement?

Please check. Thanks!
Appendix – 2(viii)

SCORING KEYS

FOR

TEACHER ATTITUDE INVENTORY

DEVELOPED AND STANDARDISED BY

S.P. AHLUWALIA, 1978

XXXVI
### Sub-Scale I: Attitude Toward Teaching Profession

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Scoring Key: Teacher Attitude Inventory (T. A. L) constructed by Dr. S. P. Ahluwalia and published by National Psychological Corporation, Agra - 4 Copyright (1978) All rights reserved.
### Sub-Scale II: Attitude Toward Classroom Teaching

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Note: Key to Attitude Toward Classroom Teaching: (S) Strongly Agree, (A) Agree, (D) Disagree, (U) Undecided.
### ub-Scale III: Attitude Toward Pupil-Centred Practices

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### Sub-Scale V: Attitude Toward Pupils

#### उप-मापनी ५: छात्रों सम्बन्धी अभिव्यक्ति

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### Sub-Scale VI: Attitude Toward Teachers

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SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE (16PF)

Developed by
RAYMOND, B. CATTELL AND HERBERT W. EBER (1972)
WHAT TO DO

Inside this booklet are some questions to see what attitudes and interests you have. There are no “right” and “wrong” answers because everyone has the right to his own views. To be able to get the best advice from your results, you will want to answer them exactly and truly.

If a separate “Answer Sheet” has not been given to you, turn this booklet over and tear off the Answer Sheet on the back page.

Write your name and all other information asked for on the top line of the answer sheet. First you should answer the four sample questions below so that you can see whether you need to ask anything before starting. Although you are to read the questions in this booklet, you must record your answers on the answer sheet (alongside the same number as in the booklet).

There are three possible answers to each question. Read the following examples and mark your answers at the top of your answer sheet where it says “Examples.” Fill in the lefthand box if your answer choice is the “a” answer, in the middle box if your answer choice is the “b” answer, and in the right-hand box if you choose the “c” answer.

EXAMPLES:

1. I like to watch team games.
   a) Yes     b) Occasionally   c) No
2. I prefer people who:
   a) are reserved,   b) (are) in between,   c) make friends quickly
3. Money cannot bring happiness
   a) yes (true)   b) In between   c) no (false)
4. Woman is to child as cat is to:
   a) kitten   b) dog   c) boy

   In the last example there is a right answer – kitten. But there are very few such reasoning items.

   Ask now if anything is not clear. The examiner will tell you in a moment to turn the page and start.

When you answer, keep these four points in mind:
1. You are asked not to spend time pondering. Give the first natural answer as it comes to you. Of course, the questions are too short to give you all the particulars you would sometimes like to have. For instance, the above question asks you about “team games” and you might be fonder of football than basketball. But you are to reply “for the average game,” or to strike an average in situations of the kind stated. Give the best answer you can at a rate not slower than five or six a minute. You should finish in a little more than half an hour.

2. Try not to fall back on the middle, “uncertain” answers except when the answer at either end is really impossible for you.

3. Be sure not to skip anything, but answer every question, somehow. Some may not apply to you very well, but give your best guess. Some may seem personal; but remember that the answer sheets are kept confidential and cannot be scored without a special stencil key. Answers to particular questions are not inspected.

4. Answer as honestly as possible what is true of you. Do not merely mark what seems “the right thing to say” to impress the examiner.

