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CHARACTERISTICS OF EFFECTIVE SCIENCE TEACHER

Dear Sir/Madam,

I am doing research in Education. One of the objectives of my study is to identify the most important characteristics of effective Science teacher.

A few characteristics which are supposed to be essential for an effective Science teacher are given below. As a first step, you please go through the list and add any such characteristics which you feel important for an effective Science teacher.

In the second step you read all the items carefully and select the most important '10' characteristics necessary for an effective Science teacher in your opinion by putting a '✓' mark against them in the first column of brackets. The third step is to rank them as 1, 2, 3, .... 10, according to their importance in making a teacher and most effective.

Please cooperate in this work and for which I will be grateful to you.

Yours,

K. MURAGAIAR,
Research Scholar
Department of Education
S.V.University,
1. Emotional stability and mental health.  
2. Personal appearance and pleasing manners  
3. Professional zeal and enthusiasm.  
4. Good character and integrity  
5. Sympathetic towards children  
6. Clarity in expression  
7. Knowledge in child psychology  
8. Ability to win the affection of pupils  
9. Indepth knowledge in the subject-matter  
10. Skill in teaching  
11. Fair and impartial towards students  
12. Sense of humour  
13. Proficiency in teaching science  
14. Initiative and creativity  
15. Competency in planning  
16. Flexibility and open-mindedness  
17. Developing questioning attitude and intellectual curiosity in children  
18. Interest in pupils problems  
19. Intelligence  
20. Sincerity and honesty  
21. Promptness and ability to organise the laboratory  
22. Democratic leadership qualities  
23. Interest in co-curricular activities  
24. Effective classroom management
<table>
<thead>
<tr>
<th></th>
<th>Good relations with his colleagues and head of the institution.</th>
<th>Check</th>
<th>Rank</th>
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<tbody>
<tr>
<td>25</td>
<td>Maintaining of good relationships with parents</td>
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<td>26</td>
<td>Community interest</td>
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<td>27</td>
<td>Locate and correct student errors</td>
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<td>28</td>
<td>Expert in conducting experiments and providing first-hand experiences to children.</td>
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<td>29</td>
<td>Developing positive attitudes towards science in students</td>
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<tr>
<td>30</td>
<td>Developing self-learning skills</td>
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<tr>
<td>31</td>
<td>Expertise in preparation of instructional materials</td>
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<td>32</td>
<td>Possessing cultural and aesthetic values</td>
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<td>33</td>
<td>Expert in Micro technique and scientific methods of teaching</td>
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<tr>
<td>34</td>
<td>General knowledge and common sense</td>
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<tr>
<td>35</td>
<td>Cooperativeness and sociability</td>
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</table>
sir / Madam,

I am carrying out a research work on different aspects of teaching profession. I request your help and cooperation for successful completion of the work.

Teaching effectiveness can be measured by different methods depending upon, viz. Student gains, student ratings, colleague ratings, ratings by head of the institution, observation etc. But it is believed that ratings by head of the institution are more reliable. Therefore, I request you to help me in providing accurate ratings on the teaching effectiveness of your science teachers.

There is a separate graphic rating scale for each one of the ten characteristics of an effective science teacher. You have to rate your science teachers according to each characteristic.

Please note the following points while you rate:

1. Your ratings should be based upon your opinion and judgment with regard to that characteristic under consideration but not on other personal feelings (subjective bias).

2. While you rate on a particular characteristic, don't think of other characteristics.

3. In general, all the individual characteristics (advisement, intelligence, behaviour pattern etc.) follow normal distribution. In other words, on any characteristic, majority of the people lie in the middle (around average)
a few fall and at the extreme ends. Therefore your ratings should follow this general principle.

4. Each science teacher is identified with a separate 11 (eleven) trait lines on which you have to put a 'X' mark to indicate his position on the trait under consideration.

Example:

1. Discipline - Skill in classroom

\[
\text{Management} \quad 0 \quad \ldots \quad X \quad \ldots \quad 10
\]

2. Ability to adjust with others

\[
\text{Intelligence} \quad 0 \quad \ldots \quad 10
\]

In the above example i.e., Discipline - skill in classroom Management, the 'X' Mark was put in '5'. It indicates that the teacher effectiveness was average on that particular trait. But in the second example i.e. Ability to adjust with others intelligence, the 'X' mark was put in 7.5. Therefore it also indicates that the teaching effectiveness on that particular trait was more than the first one. Hence I request you read all the items carefully and put a 'X' mark in their respective trait lines, which are useful to find out the teaching effectiveness of science teachers.

5. All the information given by you will be kept confidential and will be used only for research work. Hence I request you to give accurate ratings and cooperate with me.

I will be ever grateful to you,
<table>
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<tr>
<th>S.No.</th>
<th>Characteristics</th>
<th>Rating Scale</th>
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<tr>
<td>1.</td>
<td>Professional zeal and enthusiasm</td>
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<td>2.</td>
<td>Proficiency in Teaching Science</td>
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<td>3.</td>
<td>Developing questioning attitude and intellectual curiosity in children</td>
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<td>4.</td>
<td>Skill in teaching</td>
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<td>5.</td>
<td>Indepth knowledge in the subject matter</td>
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<td>6.</td>
<td>Clarity in expression</td>
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<td>7.</td>
<td>Expert in conducting experiments and providing first-hand experiences to children.</td>
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<td>8.</td>
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<td>9.</td>
<td>Knowledge in child psychology</td>
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<td>10.</td>
<td>Emotional stability and Mental health</td>
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<td>11.</td>
<td>Over all Rating on the efficiency of the science teacher</td>
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APPENDIX A2

Graphic Rating Scale to measure Teaching effectiveness.

1. Teaching efficiency

Graphic rating scale: A reliable and convenient method of evaluating teaching effectiveness. The scale consists of a series of statements or questions that teachers are asked to rate on a scale of one to five. The scale is used to assess the quality of teaching in various areas such as classroom management, content delivery, and student engagement.

Ratings:

1. Poor
2. Average
3. Good
4. Very Good
5. Excellent

Observations:

- Teaching strategies
- Classroom management
- Student engagement
- Content delivery

Science teachers may also consider:

- Laboratory management
- Student feedback
- Curriculum alignment

Rating:

1. The teacher maintains a positive and engaging classroom atmosphere. (subjective bias)
   - Personal feelings
2. The teacher is able to effectively manage the classroom environment.
   - Classroom management
3. The teacher demonstrates a strong understanding of the subject matter.
   - Content delivery
K. MURAGAIAH, Research Scholar
1. బాగా పాలేందుకు అయినప్పటి పాలన సాక్షిని చేసినట్టు.
2. బాగా పాలేందుకు అయినప్పటి పాలన సాక్షిని చేసినట్టు.
3. అంగుళంలో వలసంకరి వారితో పాలన సాక్షిని చేసినట్టు.
4. స్థితి లేదా సంభవించిన చేసినట్టు.
5. బాగా పాలేందుకు అయినప్పటి పాలన సాక్షిని చేసినట్టు.
6. ప్రతి పాలన సాక్షిని చేసినట్టు.
7. స్థితి లేదా సంభవించిన పాలన సాక్షిని చేసినట్టు.
8. స్థితి లేదా సంభవించిన పాలన సాక్షిని చేసినట్టు.
9. స్థితి లేదా సంభవించిన పాలన సాక్షిని చేసినట్టు.
10. స్థితి లేదా సంభవించిన పాలన సాక్షిని చేసినట్టు.
11. స్థితి లేదా సంభవించిన పాలన సాక్షిని చేసినట్టు.
Sir/Madam,

This is in connection with a research project on attitudes of secondary school teachers towards teaching profession. There are some statements related to various aspects of your profession. Please read each statement carefully in terms of its contribution to your attitudes on the teaching profession and put a '✓' mark in one of the five brackets against the item.

