

APPENDIX B
PERCEPTION SCALE

STUDENT PERCEPTION SCALE

Read the directions given below carefully before responding to the scale.

DIRECTIONS

1. In the following pages there are 36 words that express various perceptions regarding the present day student. Sometimes the words are defined further.
2. You are requested to respond to each word in such a way as to describe the way in which you generally think of the present day student.
3. There is no time limit and there are no right or wrong answers.
4. This scale is being administered for research purposes only. Your responses will be held in strict confidence and will never be used to your disadvantage.
5. Read the first word and try to think how that word describes the present day student. If you think that the present day student is very much like that put (✓) in the first column. If the present day student is like that, put (✓) in the second column. If you are uncertain, put (✓) in the third column. If you think that the present day student is not like that give the response (✓) in the fourth column. If you feel that the present day student is not at all like that give the response (✓) in the fifth column. Like this, put one mark against each statement.
6. Please work rapidly and use your first impressions as a basis for your response.



7. Do not leave any word unanswered.

8. Do not mark in column 3 for many words.

Now go to the next page and give your responses to the statements.

Student Perception Scale

No.	Words	Very much like this	Much like this	Uncertain	Not like this	Not at all like this
1.	Intelligent					
2.	Indisciplined					
3.	Unrespectable					
4.	Confident					
5.	Unstable					
6.	Disobedient					
7.	Optimistic					
8.	Sociable					
9.	Dishonest					
10.	Selfish					
11.	Realistic					
12.	Ungrateful					
13.	Constructive					
14.	Fair-minded					
15.	Adaptable					
16.	Progressive					
17.	Thoughtless					
18.	Negligent, Not studious					

Student Perception Scale

S.No.	Words	Very much like this	Much like this	Uncer- tain	Not like this	Not at all like this
19.	Enterprising					
20.	Logical					
21.	Evasive, Shirker					
22.	Unworthy					
23.	Useless					
24.	Indifferent					
25.	Undignified					
26.	Rude					
27.	Impulsive					
28.	Unreliable					
29.	Kind					
30.	Careful					
31.	Quick-tempered					
32.	Responsible					
33.	Unattractive					
34.	Original					
35.	Narrow-minded					
36.	Systematic					

Name _____

INSTRUCTIONAL ROLES PERCEPTION SCALE 154

Read the directions given below carefully before responding to the Scale.

DIRECTIONS

1. In the following pages there are 24 statements that express various perceptions-ideas, feelings, and reactions-regarding the instructional roles.
2. You are requested to respond to each statement in such a way as to describe the way in which you generally think the instructional roles.
3. There is no time-limit and there are no right or wrong answers.
4. This scale is being administered for research purposes only. Your responses will be held in strict confidence and will never be used to your disadvantage.
5. Read the first statement and try to think how that statement describes your perception of the instructional role. If you think that the statement describes your perception very much, put (✓) in the first column. If you think that it just describes your perception, put (✓) in the second column. If you are uncertain, put (✓) in the third column. If you think that the statement does not describe your perception put (✓) in the fourth column. If you think that the statement does not describe your perception at all, give the response (✓) in the fifth column. Like this, put one mark against each statement.
6. Please work rapidly and use your first impressions as a basis for your response. Do not spend too much time on any single statement.

7. Do not leave any statement unanswered.
8. Do not mark in column 3 for many statements.

Now go to the next page and give your responses to the statements.

Instructional Roles Perception Scale

S.No.	Instructional roles	Very much like this	Much like this	Uncer- tain	Not like this	Not at all like this
1.	To guide pupils in the pursuit of knowledge					
2.	To show the pupil the method of acquiring knowledge					
3.	To help pupils discover the meaning of objects and events by actual experience.					
4.	To produce (create) situations that stimulate learning.					
5.	To help pupils to discuss and probe for the truth themselves.					
6.	To provide pupils with a maximum of challenge.					
7.	To encourage pupils to choose and plan activities themselves.					
8.	To involve students actively in the learning process.					
9.	To relate information to the need of the learner.					
10.	To correlate information with the school subjects and current affairs.					