DO NOT TURN UNTIL TOLD TO DO SO
1. I have the instructions for this test clearly in mind.
   a) yes  b) uncertain  c) No
2. I am ready to answer each question as truthfully as possible.
   a) yes  b) uncertain  c) No
3. I would rather have a house:
   a) in a sociable suburb  b) in between  c) alone in the deep woods
4. I can find enough energy to face my difficulties.
   a) always  b) generally  c) seldom
5. I feel a bit nervous of wild animals even when they are in strong cages.
   a) yes (true)  b) uncertain  c) no (false)
6. I hold back from criticizing people and their ideas.
   a) yes  b) sometimes  c) no
7. I make smart, sarcastic remarks to people if I think they deserve it.
   a) generally  b) sometimes  c) never
8. I prefer semiclassical music to popular tunes.
   a) true  b) uncertain  c) false
9. If I saw two neighbours' children fighting, I would:
   a) leave them to settle it.  b) uncertain  c) reason with them
10. On social occasions I:
    a) readily come forward  b) in between  c) prefer to stay quietly in the background
11. It would be more interesting to be:
    a) a construction engineer  b) uncertain  c) a writer of plays
12. I would rather stop in the street to watch an artist painting than listen to some people having a quarrel.
    a) true  b) uncertain  c) false
13. I can generally put up with conceited people, even though they brag or show they think too well of themselves.
    a) yes  b) in between  c) No
14. You can almost always notice on a man's face when he is dishonest.
    a) yes  b) in between  c) No
15. It would be good for everyone if vacations (holidays) were longer and everyone had to take them.
    a) agree  b) uncertain  c) disagree
16. I would rather take the gamble of a job with possible large but uneven earnings, than one with a steady, small salary.
    a) yes  b) uncertain  c) No
17. I talk about my feelings:
    a) only if necessary

XLVI
b) in between
c) readily, whenever I have a chance

18. Once in a while I have a sense of vague danger or sudden dread for reasons that I do not understand.
   a) yes   b) in between   c) No

19. When criticized wrongly for something I did not do, I:
   a) have no feeling of guilt,
   b) in between,
   c) still feel a bit guilty.

20. Money can buy almost everything.
   a) yes   b) uncertain   c) No

21. My decisions are governed more by my:
   a) heart
   b) feelings and reason equally
   c) head.

22. Most people would be happier if they lived more with their fellows and did the same things as others.
   a) yes   b) in between   c) No

23. I occasionally get puzzled, when looking in a mirror, as to which is my right and left.
   a) true   b) uncertain   c) No

24. When talking, I like:
   a) to say things, just as they occur to me
   b) in between.
   c) to get my thoughts well organized first

25. When something really makes me furious, I find I calm down again quite quickly
   a) yes   b) in between   c) no

26. With the same hours and pay, it would be more interesting to be:
   a) a carpenter or cook
   b) uncertain
   c) a waiter in a good restaurant

27. I have been elected to:
   a) only a few offices
   b) several
   c) many offices

28. “Spade” is to “dig” as “knife” is to:
   a) sharp   b) cut   c) point

29. I sometimes can't get to sleep because an idea keeps running through my mind.
   a) true   b) uncertain   c) false

30. In my personal life I reach the goals I set, almost all the time.
   a) true   b) uncertain   c) no

31. An out-dated law should be changed:
   a) only after considerable discussion
   b) in between   c) promptly
32. I am uncomfortable when I work on a project requiring quick action affecting others.
   a) true  b) in between  c) no

33. Most of the people I know would rate me as an amusing talker.
   a) yes  b) uncertain  c) no

34. When I see “sloppy,” untidy people, I:
   a) just accept it,
   b) in between
   c) get disgusted and annoyed

35. I get slightly embarrassed if I suddenly become the focus of attention in a social group.
   a) yes  b) in between  c) no

36. I am always glad to join a large gathering, for example, a party, dance, or public meeting.
   a) yes  b) in between  c) no

37. In school, I preferred (or prefer):
   a) music
   b) uncertain
   c) handwork and crafts

38. When I have been put in charge of something, I insist that my instructions are followed or else I resign.
   a) yes  b) sometimes  c) no

39. For parents, it is more important to:
   a) help their children develop their affections
   b) in between
   c) teach their children how to control emotions

40. In a group task I would rather:
   a) try to improve arrangements
   b) in between
   c) keep the records and see that rules are followed