With any statements:
If you strongly agree put a '✓' mark in the first pair of brackets (S.A)
If you agree put a '✓' mark in the second pair of brackets (A)
If you are undecided put a '✓' mark in the third part of bracket (U.D).
If you disagree, put a '✓' mark in the fourth pair of bracket (D)
If you are strongly disagree put a '✓' mark in the fifth pair of bracket against the item (S.D).

Please answer all the items; there is no right or wrong answer, what you feel in your work is the right answer. This is purely for research purpose and all information will be kept confidential.

'Right answer is the key for good research'

I will be ever greatful for your help.

Yours

K. MURAGAIH
Research Scholar
1. Teaching is the mother of all professions

2. Teaching is the oldest and most honoured profession

3. Teaching is a genteel (polite) and cultured profession

4. Teaching is an attractive occupation

5. Teaching is not a healthy profession

6. Teaching profession ranks high socially

7. Teaching profession as a whole is untruthful and unreliable

8. The teaching profession is not my first choice

9. Teaching is a monotonous occupation

10. Teaching profession performs more good for mankind than any other

11. Teaching profession transmits the cultural heritage

12. Teaching profession has not provide good facilities of free higher education for the children of teachers

13. Teaching profession provides long-term security to its members

14. Retirement age is too low in teaching profession

15. Teaching profession has no recognition in the society

16. There are no facilities for teachers to improve their educational and professional qualifications

17. Teaching profession takes a relatively long period of preparation

18. Many entry into teaching profession is only a chance and with a firm commitment
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<tr>
<td>19. I dislike teaching profession as it requires extensive formal education</td>
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<td>20. Teaching assures comfortable life</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<td>21. Teaching has more influence on a Nation than any other profession</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<td>22. The moral standard of teaching profession is very low</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<tr>
<td>23. Teachers are the real architects of a Nation</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<tr>
<td>24. Teacher builds the higher and finer values of civilization</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<tr>
<td>25. Teacher is a culture bearer</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<tr>
<td>26. Teachers are too idealistic</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<td>27. Teachers take themselves too seriously</td>
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<td>28. Teachers do not consider the opinion of others</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<tr>
<td>29. Teachers have too much of a superiority complex</td>
<td>( ) ( ) ( ) ( ) ( )</td>
</tr>
<tr>
<td>30. The intellectual level of modern teachers is very low</td>
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<tr>
<td>31. Most teachers are working in the view of rendering service to mankind</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<tr>
<td>32. Teacher will serve as a model for the young</td>
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<tr>
<td>33. Teacher is the mediator of learning</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<tr>
<td>34. Teacher lays the foundations of tomorrow</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<tr>
<td>35. The intellectual standards of the country depend upon its teachers</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<tr>
<td>36. Teacher is an artist to sketch the personality of the students</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<tr>
<td>37. The development of any personality is largely depend upon the teachers</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<tr>
<td>38. Teacher is the symbol of future humanity</td>
<td>( ) ( ) ( ) ( ) ( )</td>
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<td>39. Teachers are too prone (inclined) to give their own ideas and not enough facts</td>
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<tr>
<td>40.</td>
<td>Failures in other lines of business usually become teachers</td>
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<tr>
<td>41.</td>
<td>Teachers are the nation builders but they are not able to build his own houses</td>
</tr>
<tr>
<td>42.</td>
<td>Most of the persons becomes as a teachers because their parents were teachers</td>
</tr>
<tr>
<td>43.</td>
<td>Teaching career is definitely the best profession</td>
</tr>
<tr>
<td>44.</td>
<td>There is no boosism in teaching profession as in the other profession</td>
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<tr>
<td>45.</td>
<td>In teaching profession there are sufficient number of holidays</td>
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<td>46.</td>
<td>There are number of awards and rewards in the teaching profession</td>
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<tr>
<td>47.</td>
<td>Frequent transfers causes dissatisfaction among teachers</td>
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<td>48.</td>
<td>The salaries of teachers are adequate</td>
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<td>49.</td>
<td>Good teachers make good pupils</td>
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<tr>
<td>50.</td>
<td>There is good relationship between me and my students</td>
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<tr>
<td>51.</td>
<td>A good teachers brings desirable changes in the behaviour of the student</td>
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<tr>
<td>52.</td>
<td>I mix freely with my students</td>
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<tr>
<td>53.</td>
<td>I never get angry with my pupils</td>
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<tr>
<td>54.</td>
<td>I never make fun of my pupils</td>
</tr>
<tr>
<td>55.</td>
<td>When I do good work I get appreciation from my pupils</td>
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<tr>
<td>56.</td>
<td>My students are obedient</td>
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<tr>
<td>57.</td>
<td>I like to know my children and their environment</td>
</tr>
<tr>
<td>58.</td>
<td>Pupils expect too much help from the teacher in getting their lessons</td>
</tr>
<tr>
<td>59.</td>
<td>Most pupils lack creativity and imagination</td>
</tr>
</tbody>
</table>
60. Increased freedom in the classroom creates confusion

61. A teacher is not expected to be sympathetic towards truants

62. Teacher is the right person in making his students to become self reliant and self-directive

63. Aggressive nature of the children make me annoyed

64. Children are usually too sociable in the classroom which I dislike

65. The teacher transmits the moral, ethical, intellectual heritage of the nation to his students

66. Assigning additional school work is often an effective means of punishment

67. No child should rebel against authority

68. Most pupils are considerate of their teachers

69. Pupils like to annoy the teachers

70. Most pupils are not interested in learning

71. Aggressive children require to be carefully handled

72. The student has the potential and the teacher is his custodian

73. Teaching profession is neglected by both the government and the public and therefore I like to quit this profession

74. Teaching profession offers very few opportunities for advancement

75. A lot of self satisfaction can be derived from teaching profession
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<tr>
<td>76.</td>
<td>I like this profession because we get proper guidance from the school inspecting officers</td>
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<td>77.</td>
<td>I am frustrated as I have to work far from my native place</td>
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<td>78.</td>
<td>I am dissatisfied with this profession because the local leaders interfere in the school management</td>
<td></td>
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<td>79.</td>
<td>Transfers are not based on specific rules so I like to quit this profession</td>
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<tr>
<td>80.</td>
<td>I like this profession because we have adequate casual leave and medical leave facilities</td>
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<td>81.</td>
<td>I am dissatisfied with this profession because supervisors who do not know the subjects try to inspect our classes</td>
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Please '1/' the following items:

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<tbody>
<tr>
<td>82.</td>
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</table>

Other profession/Teaching profession

*****
Yours

K. MURAGAIAH
Research Scholar
1. చెప్పిన ఉచితంగా సమాచార కలిగి ఇన్నాడు చేసి,
2. స్పష్టంగా కావచ్చు. సమాచార కలిగి ఇన్నాడు చేసి,
3. ప్రస్తుతం నాటికీ ప్రతి పంచాయతను కోసం చేపలుకలు,
4. ప్రస్తుతం నాటికీ ప్రతి పంచాయతను కోసం చేపలుకలు,
5. ప్రస్తుతం నాటికీ ప్రతి పంచాయతను కోసం చేపలుకలు,
6. ప్రస్తుతం నాటి ప్రతి పంచాయతను కోసం చేపలుకలు
7. సూచించిన పదాదిని ముందు ఎందుకంటే అనేది (Untruthful) చికిత్స మార్గాన్ని (unreliable)
8. మీద సమర్థం చేసే వస్త్రం చేయడం సమాచార ముందు మార్గం సమయం
9. ప్రస్తుతం నాటికీ ప్రతి పంచాయతను కోసం చేపలుకలు,
10. ప్రస్తుతం నాటికీ ప్రతి పంచాయతను కోసం మనుస్సర్‌లు (Mankind)తెలుగులో
11. ప్రస్తుతం నాటికీ ప్రతి పంచాయతను కోసం మనుస్సర్‌లు (Mankind)తెలుగులో
12. ప్రస్తుతం నాటికీ ప్రతి పంచాయతను కోసం మనుస్సర్‌లు (Mankind)తెలుగులో
13. ప్రస్తుతం నాటి ప్రతి పంచాయతను కోసం మనుస్సర్‌లు (Mankind)తెలుగులో

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<td>పరిశ్రమలు ప్రతిష్ఠలు</td>
<td>ఒక సారి ఎంతో మీదు తినాశాలు</td>
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40. హారియాన సాగర్ మండలానికి బిగింపిన వృత్తాత్మక సాధనాలు చేసే దినాంకాలు లేకుండా.

