APPENDICES

TEACHERS ATTITUDE TOWARDS TEACHING SCALE (TATTS)

Name:...........................................Age:....................... Sex:..............................
Qualification:...................................................................................................................
School:.................................................................................Date:......................

The response categories as indicated in scale represent the following.

- **SA** represents STRONGLY AGREE
- **A** represents AGREE
- **MA** represents MILDLY AGREE
- **MD** represents MILDLY DISAGREE
- **D** represents DISAGREE
- **SD** represents STRONGLY DISAGREE

With each statement a line has been drawn on the left hand of the page for writing your response. If you feel that you STRONGLY AGREE with an attitudinal tendency as expressed in a particular statement please write “SA” in the space provided for this purpose. In case you STRONGLY DISAGREE about the statement please write “SD” against it. In the same manner response to other statements may also be written according to your objective judgement.

Remember you have to choose your response from among the following categories:

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1. **Attitude towards Teaching Profession**

   1. Teaching profession is a mission and not to be evaluated in terms of monetary gains.
   2. Teaching profession requires specialized training.
3. It requires continuous renewal of knowledge and acquaintance with latest innovations.
4. Teaching is knowledge based and hence requires its enrichment through research activities.
5. There is no sense of fulfillment in this profession.
6. The great expansion of education has brought into the teaching profession persons with varied socio-economic background of whom many do not have the needed aptitude for the profession.
7. Teaching profession provides opportunities to grow and to learn.

II Attitude towards Professional Growth
8. Continuous interactions with fellow teachers help in gaining insight and clarifying ambiguous problems.
9. Periodic participation to workshop conference adds to the knowledge of the teachers.
10. Talks with the fellow teachers help in more and more understanding of the students.
11. Reading editorials is only waste of teacher’s time as it is least helpful in their professional growth.
12. Inter school exchange of teachers helps in solving new problems and knowing their own weakness.
13. There is no in service training on the values, attitudes, personality problems and adjustment of teachers.
14. Workshop provides for pooling of information regarding contents and methods of instructions.
15. Microteaching is useful for developing teaching efficiency.
16. Participation in in-service programme eliminates the deficiencies of the teachers.
17. A teacher who does not refresh his knowledge is like a stagnant pool.
III Attitude towards Self Concept.

18. Teacher’s job is to create a need among the students to acquire understanding of new concepts.
19. A teacher plays vital role in the development of citizens.
20. A teacher should be creative tactful and able to create the problematic situation and need in the learners.
21. A teacher must have satisfactory mental health and adequate adjustment.
22. A teacher must accept his personal limitation.
23. Teacher service is most valuable for the society and in turn any price paid by the society is insufficient.

IV Attitude towards Educational Process

24. To be effective teacher pre-teaching and post teaching preparations is as important as teaching itself.
25. Teacher must have appreciation of scientific process implicit in the teaching process.
26. The task of education is to cause present appropriate experiences to combine with a background and teachers must start with the experiences that pupils already have had and enlarge and enrich these experiences.
27. In the process of education teacher helps in developing the student’s personality by his intimate contact.
28. It is education which makes the nation great and strong.
29. The talent of the students remain hidden if due attention is not paid to their special abilities.
30. The teacher should accept the feelings of the students in a non threatening manner.
31. Simulation teaching is helpful to the teachers in providing insight to take a decision about their own teaching activities.
32. Micro teaching is an effective feedback device for the modification of teacher’s behaviour.
33. Education changes man to cultured man.
34. Keeping student informed about progress has little effect on their achievement.

V Attitude towards Class-Room Teaching

35. The teacher should explore student's previous knowledge and make the efforts to link with new one.

36. Skill of Classroom teaching and awareness of teaching and training methods does not help in gaining.

37. The knowledge of input and output and process units of teaching and training methods does not help much in gaining.

38. In classroom teaching, teacher has to keep in mind the individual differences among the students.

39. The learner should be told as little as possible and should be encouraged to learn himself as much as possible.

40. Effective and competent teachers have fewer discipline problems in the classroom than the incompetent teachers.

41. Classroom should be well managed so that the business of learning may receive full attention.

42. Teacher's teaching must be based on the principle of learning by doing.

43. Teacher should create problematic situations in the classroom which may develop the original and creative thinking of the learner.

44. Teacher should be democrat in dealing with students.

45. Classroom teaching can be made effective by using appropriate type of motivation and suitable schedule of reinforcement.

46. In classroom teaching strategy must be supported by questions-answer technique and appropriate teaching aids, maps, charts, diagrams, pictures etc.

