

APPENDIX I

List of English Medium Primary Schools in Vadodara City

No.	List of the Schools
1.	Adarsh Primary School, New V.I.P. Road, Vadodara.
2.	Ambe School, Manjalpur, Vadodara.
3.	Ambe Vidyalaya, Sama Road, Vadodara.
4.	Ambe Vidyalaya, V.I.P. Road, Vadodara.
5.	Anmol Vidyalaya, Raopura, Vadodara.
6.	Ashoka Hall Public School, Vemali, Vadodara.
7.	Auxilium Convent High School, Makarpura Road, Vadodara.
8.	Baroda High School, Alkapuri, Vadodara.
9.	Baroda High School, Danteshwar, Vadodara.
10.	Basil School, Tandalja, Vadodara.
11.	Bright School, V.I.P. Road, Vadodara.
12.	Convent of Jesus & Mary Girls High School, Fatehgunj, Vadodara.
13.	Crystal School, Waghodia Road, Vadodara.
14.	Dadi Chenani English Medium School, Nr. RTO, Vadodara.
15.	Don Bosco School, Makarpura Road, Vadodara.
16.	Eklavya Vidya Mandir, Harni Road, Vadodara.
17.	Gayatri Vidyalaya, Gotri, Vadodara.
18.	Hari Shewa Ishwaribai Buxani English Academy , Vadodara.
19.	Hima Giri Vidyalaya, Alkapuri, Vadodara.
20.	Holy Angels School, Laxmipura, Vadodara.
21.	Jeevan Sadhana Vidyalaya, Karelibaug, Vadodara.
22.	Kelwani English Medium School, Nr. Akota Stadium, Vadodara.
23.	Little Flowers School, Siddhanath Road, Vadodara.
24.	Mar Gregorios Memorial School, Sama Road, Vadodara.
25.	Mekal Vidyalaya, High Tension Road, Subhanpura, Vadodara.
26.	Mira School, Nr. Kalali Gate, Vadodara.
27.	Modern Vidyalaya, Tandalja, Vadodara.

No.	List of the Schools
28.	Navjivan High School, Bagikhana Road, Vadodara.
29.	Navyug English Medium School, New Sama Raod, Vadodara.
30.	Roshan Memorial School, Navayard, Vadodara.
31.	Sabari Vidyalaya, Vasna Road, Vadodara.
32.	Sadhu Vaswani Vidya Mandir, Madan Zampa Road, Vadodara.
33.	Saint Ann's School, Gorwa, Vadodara.
34.	Saint John School, Tarsali, Vadodara.
35.	Sardar Vallabhai Patel Vidyalaya, Ajwa Road, Vadodara.
36.	Shaishav School, Gotri Sewasi Road, Vadodara.
37.	Shannen Kid's School, V.I.P. Road, Vadodara.
38.	Shree Ambe Vidyalaya, Waghodia Road, Vadodara.
39.	Shreyas Samarpan Vidyalaya, Manjalpur, Vadodara.
40.	Shreyas Vidyalaya, Nr. Pologround, Vadodara.
41.	Shri Harekrishna Vidyalaya, Danteshwar, Vadodara.
42.	Shri Motnath Vidyalaya, Waghodia Road, Vadodara.
43.	Shri Vidya Mandir Vidyalaya, Gotri, Vadodara.
44.	Sofiya English Medium School, Nr. Narmada Canal, Gorwa, Vadodara.
45.	St. Amaresh School, Chhani Jakat Naka, Vadodara.
46.	St. Kabir School, Vasna Road, Vadodara.
47.	Stella Mary School, Manjalpur, Vadodara.
48.	The Mother's School, Gotri Road, Vadodara.
49.	The Rising School, Makarpura, Vadodara.
50.	Urmi School, Sama-Savli Road, Vadodara.
51.	Vidya Mandir Vidyalaya, Harni-Varasia Road, Vadodara.
52.	Vidyakunj High School, Munjmahuda, Vadodara.
53.	Vidyani Vidyalaya, Sama Road, Vadodara.
54.	Vidyut Board Vidyalaya, Juna Padra Road, Vadodara.
55.	Vithal Vidyalaya, Wadi-Wadi, Vadodara.
56.	Yansi Primary School, Makarpura, Vadodara.
57.	Zenith Primary School, Pratapnagar, Vadodara.

APPENDIX II

List of English Medium Secondary/Higher Secondary Schools in Vadodara City

No.	List of the Schools
1.	Aditi Vidyalaya (E), Vadodara.
2.	Ambe School, Manjalpur, Vadodara.
3.	Ambe Vidyalaya, Sama, Vadodara.
4.	Ambe Vidyalaya, Waghodia Raod, Vadodara.
5.	Auxilium Convent High School, Makarpura Road, Vadodara.
6.	BAPS Swaminarayan Vidyamandir, Atladara, Vadodara.
7.	Baroda High School, Bagikhana, Vadodara.
8.	Baroda High School, Danteshwar, Vadodara.
9.	Baroda High School, J. No.-2, Vadodara.
10.	Baroda High School, ONGC, Vadodara.
11.	Baroda Lions School, Vadodara.
12.	Basil School, Tandalja, Vadodara.
13.	Bright Day School (E), Vadodara.
14.	Bright Day School, Vadodara.
15.	Bright School (E), Vadodara.
16.	Convent of Jesus & Mary Girls High School, Fategunj, Vadodara.
17.	Fertilizer Nagar School (E), Vadodara.
18.	Gujarat Public School, Vadodara.
19.	Gujarat Refinery School (E), Vadodara.
20.	Hari Seva High School, Varasia, Vadodara.
21.	IPCL High School (E), Vadodara.
22.	Jai Ambe Vidyalaya, Vadodara.
23.	Jalaram Vidyalaya, Vadodara.
24.	Jeevan Sadhana High School, Vadodara.
25.	Kelwani Trust Vidyalaya, Nr. Akota Stadium, Vadodara.
26.	M.G.M. High School, Sama, Vadodara.

No.	List of the Schools
27.	M.K. High School, Alkapuri, Vadodara.
28.	Maharani English Medium School, Nr. Sursagar, Vadodara.
29.	Mira Vidyalaya, Atladara, Vadodara.
30.	Navyug Vidyalaya, Sama, Vadodara.
31.	New Horizon High School, Khanderao Market, Vadodara.
32.	Parivar Vidyalaya, Vadodara.
33.	Rosary School, Pratapgunj, Vadodara.
34.	Roshan High School, Navayard, Vadodara.
35.	Sabari Vidyalaya, Vasna Road, Vadodara.
36.	Sadhu Vaswani High School, Vadodara.
37.	Saint Basil High School (E), Vadodara.
38.	Saint Mary, Tarsali, Vadodara.
39.	Saint Paul High School (E), Vadodara.
40.	Sanskar Vidya Vihar, Vadodara.
41.	Shaishav Vidyalaya, Sewasi Road, Vadodara.
42.	Shantiniketan Vidyalaya, Vadodara.
43.	Shreyas High School (English Medium), Pologround, Vadodara.
44.	Shreyas Vidyalaya (E), Vadodara.
45.	Silver Oak (E), Manjalpur, Vadodara.
46.	St. Kabir School, Vasna Road, Vadodara.
47.	Tejas Vidyalaya, Ellora Park, Vadodara.
48.	The Mother's School, Gotri Road, Vadodara.
49.	Uma Vidyalaya, Vadodara.
50.	Urmi School, Sama - Savli Road, Vadodara.
51.	Utkarsh Vidyalaya, Vadodara.
52.	Vidyamandir Vidyalaya, Gotri Vadodara.
53.	Vidyani Vidyalaya, Sama, Vadodara.
54.	Vidyut Board Vidyalaya (E), Juna Padra Road, Vadodara.
55.	Zenith High School, Pratapnagar, Vadodara.