41. పంటారగణాంక శివారులు, శివారు పంటాక్సు కర్లు గుండా కావటం మొదటి సమయం తోందే.

42. ఎవరు మౌలిక అమలు తద్ధారణగా మార్గదర్శన కాయాలు కంప్యూటర్ టెస్టు సమాధానం చేయుండా.

43. చిట్టి మతి సమాధానం చేయాలి.

44. అరుదు ముందు మాత్రం కామాపండి మానవులు తెరిపాలి.

45. మానవులు మనవంద వినియంగా పాటుండేది.

46. శివ్రామ రావంత్ర వాసుల ప్రీతి అరిందా లభించిన పాతాల చిత్రాల తయారీ.

47. అధ్యాపకుల మాట మిగిలి పదార్థాలు చేసే ఆశ్చర్యం యొక్క పరిస్థితి తయారు చేయాలి.

48. పంపురికి ఉపయోగానికి తండ్రి ఇంటికి నివసించడానికి తయారు చేయాలి.

49. లాపాట్ పంపురికి ఉపయోగానికి తండ్రి ఇంటికి నివసించడానికి తయారు చేయాలి.

50. ఉపయోగానికి తండ్రి ఇంటికి నివసించడానికి తయారు చేయాలి.

51. లాపాట్ పంపురికి ఉపయోగానికి తండ్రి ఇంటికి నివసించడానికి తయారు చేయాలి.

52. మాట మనవంద వినియంగా పాటుండేది.
33. Να ολοκληρωθεί η εργασία έρευνας από τον θάνατο
( ) ( ) ( ) ( ) ( ) ( )
34. Να επιτεθεί αναλυτικά στις επιστημονικές διεργασίες
( ) ( ) ( ) ( ) ( ) ( )
35. Να επικεντρωθεί η εργασία στην κατάθεση
( ) ( ) ( ) ( ) ( ) ( )
36. Να καθοριστεί η επανάληψη της εργασίας
( ) ( ) ( ) ( ) ( ) ( )
37. Να εξετάσει οικολογικές ιδιαιτερότητες της έρευνας
( ) ( ) ( ) ( ) ( ) ( )
38. Να καθοριστεί η επανάληψη της εργασίας
( ) ( ) ( ) ( ) ( ) ( )
39. Να συγκεντρωθεί η εργασία στην κατάθεση
( ) ( ) ( ) ( ) ( ) ( )
40. Να εξετάσει οικολογικές ιδιαιτερότητες της έρευνας
( ) ( ) ( ) ( ) ( ) ( )
41. Να καθοριστεί η επανάληψη της εργασίας
( ) ( ) ( ) ( ) ( ) ( )
42. Να εξετάσει οικολογικές ιδιαιτερότητες της έρευνας (Self-
reliant) ( ) ( ) ( ) ( ) ( ) ( )
43. Να εξετάσει οικολογικές ιδιαιτερότητες της έρευνας (Self-
directed) ( ) ( ) ( ) ( ) ( ) ( )
44. Να εξετάσει οικολογικές ιδιαιτερότητες της έρευνας ( ) ( ) ( ) ( ) ( ) ( )
45. Να εξετάσει οικολογικές ιδιαιτερότητες της έρευνας ( ) ( ) ( ) ( ) ( ) ( )
46. Να εξετάσει οικολογικές ιδιαιτερότητες της έρευνας ( ) ( ) ( ) ( ) ( ) ( )
చిత్రం మూడు సంవత్సరాల ప్రాంగాన ఎండా ప్రత్యేకమైన అద్భుతం చెందింది.
హస్తం ముందు సత్యమైన దృశ్యం కథలు యొక్క పాఠశాలలో ప్రత్యేకం ఫిలిం.

పి.డ.స్టేట్ పాఠశాలలో ప్రత్యేకమైన దృశ్యాలను సిద్ధం చేసే ప్రతి ప్రతి పాఠశాలలో ప్రతి ప్రతి 
నారాయణ గంగారాయ రామారావు రామారావు రామారావు రామారావు రామారావు రామారావు రామారావు రామారావు 

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సిద్ధం / పాఠశాల ప్రతి.
THE RESULTS OF ITEM ANALYSIS OF ATTITUDE TOWARDS TEACHING PROFESSION

The pilot study was carried out by administering the pilot form of the Attitude towards teaching profession scale on 100 science teachers of both sexes selected at random sampling technique. The top and bottom 27% of the subjects were identified according their total scores as criterion groups. There are 81 items in pilot form. The item discrimination value, 't' value for the difference between the mean scores of the two criterion groups on each item were calculated. These results are presented in the following table.

Table showing discriminative values, 't' values of each of the items in the pilot form of ATP.

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Note * indicates the low discrimination value (0.30) and also 't' value (1.96) and those items were eliminated from the pilot form of the attitude scale. Items, 1, 7, 10, 14, 17, 18, 19, 26, 27, 29, 40, 41, 42, 45, 48, 53, 54, 59, 61, 63, 64, 67, 69, 70, 71, 72, 77 and 80. The discrimination value of more than 0.30 of an item and also the 't' value more than 1.96 were constituted in the final form. Therefore the final form of the attitude scale contains 52 items. The final form of the attitude scale is presented in Appendices B4 and B5.

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Sir/Madam,

This is in connection with a research project on attitudes of secondary school teachers towards teaching profession. There are some statements related to various aspects of your profession. Please read each statement carefully in terms of its contribution to your attitudes on the teaching profession and put a ' √ ' mark in one of the five brackets against the item.

With any statement :-

If you strongly agree put a ' √ ' mark in the first pair of brackets (S.A)

If you Agree put a ' √ ' mark in the second pair of brackets (A)

If you are undecided put a ' √ ' mark in the third part of bracket (U.D.).

If you are disagree, put a ' √ ' mark in the fourth pair of bracket (D).

If you are strongly disagree put a ' √ ' mark in the fifth pair of bracket against the item (S.D.)

Please answer all the items; there is no right or wrong answer, what you feel in your work is the right answer. This is purely for research purpose and all information will be kept confidential.

'Right answer is the key for good research'

I will be ever greatful for your help.

