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SECTION A

SECTION A presents a number of objectives usually professed by schools. Your Institution may profess some of these, or there may be others, not mentioned here but which you are to note down at the end.

The response to each objective is put down under two categories.

"IS" refers to the present state of importance given to the objective, while "SHOULD BE" refers to how much importance should be given to it. Both categories solicit your opinion on how important the objective is to your Institution as shown in the policies and behaviour of the personnel in your Institution.

Please note each objective has to be marked twice.

OBJECTIVES;		of absolu- tely top imp.	of great imp.	of little imp.	can't say
1. To produce students who have had a thorough intellectual formation. *(product goal)	IS Should Be	() ()	() ()	() ()	() ()
2. To sensitize students to the unjust social situations and motivate them to work against these. *(product goal)	IS Should Be	() ()	() ()	() ()	() ()
3. To produce students who know how to live intergratedly with themselves, significantly and relevantly with life and harmo- niously with others. *(product goal)	IS Should Be	() ()	() ()	() ()	() ()

OBJECTIVES :		of absolu- tely top imp.	of great imp.	of little imp.	can't say
4. To challenge students and staff to strive after excellence in every field. * (product goal)	IS Should Be.	() ()	() ()	() ()	() ()
5. To ensure by all means that a fair proportion of students obtain high results in the public examinations. * (product goal)	IS Should Be.	() ()	() ()	() ()	() ()
6. To enhance the chance of the students occupying a high position in society by providing them with necessary skills, attitudes, contracts and experiences. * (elitist goal)	IS Should Be.	() ()	() ()	() ()	() ()
7. To foster in the hearts of students sentiments of nationalism and the spirit of self-sacrifice for their country. * (service goal)	IS Should Be.	() ()	() ()	() ()	() ()
8. To facilitate the growth of the individual by catering to their differing abilities and rates of development. * (service goal)	IS Should Be.	() ()	() ()	() ()	() ()
9. To foster a spirit of co-operation between the home, the school and community * (support goal)	IS Should Be.	() ()	() ()	() ()	() ()
10. To help students become religious minded. This would include providing facilities to learn and practice one's own religion * (support goal)	IS Should Be.	() ()	() ()	() ()	() ()

		of absolute- ly to imp.	of Great imp.	of Little imp.	Can't say.
11. To prepare students for useful jobs. *(product goal)	IS Should Be.	() ()	() ()	() ()	() ()
12. To offer students opportunities of developing qualities of social ability, self-expression and leadership through activities outside the classroom *(Service goal)	IS Should Be.	() ()	() ()	() ()	() ()
13. To provide cultural leadership for the Community through cultural programmes, public lectures and performances which present the best of culture - classical and popular. *(Service goal)	IS Should Be.	() ()	() ()	() ()	() ()
14. To steer the school in such a way as to win the favourable judgement of those on whom the academic evaluation of the school depends. *(Elitist goal)	IS Should Be.	() ()	() ()	() ()	() ()
15. To cater in a special way to socially, economically and otherwise disadvantaged students by admitting 20% and assisting them with remedial programme. *(service goal)	IS Should Be.	() ()	() ()	() ()	() ()
16. To admit students of academic potential as measured primarily by examination results. *(elitist goal)	IS Should Be.	() ()	() ()	() ()	() ()

		of absolute- ly to imp.	of Great imp.	of Little imp.	Can't say.
17. To give preferential admission to the members of a particular community for which the school was founded. *(elitist goal)	IS Should Be.	() ()	() ()	() ()	() ()
18. To demand and enforce discipline among the staff and students as a necessary requisite to academic work. *(Support goal)	IS Should Be.	() ()	() ()	() ()	() ()
19. To provide for the involvement of staff and students in the decision-making processes of the school. *(support goal)	IS Should Be.	() ()	() ()	() ()	() ()
20. To provide the staff with the maximum opportunities for professional advancement. *(service goal)	IS Should Be.	() ()	() ()	() ()	() ()
21. To protect the right of teachers to academic freedom. *(Support goal)	IS Should Be.	() ()	() ()	() ()	() ()
22. To safeguard by all means the posts of permanent teachers even when changes in the pattern of instruction endanger the continuance of those posts. *(elitist goal)	IS Should Be.	() ()	() ()	() ()	() ()
23. To provide a full round of student co-curricular activities. *(elitist goal)	IS Should Be.	() ()	() ()	() ()	() ()

		of - aboslute- ly to imp.	of great imp.	of little imp.	Can't say.
24. To protect the student's right to protest when they have any grievance against the staff of the administration. *(support goal)	IS Should Be.	() ()	() ()	() ()	() ()
25. And other objective.	IS Should Be.	() ()	() ()	() ()	() ()