41. I feel a need every now and then to engage in a tough physical activity.
   a) yes  b) in between  c) no

42. I would rather mix with polite people than rough rebellious individuals.
   a) yes  b) in between  c) no

43. I feel terribly dejected when people criticize me in a group.
   a) true  b) in between  c) no

44. If I am called in by my boss, I:
   a) make it a chance to ask for something I want,
   b) in between
   c) fear I’ve done something wrong

45. What this world needs is:
   a) more steady and “solid” citizens
   b) uncertain
   c) more “idealists” with plans for a better world

46. I am always keenly aware of attempts at propaganda in things I read:
   a) yes  b) uncertain  c) no
47. As a teenager, I joined in school sports:
   a) occasionally
   b) fairly often
   c) a great deal

48. I keep my room well organized, with things in known places almost all the time.
   a) yes  b) in between  c) no

49. I sometimes get in a state of tension and turmoil as I think of the day’s happenings.
   a) yes  b) in between  c) no

50. I sometimes doubt whether people I am talking to are really interested in what I am saying:
   a) yes  b) uncertain  c) no

51. If I had to choose, I would rather be:
   a) a forester
   b) uncertain
   c) a high school teacher

52. For special holidays and birthdays, I:
   a) like to give personal presents
   b) uncertain
   c) felt that buying presents is a bit of a nuisance

53. “Tired” is to “work” as “proud” is to:
   a) smile
   b) success
   c) happy

54. Which of the following items is different in kind from the others?
   a) candle
   b) moon
   c) electric light

55. I have been let down by my friends:
   a) hardly ever
   b) occasionally
   c) quite a lot

56. I have some characteristics in which I feel definitely superior to most people:
   a) yes  b) uncertain  c) no

57. When I get upset, I try hard to hide my feeling from others,
   a) true  b) in between  c) no

58. I like to go out to a show or entertainment:
   a) more than once a week (more than average)
   b) about once a week (average)
   c) less than once a week (less than average)

59. I think that plenty of freedom is more important than good manners and respect for the law,
   a) true  b) uncertain  c) false

60. I tend to keep quiet in the presence of senior persons (people of greater experience, age, or rank)
   a) yes  b) in between  c) no

61. I find it hard to address or recite to a large group,
   a) yes  b) in between  c) no
62. I have a good sense of direction (find it easy to tell which is North, South, East or West) when in a strange place,
   a) yes   b) in between   c) no
63. If someone got mad at me, I would:
   a) try to calm him down
   b) uncertain
   c) get irritated
64. When I read an unfair magazine article, I am more inclined to forget it than to feel like “hitting back”,
   a) true   b) uncertain   c) false
65. My memory tends to drop a lot of unimportant trivial things, for example, names of streets of stores in town,
   a) yes   b) in between   c) no
66. I could enjoy the life of an animal doctor, handling disease and surgery of animals,
   a) yes   b) in between   c) no
67. I eat my food with gusto, not always so carefully and properly as some people,
   a) true   b) uncertain   c) false
68. There are times when I don’t feel in the right mood to see anyone.
   a) very rarely
   b) in between
   c) quite often
69. People sometimes warn me that I show my excitement in voice and manner too obviously.
   a) yes   b) in between   c) no
70. As a teenager, if I differed in opinion from my parents, I usually:
   a) kept my own opinion
   b) in between
   c) accepted their authority
71. I would prefer to have an office of my own, not sharing it with another person:
   a) yes   b) uncertain   c) no
72. I would rather enjoy life quietly in my own way than be admired for my achievements.
   a) true   b) uncertain   c) no
73. I feel mature in most things:
   a) true   b) uncertain   c) no
74. I find myself upset rather than helped by the kind of criticism that many people offer me.
   a) often   b) occasionally   c) never
75. I am always able to keep the expression of my feelings under exact control.
   a) yes   b) in between   c) no
76. In starting a useful invention, I would prefer:
   a) Working on it in the laboratory.
b) Uncertain
c) Selling it to people