Yours

K. MURAGAIAH
Research Scholar
1. Teaching is the oldest and most honoured profession.

2. Teaching is a genteel (Polite) and cultured profession.

3. Teaching is an attractive occupation.

4. Teaching is not a healthy profession.

5. Teaching profession ranks high socially.

6. The teaching profession is not my first choice.

7. Teaching is a monotonous occupation.

8. The teaching profession transmits the cultural heritage.

9. Teaching profession has not provide good facilities of free higher education for the children of teachers.

10. Teaching profession provides long-term security to its members.

11. Teaching profession has no recognition in the society.

12. There has no facilities for teachers to improve their educational and professional qualifications.

13. Teaching assures comfortable life.

14. Teaching has more influence on a Nation than any other profession.

15. The moral standard of teaching profession is very low.

16. Teachers are real architects of a Nation.
17. Teacher builds higher and finer values of civilization.

18. Teacher is a culture bearer

19. Teachers do not consider the opinion of others.

20. The intellectual level of modern teachers is very low.

21. Most teachers are working in the view of rendering service to mankind.

22. Teacher will serve as a model for the young.

23. Teacher is the mediator of learning.

24. Teacher lays the foundations of tomorrow.

25. The intellectual standards of the country depend upon its teachers.

26. Teacher is an artist to sketch the personality of the students

27. The development of any personality is largely depend upon the teachers.

28. Teacher is the symbol of future humanity.

29. Teaching career is definitely the best profession.

30. There is no bossism in teaching profession as in the other profession.

31. In teaching profession there are sufficient number of holidays.
32. Frequent transfers causes dissatisfaction among teachers. ( ) ( ) ( ) ( ) ( ) ( )

33. Good teachers make good pupils ( ) ( ) ( ) ( ) ( ) ( )

34. There is good relationship between me and my students. ( ) ( ) ( ) ( ) ( ) ( )

35. A good teacher brings desirable changes in the behaviour of the student. ( ) ( ) ( ) ( ) ( ) ( )

36. I mix freely with my students ( ) ( ) ( ) ( ) ( ) ( )

37. When I do good work I get appreciation from my pupils. ( ) ( ) ( ) ( ) ( ) ( )

38. My students are obedient. ( ) ( ) ( ) ( ) ( ) ( )

39. I like to know my children and their environment. ( ) ( ) ( ) ( ) ( ) ( )

40. Pupils expect to much help from the teacher in getting their lessons. ( ) ( ) ( ) ( ) ( ) ( )

41. Increased freedom in the classroom creates confusion. ( ) ( ) ( ) ( ) ( ) ( )

42. Teacher is the right person in making his students to become self-reliant and self-directive. ( ) ( ) ( ) ( ) ( ) ( )

43. Teacher transmits the moral, ethical, intellectual heritage of the nation to his students ( ) ( ) ( ) ( ) ( ) ( )

44. Assigning additional school work is often an effective means of punishment. ( ) ( ) ( ) ( ) ( ) ( )

45. Most pupils are considerate of their teachers. ( ) ( ) ( ) ( ) ( ) ( )

46. Teaching profession is neglected by both the government and the public and therefore I like to quit this profession ( ) ( ) ( ) ( ) ( ) ( )
47. Teaching profession offers very few opportunities for advancement. ( ) ( ) ( ) ( ) ( ) ( )

48. A lot of self satisfaction can be derived from teaching profession. ( ) ( ) ( ) ( ) ( )

49. I like this profession because we get proper guidance from the school inspecting officers ( ) ( ) ( ) ( ) ( )

50. I am dissatisfied with this profession because the local leaders interfere in the school management. ( ) ( ) ( ) ( ) ( )

51. Transfers are not based on specific rules so I like to quit this profession. ( ) ( ) ( ) ( ) ( )

52. I am dissatisfied with this profession because supervisors who don't know the subjects try to inspect our classes. ( ) ( ) ( ) ( ) ( )
APPENDIX-B

K. MURAGAIH
Research Scholar

1. स्वयं भाषण करते कौन तिथि की उम्र
   ( ) ( ) ( ) ( ) X
2. नाम सहेज नाम (politics) काहीला ( ) ( ) ( ) ( ) ( )
3. अपूर्व अवस्था असल्यास तिथि:
   ( ) ( ) ( ) ( ) ( )
4. तिथि किती आरोपण करतो?
   ( ) ( ) ( ) ( ) ( )
5. नाम सहेज नाम (politics) काहीला
   पूर्वी केले?
   ( ) ( ) ( ) ( ) ( )

Yours

K. MURAGAIH
Research Scholar
27. Personality development (Personality development)  
28.  
29.  
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APPENDIX-C1

TEACHING APTITUDE TEST

Instructions:

1. Please read the following instructions carefully.
2. If anything is not clear please ask the researcher and get clarification.
3. Please write your name, educational qualifications, age, employment etc., clearly in the answer sheet.
4. While writing answers keep in view only the general conditions. No necessity for special attention.
5. No time limitation for answering the items. But do answer as early as possible.
6. Please answer all the items.

Method of Answering the Items

Here there are one hundred and fifty items. With these items we are try to know your aims (inclination) on teaching. Please read carefully every item and decide what you feel in your work is the right answer and give the same answer in the appropriate place.

With any statement

If you highly agree put a ‘√’ mark in the first pair of square (H.A)
If you agree put a √ mark in the second pair of square (A).

If you are undecided put a ' √ ' mark in the third part of square (I).

If you are disagree, put a ' √ ' mark in the fourth pair square (D).

If you are highly disagree put a ' √ ' mark in the fifth pair of square against the item (H.D.).

There is no right or wrong answer.

I will be ever greatful for your help.

K.MURAGAIAH, M.Sc.,M.Ed.,M.Phil,
Research Scholar
Department of Education
S.V.University, Tirupati.
PART-I

1. Frequently teachers get (finds) happiness in working with others and for others.

2. Generally teachers are very successful in getting cooperation from others.

3. Usually people need the cooperation of teachers in and out of the school premises.

4. Rules and regulations of the classroom should be in such a way that no one can violate them.

5. Many of the pupils (students) behave improperly only in order to create some inconvenience to the teachers.

6. Students have the right to express their dissent openly with their teachers.

7. The present world moves around the idea of cooperation.

8. Hard and fast bylaws and legislations are very much necessary for a stable and healthy institution.

9. It is always good to take the cooperation of the students union for the smooth school administration.

10. We are for the society and the society is for us.

11. Students should not expect entertainment in the school.

12. Even now, there is necessity in the educational institutions to implement severe disciplinary actions (punishments), as in the oldern days.

13. Most of the students try to make their teachers teaching easy.

14. The facilities and responsibilities of an educational institution mainly depend on the headmaster of the school only.

15. Because the teacher is the supreme in the classroom, students should follow what ever he says.
16. The teacher tries to behave as a knowledgeable and respectable person in the society.

17. When the parents fail to set the children right the teachers too cannot

18. With their self effort many students become successful in their work.

19. If the children are given double promotion all of sudden their acquired rememberance power will automatically decreased.

20. Generally popular teachers understand their children properly.

21. Most of the teachers are liberal towards their students.

22. If the students are left to come up on their self effort, they will developed on their own.

23. The progressive life of the child and the problems involved in it are to be observed very carefully.

24. The teacher should to keep in mind the home environment (case study) of their students, while teaching.

25. There is no need to plan (frame) the scholastic activities accordint to the likes and dislikes of the students.

26. Many children have creative ability.

27. The teacher should pay more attention to the mischievous and aggressive children.

28. The teacher should maintain equality with all the children and solve their problems collectively.

29. It is impossible for the teacher to know the problems of all the students in the classroom.

30. It is impossible for the teacher to keep in mind the individual differences of the students while teaching.
31. The teacher has tolerance if anything goes wrong in any matter.
32. The hard working student can shake the confidence of any one.
33. In any case the teacher looses confidence in front of the students it is not treated as a blunder.
34. If the teacher fails to convince a student in spite of his repeated trials he gets angry and dissatisfaction.
35. The slow learners (dullards) in the classroom will become a problem to the teacher.
36. However the problems are around him the teacher will face them bravely and will engage himself in the sacred duty of teaching.
37. Occasionally in discipline matters the highly creative students should create the problems.
38. There are norms more for defeat, than the success.
39. It is not imparadanable of the teacher lose his confidence because of his heavy responsibilities towards the students, society and nation.
40. Inspite of the repeated corrections, if the student does not rectify his faults, the teacher looses his patience.
41. Occasionally the teacher exposes his personal irritations in the school.
42. The teacher never lose his confidence and determination at the time of critical situations.
43. Children will be on their way to become good citizens and the teachers confidently guides them to move forward in that task.
44. Sometimes the teacher also becomes feable due to economic and social problems.
45. Generally the teacher exhibit his annoyance of the school on his students.
46. the teachers show inclination towards rational thoughts and methods and their application.