APPENDIX III

List of English Medium Schools in Vadodara City Selected for the Try-out Study

No.	List of the Schools
1.	Ambe School, Manjalpur, Vadodara.
2.	Ambe Vidyalaya, Sama-Savli Road, Vadodara.
3.	BAPS Swaminarayan Vidyamandir, Padra Road, Atladara, Vadodara.
4.	Don Bosco High School, Makarpura, Vadodara.
5.	Gayatri Vidyalaya, Gotri, Vadodara.
6.	Jai Ambe Vidyalaya, Sama, Vadodara.
7.	Kelwani Trust English Medium School, Nr. Akota Stadium, Vadodara.
8.	Little Flowers School, Siddhanath Road, Vadodara.
9.	M. K. High School, Alkapuri, Vadodara.
10.	M.G.M. School, New Sama Road, Vadodara.
11.	Mekal Vidyalaya, High Tension Road, Vadodara.
12.	Mira High School, Nr. Kalali Gate, Vadodara.
13.	Modern Vidyalaya, Tandalja, Vadodara.
14.	Navjeevan / Oxford School, Baghikhana, Vadodara.
15.	Navyug English Medium School, New Sama Road, Vadodara.
16.	Rising School, Makarpura, Vadodara.
17.	Roshan Memorial School, Navayard, Vadodara.
18.	Saint Amrish School, Chhani Jakat Naka, Vadodara.
19.	Saint Johns School, Tarsali, Vadodara.
20.	Shree Hare Krishna Vidyalaya, Danteshwar, Vadodara.
21.	Shreyas Samarpan Vidyalaya, Manjalpur, Vadodara.
22.	Silver Oak School, Manjalpur, Vadodara.
23.	St. Mary's School, Tarsali, Vadodara.
24.	Uma Vidyalaya, Tarsali, Vadodara.
25.	Utkarsh Vidyalaya, Gotri Road, Vadodara.
26.	Vidyakunj High School, Munjmahuda, Vadodara.

No.	List of the Schools
27.	Vidyut Board Vidyalaya, Old Padra Road, Vadodara.
28.	Vittal Vidyalaya, Wadi-Wadi, Vadodara.
29.	Yansi School, Makarpura, Vadodara.
30.	Zenith High School, Pratapnagar, Vadodara.

APPENDIX IV

List of English Medium Schools of Vadodara City Selected for the Final Study

No.	List of the Schools
1.	Adarsh Primary School, New V.I.P. Road, Vadodara.
2.	Aditi Vidyalaya (E), Vadodara.
3.	Anmol Vidyalaya, Raopura, Vadodara.
4.	Ashoka Hall Public School, Vemali, Vadodara.
5.	Baroda High School, Alkapuri, Vadodara.
6.	Baroda High School, Baghikhana, Vadodara.
7.	Baroda High School, J. No.-2, Vadodara.
8.	Baroda High School, ONGC, Vadodara.
9.	Baroda Lions School, Vadodara.
10.	Basil School, Tandalja, Vadodara.
11.	Bright Day School (E), Vadodara.
12.	Bright School, V.I.P. Road, Vadodara.
13.	Convent of Jesus and Mary Girls High School, Fatehgunj, Vadodara.
14.	Dadi Chenani English Medium School, Nr. RTO, Vadodara.
15.	Eklavya Vidya Mandir, Harni Road, Vadodara.
16.	Fertilizer Nagar School (E), Vadodara.
17.	Gujarat Public School, Vadodara.
18.	Gujarat Refinery School (E), Vadodara.
19.	Holy Angels School, Laxmipura, Vadodara.
20.	IPCL High School (E), Vadodara.
21.	Jalaram Vidyalaya, Karelibaug, Vadodara.
22.	Jeevan Sadhana Vidyalaya, Karelibaug, Vadodara.
23.	Maharani English Medium School, Nr. Sursagar, Fire Brigade, H.Q., Vadodara.
24.	New Horizon High School, Khanderao Market, Vadodara.
25.	Parivar Vidyalaya, Vadodara.

No.	List of the Schools
26.	Rosary School, Pratapgunj, Vadodara.
27.	Sabari Vidyalaya, Vasna Road, Vadodara.
28.	Sadhu Vaswani High School, Vadodara.
29.	Sadhu Vaswani Vidya Mandir, Madan Zampa Road, Vadodara.
30.	Saint Ann's School, Gorwa, Vadodara.
31.	Saint Basil High School (E), Vadodara.
32.	Saint Kabir School, Vasna Road, Vadodara.
33.	Saint Paul High School (E), Vadodara.
34.	Sanskar Vidya Vihar, Vadodara.
35.	Sardar Vallabhai Patel Vidyalaya, Ajwa Road, Vadodara.
36.	Shaishav Vidyalaya, Sewasi Road, Vadodara.
37.	Shantiniketan Vidyalaya, Vadodara.
38.	Shree Vidya Mandir Vidyalaya, Gotri, Vadodara.
39.	Shreyas Vidyalaya, Nr. Pologround, Vadodara
40.	Shri Motnath Vidyalaya, Waghodia Road, Vadodara.
41.	Sofiya English Medium School, Nr. Narmada Canal, Gorwa, Vadodara.
42.	Stella Mary School, Manjalpur, Vadodara.
43.	Tejas School, Ellora Park, Vadodara.
44.	The Mother's School, Gotri Road, Vadodara.
45.	Vidya Mandir Vidyalaya, Harni-Warasia Road, Vadodara.

APPENDIX V

LIST OF EXPERTS

No.	Name	Address
1.	Dr. C. Nasseema	Professor, Dept. of Education-University of Calicut, Kerala.
2.	Dr. Jagdip Sonawane	Reader, Dept. of Education-Bhavnagar University, Bhavnagar.
3.	Dr. Kiran Pandya	Prof. and Head, Manav Sansudhan Bhavan, Veer Narmad South Gujarat University, Surat.
4.	Dr. Mahendra Chotalia	Reader in Education M. B. Patel College of Education Campus. V. V. Nagar, via Anand
5.	Dr. Smriti Swarup	5, Jeevan Akshay, Plot No. 188, Sector-6, Charkop, Kandivali (West), Mumbai.
6.	Dr. Vikas Modi	Shah Govardhanlal Kabra Teachers College (C.T.C.), Near Geeta Bhavan, Jodhpur.
7.	Prof. B. S. Patel	Head, Dept. of Education-Kachchh University, Bhuj.
8.	Prof. Bhadraya Vachchhairajani	Director, Academic Staff College-Saurashtra University, Kalawad Road, Rajkot.
9.	Prof. Bharat Joshi	Head, IASE - Gujarat Vidyapith, Ashram Road, Ahmedabad.
10.	Prof. Chandrakant Bhogayata	66, Vidyanagar, near Law college, Bhavnagar.
11.	Prof. M. K. Yagnik	Head, Dept. of Education, M. B. Patel College of Education Campus. V. V. Nagar, via - Anand.
12.	Prof. Shefali Pandya	Dept. of Education, University of Mumbai. Kalina Campus, Santa Cruz, Mumbai.

APPENDIX VI

A Copy of the Letter, which was sent to the Experts alongwith 358 Statements

Ms Geetha Dinker
107, Muktinagar
Near Basil School
Tandalza Road
Baroda: 390020.

Baroda
09.08.2010

Respected Sir/Madam,

I am a research student (ex- lecturer) in Faculty of Education and Psychology, Centre of Advanced Study in Education, The Maharaja Sayajirao University of Baroda, Vadodara.

I am pursuing my doctoral research under the guidance of Prof. (Dr.) R. G. Kothari, Faculty of Education and Psychology, Centre of Advanced Study in Education, The Maharaja Sayajirao University of Baroda, Vadodara.

The title of my study is- **A study of Attitude of the In-Service teachers towards the Traditionally Accepted Universal Human Values –Truth, Beauty, Goodness**

Objectives of the Study

1. To construct and standardize an instrument to measure attitude of the in-service teachers towards the traditionally accepted universal human values– Truth, Beauty, Goodness.
2. To study the nature of distribution of the scores of attitude of the in-service teachers towards the traditionally accepted universal human values– Truth, Beauty, Goodness.
3. To study the relationship in the mean score of attitude of the in-service teachers towards the traditionally accepted universal human values–Truth, Beauty, Goodness with respect to variables; gender, qualification, section and experience.

Explanation of the Terms

In-service Teachers

In-service teachers are the teachers who are employed in schools and who are teaching at Primary, Secondary and Higher Secondary levels.

Traditionally accepted Universal Human Values

Traditionally accepted universal human values are Truth, Beauty, Goodness.

They are the supreme values of life as in them engulfs all other values. They are basic intrinsic values i.e. they are end in themselves. To achieve this ends means are required, which are called instrumental values i.e. the instrumental values are the means through which the end Truth, Beauty, Goodness can be achieved. These instrumental values are named the components of Truth, Beauty, Goodness. Truth, Beauty, Goodness appear to be abstract quality to few and reality to some others but when it is related to the duties and obligations of the teacher in relation to the teaching profession it comes out truly meaningful and worth emulating. The values of Truth, Beauty, Goodness are selected with their components in order to provide cohesive but wide range of values which would function optimally to help the teachers' efficiency to inculcate values, teach values to children.