Key

Out-put goals	1, 2, 3, 4, 5, 11
Support goals	9, 10, 18, 19, 21, 24
Elitist goals	6, 14, 16, 17, 22, 23
Service goals	7, 8, 12, 13, 15, 20

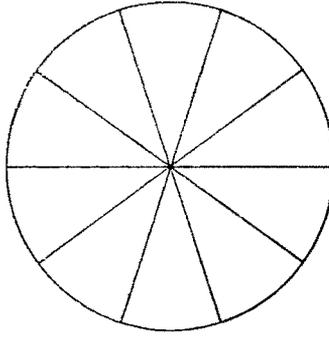
Scoring Key:

of absolutely top importance	= 3
of great importance	= 2
of little importance	= 1
Can't say	= 0

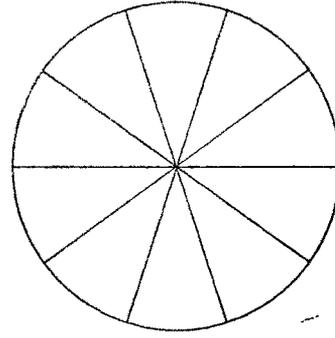
SECTION B.

Here are some values you would obviously possess. Keeping in mind your behaviour patterns, please shade the area of the circle that you represent the degree to which you possess them. To help you assess yourself against some ref. point, these values have been defined.

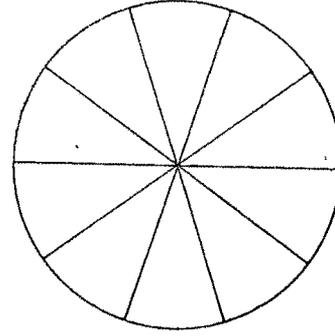
Beauty : the inner harmony of a person perceptible in his/her behaviour and composure and the seeking of harmony with the environment.



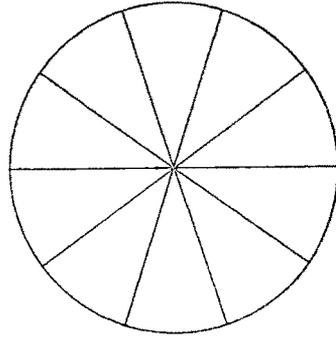
Competence : the adequate knowledge and the natural or acquired skills which enable a person to fulfill his/her duties correctly and successfully.



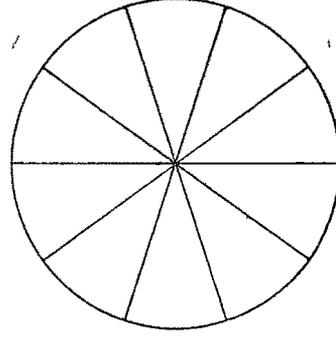
Truth : the habitual readiness to assess people and events as they are in themselves.



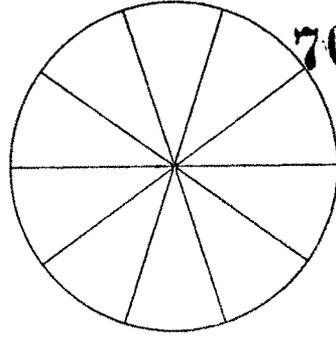
Respect for others : readiness to recognize and accept other people with their positive qualities and their limitations and to deal with them according to their inner frame of reference.



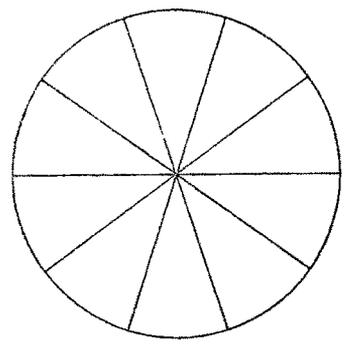
Accountability : the readiness and ability to stand for and explain one's decisions and actions in the fulfillment of one's duties.