47. We should not expect that a teacher should go door to door and see the how abouts of the students, leaving aside all his evening entertainment programmes.

48. Just like the student the teacher also can make a mistake.

49. Most of the students having the desire for knowledge (inclination for knowledge).

50. The personal and the social aims are always inter connected.

51. Education makes a student to be in the society and reflect its merits and makes with a useful member to the society.

52. The teachers are responsible towards the students school, society and the government.

53. The teachers can create healthy atmosphere for the development of their students.

54. Generally teachers shows interest in infants (children) youth and elders.

55. Children are to be given more freedom in the classroom than usual.

56. The pattern of education will change according to the time and environmental changes.

57. The teacher acts not only as a teacher in the classroom, but also as a player in the playgroup, and as a social worker in the society.

58. Generally students behave like social beings in the classroom.

59. It is wrong to consider mere literacy as education.

60. The field of teaching is not only limited for books but also cover worldly interests.
PART-V

61. The teacher should possess impartial and fairness or in his behaviour.

62. Decisions should be taken only after proper observation of the students.

63. In teachers also there are some weaknesses.

64. We should let the students the rules and regulations imposed in their disputes.

65. Generally fraud (deception) is the most dangerous of all the immoral acts.

66. Justice and impartiality alone can promote the discipline in the class.

67. Truth justice, non-violence and love are the four balls which the foundation of the society is standing.

68. The teacher gives good marks to poor and backward children and try to prevent stagnation.

69. Modern society needs impartiality and truthfulness.

70. The children of the rich and prestigious parents sometimes get more marks than they deserve.

71. A teacher knowledge is a big ocean in which many revers may join without any thought.

72. Due to environmental effects the good banned children become bad.

73. The foundation casteless and creedless society is in the hands of teachers.

74. In the evaluation process students should get more marks according to their hard work.

75. The students ranks (division) should not be decreased due to the mistakes when he made in the past.
76. The thoughts and plans of teacher will make others to follow him.

77. The teacher keeps in view the totally and reality while discharging his duties.

78. It is not good to expect much work from the teacher than his remuneration.

79. The observation of the students will be mostly depend on the part of their teachers only.

80. Frequently the teacher becomes the victim for the failure of the student.

81. It is better to be shameless instead of being fearless.

82. Frequently the vulgar and improper writings of the students are consider serious graves (mistakes) by the teachers.

83. Simplicity and noble thoughts are the assets of a teacher.

84. Now character is the supremely excellent highest quality.

85. Generally the absence of hardwork alone is the reason for failure.

86. Generally the personality and the way of expression of the teacher should be in such a way that they are appreciated by all.

87. Respect is more important than wealth and health.

88. The teacher is also an ordinary man. There may be some draw backs in his characters also.

89. Frequently all teachers are fearless.

90. Now-a-days the teacher needs command over power and responsibilities.
91. The teachers having the efficiency in giving instructions and in maintaining discipline.

92. Most of the students will have good manners and obedience.

93. Generally the problems concerning the discipline are to be solved with joy instead of seriously.

94. If the teacher laughs along with the students regarding any point in the classroom, then it becomes very difficult to control the class.

95. The teacher should be harsh and strict in order to maintain discipline in the class.

96. Instead of eliminating it is easy to solve problems regarding the disciplines.

97. In disciplinary matters the teacher fault is very less.

98. Though discipline is not a problem, most of the teachers take this into an account.

99. The students can like to lead the teacher into troubles.

100. It is not good to paid sympathy upon the students who are run away (irregular) from the classroom.

101. Much efforts is necessary to keep the class in control.

102. Punishment is to be given to those who write bad and harmful words.

103. Children should obey the elders orders with out any cross questioning them.

104. Self discipline is much better than the forced discipline.

105. Now-a-days many teachers merely preach others to maintain discipline but they do not obey the rules of discipline.
106. Often students get fatigue (annoyed) in the classroom.

107. The teacher does not despair in both his remuneration (salary) and his respect are low.

108. The process of teaching is tiresome.

109. Teaching is a creative activity. In this the teacher always becomes one among the students and he prepares like a student.

110. The teacher is a gardener in the garden of teaching and he expects good results.

111. Often teachers get dissatisfaction in their job.

112. The teachers while keeping himself happy, makes others happy.

113. Teachers aspire development in future while keeping confidence in their ideals and hard work.

114. Teachers can adopt the new environment according to their needs and necessities.

115. Usually teachers are optimistic.

116. Teachers plan their activities and try to get good results.

117. Teachers can satisfy with the present and aim for the better future.

118. Teachers can create good atmosphere wherever necessary.

119. The concept "Position in power" is a general belief, of all teachers but is only imaginary concept.

120. Now-a-days the teacher behaves indifferent towards his life and duty, the society should not blame him.

PART-IX

121. The teacher should participate in the different literacy association activities in the school.
122. The teacher spends his time mostly in other activities rather than the teaching learning process.

123. The teacher should maintain (possess) his own petty library at home.

124. As the children are interested in the variety of sweets, so as the teachers in new books.

125. Reading newspaper is one of the daily activities of the teacher.

126. The teachers always remain as students.

127. Books alone are the treasure-houses for the teacher.

128. The teacher gets happiness to participate in the association of intellects.

129. The teachers never spend any amount from their salaries to purchase good books and magazines.

130. We can see the whole world with the luminous light of knowledge.

131. It is not good to say that the books are not good friends to the teachers.

132. We should not expect the teacher to spend his valuable time and money to participate in the meetings and conferences arranged at distances.

133. Usually teachers will have more knowledge comparatively than the other classmates in their school days.

134. The teacher does not have leisure time to study.

135. The teacher often doesn't know himself.

PART-X

136. The teacher has sufficient energy and enthusiasm.

137. The teacher is not only a knowledge giver (bestower) but also a motivating person.

138. Lack of motivation and determination are the only reasons for failure.
139. Teachers always appreciate the students who possess interest and emotion in their field.

140. Unlike other employees, teacher is not a mere employee. He is a leader and reformer too.

141. Most of the teachers lack clarity in expression and fail to influence their ideas.

142. We should not expect the teachers to do their activities in the society as they do in the school.

143. The teacher behaves scrupulously in his activities.

144. A student is just like a book. The teacher is to be read from the beginning to the end.

145. Students are a combination of enthusiasm, cleverness and energy.

146. Teacher become lazy and tiresome just like his profession.

147. In the garden of school, the teacher tries to decorate with flower like students.

148. Generally teachers are less enthusiastic and excited than their students.

149. The teacher often fail in inculcating curiosity in the students.

150. The teachers who lose enthusiasm are successful in their teaching activity.
Teaching Aptitude Test

1. தொழில் விளையாடல் என்று சொன்னால் அல்லது சொன்னால் என்று மேலும் நிற்க விளையாடல் என்று இரண்டு இரண்டு முதலாக.

2. தொழில் விளையாடல் என்று சொன்னால் என்று சொன்னால் என்று மேலும் நிற்க விளையாடல் என்று இரண்டு இரண்டு முதலாக.

3. தொழில் விளையாடல் என்று சொன்னால் என்று சொன்னால் என்று மேலும் நிற்க விளையாடல் என்று இரண்டு இரண்டு முதலாக.

4. தொழில் விளையாடல் என்று சொன்னால் என்று சொன்னால் என்று மேலும் நிற்க விளையாடல் என்று இரண்டு இரண்டு முதலாக.

5. தொழில் விளையாடல் என்று சொன்னால் என்று சொன்னால் என்று மேலும் நிற்க விளையாடல் என்று இரண்டு இரண்டு முதலாக.