Passion for Truth activates, passion for Beauty sensitizes and passion for Goodness equips with nurturing approach in teachers' efficiency.

Value-Truth: which is union of thought, words and deeds bridges reality and desirability in work schedule; welcomes objectivity in all affairs of the quest.

Value-Beauty: sensitizes a man to himself, to others and to his environment.

Value-Goodness: finds its components in magnanimity - the greatness of mind and soul, which goes out of its way to help others.

The components of Truth, Beauty and Goodness with their qualities are as follows.

Components of Truth

Impartiality

- The quality or character of teacher being impartial or unbiased to the students/parents/ staff.
- The quality of treating of or representing facts or reality without reference to feelings or opinions, without prejudice to students/parents/ staff.
- The quality of rendering what is due or merited offering justice maximum to students.

Responsibility

- The state of being accountable for one's individual actions
- The state of being accountable for communities' actions towards oneself.
- The state of being accountable for one's actions, towards students and environment.

Integrity

- The quality of being consistently honest.
- The quality of being morally right and just.

Faith

- The quality of having trust in oneself.
- The quality of having trust in one's students.

Courage

- The capacity to meet difficulty with firmness.
- The ability to overcome fear.

Components of Beauty

Punctuality-(sensitivity towards time)

- The quality of being habitually exact to the appointed time.

Regularity-(sensitivity towards a pattern/form)

- The quality of conforming to fixed/proper procedures, principles.
- The quality of exhibiting orderly or systematic work.

Cleanliness-(sensitivity to impurities)

- The quality of being habitually free from dirt, impurities, corruption.
- The quality that prods an individual to pursue principles of inner purity of soul, for these principles purify him of all that taint his mind, body and soul.

Politeness-(sensitivity to controlled and pleasing behavior)

- The quality of exhibiting in manner/ speech a considerable regard for students/parents/ staff.
- The quality of behavior characterized by refinement, elegance and courtesy.
- The quality of behavior characterized by grace of style marked by appropriateness and simplicity.

Love-(sensitivity to strong affection and devotion)

- The strong tendency of affection towards one's students, country, environment, one's own profession.
- The quality by which one acquires devotion, friendship, humanism.
- The quality by which one can overcome jealousy, hatred, anger, animosity, bitterness, revenge.

Components of Goodness

Patience

- The quality of forbearing towards faults of others (students).
- The quality of enduring without complaints.
- The quality of being tolerant.
- Refraining from taking action voluntarily, acting patiently.

Kindness

- The quality of being friendly and helpful to students.
- The quality of not causing violence by one's thoughts, words, or deeds to human beings (students), nature or animals.
- Refraining from unjust infliction of punishment as for evil done.
- Refraining from repaying evil by evil.

Empathy

- The quality of character or one's efficiency to identifying oneself with others (students) and resulting capacity to feel or experience sensation, emotions, thoughts similar to those being experienced by others (students, teachers, parents).

Inoffensiveness

- The quality of being harmless or causing nothing displeasing, not aggressive, not injuring the feeling of others (students, teachers, parents).

Forgiveness

- One's quality to grant pardon for something (students' faults).
- Cease to blame or feel resentment against, offer reason/apology for an error.
- Plea/reason given to justice for an offence/ neglect /failure.

Tool

An attitude scale will be constructed and standardised by the investigator.

The steps to be followed by the investigator are as follows:

Step I Development of Statements

The components of Truth, Beauty, Goodness are identified with their behaviors seeking the opinion of eminent experts in the field of education. The behaviors of each component are specified. With the behaviors as reference, various statements are developed, while wording the suggestions of Thurstone and Chave* (1929) Likert* (1932), Wang* (1932), Bird* (1940), Edwards and Kilpatrick* (1948), as summarized by Edwards *(1969) are followed. It is kept in mind that the number of statements with positive polarity and those with negative polarity be kept equal.

STEP II Try-out of the Scale

The preliminary draft of the scale will be administered to a sample of 400 teachers who will be selected from the population. They will not be included in the final sample for which the scale has to be constructed. Each statement in the attitude scale will be followed by five responses Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Scoring weights 5, 4, 3, 2 and 1 respectively for positive statements and 1, 2, 3, 4 and 5 respectively for negative statements. An individual's score on a particular scale is the sum of his rating on all items.

STEP III Selection of Statements

On the basis of scores based on the responses to all statements 25% of the subjects with highest scores and 25% of the subjects with the lowest total scores were taken. To evaluate the responses of high group and the low group, on each statement t - values will be computed. Statements with $t \geq 2.60$ will be selected for the final draft of the attitude scale.

Statements prepared by the investigator are given below:

I seek help from you for the validation of the statements.

You may please give your suggestions in terms of additions/deletions of any Statements or modification, comments, acceptability of language. Also kindly examine the coherence of statements with its components. A self addressed envelope is also sent herewith for your responses.

Thanking you

Prof. R G Kothari
Guide

Geetha Dinker
Research student

Impartiality

- I believe that impartiality is basic to justice in the settlement of quarrels.
- I believe in giving fair treatment to the students accused of cheating.
- I believe in giving harsh treatment to the students accused of cheating.
- I believe that justice brings fair play to bear on its dealings with students.
- I always remain impartial in disputes between the students.
- I cannot always remain impartial in disputes between the students.
- I judge the outcome of the disputes in accordance with the facts.
- I see that my students are not being discriminated due to high or low achievement.
- I see that my students are not being discriminated due to their religion.
- I see that my students are not being differentiated whether they are from high or low income families.
- I do not allow myself to nurse prejudices against students because of their inequalities.
- I cannot help myself without having prejudices against students because of their inequalities.
- I believe in acceptance of the fact that indifferences among students are natural.

- I believe that in a class where the number of students is large unequal treatment is bound to happen.
- I believe in taking always fair criticisms in every stride.
- I recognize students' achievement fairly and appropriately.
- I believe that a teacher should use sound judgment at all times in the classroom.
- I evaluate objectively students' progress in examinations.
- I believe that I should give undue advantages to the students who are related to me.
- I judge the outcome of the disputes according to what I want to do.
- I cannot help myself without having prejudices against students because of their inequalities.
- I believe that in a class even if the number of students is large I can give equal treatment to all.
- I believe that it is impossible for a teacher to use sound judgment in the classroom where the maximum diversity occurs.
- I feel that to keep the prestige of the school a teacher should give undue advantages to the students whose parents hold high positions in the society.
- I cannot help without discriminating high achievement students from the low achievement students.
- I always have a soft corner to those students who belong to my religion.
- I believe that I do not like to involve in racial conflicts in the classroom.

Responsibility

- I try to see that my students confess to me the faults committed by them spontaneously.
- I try to see that my students confess to me the faults committed by them frankly.
- I believe that when a student commits a mistake the teacher should see that it is not repeated again.
- I encourage students to be responsible for their own performance.
- I encourage students to be responsible for their own developments.
- I take personal responsibility for making school events successful.
- I observe professional ethics all the times.
- I support the colleagues in all areas of schoolwork.
- I support the school management in all areas of schoolwork.
- I believe that a teacher should make his/her students gradually more and more self-reliant.
- I believe that when things go wrong, I should cleverly pass it on to others.
- In case of any wrong things done, I do not take responsibility on myself.

- I believe that though not directly involved I should pretend to be responsible for any appreciated events in the school.
- I believe that when an event occurs in the classroom successfully I should take responsibility efficiently to my credit.
- I do not hold myself responsible if there is consistent deterioration in my class results.
- I do not try to improve my performance for any deterioration in class results.
- I believe that teachers need not bother to see what faults are committed by students.
- I do not bother whether my students confess to me those faults committed by them spontaneously.
- I do not bother whether my students confess to me the faults committed by them frankly.
- I like to support only those colleagues who are my friends in all areas of school work.
- It is impossible for a teacher to remember which child committed what mistake.
- I do not observe professional ethics all the times.
- I believe that a student's failure cannot be considered as the fault of the teacher.
- I believe in considering a student's failure as the irresponsibility of the teacher.

Integrity

- I encourage my students to avoid any trace of dishonesty in their actions.
- I encourage my students to avoid any trace of falsehood in their actions.
- I believe that teachers should set and maintain high professional standards.
- I believe that teachers should avoid any trace of dishonesty in their actions.
- I believe that teachers should display ethical and professional behavior in all situations.
- I strictly follow established policies and procedures of school management honestly.
- I demonstrate openness and honesty while dealing with day to day tasks.
- I demonstrate openness and honesty while dealing with day to day issues.
- I do not compromise my own standards, despite pressures from parents, school management.
- I do not use confidential information for my personal gain.
- I do not use my position for my personal gain.
- I ensure consistency between words and deeds in my actions.
- I apply consistent standards that are fair and objective to all situations.
- I am consistent in evaluation of answer papers to keep honesty even in pressure.
- I am not able to maintain neutrality to the resourceful people who do favors to me.
- I do not believe in maintaining high level of integrity at all times.
- I yield to wrong practices if any adverse conditions arise.