47. The teacher should have human feelings for his students.

48. Students should have no right to express disagreement with what teacher says.

49. If a student does not understand assignment it is usually his fault.
50. A teacher should show keen interest in individual student needs and problems when approached.
51. A teacher should always be helpful to the gifted students as well as those students who are backward in study.
52. A teacher should have no sympathy with the slow learners and they should be immediately removed from the classroom.
53. The teacher must be a guide, helper and a friend.
54. Teacher must perform the role of mental hygiene worker in reducing the anxiety of the students, and in arousing normal anxiety.

VII Attitude towards School System
55. A teacher’s programme of evaluation not only governs his student’s study habits, their manner of interaction in class and quality of their learning’s but it also greatly influence the teaching learning level upon which their learning efforts proceed.
56. It is essential to establish rapport with students for effective teaching.
57. School system helps in identifying and using suitable communication techniques for the comprehension of the subject matter.
58. The results of evaluations guide the teacher to modify his teaching activities for optimal realization of objectives.
59. Co-curricular activities are absolutely useless as they create unnecessary rivalries among students.
60. Different types of learning experiences should be provided for satisfying the needs of each and every learner.
61. Educational programme is the sum total of planned education experience within and outside school, for which a community accepts responsibilities.
EDUCATIONAL ENVIRONMENT QUESTIONNAIRE (EEQ)

Name-------------------Designation-------------------Address------------------------

School Plant and Equipment

1. In the school classrooms are well equipped to meet the needs of the students A/D
2. School Library meets the needs of students as well as the teachers A/D
3. Classrooms are not bright, airy and ventilated A/D
4. School Science laboratories are not well equipped A/D
5. School library does not have adequate text books, reference books and other related literature. A/D
6. School has well equipped Auditorium (Hall Room) for students get together, Festivals and Functions. A/D
7. School does not have sufficient number of classrooms A/D
8. School does not have playgrounds for all games. A/D
9. In school sports material is not available for all the games A/D
10. Proper cooling facilities for classrooms available in the school. A/D
11. School does not have canteen for students A/D
12. Various sports teams do not get refreshment after the play A/D
13. School bus is available for students who live away from the school A/D
14. Hostel facilities are available in the school A/D
15. School Hostel is well equipped with all modern facilities
16. There is no guidance unit in the school
17. Well equipped computer room is available for all the students
18. School does not have parking space for all the students
19. School does not have well equipped toilet facilities for boys and girls separately
20. Classrooms have been provided with good black boards.

CURRICULAR & CO-CURRICULAR ACTIVITIES
1. In school much emphasis is laid on theory work.
2. Students get very little time to work in laboratory.
3. Students do not participate in literary, cultural and social work.
4. The subjects of study are in conformity with students requirements.
5. The school syllabus lacks field work
6. Students does not take interest in the subject which they study
7. Students are not taken to factories/workshops for gaining first hand knowledge
8. Students do not take interest in participation of essay writing, poem writing declamation competition.
9. Students read newspapers, magazines, novels etc in school library
10. Students play games during their game periods as well as in the evenings
11. There are special arrangements for subjects especially taken by girls
12. Annual athletic meet is a regular feature in the school.
13. Curriculum indicates moral values among students
14. School lacks vocational education to prepare students for their future employment
15. In school special emphasis is laid on religious education
16. School conducts outstation tours for the students A/D
17. School does have provision for N.C.C., Scouting, Girl Guiding and Hiking
   Tracking for inculcating social values such as honesty, truthfulness, 
toleration, cooperation and feeling of national integration A/D
18. School encourages competitive spirit through its house system A/D
19. To inculcate moral values among the students school provides value 
based character building education for all students through havan, yoga, 
moral preaching and character building camps A/D