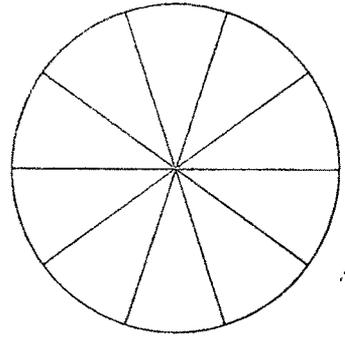
Goodness : the ability and spontaneous readiness to communicate and share and build up others.



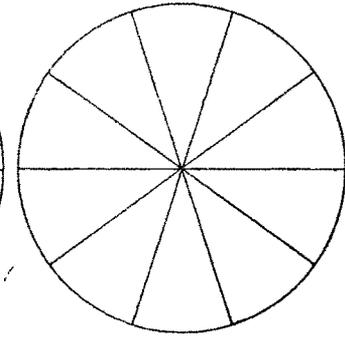
Loyalty : the faithful adherence to commitment towards persons, institutions, ultimate values which one has freely adopted.



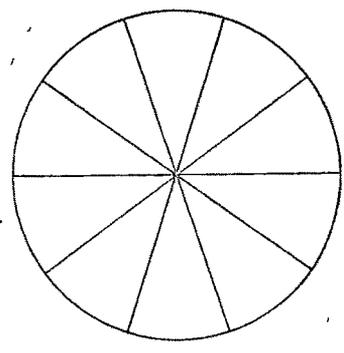
Love : Affection based on admiration or benevolence.



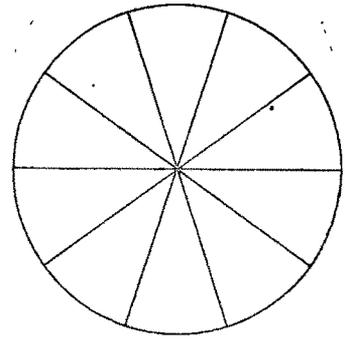
Courage : mental or moral strength to venture per-severe and withstand danger, fear or difficulty.



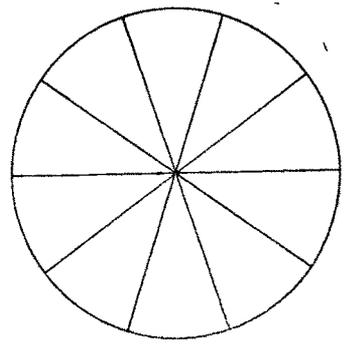
Faith : the personal trust and assurance of the meaning and value of human life & of the radical goodness of man, of God and the world inspite of contrary experiences.



Integrity : the consistent adherence to truth and honesty in personal & business relations in the face of allurements or threats.



Punctuality : To be in time even at the cost of one's convenience.



SITUATIONAL VALUE CHOICE QUESTIONNAIRE

(This section presents a number of school/^{situations}with alternative re-actions. Read the statements thoughtfully and tick off the one you would normally act upon. Please do not combine any two responses for ticking off the responses.)

1. A senior teacher comes to you very upset. She complains bitterly about another teacher who, she declares slighted her in the presence of some junior teachers. She demands that this teacher be taken to task.
 - (a) You feel sorry about the whole incident, you listen attentively and then promise to look into the matter. *(Goodness)
 - (b) You listen attentively and take sometime to cross question the teacher to gauge the situation correctly. * (Truth)
 - (c) You listen to the teacher sympathetically; then while acknowledging the unpleasantness of the incident encourage her to forgive. * (Faith)
 - (d) You tell the grieved teachers that you would send for the other teacher, listen to both versions of the incident then decide what is right. *(Justice)
 - (e) You try to pacify the teacher, telling her that it not such a grave matter and that you know she is big-hearted enough to overlook it. * (Beauty)
 - (f) You declare that you would send for both of them and have the matter thrashed out. * (Competence)
 - (g) Any other response:.....

2. The P. T. A. is planning a party during the Diwali festival during which gifts will be given, to all the pupils of the Primary Section. The Principal feels that the money would be more beneficially utilized if it were spent on a running trophy for the out-going pupil with the highest percentage

and a small party for the slum children. The matter is scheduled for discussion at the Executive Committee meeting next week. You decide to.....