- I believe that on many occasions I cannot maintain consistency between my words and deeds.
- I believe in using confidential information for my personal gain.
- I believe in using my position as a teacher for my personal gain.
- I believe it is impossible for a teacher to display ethical and professional behavior in all situations.
- I believe that over a period of time my integrity level has come down due to my poor economic conditions.
- I believe that I am not able to exclude myself from downfall when there is erosion of values in the society.

Faith

- I believe that faith is the basis for the teacher-student relationship.
- I provide timely feedback to the school management on performance of objectives.
- I provide timely feedback to the school management on achievement of objectives.
- I create a trustworthy environment where school management is confident to discuss issues and problems to me.
- I create a trustworthy environment where the teachers are confident to raise and discuss innovative ideas to me.
- I believe that a teacher should be able to convince the students that they can speak to him/her in confidence without fears.
- I believe that the teacher should share his finest hopes and aspirations with his students.
- A teacher should give faith to the students in their own innate powers of attaining the highest level of perfection.
- When a staff member asks my opinion, I tell him the truth.
- When a staff member asks my opinion, I avoid committing myself.
- I believe that a teacher should keep non-committal attitude with one's colleagues.
- I believe that a teacher should keep non-judgmental attitude with one's colleagues.
- I am slow in reposing faith in others.
- I am more tilted in evaluating my colleagues by their words.
- Because of my belief of faith in myself I can refuse to adopt someone else's negative vision of me.
- I believe in developing trust in students among themselves to standby at the times of need.
- I feel that the teacher should bear in mind that students cannot be just trusted.

- I believe that it is necessary sometimes to break promises to the students.
- I believe that a teacher should make the students aware of his expectations of them.
- I believe that the teachers should make the students gradually more and more self-reliant.
- I believe that the teacher should love learning and should inspire the students with his love of learning.

Courage

- I develop inner strength to keep smiling face when an angry and hostile parent showers with bad language.
- I believe that a teacher remains constructive and helpful in criticisms from parents.
- I believe that I remain constructive and helpful in criticisms from colleagues.
- I believe that a teacher should keep emotional stability during crisis situations.
- I believe that I can deal with conflicts working with management to achieve a positive outcome.
- I believe that I can deal with issues working with management to achieve a positive outcome.
- I believe that I can set and meet challenging goals in my teachings.
- I believe that I can persevere in the face of adversity with ‘I can do well attitude.’
- I believe that I can persevere in the face of resistance with ‘I can do well attitude.’
- I identify strategies to overcome barriers.
- I believe that I can successfully adapt to changing demands from the management.
- I look at problems from different perspectives and try to solve them.
- I support decisions of management with sound reasoned arguments.
- I believe in providing challenging environment in the classroom.
- I believe in developing courage in students to stand united in the times of calamity.
- I believe in infusing confidence in the depressed students to overcome their depression by enabling them to surmount their obstacles.
- I believe in settling out any of my opinions with the colleagues in a friendly and tolerant manner.
- I believe that I can think of strategies to escape myself from obstacles.
- I believe that I cannot adapt to the changing demands from the management.
- I believe that I can look at the problem from my angle and try to escape from it.
- I believe that the teacher should try to direct the energy of his/her students towards constructive channels of work.
- I believe that the teacher should be a great catalytic agent for social change.

- I believe that the teacher should have great courage to follow his convictions.

Punctuality

- I plan my time so that I will not be late to my professional commitments.
- I do not waste my time regretting my failure.
- I do not waste my time feeling guilty about what has gone wrong.
- I avoid trivial time filling material in my teaching to pass on time.
- I adopt an appropriate pace in my teaching.
- I can finish my course on time.
- I provide effective time on task given to students.
- I manage time and resources required to achieve outcomes successfully.
- I respond promptly and on time to the calls from the parents.
- I respond promptly and on time to the enquiries from the parents.
- I do not mind whether I will be late to my professional commitments.
- I use trivial time filling material in my teaching to pass on time.
- I cut the course short to finish it on time.
- I do not believe that we should respond to the calls from the parents.
- I do not believe that we should respond to the enquires from the parents.
- I utilize the time in waiting for doing some creative work which I always keep with me.
- I use trivial time filling material to pass time till the bell rings.
- I do not bother whether I finish my course or not.
- I hate when someone keeps me in waiting.
- When failure occurs to me I feel so depressed that I cannot do any work.
- I believe in imbibing the importance of punctuality in students so that it becomes almost a habit for the students.
- I believe in giving a token punishment to the students for unpunctuality to avoid serious setbacks later on.
- I believe that the teacher who is punctual to work wins the respect from the students.

Regularity

- I make lists of activities to be done before I proceed for my work.
- I prefer things to be done in my way.
- I like everything I do to be perfect.
- I follow an exact routine for everyday tasks.

- I strictly prepare weekly and daily lesson plans regularly.
- I do my work in priority and order.
- I concentrate on one work at a time.
- I adopt plan to meet each situation in classroom at school.
- In large classrooms, it is difficult to work keeping priority and plan.
- I discuss development of students regularly with their parents so that development needs are identified.
- I keep appropriate records of my work.
- I organize blackboard work clearly and systematically.
- I follow systematic procedure while presenting the lesson.
- I get confused when I get so many works to be completed.
- I feel I can do more than one work at a time.
- I believe that without preparing weekly or daily lesson plans I can teach well.
- I do not believe in keeping appropriate records of my work.
- I believe in changing the seating arrangements of the students regularly so that they feel fresh and put more concentration in their work.
- I do not believe that changing the seating arrangements of the students do anything good.
- I believe that irregularity in teacher affects not only a teacher's life but the students too.
- I believe that irregularity points to a life that is erratic and disordered.
- I believe that teacher should try to develop regularity in the students as it disciplines them making them follow an established life style.
- I believe that regularity brings into play the qualities, of steadiness and consistency, which regulate a human life.

Cleanliness

- I see that my students always wear neat uniform.
- I see that my students always keep their classroom neat and tidy.
- I believe that those students who have self-respect will wear neat uniform.
- Before I leave my classroom, I see that my blackboard is kept clean for the next teacher.
- I see that my students use clean and courteous language.
- I see that my students keep their books and bag neat and clean.
- I make myself skillful in drawings neat and clean diagrams on the blackboard.
- It bothers me when I see the surrounding of my classroom untidy.
- I do not bother when the surrounding of the classroom remains untidy.
- I believe in practicing purity in my thoughts, words and deeds.

- I do not believe in practicing purity in thoughts, words and deeds.
- I believe it is beyond a teacher's control to stop the foul slang language used by some students.
- I believe that education of students includes protecting them from the pollution of mind and heart.
- I believe that teachers should abstain from participation in immoral jokes and rude conversation.
- I believe that teachers should stay away from corruption.
- I do not believe that teachers should stay away from corruption.
- I believe that there is no harm if teachers participate in immoral jokes and rude conversation.
- I believe that teachers do not have enough time to see whether all students keep their bags neat and clean.
- I believe that it is the duty of the parents to see that their children wear neat uniform.
- I believe that it is every teachers duty to teach the students to respect the national property by correct use of public places.
- I believe that the teachers should recognize the importance of displaying students' work in creating an attractive environment for learning.

Politeness

- I try my best to keep a pleasant modulated voice in my speech.
- I deal with staff members respectfully.
- I remain calm and continue my work even in pressure and stress.
- I avoid exhibiting my own point of view.
- I always respect others' point of view.
- I avoid distracting personal manners especially in my classroom.
- I encourage interests shown by parents towards their children.
- I avoid others' point of view.
- I like to exhibit only my point of view.
- I deal respectfully with only those staff members who are seniors to me.
- I do not like to deal with junior staff members respectfully.
- I believe that the teacher should acknowledge politely the services rendered by the benefactors of the school.
- I refrain from being envious of the characteristics, qualities, talents and potentials of my colleagues.