77. “Surprise” is to “strange” as “fear” is to:
a) brave b) anxious c) terrible

78. Which of the following fractions is not in the same class as the others?
a) 3/7 b) 3/9 c) 3/11

79. Some people seem to ignore or avoid me, although I don’t know why.
a) true b) uncertain c) false

80. People treat me less reasonably than my good intentions deserve.
a) true b) uncertain c) false

81. The use of foul language, even when it is not in a mixed group of men and women, still disgusts me.
a) yes b) in between c) no

82. I have decidedly fewer friends than most people.
a) yes b) in between c) no

83. I would hate to be where there wouldn’t be a lot of people to talk to.
a) true b) uncertain c) false

84. People sometimes call me careless, even though they think I’m a likable person.
a) yes b) in between c) no

85. Stage-fright in various social situations is something I have experienced:
a) quite often b) occasionally c) hardly ever

86. When I am in a small group, I am content to sit back and let others do most of the talking.
a) yes b) in between c) no

87. I prefer reading:
a) a realistic account of military or political battles
b) uncertain
c) a sensitive, imaginative novel

88. When bossy people try to “push me around”, I do just the opposite of what they wish.
a) yes b) in between c) no

89. Business superiors or members of my family, as a rule, find fault with me only when there is real cause.
a) true b) in between c) false

90. In streets or stores, I dislike the way some persons stare at people.
a) yes b) in between c) no

91. On a long journey, I would prefer to:
a) read something profound, but interesting
b) uncertain
c) pass the time talking casually with a fellow passenger

92. In a situation which may become dangerous, I believe in making a fuss and speaking up even if calmness and Politeness are lost.
a) yes b) in between c) no