III. TEACHERS’ QUALIFICATIONS, QUALITIES, TRAINING AND METHODS 
OF TEACHING

1. All teachers are well qualified. A/D
2. Students are free to discuss their problems with teachers. A/D
3. Teachers encourage students for self reading and independent 
   Thinking A/D
4. Teachers don’t teach according to mental level of students. A/D
5. Teachers provide academic freedom by encouraging students to discuss, 
   argue and criticize, points raised by others on academic matters. A/D
6. Teachers teach with the help of audio visual aids. A/D
7. Teachers provide individual attention to students in their learning 
   difficulties. A/D
8. Teachers don’t use reference books to make students learn. A/D
9. Teachers don’t encourage students believing in self confidence. A/D
10. Teachers teach with the help of latest teaching models and strategies. A/D
11. Teachers are democratic in the class room. A/D
12. Teachers get feedback from the students. A/D
13. In addition to teaching teachers teach cultural heritage and preach moral 
    values. A/D
14. Teachers don’t reward the students for their good act/progress/achievement. A/D
15. Teachers attend in service programs regularly. A/D
16. Teachers do guide their students in selecting their courses and vocations. A/D
17. Teachers take less interest in teaching and indulge in other activities. A/D
18. Teachers monitor student’s progress at individual level. A/D
19. Teachers can communicate effectively in the classroom. A/D
20. Teachers have positive attitude towards students and their problems. A/D
21. Teachers are regular and punctual in their class. A/D
22. Teachers are dedicated and hard working. A/D
23. Teachers receive every child warmly whenever approached. A/D
24. Teachers motivate the students to achieve excellence in the academic and non academic fields. A/D
25. Teachers are very eager to satisfy the curiosity of the students. A/D
26. Teachers come to the class well prepared. A/D
27. Teachers get encouragement from the head of the institution to create excellence in every field. A/D

IV ASSESSMENT AND EVALUATION

1. In school the students are evaluated regularly. A/D
2. In the school question papers are generally leaked out A/D
3. For examination most of the students depend on guess papers. A/D
4. Students appear in two terminals and one annual examination. A/D
5. In the school examinations are seriously conducted. A/D
6. Students prepare for the examination basing their study on prescribed textbooks only. A/D
7. Students are provided remedial work after examination. A/D
8. Students are tested with the help of oral and written examination.  
9. Students are evaluated by objective type tests.  
10. Evaluation system does not give feedback to students.  
11. Examination cannot be passed just by approaching someone in the school.  
12. The evaluation system of answer books is not fool proof.  
13. Students become active, alert and serious only when the examination is fast approaching.  
14. Examinations are not true test of students' ability.  
15. Evaluation system encourages competitiveness among students.  
16. Answer books are not evaluated impartially.  
17. Practical examinations for technical and vocational courses are not conducted seriously.  
18. In examinations students depend upon cramming.  
19. Examination results are better than Board results.  

V SCHOOL'S RULES, REGULATIONS AND POLICIES.

1. Students are admitted only after they have been interviewed and given test by selection committee.  
2. Principal pays attention to the complaints given by the students.  
3. Administrative personnel have democratic outlook towards school system.  
4. School does not provide opportunity for games, sports and co curricular activities.  
5. Principal is hardly available in the school.
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7. Teachers provide individual attention to students in their learning difficulties.

8. Teachers don’t use reference books to make students learn.

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19. Examination results are better than Board results.

V  SCHOOL’S RULES, REGULATIONS AND POLICIES.

1. Students are admitted only after they have been interviewed and given test by selection committee.
2. Principal pays attention to the complaints given by the students.
3. Administrative personnel have democratic outlook towards school system.
4. School does not provide opportunity for games, sports and co curricular activities.
5. Principal is hardly available in the school.
6. Teachers can express themselves freely on administrative issues. A/D
7. Principal’s behavior is rude with teachers and students. A/D
8. Borrowing books from the school is difficult for the students. A/D
9. School remains open for extra curricular activities even after the school hours. A/D
10. Annual function is a regular feature in school. A/D
11. Teachers are regular and punctual in the school and classes. A/D
12. Poor students are helped financially by the school. A/D
13. Maintenance of the school building is hardly on their agenda of school administration. A/D
14. Students are not allowed to express themselves before the school authorities on various aspects of school. A/D
15. Weak students are given extra coaching in the school after school timings. A/D
16. Students are fined if they remain absent from the class. A/D
17. School charges high fees and in turn provides quality education and good infrastructure. A/D

VI HUMAN RELATIONSHIPS.

1. In the school the relationship between the students and teachers are friendly. A/D
2. Teachers help and guide the students in solving their personal, emotional, psychological and vocational problems. A/D
3. Teachers and students take unanimous decisions in the class. A/D
4. Teachers don’t participate in the co curricular activities of the students. A/D
5. Teachers and principals allow the students to visit their residence for seeking guidance. A/D
6. Students pay respect to their principal and teachers. A/D
7. Parent/teacher meet is regular feature of the school. A/D
8. Principal honors the suggestions given by the teachers. A/D
9. Staff meetings are regular feature in the school.  
10. Principal consults teachers before assigning time table or any other assignment.  
11. Report cards of the students are regularly sent to the parents.  
12. Principal does not feel concerned about the problems of the teachers.  
13. Parents and school authorities help each other in solving the problems concerning children.  
14. Teachers suspect the principal as a spy of the management.  
15. There is cordial relationship between the principal and teachers.  
16. Principal and teachers enjoy the respect of non teaching staff.