6. தொழில் விளையாடல் என்று சொன்னால் என்று சொன்னால் மேலும் நிற்க விளையாடல் என்று இரண்டு இரண்டு முதலாக.

80. குழந்தைச் சொல்லும் - High - Agree - HA - வரும்போது

70. குழந்தைச் சொல்லும் - Indefinable - I - சொல்லும்

60. குழந்தைச் சொல்லும் - Disagreeable - D - சொல்லும்

50. குழந்தைச் சொல்லும் - Agreeable - A - சொல்லும்

40. குழந்தைச் சொல்லும் - Disagreeable - D - சொல்லும்

30. குழந்தைச் சொல்லும் - Agreeable - A - சொல்லும்

20. குழந்தைச் சொல்லும் - Indefinable - I - சொல்லும்

10. குழந்தைச் சொல்லும் - Disagreeable - D - சொல்லும்

0. குழந்தைச் சொல்லும் - Agreeable - A - சொல்லும்

மூலம் விளையாடல் என்று சொன்னால் என்று சொன்னால் மேலும் நிற்க விளையாடல் என்று இரண்டு இரண்டு முதலாக.

தியான் என்று, M.Sc., M.Ed., M.Phil., மொத்த முது விளையாடல் என்று, மொத்த முது விளையாடல் என்று சொல்ளும் என்று விளையாடல் என்று, A.R.
ஆங்கிலம்

1. அசையா காளி அவளைக் குளிர்கின்ற வாழ்க்கையில் காத்து வந்து வந்து வந்து வந்து வந்து
2. கல்லூரியாக காளி அவளை வாழ்க்கையில் காத்து வந்து வந்து வந்து வந்து
3. லோக்கூட்டில் சொன்னின நடக்கும் வாழ்க்கை காட்சியில் காத்து வந்து
4. சொன்னு என்று வந்து வந்து வந்து வந்து வந்து காத்து வந்து
5. பூமியில் காளி அவளை வாழ்க்கையில் காத்து வந்து
6. காளி அவளை வாழ்க்கையில் காத்து
7. மனவின் வாழ்க்கையில் காத்து
8. மனவின் வாழ்க்கையில் காத்து
9. மனவின் வாழ்க்கையில் காத்து
10. மனவின் வாழ்க்கையில் காத்து
11. மனவின் வாழ்க்கையில் காத்து
12. மனவின் வாழ்க்கையில் காத்து

நவார்த்தம்

13. கல்லூரியாக காளி அவளை வாழ்க்கையில் காத்து
14. கல்லூரியாக காளி அவளை வாழ்க்கையில் காத்து
15. கல்லூரியாக காளி அவளை வாழ்க்கையில் காத்து

நவார்த்தம் - 2

16. அசையா காளி அவளை வாழ்க்கையில் காத்து
17. அசையா காளி அவளை வாழ்க்கையில் காத்து
18. அசையா காளி அவளை வாழ்க்கையில் காத்து
19. அசையா காளி அவளை வாழ்க்கையில் காத்து
20. அசையா காளி அவளை வாழ்க்கையில் காத்து
21. அசையா காளி அவளை வாழ்க்கையில் காத்து
22. அசையா காளி அவளை வாழ்க்கையில் காத்து
23 மூன்றாம் இன்னமும் புகழ்பெண்ணுக்காக நம்பினோ நேர்ந்தே நம்நின்றுடைய நின்று அடியில் இருப்பேறு வேண்டும்

24. ஒன்றுவிழாவை செஞ்சித் திகையுடைய நின்று பார்க்கும் நேற்று வட்டிலே நேற்று வட்டிலே

25. இதுவாய் நேற்று வட்டிலே செஞ்சித் திகையுடைய நின்று பார்க்கும் நேற்று வட்டிலே

26. நேற்று வட்டிலே செஞ்சித் திகையுடைய நின்று பார்க்கும் நேற்று வட்டிலே

27. நேற்று வட்டிலே செஞ்சித் திகையுடைய நின்று பார்க்கும் நேற்று வட்டிலே

28. நேற்று வட்டிலே செஞ்சித் திகையுடைய நின்று பார்க்கும் நேற்று வட்டிலே

29. நேற்று வட்டிலே செஞ்சித் திகையுடைய நின்று பார்க்கும் நேற்று வட்டிலே

30. இதன் முடிவு எதும் அடியில் யுள்ளது கொண்டுள்ள வேண்டு

31. இது பெருமளவு அரிக்கு நிகழ்ந்துள்ளது கொண்டுள்ளது

32. இந்தவிஷயம் செய்ய நேர்ந்தே பார்க்கும் நேற்று வட்டிலே

33. இதுவாய் நேற்று வட்டிலே செஞ்சித் திகையுடைய நின்று பார்க்கும் நேற்று வட்டிலே

34. இதுவாய் நேற்று வட்டிலே செஞ்சித் 

35. இதுவாய் நேற்று 

36. இதுவாய் நேற்று 

37. இதுவாய் நேற்று 

38. இதுவாய் நேற்று 

39. இதுவாய் நேற்று 

40. இதுவாய் நேற்று
41 இலக்கியங்கள் என்று தவறு சொல்ளும் பண்டைய நூற்றாண்டுகள் வருமாறுவது

42 பெண்கள் என்று என்று பெண்கள் என்று என்று பெண்கள்

43 என்று என்று என்று என்று என்று என்று என்று என்று

44 என்று என்று என்று என்று என்று என்று என்று

45 என்று என்று என்று என்று என்று என்று

46 என்று என்று என்று என்று என்று என்று

47 என்று என்று என்று என்று என்று என்று

50 என்று என்று என்று என்று என்று என்று

51 என்று என்று என்று என்று என்று

53. என்று என்று என்று

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104 ஓர் மகவன் சான்றுசெய்து அருகிய முடையும் வடிவாக செய்யலேன் பள்ளியில்.

105 வெளிய வானால் திருமுறை வரும் நீதிப்பகுதியையும் வெளிய வானால் திருமுறை வரும் நீதிப்பகுதியையும் வாக்கும் விளம்புதல்.

106 மேற்குக்கு வெளியான வண்ணத்துறையின் வல்ல தம்பொழ் வழக்கம்

107 மேற்குக் கருத்தில் மகவன் போன்ற முடையும் வடிவாக்கும் வகை உள்ளது என்கின்றது.

108 மேற்குக் கருத்தில் மகவன் அருகிய முடையும் வடிவாக்கும் வகை உள்ளது.

109 மேற்குக்கு வெளியான வண்ணத்துறையின் வல்ல தம்பொழ் வழக்கம் என்பது வெளிய வானால் திருமுறை வரும் நீதிப்பகுதியை செய்துதல் மற்றும் வெளிய வானால் திருமுறை வரும் நீதிப்பகுதியை செய்துதல்

110 மேற்குக் கருத்தில் மகவன் வாக்கும் விளம்புதல் என்றும் வெளிய வானால் திருமுறை வரும் நீதிப்பகுதியை வாக்கும் விளம்புதல்

111 மேற்கு வடிவில் முடையும் வகைத்தல் வழக்கம்

112 மேற்கு வடிவில் முடையும் வகைத்தல் மற்றும் வண்ணத்துறையின் வல்ல தம்பொழ் வழக்கம்

113 மேற்குக்கு வெளியான வண்ணத்துறையின் வல்ல தம்பொழ் வழக்கம்

114 மேற்குக்கு வெளியான வண்ணத்துறையின் வல்ல தம்பொழ் வழக்கம்

115 மேற்கு வடிவில் முடையும் வகைத்தல் மற்றும் வண்ணத்துறையின் வல்ல தம்பொழ் வழக்கம்

116 மேற்குக்கு வெளியான வண்ணத்துறையின் வல்ல தம்பொழ் வழக்கம்

117 மேற்கு வடிவில் முடையும் வகைத்தல் (வரையுறை) என்றும் வெளிய வானால் திருமுறை வரும் நீதிப்பகுதியை வாக்கும் விளம்புதல்