- (a) Explain your objections to their proposal and leave it at that * (Beauty)
 - (b) Use moral pressure on the Staff-members and the Staff-members and the president to agree to what you suggest. * (Competence)
 - (c) Coax them to budget the expenditure in such a way that they can manage a Party for the pupils as well as for the slum children. * (Faith)
 - (d) You had appraised the Committee of the dire need to help these slum children. Now when they seem to back out you decide to go ahead with your programme even though you are aware of incurring the displeasure of some of the Committee members. * (Justice)
 - (e) Knowing the Executive Committee will over-ride your decision, you abstain from attending the meeting.
* Beauty
 - (f) On reviewing the efforts made to collect the money you feel that since the parents worked hard, their children deserve the full benefit. * (Justice)
 - (g) Any other response.....
3. On going through the school accounts in February, you discover that the Grant for the library books has not been used up. Its budget has been overlooked in the midst of the numerous activities. You promptly send out two teachers and tell them to place an order for the same. During the audit you recollect your decision.
- (a) You feel guilty because there was no proper planning for the choice of books; the school has lost in terms of actually meeting its real need. * (Beauty)
 - (b) You feel unhappy because you did not spend 'public money' effectively. * (Beauty)

- (c) You strongly regret you didn't let the Grant lapse since you really didn't have time to spend it effectively.
* (Justice)
- (d) after the Audit you decide to tell the Management that you had overlooked the library budget and so failed to use the money well. * (Truth)
- (e) You feel uneasy but you assure yourself that it's O.K. this time - you won't let it happen again.* (Competence)
- (f) You tell yourself - other Principals do the same so why make a mountain out of a mole-hill? (distractor)
- (g) Any other response.....

4. You wish to bring to the notice of a staff member that his work is unsatisfactory. It would have been easy to do it, if he were lazy, unpunctual or aggressive. But it is hard to tell a man, he just hasn't got what it takes to be a teacher. As the time of the interview approaches you feel.....
- (a) telling him won't make him any better, so you change the purpose of the interview. * (goodness)
 - (b) you feel, this teacher doesn't realize how bad his teaching is so you decide to talk to him in very plain terms. * (Truth)
 - (c) you feel, since the man has no talent for teaching it is better to take away the important subjects and teach them yourself up to 12 periods per week. *(Faith)
 - (d) You feel that though he is inefficient, he is no trouble-maker so you decide to say a few words to make him work a little harder. * (Goodness)
 - (e) you feel that you should monitor a number of interviews with the teacher to make him realize he is being unjust to the students by holding on to a profession he is not fit for. * (Justice)
 - (f) You decide to tell the teacher to reconsider his choice of the present profession at the same time opening him up to other possibilities.* (Faith)
 - (g) Any other response.....

5. The Management committee ask you to present your school program for the forthcoming academic year at their Meeting. Some features of your plan, already worked out with your staff will immensely benefit the pupils. You also are aware that two of the members will never favour an immediate implementation. So after much thought you decide.....
- (a) to drop these features in order to secure a unanimous approval for the rest of the plan. *(Competence)
 - (b) while presenting the entire plan, you speak to these "feared" features very persuasively and sincerely stressing the need of immediate implementation for the sole benefit of students. * (Truth)
 - (c) you assume a mildly aggressive attitude from the start and demand that the entire plan be accepted. * (Justice)
 - (d) You deliberately word the allied features vaguely so that you can push these too in the course of the year. * (Competence)
 - (e) You present the entire plan including the feared features, clearly stating your own reasons and your preferences and implying that the staff would co-operate in the implementation. * (Truth)
 - (f) when the expected objections are made you remain unperturbed and gently repeat your reason for the demand. * (Faith)
 - (g) Any other response.....
6. Your Institution grants Freeships to all school - going children of the staff. One of your mediocre teachers approach you for her child's admission. You have never cared for that teacher since she has been no asset to your school.
- (a) You tell her to wait for a few days more for your answer. * (Truth)
 - (b) You go and discover that the K.C. Numbers are full. So you tell the teacher that there is no vacancy but you will definitely take her child next year. *(Truth)