Instructional Roles Perception Scale

S.No.	Instructional roles	Very much like this	Much like this	Uncer- tain	Not like this	Not at all like this
11.	To help all children to become the best they can.					
12.	To accept pupils where they are and use it as a starting point for learning.					
13.	To adapt instruction to the needs of bright only.					
14.	To adapt instruction to the needs of slow learners only.					
15.	To respect the need, integrity, and potentialities of all students.					
16.	To evaluate the achievements of pupils by standards appropriate to the age and experience of the pupil.					
17.	To provide experiences of acceptance and success to pupils satisfying their need for self-respect or security.					
18.	To provide students with the kinds of experiences that help them see themselves as liked, wanted, acceptable and responsible.					

Instructional Roles Perception Scale

S.No.	Instructional Roles	Very much like this	Much like this	Uncertain	Not like this	Not at all like this
19.	To organize co-operative activities that call for a wide variety of skills so that each student will have opportunities to gain a sense of personal worth (and self-enhancement) from his contribution to the group.					
20.	To accept, clarify, and support feelings or ideas of pupils.					
21.	To treat all pupils equally well in the classroom.					
22.	To maintain classroom discipline by persuasive methods.					
23.	To maintain good classroom atmosphere by providing challenging (and not threatening) atmosphere					
24.	To maintain a classroom characterized by warmth, acceptance, trust, openness to experience, stimulation, and encouragement.					

Name _____

Read the directions given below carefully before responding to the Scale.

DIRECTIONS

1. In the following pages, there are 18 statements that express various perceptions - ideas, feelings, and reactions -- regarding the instructional goals.
2. You are requested to respond to each statement in such a way as to describe the way in which you generally think of the instructional goal.
3. There is no time-limit and there are no right or wrong answers.
4. This scale is being administered for research purposes only. Your responses will be held in strict confidence and will never be used to your disadvantage.
5. Read the first statement and try to think how that statement describes your perception of the instructional goal. If you think that the statement describes your perception very much put (✓) in the first column. If you think that it just describes your perception, put (✓) in the second column. If you are uncertain, put (✓) in the third column. If you think that the statement does not describe your perception, put (✓) in the fourth column. If you think that the statement does not describe your perception at all give the response (✓) in the fifth column. In this way, put one mark before each statement.

6. Please work rapidly and use your first impressions as a basis for your response.
7. Do not leave any statement unanswered.
8. Do not mark in column 3 for many statements.

Now go to the next page and give your responses to the statements

Instructional Goals Perception Scale

S.No.	Instructional Goals	Very much like this	Much like this	Uncertain	Not like this	Not at all like this
1.	Acquisition of knowledge					
2.	Application of knowledge in new problem solving situations in school subjects.					
3.	Application of knowledge in new problem solving situations in daily life outside school.					
4.	Development of intellectual powers like inductive and deductive reasoning, analytic and synthetic thinking, power of generalization, and abstract thinking.					
5.	Acquisition of skills related to school subjects like skill in handling mathematical instruments, skill in map reading and drawing, and skill in handling scientific apparatus.					
6.	Application of skills in new problem solving situations in school subjects.					
7.	Application of skills in new problem solving situations in daily life outside school.					

Instructional Goals Perception Scale

S.No.	Instructional Goals	Very much like this	Much like this	Uncertain	Not like this	Not at all like this
8.	Cultivation of work habits like those of accuracy, neatness, speed and precision.					
9.	Cultivation of desirable interests like interest in the world of science, interest in the life histories of great personalities.					
10.	Cultivation of desirable appreciations like appreciation of contribution of great thinkers, appreciation of contribution of science etc.					
11.	Cultivation of desirable attitudes, like positive attitude for the school subjects, respect for other religions and scientific attitude.					
12.	Cultivation of desirable values like moral values 'service above self', and dignity of labour.					
13.	Cultivation of 'positive self' i.e. perceiving oneself in essentially positive ways.					

Instructional Goals Perception Scale

S.No.	Instructional Goals	Very much like this	Much like this	Uncertain	Not like this	Not at all like this
14.	Preparation of children for democratic citizenship.					
15.	Preparation of 'self-disciplined' children.					
16.	Promotion of physical development and healthy habits					
17.	Promotion of emotional integration i.e. feeling of oneness.					
18.	Development of each child to maximum capacity as a happy and productive member of society.					

Name _____

TEACHING PROFESSION PERCEPTION SCALE

Read the directions given below carefully before responding to the Scale.