118 மேற்கு வடிவில் முடையும் வகைத்தல் (வரையுறை) என்றும் வெளிய வானால் திருமுறை வரும் நீதிப்பகுதியை வாக்கும் விளம்புதல்

119 மேற்கு வடிவில் முடையும் வகைத்தல் (வரையுறை) என்றும் வெளிய வானால் திருமுறை வரும் நீதிப்பகுதியை வாக்கும் விளம்புதல்

120 மேற்கு வடிவில் முடையும் வகைத்தல் (வரையுறை) என்றும் வெளிய வானால் திருமுறை வரும் நீதிப்பகுதியை வாக்கும் விளம்புதல்
140. குச்சிக் குச்சி சொல்லன் சொல்லுங்களே என்று மையமான இறுதி 
நான்கு பக்திகள் நிற்கின்றுள்ளே, 

141. வெவ்வேறு தொன்மையான செய்திகள்தோன்றுவானே பாதுகாப்பு பாதுகாப்பு கொண்டு 
சென்றுவளர்த்துப் பார்த்துள்ளே பெற்றுள்ளே. 

142. இயற்கை உயிர்நிலை மறைக்கவும் போற்றுவோம் மறைக்கவும் போற்றுவோம் 
கோரை கோரை சிலை சிலை கோரை கோரை சிலை சிலை 

143. என்றும் யாரமானவை சமயங்களின் பொருளை செய்திகளைத் தொடர்ந்த இதுவே 

144. வெப்பம் வெப்பம் வெப்பம் வெப்பம் வெப்பம் வெப்பம் வெப்பம் 
கோரை கோரை சிலை சிலை சிலை சிலை சிலை 

145. என்றும் யாரமானவை சமயங்களின் பொருளை செய்திகளைத் தொடர்ந்த 
மருந்து 

146. என்றும் யாரமானவை சமயங்களின் பொருளை செய்திகளைத் தொடர்ந்த 
செய்திகளைத் தொடர்ந்த 

147. என்றும் யாரமானவை சமயங்களின் பொருளை செய்திகளைத் தொடர்ந்த 
செய்திகளைத் தொடர்ந்த 

148. என்றும் யாரமானவை சமயங்களின் பொருளை செய்திகளைத் தொடர்ந்த 
செய்திகளைத் தொடர்ந்த 

149. என்றும் யாரமானவை சமயங்களின் பொருளை செய்திகளைத் தொடர்ந்த 
செய்திகளைத் தொடர்ந்த 

150. என்றும் யாரமானவை சமயங்களின் பொருளை செய்திகளைத் தொடர்ந்த 

--- x ---
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 their 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 left-hand box if your answer choice is the "a" answer, in the middle box if your answer choice is the "b" answer, and 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.

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 it as soon as possible. 

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 of 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—perhaps once every four or five questions.

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.
1 I am more annoyed by a person who
a tells off color jokes and embarrasses people,
b is late for an appointment and inconveniences me
2 I greatly enjoy inviting guests and amusing them
a true, b uncertain, c false
3 I feel that
a some jobs just don't have to be done so carefully as others,
b in between,
c any job should be done thoroughly if you do it at all
4 I have always had to fight against being too shy
a yes, b in between, c no
5 It would be more interesting to be:
a a priest, b uncertain, c a colonel
6 If a neighbour cheats me in small things, I would rather humour him than show him up
a yes, b occasionally, c no
7 I like a friend who
a is efficient and practical in his interests,
b in between,
c seriously thinks out his attitudes toward life
8 It bothers me if I hear others expressing ideas that are contrary to those that I firmly believe
a true, b in between, c false
9 I am over-conscientious, worrying over my past acts or mistakes
a yes, b in between, c no
10 If I were good at both, I would rather:
a play chess,
b in between,
c go bowling
11 I like to join with people who show lively group enthusiasm
a yes, b in between, c no
12 I put my faith more in
a insurance,
b in between,
c good fortune
13 I can forget my worries and responsibilities whenever I need to
a yes, b sometimes, c no
14 It's hard for me to admit it when I am wrong.
a yes, b sometimes, c no.
15 In a factory it would be more interesting to be in charge of:
a machinery or keeping records,
b in between,
c talking to and hiring new people
16 Which word does not belong with the other two?
a cat, b near, c sun
17 Minor distractions seem
a to irritate me,
b in between,
c not to bother me at all
18 I am quite happy to be waited on, at appropriate times, by personal servants.
a often, b sometimes, c never.
19 I would rather live in a town:
a artistically laid out, but relatively poor,
b uncertain,
c that is rough, prosperous, and booming.
20 People should insist more than they now do that moral laws be followed
a yes, b sometimes, c no.
21 I have been told that, as a child, I was rather:
a quiet and kept to myself,
b in between,
c lively and always active.
43 I enjoy routine, constructive work, using a 
good piece of machinery or apparatus. 
a yes, b in between, c no.

44. I think most witnesses tell the truth even if it 
becomes embarrassing. 
a yes, b in between, c no.

45 When I meet a new person I would rather: 
a discuss his politics and social views, 
b in between, 
c have him tell me some good, new jokes.

46 I try to make my laughter at jokes quieter than 
most people's 
a yes, b in between, c no.

47. I never feel so wretched that I want to cry, 
a true,  b uncertain, c false.

48. In music I enjoy: 
a military band marches, 
b uncertain, 
c violin solos

49 I would rather spend two weeks in the summer: 
a bird-watching and walking in the country with a 
friend or two, 
b uncertain, 
c being a leader of a group in a camp

50 The effort taken in planning ahead: 
a is never wasted, 
b in between, 
c is not worth it.

51. Inconsiderate acts or remarks by my neighbors 
do not make me touchy and unhappy. 
a true,  b uncertain, c false

(End, column 8 on answer sheet.)

52 When I know I'm doing the right thing, I find my 
task easy. 
a always, b sometimes, c seldom

53. I would rather be: 
a in a business office, organizing and at 
people, 
b in between, 
c an architect, drawing plans in a quiet room.

54. "House" is to "room" as "tree" is to: 
a forest, b plant, c leaf.

55 Things go wrong for me: 
a rarely, b occasionally, c frequently.

56 In most things in life, I believe in: 
a taking a gamble, 
b in between, 
c playing it safe.

57. Some people may think I talk too much. 
a likely, b uncertain, c unlikely

58. I admire more: 
a a clever, but undependable man, 
b in between, 
c a man who is average, but strong to re- 
temptations.

59 I make decisions: 
a faster than many people, 
b uncertain, 
c slower than most people.

60. I am more impressed by: 
a acts of skill and grace, 
b in between, 
c acts of strength and power.

61. I am considered a cooperative person. 
a yes, b in between, c no.

62. I enjoy talking more with polished, sophisticated 
people than with outspoken, down-to-earth 
individuals 
a yes, b in between, c no.

63 I prefer to: 
a. keep my problems to myself, 
b in between, 
c. talk about them to my friends
64. If a person doesn't answer when I make a suggestion, I feel I've said something silly.
   a. true,  b. in between,  c. false

65. I learned more in my school days by:
   a. going to class
   b. in between
   c. reading books

66. I avoid getting involved in social responsibilities and organizations
   a. true,  b. sometimes,  c. false

67. When a problem gets hard and there is a lot to do, I try:
   a. a different problem
   b. in between
   c. a different attack on the same problem

68. I get strong emotional mood—anxiety, anger, laughter, etc—that seem to arise without much actual cause
   a. yes,  b. occasionally,  c. no

   (End, column 4 on answer sheet.)