- (c) You try to adjust the two sections of the K.G. class so that this teacher's child can be admitted.
* (Goodness)
- (d) You use your influence to get the teacher's child into a nearby school. * (Faith)
- (e) With all the rush of admissions you discover that you have left the name of this child in the finalised list. Still you decide to take the child. * (Justice)
- (f) You find that the percentage of staff children that you had schedules for the year is filled so you tell the teacher she will have to pay a part of the fees.
* (Competence)
- (g) Any other response.....
- (7) Five minutes before the closing bell, you happen to pass some classrooms - you find Std. V in an uproar and the teacher absent. Upon enquiring, the children tell you that she has gone home a few minutes ago,
- (a) At the children's words you feel anger roused in you; then you see the teacher returning and reflect on the risk of taking children at their word. * (Faith)
- (b) You see the teacher returning - smile, and tell her to see you after school. * (Beauty)
- (c) You call the Monitor and tell him/her to put up the next day's lesson on B.B. and ask the class to copy it down. * (Goodness)
- (d) You send for the teacher the next day and enquire if she had any problem during the last period which necessitated her leaving her class. * (Truth)
- (e) You send for the teacher and remind her that they had been recommended to get another colleague to mind the class during the time they were obliged to leave it.
* (Justice)
- (f) Any other response.....

- (8) You have a Staff-meeting scheduled for the afternoon. A few minutes before the scheduled time, a friend of yours walks into the Office. As you greet your friend you decide to.....
- (a) Ask her/him politely if she/he minded making her/himself at home in the lounge until you were free to attend to her/him. * (Beauty)
 - (b) Agree to see her for a few minutes explaining your predicament and fix another date for the meeting with her. * (Competence)
 - (c) Attend to her/him in a relaxed manner after informing the Vice-Principal to conduct the Staff meeting. * (Beauty)
 - (d) Accompany her to the visitor's lounge - order some refreshments and send some one to keep her company until you are free to meet her. * (Goodness)
 - (e) decide to postpone the Staff-meeting for half-an hour and accordingly inform the Staff. (distractor)
 - (f) Any other response.....
- (9) A boy who does fairly well in Maths has this time failed in Maths home-work. He is sent to your office where after sitting outside your office for 40 minutes because you are busy, he finally meets you and explains he has'nt understood the Math unit now going on so did not do his home-work. "Did you ask Mrs. D" "you enquire," I asked her last week and she says I should know - that I did'nt listen when she was explaining. 'He replies, then adds"-I told her I did listen and I still did'nt get it. She said I must be stupid - other pupils had got it. I asked my father and he did'nt know either. So I gave up. I'll get a F for this unit."
- (a) You send for the teacher after dismissing the boy, question her and then reprimand her for getting impatient with the pupils. * (Competence)
 - (b) You speak gently to the boy and suggest that if he agrees, you would ask one of this classmates to help him. (Beauty)

- (c) You show unbounded confidence in his ability to master the subject and suggest that this must be a temporary difficulty which he would overcome with perseverance.
* (Faith)
- (d) You send for the teacher-sympathise with her over her difficulties in teaching a large class and encourage her to pay individual attention pointing out how pupils suffer when they are refused help. *(Goodness)
- (e) Since Maths is your subject and you know the nature of this child you undertake to teach that unit yourself to the boy. * (Faith)
- (f) Any other response.....
- (10) You observe through your office window, a parent who is a good friend of the school and your personal friend walking towards your office. You are aware that her girl has failed and consequently the purpose of her visit. You prepare to meet her.....
- (a) You welcome her warmly, and listen to her sympathetically but remain non committal regarding the problem, playing for time. * (Competence)
- (b) You hear her out then try to point out to her how it will benefit the girl if she repeats the class.* (Truth)
- (c) You explain gently yet firmly that her classmates too have failed as badly and you cannot be partial in such situations. You would do anything else to help.* (Truth)
- (d) You remain non-committal at the interview but quietly send for the main teachers involved to reconsider the case being at the same time prepared to abide by the opinion of the staff. * (Goodness)
- (e) You remain firm on your decision while at the same time offering concrete help to the pupil for the coming year. * (Goodness)
- (f) Any other response.....