- I cannot maintain my equilibrium in times of stress and tension.
- I accept politely the correction made to me by the school management.
- I cannot accept politely every time the corrections made to me by the school management.
- I exhibit a peaceful posture in case of any unpleasant going and there is misunderstanding in school management.
- I exhibit a peaceful posture in case of any unpleasant going and there is misunderstanding in parents.
- I exhibit a peaceful posture when there is opposition, criticism and hardship.
- I lose my balance and stability when there is opposition, criticism and hardship.
- I cannot exhibit a peaceful posture in case of unpleasantness and there is misunderstanding with parents.
- I cannot exhibit a peaceful posture in case of unpleasantness and there is misunderstanding with school management.

Love

- I see myself as a gift worth giving to the students.
- I see my students as gifts to be gratefully received.
- I conduct in such a way to protect the dignity of myself both inside and outside the school.
- I conduct in such a way to protect the dignity of my profession both inside and outside the school.
- I correct my students with love.
- I believe that loving teachers make the students free from fear and worries.
- I believe that teachers' love motivates the students to do good.
- I believe that teachers' love motivates the students towards success.
- I believe that a loving teacher can change the students' behavior effectively.
- I believe that more and more loving the teacher is, more and more unruly the students become.
- I believe that teacher's love spoils the students' behavior.
- I believe that when the students make mistakes in their answers teacher should make them understand with love.
- I believe that teacher should speak to one another with love.
- I believe that the teacher should correct the students with punishment.
- I believe that teacher should show recognition to the parents who voluntarily render services to the school.

- I believe that a loving and affectionate teacher would not be getting enough respect from parents of the students.
- I believe that the more rude and strict the teacher is the more respect the students give to the teacher.
- I believe that a teacher should develop in students the love of nature by making them respect the trees, plants, flowers and fruits.
- I believe that a teacher should train the students to be sensitive to nature by withholding the temptation to destroy it.
- I believe that a teacher should develop the aesthetic sense in the students by encouraging them to decorate the classroom daily by flower arrangement.
- I believe that a teacher should develop in students the love to appreciate nature by making them aware of the gifts given to man by nature to use carefully and wisely.
- I believe that a teacher should develop in students the appreciation of nature by loving all its beautiful birds and animals making them collect their pictures to decorate their classroom.
- I believe that the teacher should respect himself/herself and every moment be worthy of respect.
- I believe that the teacher should zealously guard the reputation of his/her profession.
- I find it difficult to remember the names of all students in the class.

Patience

- I feel bad when someone takes advantage of me.
- I do not allow anyone to take advantage of me.
- I get upset by the changes in the behavior of students.
- I believe that when students' behavior changes, I pause, think and act.
- I get irritated if I do not finish my task.
- I get upset by the changes in the behavior of parents.
- I do not get upset by the changes in the behavior of parents.
- I get tense when my day's schedule gets upset.
- I keep calm and find a solution calmly when my day's schedule gets upset.
- I keep far away from any adverse criticisms of parents.
- If any parent approaches me with any adverse criticisms, I entertain them with proper arguments.
- I get irritated when students ask numerous questions.
- I encourage students to ask questions.

- I peacefully answer to the questions from the students.
- I do not get angry with mischievous students.
- I shout at those students who do mischief in the classroom.
- I do have a tremendous patience to lead a weak student to average level in studies.
- I do have tremendous patience to lead an average student to top level in studies.
- I do not allow my students to ask for repetition of any of my explanations.
- I believe that my students are free to ask me to repeat any explanation if they want to clear doubt.
- I do not get angry when students do not respond quickly or correctly.
- I get irritated when students do not respond quickly or correctly.
- I believe that the problems of impatient students can be solved by a patient teacher.
- I do not have any patience to make a weak student in studies work hard and pass the examination.
- I believe that impatience leads to hasty reaction for which one will have to repent later on.
- I believe that impatience leads to ill-founded judgments that cloud the individual's mind.
- The progress of a slow student is helped by a teacher through patient understanding of his/her problem.
- I pursue my commitments irrespective of obstacles and setbacks.
- I stop pursuing my commitments in case of obstacles and setbacks coming in my way.
- I believe that a teacher should take care to receive respectfully the parents who call at school.
- I get perturbed on account of the disobedience of the students.
- I get excited on account of the disobedience of the students.
- I get irritated to take the vacant periods of other teachers.
- I get perturbed over if I do not get desired class for my teaching.

Kindness

- I keep a friendly attitude to my students.
- I do not believe in keeping a friendly attitude to my students.
- I give all possible help to each student to utilize his/her capabilities fully for maximum development.
- I see to it that the students are never given punishments that are humiliating to them.
- I believe that those students who are habitually late comers deserve to be punished.
- I believe that if some students are habitually late comers I should consult their parents to find out what the problem behind is.

- I believe that stubborn students can be treated only by severe punishments.
- I believe that stubborn students can be treated only by the kind behavior of a teacher.
- I believe that evil should be handled with evil.
- I believe that physical punishments are always humiliating which will harm the students psychologically.
- I believe that evil should be handled with good.
- I believe that undesirable impulses and habits of students should not be treated harshly.
- I believe that undesirable impulses and habits of students should be treated harshly.
- I believe that any misbehavior of students should be corrected with appropriate punishments.
- If any child in my class is below poverty line, I will try to help the child in making arrangements to get learning material so that the child does not feel inferiority complex.
- I believe that a teacher should transform his/her students' destructive tendencies into constructive ones.
- I believe that a teacher should see that students do not throw stones and hurt animals and birds.
- I believe that throwing stones at animals and birds are pranks of children.
- I believe that a teacher should train the students to practice 'Ahimsa' by preventing cruelty to animals.
- I believe that a teacher should train the students to love the environment by protecting it without polluting it.
- I give all possible help to only those who are efficient to utilize their capabilities fully for maximum development.
- I feel that the student who does not try to improve should be made to feel ashamed of himself/herself in front of the class.

Empathy

- I believe that teachers should be enthusiastic while replying to questions by the students.
- I believe that students are wasting our time by asking questions.
- I identify the weak students in studies and encourage them by giving remedial classes in the school.
- I identify the weak students in studies and encourage them to be coached by private tuition classes.
- I believe it is important for a teacher to explore and know the mindset of the students at different levels.
- I think about the issues from the students' perspective, understanding their needs.

- I think about the issues from the students' perspective understanding their area of work.
- I consistently look for better ways to meet students' expectations.
- I can anticipate issues that students may face in the future.
- I believe that a teacher's power to appreciate the feelings of students help the teacher to understand the students.
- I believe that a teacher's power to appreciate the thoughts and actions of students will help the teacher to do teaching efficiently.
- I maintain the students' harmonious sympathetic relationship.
- I believe that teacher should know his/her students as much as possible.
- I believe that a teacher's power to appreciate the students' progress helps the teacher to motivate the students.
- I believe that a teacher's power to appreciate parents' cooperation helps the teacher to lead the students to better progress.
- I believe that there is no need to reply to all questions asked by a student.
- I believe that there is no need for a teacher to know and explore the mindset of students at all levels.
- I believe that the teacher should think about the issues only from the teacher's point of view.
- I believe that however hard the teacher works; it is difficult to meet students' satisfactions and expectations.
- I believe it is foolishness on the part of a teacher to anticipate issues that the students may face in the future.
- I believe that we will never meet ends if we go on looking for better ways to meet parents' expectations.
- I believe that teachers should look for ways to meet their own expectations.
- I consistently look forward to meet the parents' expectations.

Inoffensiveness

- I listen to students with understanding, support and acceptance.
- I listen to parents with understanding, support and acceptance.
- I believe in not scolding the students.
- I believe that scolding the students make them humble.
- I never complain my students' misbehavior but try to correct them.
- I complain my students' misbehavior to their parents and the management.
- I avoid speaking degradingly of students with their parents, friends and relatives.

- I believe in speaking degradingly of students with their parents, friends and relatives for their misbehavior.
- I believe that teachers should not show off their rivalry among themselves before the students.
- I believe that students should know the rivalry among the teachers very well.
- I believe that teachers should take care not to scandalize other teachers.
- I believe that teachers should take care not to scandalize other schools.
- I believe that teachers belonging to one school should avoid speaking degradingly of other schools.
- I believe that there is no harm in scandalizing other teachers who are not working hard for their students.
- I believe in exchanging ideas regarding students' progress in a friendly way with their parents.
- I communicate without using inappropriate phrases.
- I believe in 'tit for tat' and use inappropriate phrases, if necessary.
- I react well to constructive criticism.
- I do not believe in entertaining any criticism whether constructive or non-constructive.
- I believe that I can maintain superiority over the students by passing offending remarks.
- I believe that I can maintain control over the students by passing offending remarks.
- I believe that a posture of inoffensiveness pulls down the status of the teacher.
- I believe that there is no harm in speaking degradingly of students if they do not show any improvement.
- I believe that there is no harm even if we scandalize other schools due to highly competitive situation.
- I believe that there is no harm even if we scandalize other teachers due to highly competitive situation.
- I feel that it does good to a student if criticized in the presence of other students.