1. My mind doesn't work so clearly at some times as it does at others.
   a. true,  b. in between,  c. false

2. I am happy to oblige people by making appointments at times they prefer, even if it is a bit inconvenient to me
   a. yes,  b. sometimes,  c. no

3. I think the proper number to continue the series 1, 2, 3, 6, 5, is:
   a. 10,  b. 5,  c. 7

4. I have occasionally had a brief touch of faintness, dizziness, or light-headedness for no apparent reason
   a. yes,  b. uncertain,  c. no

5. I would rather do without something than put a waiter or waitress to a lot of extra trouble
   a. yes,  b. occasionally,  c. no

6. I live for the "here and now" more than most people do.
   a. true,  b. uncertain,  c. false

75. At a party, I like:
   a. to get into worthwhile conversation,
   b. in between,
   c. to see people relax and completely let go.

76. I speak my mind no matter how many people are around
   a. yes,  b. sometimes,  c. no

77. If I could go back in time, I'd rather meet:
   a. Columbus,
   b. uncertain,
   c. Shakespeare

78. I have to stop myself from getting too involved in trying to straighten out other people's problems.
   a. yes,  b. sometimes,  c. no

79. In a store or market, I would prefer to
   a. design and do window displays,
   b. uncertain,
   c. be a cashier

80. If people think poorly of me, I can still go on calmly in my own mind.
   a. yes,  b. in between,  c. no

81. If an old friend seems cold and reserved to me, I usually:
   a. just think "He's in a bad mood,"
   b. uncertain,
   c. worry about what I may have done wrong

82. More trouble arises from people:
   a. changing and marrying with ways that are already satisfactory,
   b. uncertain,
   c. turning down new, promising methods.

83. I greatly enjoy talking to people about local problems.
   a. yes,  b. sometimes,  c. no

84. Pim, strict people don't seem to get along well with me.
   a. true,  b. sometimes,  c. false.
I guess I'm less irritable than most people.

a. true, b. uncertain, c. false

(End, column 8 on answer sheet)

I may be less considerate of other people than they are of me

a. true, b. sometimes, c. false

I would just as soon let someone else have all the worry of being in charge of an organization of which I am a member.

a. true, b. uncertain, c. false

If the two hands on a watch come together exactly every 65 minutes (according to an accurate watch), the watch is running:

a. slow, b. on time, c. fast

I am bored

a. often, b. occasionally, c. seldom

People say that I like to have things done my own way

a. true, b. occasionally, c. false

I find it wise to avoid too much excitement because it tends to wear me out.

a. yes, b. occasionally, c. no

At home, with a bit of spare time, I:

a. use it chatting and relaxing,

b. in between,

c. arrange to fill it with special jobs,

I am shy, and careful, about making friendships with new people.

a. yes, b. occasionally, c. no.

I think that what people say in poetry could be put just as exactly in plain prose

a. yes, b. sometimes, c. no

I suspect that people who act friendly to me can be disloyal behind my back.

a. yes, generally, b. occasionally, c. no, rarely

I think that even the most dramatic experiences during the year leave my personality much the same as it was.

a. yes, b. sometimes, c. no.

It would seem more interesting to be a:

a. naturalist and work with plants,

b. uncertain,

c. public accountant or insurance man.

I get unreasonable fears or distastes for some-things, for example, particular animals, plants, and so on

a. yes, b. sometimes, c. no.

I like to think out ways in which our world could be changed to improve it.

a. yes, b. in between, c. no.

I prefer games where:

a. you're on a team or have a partner,

b. uncertain,

c. each person is on his own.

At night I have rather fantastic or ridiculous dreams

a. yes, b. occasionally, c. no.

If left in a lonely house I tend, after a time, to feel a bit anxious or fearful.

a. yes, b. sometimes, c. no.

(End, column 8 on answer sheet.)

I may deceive people by being friendly when I really dislike them.

a. yes, b. sometimes, c. no.

Which word does not belong with the other two?

a. think, b. see, c. hear.

If Mary's mother is Fred's father's sister, what relation is Fred to Mary's father?

a. cousin, b. nephew, c. uncle.

(End of test)
விளக்க 1

கல்வி

1. முதல் வண்ணக் குறியீடுகள் வரையறுக்கப்பட்டது. முதல் வண்ணக் குறியீடு (பின்னு) மற்றும் முதல் வண்ணக் குறியீடு (பின்னு) வரையறுக்கப்பட்டது.
2. பி பிரிவாக்கத்திற்கு உரிய தொகுப்புகள் மீண்டும் வரையறுக்கப்பட்டது.
3. இரு பிரிவாக்கங்களும் வரையறுக்கப்பட்டது. இரு பிரிவாக்கங்களில் ஒன்று வளர்ந்து வரும் வழி மற்றொன்றில் எளிதாக விளக்கம் வரையறுக்கப்பட்டது.
4. வரையறுக்கப்பட்ட இரு பிரிவாக்கங்களும், புதுச்செய்திகள் மற்றும் குறிப்பிட்டப்பட்டது.

1. வரையறுக்கப்பட்ட குறியீடுகள் வரையறுக்கப்பட்டது. முதல் வண்ணக் குறியீடு (பின்னு) மற்றும் முதல் வண்ணக் குறியீடு (பின்னு)

2. பி பிரிவாக்கத்திற்கு உரிய தொகுப்புகள் மீண்டும் வரையறுக்கப்பட்டது.

3. இரு பிரிவாக்கங்களும் வரையறுக்கப்பட்டது. இரு பிரிவாக்கங்களில் ஒன்று வளர்ந்து வரும் வழி மற்றொன்றில் எளிதாக விளக்கம் வரையறுக்கப்பட்டது.

4. வரையறுக்கப்பட்ட இரு பிரிவாக்கங்களும், புதுச்செய்திகள் மற்றும் குறிப்பிட்டப்பட்டது.
21. இலக்கியக்கலை என்று இலக்கியே பதில் தெரியாமல் காண வேண்டும். சொல்ல வாய்ந்த சொல்லே ஒன்று ஒன்றாக இலக்கியங்கள் என்று குறிப்பிட்டாமல்
2] யாள் இ அறிவுகளும் இ வாய்ந்த ( ) ( ) ( )
28. இணைந்த கிளையப்பு தோற்றை
1] செப்பாரம்சு செப்பாரதத் தோற்றையே இ குறைந்து
2] செப்பாரம்சு செப்பாரதத் தோற்றையே குறைந்து ( ) ( ) ( )
26. செப்பாரம்சு குறைந்து செப்பாரம்சு செப்பாரதத் தோற்றையே குறைந்து நசர்தாமல்
2] நசர் இ செப்பாரம்சு இ வாய்ந்த ( ) ( ) ( )
30. பல்லா ௃போர் குறைந்து, வார்த்தை தோற்றையே வார்த்தைகள் என்று குறிப்பிட்டாமல்
2] தோற்றையே இ வார்த்தைகள் ( ) ( ) ( )
31. பல்லா குறைந்து பல்லா குறைந்து பல்லா குறைந்து பல்லா குறைந்து பல்லா குறைந்து
2] நசர் இ பல்லா ( ) ( ) ( )
32. பல்லா குறைந்து பல்லா குறைந்து பல்லா குறைந்து பல்லா குறைந்து
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33. (பல்லா குறைந்து பல்லா குறைந்து)
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40. இணைந்த கிளையப்பு தோற்றையே குறிப்பிட்டாமல்
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2] குறைந்து குறைந்து குறைந்து ( ) ( ) ( )
41. இணைந்த கிளையப்பு தோற்றையே குறிப்பிட்டாமல்
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43. (பல்லா குறைந்து பல்லா குறைந்து)
2] குறைந்து குறைந்து ( ) ( ) ( )
44. (பல்லா குறைந்து பல்லா குறைந்து)
2] குறைந்து ( ) ( ) ( )
### APPENDIX-E

**Personal Data**

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