* Values contained in the alternative

QUESTIONNAIRE ON ADMINISTRATIVE STRATEGIES

- A. GURRICULUM AND INSTRUCTION: Please encircle the word that applies to you generally
- In formulating curriculum objectives do you.....
- 1) Stimulate yourself, the staff and school patrons in the development of understanding of the culture in which the school is located. rarely sometimes often always
 - 2) Do you collect and make available to instructional staff and others, needed materials and information. rarely sometimes often always
 - 3) Do you summarise and co-ordinate progress in the clarification of objectives and disseminate information to all concerned. rarely sometimes often always
 - 4) Encourage school workers to keep objectives continuously in mind and to evaluate the school program in relation to them. rarely sometimes often always
- B) ORGANIZATION :
- In detërmining content and organization, do you organize the administrative and teaching staff for a co-operative outlining on
- 1) Clarification of objectives relating to behaviour of pupils. rarely sometimes often always
 - 2) Formulation of learning experiences and patterns which will induce desirable behaviour in line with objectives. (activity, units of work, course of study etc) rarely sometimes often always
 - 3) Establishment of appropriate procedures for evaluating progress towards objectives and for making changes in curriculum content and organization. rarely sometimes often always

- | | | | | | |
|----|--|--------|-----------|-------|--------|
| 3) | Provide a desirable working environment and essential instructional material and equipment. | rarely | sometimes | often | always |
| 4) | Provide for the development of maximum leadership of each staff member. | rarely | sometimes | often | always |
| 5) | Make provision for time, material and related services necessary to facilitate the work. | rarely | sometimes | often | always |
| 6) | Provide for the clarification of duties and relationships among personnel. | rarely | sometimes | often | always |
| 7) | Delegate authority commensurate with responsibilities. | rarely | sometimes | often | always |
| G) | BUDGETTING :

In facilitating the flow of funds into the educational programme
Do you..... | | | | |
| 1) | translate the educational programme into a financial budget with assistance of the educational staff, Management. | rarely | sometimes | often | always |
| 2) | arrange for the purchase of services and materials in accordance with the financial budget and with the authorization of the Board of Education. | rarely | sometimes | often | always |
| 3) | Maintain adequate financial records and make periodic reports to the necessary governmental agencies. | rarely | sometimes | often | always |
| 4) | Arrange for the formal annual audit of accounts and other necessary audits. | rarely | sometimes | often | always |

Socring Key

rarely	=	1
sometimes	=	2
often	=	3
always	=	4

- 4) Do you encourage continuous experimentation and curriculum improvement and co-ordinate achievement by putting up an informatory note on the achievement of any immediate goal by any department. rarely sometimes often always
- 5) Do you encourage consideration of the educational needs of all groups and provide in the programme for special needs. rarely sometimes often always
- C) TEACHING :
- In stimulating the improvement of teaching do you....
- 1) Attempt to develop in teachers a clearer understanding of more effective practices for attaining objectives. rarely sometimes often always
- 2) Encourage teachers to focus attention on the individual learner. rarely sometimes often always
- 3) Establish and maintain an atmosphere conducive to individual growth and foster teacher-pupil planning. rarely sometimes often always
- 4) Provide necessary instructional material promptly. rarely sometimes often always
- D) EVALUATION :
- In evaluating the results of teaching do you.....
- 1) set up methods for the co-operative and continuous evaluation of all curriculum objectives. rarely sometimes often always
- 2) Lead all concerned to the realization that objectives are not actually attained except in action and behaviour. rarely sometimes often always
- 3) Use evaluative results to better understand learner's capacities to determine program or teaching weaknesses to be strengthened and to serve as a basis of recording and reporting progress for more effective guidance. rarely sometimes often always

- 4) Do you foster the development by the staff of a functional system of reporting pupil growth in terms of the programme, objectives of the school. (this would include promotional policies, graduation requirements etc.) rarely sometimes often always
- E) IN-SERVICE TRAINING :
- In stimulating and providing opportunity for professional growth do you.....
- 1) Seek the development of a climate which encourages faith, confidence and sympathy for mutual solving of personal and professional problems. rarely sometimes often always
- 2) Promote the improvement of personnel welfare, (before the Board of Education, Management, Community.) rarely sometimes often always
- 3) Provide for and encourage freedom to use new ideas and new techniques within the accepted philosophy and objectives. rarely sometimes often always
- 4) Make provision for and encourage wholesome social activities. rarely sometimes often always
- F) STAFF MORALE :
- In Building and maintaining high staff Morale do you....
- 1) Create a feeling on the part of each person that he is a member of a whole team and that what he does is a contributing factor to the success of the programme. rarely sometimes often always
- 2) Foster mutual confidence and wholesome relationships among all staff members. rarely sometimes often always