93. If acquaintances treat me badly and show they dislike me:
a) It doesn’t upset me a bit.
b) In between
c) I tend to get downhearted
94. I find it embarrassing to have praise or compliments bestowed on me.
   a) yes   b) in between   c) no
95. I would rather have a job with:
   a) fixed, certain salary
   b) in between
   c) a larger salary, which depended on my constantly persuading people I am worth it.
96. To keep informed, I like:
   a) to discuss issues with people,
   b) in between
   c) to rely on the actual news reports
97. I like to take an active part in social affairs, committee work, etc.
   a) yes   b) in between   c) no
98. In carrying out a task, I am not satisfied unless even the minor details are given close attention.
   a) true   b) in between   c) false
99. Quite small setbacks occasionally irritate me too much.
   a) yes   b) in between   c) no
100. I am always a sound sleeper, never walking or talking in my sleep.
    a) yes   b) in between   c) no
101. It would be more interesting to work in a business:
   a) talking to customers
   b) in between
   c) keeping office accounts and records
102. “Size” is to “length” as “dishonest” is to:
    a) prison   b) sin   c) stealing
103. AB is to dc as SR is to:
    a) qp   b) pq   c) tu
104. When people are unreasonable, I just:
    a) keep quiet
    b) uncertain
    c) despise them
105. If people talk loudly while I am listening to music, I:
    a) can keep my mind on the music and not be bothered.
    b) in between
    c) find it spoils my enjoyment and annoys me.
106. I think I am better described as:
    a) polite and quiet
    b) in between
    c) forceful
107. I attend social functions only when I have to, and stay away any other time.
    a) yes   b) uncertain   c) no
108. To be cautious and expect little is better than to be happy at heart, always
expecting success.
a) true  b) uncertain  c) false
109. In thinking of difficulties in my work, I :
a) try to plan ahead, before I meet them  
b) in between  
c) assume I can handle them when they come
110. I find it easy to mingle among people at a social gathering.
a) true  b) in between  c) false
111. When a bit of diplomacy and persuasion are needed to get people moving, I am generally the one asked to do it.
a) yes  b) in between  c) no
112. It would be more interesting to be:
a) a guidance worker helping young people find jobs  
b) uncertain  
c) a manager in efficiency engineering
113. If I am quite sure that a person is unjust or behaving selfishly, I show him up, even if it takes some trouble.
a) yes  b) in between  c) no
114. I sometimes make foolish remarks in fun, just to surprise people and see what they will say
a) yes  b) in between  c) no
115. I would enjoy being a newspaper writer on drama, concerts, opera, etc.
a) yes  b) uncertain  c) no
116. I never feel the urge to doodle and fidget when kept sitting still at a meeting.
a) true  b) uncertain  c) false
117. If someone tell me something which I know is wrong, I am more likely to say to myself.
a) “He is a liar”  
b) in between  
c) “Apparently he is misinformed.”
118. I feel some punishment is coming to me even when I have done nothing wrong.
a) often  b) occasionally  c) never
119. The idea that sickness comes as much from mental as physical causes is much exaggerated.
a) yes  b) in between  c) no
120. The pomp and splendor of any big state ceremony are things which should be preserved.
a) yes  b) in between  c) no
121. It bothers me if people think I am being too unconventional or odd.
a) a lot  b) somewhat  c) not at all
122. In constructing something I would rather work
a) with a committee  b) uncertain  c) on my own
123. I have periods when it’s hard to stop a mood of self-pity.
a) often  b) occasionally  c) never
124. Often I get angry with people too quickly.
   a) yes  b) in between  c) no
125. I can always change old habits without difficulty and without slipping back.
   a) yes  b) in between  c) no
126. If the earnings were the same, I would rather be:
   a) a lawyer  b) uncertain  c) a navigator or pilot
127. “Better” is to “worst” as “slower” is to:
   a) fast  b) best  c) quickest
128. Which of the following should come next at the end of this row of letters: xooooxxooxxx?
   a) oxxx  b) ooxx  c) xooo
129. When the time comes for something I have planned and looked forward to I occasionally do not feel up to going..
   a) true  b) in between  c) false
130. I can work carefully on most things without being bothered by people making a lot of noise around me.
   a) yes  b) in between  c) no
131. I occasionally tell strangers things that seem to me important, regardless of whether they ask about them.
   a) yes  b) in between  c) no
132. I spend much of my spare time talking with friends about social events enjoyed in the past.
   a) yes  b) in between  c) no
133. I enjoy doing “daring”, foolhardily things “just for fun.”
   a) yes  b) in between  c) no
134. I find the sight of an untidy room very annoying.
   a) yes  b) in between  c) no
135. I consider myself a very sociable, outgoing person.
   a) yes  b) in between  c) no
136. In social contacts I:
   a) show my emotions as I wish.
   b) In between
   c) Keep my emotions to myself.
137. I enjoy music that is:
   a) light, dry and brisk
   b) in between
   c) emotional and sentimental
138. I admire the beauty of a poem more than that of a well-made gun.
   a) yes  b) uncertain  c) no
139. If a good remark of mine is passed by, I:
   a) let it go
   b) in between
   c) give people a chance to hear it again
140. I would like to work as a probation officer with criminal on parole.
   a) yes  b) in between  c) no
141. One should be careful about mixing with all kind of strangers, since there are dangers of infection and so on,
   a) yes  b) uncertain  c) no
142. In traveling abroad, I would rather go on an expertly conducted tour than plan by myself the places I wish to visit.
   a) yes  b) uncertain  c) no
143. I am properly regarded as only a plodding, half successful person,
   a) yes  b) uncertain  c) no
144. If people take advantage of my friendliness, I do not resent it and I soon forget
   a) true  b) uncertain  c) false
145. If a heated argument developed between other members taking part in a group discussion, I would:
   a) like to see a “winner”
   b) in between
   c) wish that it would be smoothed over
146. I like to do my planning alone, without interruptions and suggestions from others.
   a) yes  b) in between  c) no
147. I sometimes let my actions get swayed by feelings of jealousy.
   a) yes  b) in between  c) no
148. I believe firmly “the boss may not always be right, but he always has the right to be boss,”
   a) yes  b) uncertain  c) no
149. I get tense as I think of all the things lying ahead of me.
   a) yes  b) sometimes  c) no
150. If people shout suggestions when I'm playing a game, it doesn't upset me,
   a) true  b) uncertain  c) false
151. It would be more interesting to be:
   a) an artist  b) uncertain  c) a secretary running a dub
152. Which of the following words does not properly belong with the others?
   a) any  b) some  c) most
153. “flame” is to “heat” as “rose” is to:
   a) thorn  b) red petals  c) scent
154. I have vivid dreams, disturbing my sleep.
   a) often  b) occasionally  c) practically never
155. If the odds are really against something's being a success, I still believe in taking the risk.
   a) yes  b) in between  c) no
156. I like it when I know so well what the group has to do that I naturally become the one in command.
   a) yes  b) in between  c) no
157. I would rather dress with quiet correctness than with eye-catching personal style.

