APPENDIX-1

SOCIO-CULTURAL EXPECTATION QUESTIONNAIRE

1. The one, which is not an eternal component of Ancient Indian Values is that
   a. All names and forms of Gods are different manifestations of the same Almighty
   b. Behind all life, there is only one supreme chetna
   c. Every individual is created equal, hence should live with equality
   d. Every moment, good or bad in life, is predetermined

2. The philosophy of Karma implies that
   a. For all deeds good or evil, one will have to bear the consequence and there is no escape from it
   b. An evil deed may be compensated by a good deed
   c. Offering prayer to God neutralizes the effect of an evil deed
   d. Neither an evil deed nor a good one has any long lasting effect.

3. An ‘acid test’ for success in life is
   a. The character and quality of life
   b. Progress at any cost
   c. To be financially well off
   d. None of the above

4. Knowledge of scriptures
   a. Has no relevance in the highly technical world of today
   b. Helps one achieve a balance between worldly ambition and wisdom
   c. Provides a link between our present and our past
   d. Ensures continuity of culture from past to present
5. Gurukuls of ancient times were directly concerned with the contribution education could make in harmonization of valuable traditions and initiation of students into their culture. The opinions on the conditions where Gurukul systems still work best are recorded below. The Gurukul system still works best under the conditions
   a. When students go solely for their professional ambition
   b. Where education is provided as an instrument for personality development and personal improvement
   c. When the nature of educational content pertains social and material enlistment
   d. When one works in the field of super specialization where thorough personal interaction with teachers was required

6. India has been known for its characteristic values that are still relevant
   a. Devotion to duty
   b. Belief in the oneness of all forms of life
   c. Selfless action
   d. Spirit of tolerance and concern for the welfare of all mankind

**SOCIAL RELATIONSHIPS**

7. Attitude towards joint family system
   a. Provides emotional and financial security for all members
   b. Provides incentive for each member to work collectively for the welfare of the family
   c. Is a panacea for the existing insecurity among elderly members of the family
   d. Is an hindrance in personal freedom, initiative and ambition

8. Respondents view on father-son relationship
   a. Son is the extension of the life of the father and should live up to his values and carry the culture further. Or
b. Son is born to parents but is not tagged to them.

9. Respondents view on attitude towards relationship among brother and teacher-taught
   a. Elder brother and teacher are like father and far ahead of oneself and are respected after God. Or
   b. Father, elder brother and teacher are independent and should have no control or equality with any individual

10. Respondents viewpoint on what should be the attitude of the teacher towards brother and students
    a. Younger brother and students are like sons and should be patronized alike
       Or
    b. Younger brother and students are independent individuals and do not need any patronization

11. Respondents view on teacher's role as a via media between of education vis-à-vis society
    a. Education is a process of shaping the personality and the teacher provides a model for the students. Or
    b. Education is process of social reconstruction and teacher is an agent of social change

12. Attitude towards role of individual vis-à-vis society
    a. An individual is the master of his own life and he should live up to his own conviction, thinking and values. Or
    b. An individual is a social being, and hence is not free but is constrained by one's cultural traditions, social desirability and should behave within self-imposed limits
13. Attitude towards role of the teacher as an independent personality vis-à-vis his/her role as a separate identity

a. Life is not as simple as looks on the surface, and justified action may not be the same in all circumstances. Or

b. Teacher is a different entity and his/her main job is to influence the youngsters for righteous life and action. So all his actions should be understood logically and should be justifiable.

THE TEACHER

14. The role of the teacher should be that

a. Teacher should be a traditional guru initiating students into the folds of society as perfect citizens. Or

b. Teacher should be modern harbinger of change ushering in a new era of progressive outlook

15. The factors for teacher effectiveness are

a. Knowledge of the subject matter

b. Concern with the students’ academic and non-academic aspects

c. Language facility

d. His personality and character

16. Students’ regard for their teacher, besides his scholarship and impartiality in dealing with students depends upon

a. His personality and the way he conducts himself in groups

b. Language facility with which he communicates his subjects

c. The affection and concern that he showers on students

d. His material affluence
17. An ideal teacher is
   a. One who has fertile imagination, and a burning zeal for reforming the system
   b. One who is master of his subject and observes discipline
   c. One whose class students pass with good grades and high percentages
   d. One who motivates children to learn and create an atmosphere, imbuing them with a spirit of enquiry

CURRICULUM TRANSACTION

18. Teaching can be made more interesting by
   a. Providing remedial teaching and special help to students in need
   b. Showing more concern for the learner’s difficulties
   c. Systematic presentation of content
   d. Making use of audio-visual aids

19. Computers
   a. Should be made compulsory for everyone in all educational institutions
   b. Should be introduced only for science students in all educational institutions
   c. Should not be made compulsory as these encourage short cuts in work.
   d. Should be linked to school education where relevant

20. Television as an instructional supplement
   a. Is a modern tool useful as an effective medium of instruction, making learning interesting
   b. As such has a negative influence on children and should not be encouraged
   c. Is an effective medium of instruction when supplemented with formal instruction
d. Has brought the world into our homes making children aware of all the latest events in the world

21. If a student whom you like comes to you for a favor, you will immediately accept the request
   a. Come what may
   b. If it benefits you in any way
   c. If it benefits the whole class
   d. If it is justified in accordance with the institutional conventions and justifiable norms of teacher-taught relationships

22. Children allowed to work without close direct supervision
   a. Will increase their originality and improve their habit of work
   b. Will bring chaos and confusion
   c. Will cater to the variety of interests in the children
   d. Will provide independent working habits if practiced on indirect supervision in schools regularly

23. Job-satisfaction
   a. Is a utilitarian concept related to hefty pry packets without any relevance of interest
   b. Covers the interest and aspiration of an individual irrespective of the economic stratification
   c. Is irrelevant in the growing unemployment of the educated youth
   d. Is a matter of personal adjustment and makes life worth living