Forgiveness

- I believe that a fault confessed by a student should be forgiven by the teacher.
- I believe that when a student misbehaves for the first time teacher should forgive and see that it does not get repeated.
- I believe that any misbehavior of the students in the classroom should be punished to keep peace in the classroom.
- I believe that parents should be warned of the misbehavior of their children in school.

- I believe that those students who misbehave in the classroom should be suspended from the school.
- I cover up my ignorance and justify every mistake of mine.
- I do not hide my mistakes but I plead for forgiveness.
- I believe that when some member of the staff hurts my feelings, my first reaction is to forgive.
- I believe that when some member of the staff hurts my feelings, I do not forgive.
- I believe that taking first step to conciliate colleagues guilty of offence, demonstrates the nobility of forgiveness.
- I believe that taking first step to conciliate colleagues guilty of offence, demonstrates mere meanness.
- I believe that a teachers' attempt of making fighting-students forgive each other, will patch up quarrels among them peacefully.
- I believe that practicing forgiveness in thoughts, words and deeds will heal communal grudges.
- I believe that magnanimity of forgiveness repays evil with good.
- I believe that overcoming the temptation to harbor grievances, arising out of deep injuries, to my feelings through forgiveness, brings peace of mind.
- I believe that forgiving nature among parents and teachers builds a strong bridge of 'parent-teacher' understanding.
- I believe that if a teacher forgives the parents then that teacher would not get respect later on.
- I believe that if a teacher asks parents' forgiveness then that teacher will always be looked down upon as a guilty person.
- I feel that a teacher's forgiveness helps the guilty students to recover their self-esteem.
- I feel that it is necessary to punish the whole class when the teacher is unable to identify the mischief maker.
- I feel that the students who disturb the class should be made guilty.

Thank You

APPENDIX VII

The Response Sheet with Demographic Details

A STUDY OF ATTITUDE OF THE IN-SERVICE TEACHERS TOWARDS THE TRADITIONALLY ACCEPTED UNIVERSAL HUMAN VALUES-TRUTH, BEAUTY, GOODNESS

Dr (Prof) R.G. Kothari
Guide

Geetha Dinker
Investigator

Personal Data

(Please check Sign in the appropriate box applicable to you)

1) Gender:

Male Female

2) Qualifications:

Graduation: BA BSc BCom BEd

Post Graduation: MA MSc MCom MEd

Any other

3) Section of Working:

Primary Secondary Higher Secondary

4) Teaching Experience :

10 years or less 11 to 20 years 21 years or more

5) Name of the School :

This information is used only for the study of the variables in the research study. No need to write your name anywhere. It is fully assured that the confidentiality will be retained.

Dear Teachers,

APPENDIX VII

Given below is the attitude scale consisting of 186 statements constructed by the investigator to study attitude of the in-service teachers towards the traditionally accepted universal human values - Truth, Beauty, Goodness. The statements have no absolutely correct or incorrect answer. They express your variable degree of agreement/disagreement. The five choices suggesting agreement/disagreement are Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. What is desired is your own individual feeling about these statements. Read each statement and decide how you feel about it. Then mark '√' sign on the space provided.

	SA	A	U	D	SD
If you strongly agree '√' sign under 'SA'	√				
If you agree '√' sign under 'A'		√			
If you are uncertain or undecided '√' sign under 'U'			√		
If you disagree '√' sign under 'D'				√	
If you strongly disagree '√' sign under 'SD'					√

Please respond to every item.

It is fully assured that confidentiality will be retained.

Thank you for your co-operation.

No.	STATEMENTS	SA	A	U	D	SD
1.	I accept that impartiality is basic to justice in the settlement of quarrel.					
2.	I judge the outcome of disputes in accordance with facts.					
3.	I am keen to see that my students are not being discriminated due to their religion.					
4.	I like to support those colleagues who are my friends.					
5.	I desire to take fair criticisms in every stride.					
6.	I am inclined to recognize students' achievement fairly and approximately.					
7.	I take care to evaluate objectively students' progress in examinations.					
8.	I am tempted to give undue advantages to the students who are related to me.					
9.	I like to judge the outcome of disputes as per my wishes.					
10.	I have reservations about those students whose parents hold high positions in the society.					
11.	I am tempted to differentiate high achievement students from low achievement students.					
12.	I do not like to involve in any racial conflict in the classroom.					

No.	STATEMENTS	SA	A	U	D	SD
13.	I try to see that my students admit to me the incidents of indiscipline committed by them spontaneously.					
14.	I am keen to see that my students do not repeat the same mistake once committed.					
15.	I am glad to take personal responsibility for making school events successful.					
16.	I am fond of supporting the school management in all areas of schoolwork.					
17.	I wish to make my students gradually more and more self-reliant.					
18.	When things go wrong I cleverly like to pass it on to other teachers.					
19.	Though not directly involved I pretend to be responsible for the appreciated events in the school.					
20.	I am provoked to see some teachers taking to their credit the successful events of classroom.					
21.	I do not like to hold myself responsible if there is consistent deterioration in my class results.					
22.	I object to making teachers answerable to the management for any lost properties.					
23.	I object to considering students' failure as the responsibility of the teacher.					
24.	I like to encourage my student to avoid any trace of falsehood in their action.					
25.	I accept that teachers should set and maintain high professional standards.					
26.	I accept that teachers should avoid any trace of dishonesty in their action.					
27.	I like to follow the established policies and procedures of school management honestly.					
28.	I like to demonstrate openness and honesty while dealing with day-to-day tasks.					
29.	I do not like to compromise my own standards despite pressures from parents, school management.					
30.	I am keen to remain consistent in evaluation of examination papers to keep honesty even in pressures.					
31.	I am not able to maintain neutrality to resourceful parents who do favor to me.					
32.	I cannot stand yielding to wrong practices if adverse conditions arise.					
33.	I cannot maintain consistency between my words and deeds.					
34.	I am tempted to use confidential information of school management for my personal gain.					
35.	I desire to use my position as a teacher for my personal gain.					

No.	STATEMENTS	SA	A	U	D	SD
36.	I feel it is impossible for a teacher to display ethical and professional behavior in all situations.					
37.	I feel that over a period of time my integrity level has come down due to my poor economic condition.					
38.	I am not able to exclude myself from downfall when there is erosion of values in the society.					
39.	I accept that faith is the basis for the teacher – student relationship.					
40.	I create a trustworthy environment where the teachers are confident to discuss innovation ideas to me.					
41.	I appreciate the teachers who share their finest hopes and aspirations with their students.					
42.	I like to develop faith in students in their own innate powers of attaining the highest level of perfection.					
43.	When a parent asks my opinion I avoid committing myself.					
44.	I feel that a teacher should keep non-committal attitude with the school management.					
45.	I feel that I am slow in reposing faith in others.					
46.	I am more tilted in evaluating my colleagues by their words.					
47.	Due to my belief of faith in myself I can refuse to adopt someone else’s negative vision of me.					
48.	I can develop trust in students among themselves to stand by at the time of need.					
49.	I feel that students cannot be trusted.					
50.	I wish a teacher should make the students aware of his/her expectations of them.					
51.	I feel that a teacher should keep non-judgmental attitude with one’s colleague.					
52.	I get nervous to deal with angry and hostile parents.					
53.	I cannot remain constructive and helpful in criticisms from parents.					
54.	I cannot keep emotional stability during crisis situation.					
55.	I can deal with conflicts while working with management to achieve a positive outcome.					
56.	I do not like to remain constructive and helpful in criticisms from colleagues.					
57.	I can set and meet challenging goals in my teaching.					
58.	I like to support decisions of management with sound reasoned arguments.					
59.	I am glad to provide challenging environment in the classroom.					
60.	I wish to develop courage in students to stand united in the times of calamity.					