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158. An evening with a quiet hobby appeals to me more than a lively party.
a) true b) uncertain c) false

159. I close my mind to well meant suggestions of others, even though I know I shouldn’t.
a) occasionally b) hardly ever c) never

160. I always make it a point, in deciding anything, to refer to basic rules of right and wrong.
a) yes b) in between c) no

161. I somewhat dislike having a group watch me at work.
a) yes b) in between c) no

162. Because it is not always possible to get things done by gradual, reasonable methods, it is sometimes necessary to use force.
a) true b) in between c) false

163. In school I preferred (or prefer):
a) English b) uncertain c) mathematics or arithmetic

164. I have sometimes been troubled by people’s saying bad things about me behind my back, with no grounds at all.
a) yes b) uncertain c) no

165. Talk with ordinary, habit-bound, conventional people:
a) is often quite interesting and has a lot to it. b) in between c) annoys me because it deals with trifles and lacks depth

166. Some things make me so angry that I find it best not to speak.
a) yes b) in between c) no

167. In education, it is more important to:
a) give the child enough affection b) in between c) have the child learn desirable habits and attitudes

168. People regard me as a solid, undisturbed person, unmoved by ups and downs in circumstances.
a) yes b) in between c) no

169. I think society should let reason lead it to new customs and throw aside old habits or mere traditions.
a) yes b) in between c) no

170. I think it is more important in the modern world to solve:
a) the question of moral purpose b) uncertain c) the political difficulties

171. I learn better by:
a) reading a well written book b) in between c) joining a group discussion

172. I like to go my own way instead of acting, on approved rules,
a) true  b) uncertain  c) false
173. I like to wait till I am sure that what I am saying is correct, before I put forth an argument
   a) always  
   b) generally  
   c) only if it’s practicable
174. Small things sometimes “get on my nerves” unbearably, though I realize they are trivial,
   a) yes  b) in between  c) no
175. I don’t often say things on the spur of the moment that I greatly regret
   a) true  b) uncertain  c) false
176. If asked to work with a charity drive, I would:
   a) accept  
   b) uncertain  
   c) politely say I’m too busy
177. Which of the following words does not belong with the others?
   a) wide  b) zigzag  c) straight
178. “Soon” is to “never” as “near” is to:
   a) nowhere  b) far  c) away
179. If I make an awkward social mistake, I can soon forget it
   a) yes  b) in between  c) no
180. I am known as an “idea man” who almost always puts forward some ideas on a problem,
   a) yes  b) uncertain  c) no
181. I think I am better at showing:
   a) nerve in meeting challenges  
   b) uncertain  
   c) tolerance of other people’s wishes
182. I am considered a very enthusiastic person,
   a) yes  b) in between  c) no
183. I like a job that offers change, variety and travel even if it involves some danger,
   a) yes  b) in between  c) no
184. I am a fairly strict person, insisting on always doing things as correctly as possible.
   a) true  b) in between  c) false
185. I enjoy work that requires conscientious, exacting skills,
   a) yes  b) in between  c) no
186. I’m the energetic type who keeps busy.
   a) yes  b) uncertain  c) no
187. I am sure there are no questions that I have skipped or failed to answer properly
   a) yes  b) uncertain  c) no

( END OF THE TEST )