DIRECTIONS

1. In the following pages there are 18 words that express various perceptions regarding the teaching profession. Sometimes the words are defined further.
2. You are requested to respond to each word in such a way as to describe the way in which you generally think of the teaching profession.
3. There is no time limit and there are no right or wrong answers.
4. This scale is being administered for research purposes only. Your responses will be held in strict confidence and will never be used to your disadvantage.
5. Read the first word and try to think how that word describes the teaching profession. If you think that the teaching profession is very much like that put (✓) in the first column. If the teaching profession is like that put (✓) in the second column. If you are uncertain, put (✓) in the third column. If you think that the teaching profession is not like that, give the response (✓) in the fourth column. If you feel that the teaching profession is not at all like that give the response (✓) in the fifth column. Like this, put one mark against each statement.

6. Please work rapidly and use your first impressions as a basis for your response.
7. Do not leave any word unanswered.
8. Do not mark in column 3 for many words.

Now go to the next page and give your responses to the words.

Teaching Profession Perception Scale

S.No.	Words	Very much like this	Much like this	Uncer- tain	Not like this	Not at all like this
1.	Noble					
2.	Monotonous, Boring					
3.	Attractive					
4.	Tiresome					
5.	Responsible					
6.	Wretched, Miserable					
7.	Unrewarding, No return for service					
8.	Challenging					
9.	Humiliating					
10.	Distinguished, Outstanding					
11.	Mechanical					

Teaching Profession Perception Scale

S.No.	Words	Very much like this	Much like this	Uncer- tain	Not like this	Not at all like this
12.	Annoying, Causing constant trouble					
13.	Dignified.					
14.	Wholesome, Healthy.					
15.	Unskilled.					
16.	Time-honoured					
17.	Lively					
18.	Unproductive.					

Name _____

SELF PERCEPTION SCALE

Read the directions given below carefully before responding to the Scale.

DIRECTIONS

1. In the following pages there is a list of 40 words. Some times the words are defined further.
 2. You are requested to respond to each word in such a way as to describe the way in which you generally think of yourself.
 3. There is no time limit and there are no right or wrong answers.
 4. This scale is being administered for research purposes only. Your responses will be held in strict confidence and will never be used to your disadvantage.
 5. Read the first word and try to think how that word describes you. If you think that you are very much like that put (✓) in the first column. If you are just like that put (✓) in the second column. If you are uncertain, put (✓) in the third column. If you think that you are not like that give the response (✓) in the fourth column. If you feel that you are not at all like that give the response (✓) in the fifth column. Like this, put one mark against each word.
 6. Please work rapidly and use your first impressions as a basis for your response.
 7. Do not leave any word unanswered.
 8. Do not mark in column 3 for many statements.
- Now go to the next page and give your responses to the words.

Self Perception Scale

S.No.	Words	Very much like this	Much like this	Uncertain	Not like this	Not at all like this
1.	Confident					
2.	Indisciplined					
3.	Unrespectable					
4.	Unstable					
5.	Capable					
6.	Disobedient					
7.	Optimistic					
8.	Quarrelsome					
9.	Sociable					
10.	Bold					
11.	Dishonest					
12.	Selfish					

Self Perception Scale

S.No.	Words	Very much like this	Much like this	Uncer- tain	Not like this	Not at all like this
13.	Realistic					
14.	Ungrateful					
15.	Impatient					
16.	Fair-minded					
17.	Progressive					
18.	Thoughtless					
19.	Negligent, Not studious					
20.	Enterprising					
21.	Boastful					
22.	Evading, Shirker					
23.	Unworthy					

Self Perception Scale

S.No.	Words	Very much like this	Much like this	Under- tain	Not like this	Not at all like this
24.	Useless					
25.	Indifferent					
25.	Rude					
27.	Frank, Open					
28.	Unreliable					
29.	Kind					
30.	Energetic					
31.	Careful					
32.	Quick—tempered					
33.	Responsible					
34.	Democratic					

Self Perception Scale

S.No.	Words	Very much like this	Much like this	Uncer- tain	Not like this	Not at all like this
35.	Unattractive					
36.	Original					
37.	Narrow-minded					
38.	Immature					
39.	Systematic					
40.	Logical					

Name _____