No.	STATEMENTS	SA	A	U	D	SD
61.	I can infuse confidence in the depressed students to overcome their depression.					
62.	I can think of strategies to escape myself from obstacles.					
63.	I cannot adapt to the changing demands from the management.					
64.	I feel that a teacher should have great courage to follow his/her convictions.					
65.	I am keen to plan my time so that I can be on time for my professional commitment.					
66.	In case of failure I feel so depressed that I cannot do any work.					
67.	I do not like to waste my time regretting my failures and setbacks.					
68.	I adopt an appropriate pace in my teaching.					
69.	I provide effective time on task given to students.					
70.	I accept that a teacher should be a great catalytic agent for social change.					
71.	I manage time and resources required to achieve outcomes successfully.					
72.	I do not mind to cut course short to finish it on time					
73.	I do not care to respond to the calls from the parents promptly.					
74.	I utilize the time in waiting for doing some creative work, which I keep with me.					
75.	I do not mind using trivial time filling material to pass time on till the bell rings.					
76.	I do not bother whether I finish my course or not.					
77.	I hate when someone keeps me in waiting.					
78.	I do not like to accept that a punctual teacher wins the respect from the students.					
79.	I wish to make lists of activities to be done before I proceed with my work.					
80.	I prefer classroom activities to be done in my own way.					
81.	I like to follow an exact routine for everyday tasks.					
82.	I like to do my work in priority order.					
83.	I can adopt plan to meet each situation in the classroom at school.					
84.	I find it difficult to work in large classroom keeping priority and plan.					
85.	I am keen to organize blackboard while systematically.					
86.	I like to follow systematic procedure while presenting the lesson.					
87.	I feel that I can do more than one work at a time.					
88.	I feel that without preparing daily lesson plans I can teach well.					

No.	STATEMENTS	SA	A	U	D	SD
89.	I do not feel that it is necessary for me to keep appropriate records of my work.					
90.	I do not feel that changing the seating arrangements of the students do anything good.					
91.	I am keen to see that my students wear neat school uniform.					
92.	I am keen to see that my students keep their classroom neat and tidy.					
93.	Before leaving my classroom I like to keep my blackboard clean.					
94.	I wish to see that my students use clean and courteous language.					
95.	I do not bother when the surroundings of my classroom remains untidy.					
96.	It appears disgusting to me to practice purity in my thoughts, words and deeds.					
97.	I feel that it is beyond a teachers' contribution to stop the students from speaking foul language.					
98.	I feel sick when I hear that the teachers should stay away from corruption.					
99.	I take care to teach the students to respect the national property by correct use of public places.					
100.	I like to exhibit my point of view in general meetings.					
101.	I cannot refrain myself from being envious of the qualities, talents and potentials of my colleagues.					
102.	I am keen to train my student to maintain writing in neat and beautiful handwriting as much as possible for them.					
103.	I am keen to keep a pleasant modulated voice in my speech.					
104.	I like to deal with staff members respectfully.					
105.	I avoid distracting personal manners especially in my classroom.					
106.	I encourage interests shown by parents towards their children.					
107.	I like to acknowledge politely the services rendered by the benefactors of the school.					
108.	I cannot maintain my equilibrium when the class becomes unruly and noisy.					
109.	I accept politely the correction made to me by the school management.					
110.	I take care to receive politely the parents who call at school.					
111.	I exhibit peaceful posture when there is hardship and opposition.					
112.	I cannot exhibit a peaceful posture when there is misunderstanding with parents.					

No.	STATEMENTS	SA	A	U	D	SD
113.	I cannot give answer peacefully when students ask numerous questions.					
114.	I cannot exhibit a peaceful posture in case of unpleasantness with school management.					
115.	I appreciate myself as a gift worth giving to students.					
116.	I am glad to accept my students as gifts to be gratefully received.					
117.	I care to conduct in such a way as to protect the dignity of my profession both inside and outside the school.					
118.	I do not like to accept that a teacher's love make the students free from fear and worries.					
119.	I feel that more and more loving the teacher is, the more and more unruly the students become.					
120.	I am happy when I correct my students with love.					
121.	I feel that a loving and affectionate teacher won't be getting enough respects from the parents.					
122.	I feel that a rude and strict teacher receives more respect from the students.					
123.	I like to develop in students the love of nature, making them respect its flora and fauna.					
124.	I am keen to train the students to be sensitive towards the environment by withholding the temptation to destroy it.					
125.	I feel that teacher's love spoils the students' behavior.					
126.	I like to show recognition to the parents who render volunteering services to the school.					
127.	I get irritated when I cannot finish my task.					
128.	I am provoked if students do mischief in the class.					
129.	I keep calm and find a solution peacefully when my day's schedule gets upset.					
130.	I feel sick when my students ask for repetition for any of my explanation.					
131.	I do have tremendous patience to lead a weak student to average level in studies.					
132.	I get irritated when students do not respond quickly or correctly.					
133.	I like to help a slow student progress through patient understanding of his/her problems.					
134.	I get perturbed over if I do not get desired class for my teaching.					
135.	I get irritated to take the vacant period of other teachers.					
136.	I accept that the problems of impatient students can be solved by a patient teacher.					

No.	STATEMENTS	SA	A	U	D	SD
137.	I pursue my commitments irrespective of obstacles and setbacks.					
138.	I do not like to keep a friendly attitude with my students.					
139.	I wish to give all possible help to each student to utilize his/her capability for maximum development.					
140.	I am keen to see that students are never given humiliating punishments.					
141.	It disgusts me to see those teachers punishing the whole class when they are unable to identify the mischief-maker.					
142.	I am inclined to treat the stubborn students by severe punishments.					
143.	I feel that evil should be handled with evil.					
144.	I feel that undesirable impulses and habits of students should be cruelty harshly.					
145.	I like to train the students to practice non-violence by preventing cruelty to animals.					
146.	I wish to help the parents who are financially weak by making arrangements to get learning materials for their children.					
147.	I take care to transform my student's destructive tendencies to constructive ones.					
148.	I feel that students who are habitually latecomers deserve to be punished.					
149.	I feel that the students who do not try to improve should be made to feel ashamed of in front of class.					
150.	I identify the weak students in studies and send them to be coached by private tuition classes.					
151.	I am happy to think about the issues from the student's perspective understanding their needs.					
152.	I can consistently look forward for better ways to meet student's expectations.					
153.	I like to maintain with student's harmonious sympathetic relationship.					
154.	I accept that a teacher's power to appreciate the student's progress helps the teacher to motivate the students.					
155.	I feel that there is no need for a teacher to know and explore the mindset of students at all levels.					
156.	I consistently look forward to meet the management's expectations.					
157.	I feel that we will never meet ends if we go on looking for better ways to meet parent's expectations.					
158.	I feel that a teacher should think about the issues from the teacher's point of view only.					

No.	STATEMENTS	SA	A	U	D	SD
159.	I do not feel that teacher's power to appreciate the feelings of students help the teacher to understand them.					
160.	I feel that the teacher's power to understand and appreciate parents' co-operation helps the teacher to lead the students to better progress.					
161.	I feel that it is foolishness on the part a teacher to anticipate					
162.	I can anticipate the difficulties the student's are facing while teaching.					
163.	I do not like to complain my student's misbehavior but try to correct them.					
164.	I avoid speaking degradingly of students with their parents, friends and relatives.					
165.	I do not like some teachers showing off their rivalry among themselves before the students.					
166.	I avoid speaking degradingly of other schools.					
167.	I do not mind using inappropriate phrases.					
168.	I react well to constructive criticism.					
169.	I feel that there is no harm even if we scandalize other teachers due to highly competitive situation.					
170.	I feel it does good to a student if criticized in the presence of other students.					
171.	I feel that a posture of inoffensiveness pulls down the status of the teacher.					
172.	I become offensive when there is hardship and opposition.					
173.	I do not like to entertain criticism whether constructive or destructive.					
174.	It disgusts me to see some teachers maintaining superiority over the students by passing offending remarks.					
175.	I feel that a fault confessed by a student should be forgiven by the teacher.					
176.	I am keen to see that the misbehavior of student once forgiven does not get repeated.					
177.	I can cover up my ignorance and justify every fault of mine.					
178.	I do not like to hide my mistakes but I plead for forgiveness.					
179.	I feel that taking first step to conciliate colleagues guilty of offence demonstrates meanness.					
180.	I am inclined to patching up quarrels among students peacefully by making them forgive each other.					
181.	I accept that practicing forgiveness in thoughts, words, deeds will heal communal grudges.					

No.	STATEMENTS	SA	A	U	D	SD
182.	I accept that magnanimity of forgiveness repays evil with good.					
183.	I cannot overcome the temptations to harbor grievances arising out of deep injuries to my feelings.					
184.	I accept that forgiving nature among parents and teachers builds a strong bridge of parent-teacher understanding.					
185.	I feel that a teacher who forgives parents would not get respect later on.					
186.	I accept that teacher's forgiveness helps the guilty students to recover their self-esteem.					

APPENDIX IX

A Copy of the Letter to the Principal

Ms Geetha Dinker
107, Muktinagar
Near Basil School
Tandalza Road
Baroda: 390020.

Respected Sir/Madam,

I am a research student (ex- lecturer) in Faculty of Education and Psychology, Centre of Advanced Study in Education, The Maharaja Sayajirao University of Baroda, Vadodara.

I am pursuing my doctoral research under the guidance of Prof. (Dr.) R. G. Kothari, Faculty of Education and Psychology, Centre of Advanced Study in Education, The Maharaja Sayajirao University of Baroda, Vadodara. The title of my study is – A study of Attitude of the In-Service teachers towards the Traditionally Accepted Universal Human Values – Truth, Beauty, Goodness. The tool- an attitude scale is prepared by the investigator.

For the validation of the tool, I wish to seek your help and cooperation.

I will be glad to collect the tool duly filled by the teachers by _____

Thanking you,

Dr R.G. Kothari
Guide

Geetha Dinker
Investigator

Dear Teachers,

APPENDIX X

Given below is the attitude scale consisting of ninety statements constructed by the investigator to study the attitude of the in-service teachers towards the traditionally accepted universal human values - Truth, Beauty, Goodness. The statements have no absolutely correct or incorrect answer. They express your variable degree of agreement/disagreement. The five choices suggesting agreement/disagreement are Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. What is desired is your own individual feeling about these statements. Read each statement and decide how you feel about it. Then mark '√' sign on the space provided.

	SA	A	U	D	SD
If you strongly agree '√' sign under 'SA'	√				
If you agree '√' sign under 'A'		√			
If you are uncertain or undecided '√' sign under 'U'			√		
If you disagree '√' sign under 'D'				√	
If you strongly disagree '√' sign under 'SD'					√

Please respond to every item.

It is fully assured that confidentiality will be retained.

Thank you for your co-operation.

No.	STATEMENTS	SA	A	U	D	SD
1.	I accept that impartiality is basic to justice in the settlement of quarrel.					
2.	I judge the outcome of disputes in accordance with facts.					
3.	I am keen to see that my students are not being discriminated due to their religion.					
4.	I like to support those colleagues who are my friends.					
5.	I am tempted to give undue advantages to the students who are related me.					
6.	I have reservations about those students whose parents hold high positions in the society.					
7.	I am keen to see that my students do not repeat the same mistake once committed.					
8.	I am fond of supporting the school management in all areas of schoolwork.					
9.	I wish to make my students gradually more and more self reliant.					
10.	When things go wrong, I cleverly like to pass it on to other teachers.					
11.	Though not directly involved, I pretend to be responsible for the appreciated events in the school.					
12.	I do not like to hold myself responsible if there is consistent deterioration in my class results.					

No.	STATEMENTS	SA	A	U	D	SD
13.	I like to encourage my students to avoid any trace of falsehood in their actions.					
14.	I like to follow established policies and procedures of school management honestly.					
15.	I like to demonstrate openness and honesty while dealing with day-to-day tasks.					
16.	I cannot maintain consistency between my words and deeds.					
17.	I desire to use my position as a teacher for my personal gain.					
18.	I feel that over a period of time my integrity level has come down due to my poor economic condition.					
19.	I create a trustworthy environment where the teachers are confident to discuss innovative ideas to me.					
20.	I like to develop faith in students in their own innate powers of attaining the highest level of perfection.					
21.	I feel that a teacher should keep non-committal attitude with the school management.					
22.	I feel that I am slow in reposing faith in others.					
23.	Due to my belief of faith in myself, I can refuse to adopt someone else's negative vision of me.					
24.	I feel that students cannot be just trusted.					
25.	I get nervous to deal with angry and hostile parents.					
26.	I cannot keep emotional stability during crisis situation.					
27.	I am glad to provide challenging environment in the classroom.					
28.	I wish to develop courage in students to stand united in the times of calamity.					
29.	I can infuse confidence in the depressed students to overcome their depression.					
30.	I cannot adapt to the changing demands from the management.					
31.	I am keen to plan my time so that I can be on time for my professional commitment.					
32.	I provide effective time on task given to students.					
33.	I manage time and resources required to achieve outcomes successfully.					
34.	I do not mind to cut course short to finish it on time.					
35.	I do not care to respond to the calls from the parents promptly.					
36.	I do not bother whether I complete my course or not before the examination.					
37.	I wish to make lists of activities to be done before I proceed with my work.					
38.	I like to do my work in priority order.					

No.	STATEMENTS	SA	A	U	D	SD
39.	I find it difficult to work in large classroom keeping priority and plan.					
40.	I like to follow systematic procedures while presenting the lesson.					
41.	I feel that without preparing daily or weekly lesson plans I can teach well.					
42.	I do not feel that it is necessary for me to keep appropriate records of my work.					
43.	I wish to see that my students use clean and courteous language.					
44.	I do not bother, when the surroundings of my classroom remain untidy.					
45.	It appears disgusting to me to practice purity in my thoughts, words and deeds.					
46.	I feel sick when I hear that the teachers should stay away from corruption.					
47.	I take care to teach the students to respect the national property by correct use of public places.					
48.	I take care to teach the students to maintain writing in neat and beautiful handwriting as much as possible for them.					
49.	I like to exhibit only my point of view in general meetings.					
50.	I am keen to keep a pleasant modulated voice in my speech.					
51.	I like to acknowledge politely, the services rendered by the benefactors of the school.					
52.	I accept politely, the correction made to me by the school management.					
53.	I cannot exhibit a peaceful posture when there is misunderstanding with parents.					
54.	I cannot give answers peacefully when students ask numerous questions.					
55.	I cannot refrain myself from being envious of the qualities, talents and potentials of my colleagues.					
56.	I care to conduct in such a way as to protect the dignity of my professional both inside and outside the school.					
57.	I am happy, when I correct my students with love.					
58.	I feel that a rude and strict teacher receives more respect from the students.					
59.	I like to develop in students the love of nature, making them respect its flora and fauna.					
60.	I am keen to train the students to be sensitive towards the environment by withholding the temptation to destroy it.					
61.	I am provoked if students do mischief in the class.					

No.	STATEMENTS	SA	A	U	D	SD
62.	I get irritated when students do not respond quickly or correctly.					
63.	I like to help a slow student progress through patient understanding of his/her problem.					
64.	I get perturbed over if I do not get desired class for my teaching.					
65.	I accept that the problems of impatient students can be solved by a patient teacher.					
66.	I pursue my commitments irrespective of obstacles and setbacks.					
67.	I do not like to keep a friendly attitude with my students.					
68.	I wish to give all possible help to each student to utilize his/her capability for maximum development.					
69.	I am inclined to treat the stubborn students by severe punishments.					
70.	I feel that evil should be handled with evil.					
71.	I like to train the students to practice non-violence by preventing cruelty to animals.					
72.	I wish to help the parents who are financially weak by making arrangements to get learning materials for their children.					
73.	I can consistently look forward for better ways to meet student's expectations.					
74.	I accept that a teacher's power to appreciate the student's progress helps the teacher to motivate the students.					
75.	I feel that there is no need for a teacher to know and explore the mindset of students at all levels.					
76.	I consistently look forward to meet the management's expectations.					
77.	I feel that a teacher should think about the issues from the teacher's point of view only.					
78.	I feel that it is foolishness on the part of a teacher to anticipate issues that the students may face in the future.					
79.	I do not like to complain my student's misbehavior but try to correct them.					
80.	I do not like some teachers showing off their rivalry among themselves before the students.					
81.	I do not mind using inappropriate phrases.					
82.	I feel that there is no harm even if we scandalize other teachers due to highly competitive situation.					
83.	I become offensive when there is hardship and opposition.					
84.	It disgusts me to see some teachers maintaining superiority over the students by passing offending remarks.					

No.	STATEMENTS	SA	A	U	D	SD
85.	I am keen to see that the misbehavior of student once forgiven does not get repeated.					
86.	I feel that taking first step to conciliate colleagues guilty of offence demonstrates meanness.					
87.	I am inclined to patching up quarrels among students peacefully by making them forgive each other.					
88.	I cannot overcome the temptations to harbor grievances arising out of deep injuries to my feelings.					
89.	I accept that forgiving nature among parents and teachers builds a strong bridge of parent-teacher understanding.					
90.	I accept that teacher's forgiveness helps the guilty students to recover their self-esteem.					