

## REFERENCES

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## **Appendix 1: Responsibility Feeling Test (Self-developed tool)**

Please fill up the following information:

1. Name of the Teacher:
2. Gender (Male/Female):
3. Locality of the workplace (Urban/Rural):
4. Stream (Arts/Science):

### **INSTRUCTIONS**

1. This test contains six sections, namely I, II, III, IV, V and VI. Each section has several questions and each question has five responses. There is no any right and wrong answer of the questions. Responses are given on the basis of the roles that the teacher expected to perform.
2. Choose only one appropriate response according to you and put a (✓) mark for your answer.
3. Please attempt all the questions sincerely.

Dear Teachers,

This test is intended for responsibility feeling of Teacher. Respondents are requested to give tick mark on one response according to their functions that they perform in school setting. Secrecy will be maintained in all the facts and data disclosed and it will be used only for the research purpose.

Choose the appropriate answer from the following responses:

**Section: I**

**Teaching**

1. Which of the following components are seem to be more important for a successful teacher?
  - (a) Adapt the learning needs of the students.
  - (b) Telling, showing and doing something in the classroom.
  - (c) Monitoring the student's performance.
  - (d) Providing the curricular content within the time period.
  - (e) None of the above
2. Which of the following measure would you like to adopt while student unable to understand the topic in the classroom?
  - (a) Take extra classes.
  - (b) Discuss it with the help of the other students.
  - (c) Provide some supportive materials.
  - (d) Ignore the student.
  - (e) None of the above
3. How do you select a suitable teaching method for your class?
  - (a) By considering student's psychology.
  - (b) Depending on classroom environment.
  - (c) Depending on your expertise.
  - (d) Which helps in assessment the learning activities.
  - (e) None of the above.
4. Which of the following skill would you consider as the important skill of teaching?
  - (a) Proper set induction.
  - (b) Using Stimulus variation.
  - (c) Illustration.
  - (d) Planned repetition
  - (e) None of the above.
5. How do you conduct discussion with the children?
  - (a) By focussing on a specific learning goal.

- (b) By collaborative exchange of ideas among students.
  - (c) By asking open-ended questions.
  - (d) On the basis of the key points of the lesson
  - (e) None of the above.
6. How do you perform your role when discussion is going on in the classroom?
- (a) Facilitate the students' interaction.
  - (b) Play the role of moderator to realize the learning goal.
  - (c) Asses the student's quality.
  - (d) Sit and listen the students' talk.
  - (e) None of the above.
7. What are the bases for your class preparation?
- (a) Course objectives.
  - (b) Student's aspiration level.
  - (c) Up-to-date knowledge of subject matter.
  - (d) By reviewing lecture notes.
  - (e) None of the above.
8. Which of the following factor would you consider for better performance in the classroom?
- (a) Student's feedback in the class.
  - (b) Knowledge of different teaching skills.
  - (c) Up to date knowledge in the subject.
  - (d) Task complexity.
  - (e) None of the above.
9. If the students face some educational problem(s) how would you help them?
- (a) Provide suggestion on the basis of individual competencies/strength points.
  - (b) Developing confidence among them to solve the problem by themselves.
  - (c) Co-operate the guardian to solve the problem(s) of the student.
  - (d) By showing sympathy to them.
  - (e) None of the above.

## **Section-II**

### **Co-curricular activities:**

10. How do you encourage/motivate the students to participate in co-curricular activities in the school?
- (a) By participating as a role model.
  - (b) By providing responsibility to students to organise it in school.
  - (c) By telling the values of it in the school assembly.
  - (d) By using it as a supplement of the class work.
  - (e) None of the above.
11. How do you perform your duties in co-curricular activities organised in the school?
- (a) Work with them as a member of the group.
  - (b) Provide beneficial guidance facilities to them.
  - (c) Keep the detailed record and evaluate it.
  - (d) Command the students to join.
  - (e) None of the above.
12. How do you engage yourself in co-curricular activities organised in the school?
- (a) Encourage the student by participating.
  - (b) Play with the students.
  - (c) Play the role of advisor.
  - (d) Observe them from outside the field.
  - (e) Command the students to join.
  - (f) None of the above.
13. What do you do during the day, when co-curricular activities are organised in the school?
- (a) Actively participate to identify the native talent of the students.
  - (b) Guide the student to conduct the activities smoothly.
  - (c) Keep supervision at regular intervals.
  - (d) Busy in other academic activities.
  - (e) None of the above.

### **Section-III**

#### **Administration & Management:**

14. How do you participate in school's administration and management?
- (a) Perform duties to meet the academic needs.
  - (b) Implement school's disciplinary activities.
  - (c) Participation in decision making process in the school.
  - (d) Problem prevention in the school.
  - (e) None of the above.
15. As a teacher, how do you perform your administrative responsibilities?
- (a) By implementing the educational plans.
  - (b) By satisfying the rules and laws laid down by competent authority.
  - (c) By encouraging the direct democracy.
  - (d) By providing proper facilities and freedom.
  - (e) None of the above.
16. As an administrator how do you deal with your students?
- (a) With co-operation, sympathy and positive attitude.
  - (b) By giving opportunity for self-appraisal.
  - (c) By providing direction towards desired goals.
  - (d) By commanding them to solve their problems by themselves.
  - (e) None of the above.
17. How do you manage the classroom learning environment?
- (a) By engaging the students in different instructional activities.
  - (b) By establishing good teacher-student relationship.
  - (c) By introducing praise and rewards.
  - (d) By providing corporal punishment
  - (e) None of the above.
18. How do you manage the class when majority of students are inattentive?
- (a) Use of teaching aids.
  - (b) Ask questions to the students.
  - (c) Discuss other relevant topic with them.
  - (d) Do try to investigate the problem.
  - (e) None of the above.
19. How would you help your students to bring nearer to the community?



- (a) By providing some community work to the pupil.
- (b) By organizing social service camps.
- (c) By inviting community members to the school campus in various occasions.
- (d) By establishing school as different skill development programmes for the unemployment.
- (e) None of the above.

## **Section-IV**

### **Professional Proficiency**

20. Why professional development is consider as an essential qualification for a successful teacher?
- (a) It is a process which helps to deal effectively with the challenges.
  - (b) It is a process which develops strong organizational commitment.
  - (c) It is a process which provide task motivation.
  - (d) It is a process which helps in up gradation of service condition.
  - (e) None of the above.
21. How do you keep yourself up-to-date?
- (a) By reviewing the feedback provided by the learner.
  - (b) By developing yourself as a life-long learner.
  - (c) By sharing experiences with colleagues.
  - (d) By participating in career development programmes.
22. As a teacher how do you provide academic leadership to your students?
- (a) By assisting them to solve the educational problems.
  - (b) By establishing a democratic relations.
  - (c) By reinforcing the performance of the students.
  - (d) By commanding them to do their duties properly.
  - (e) None of the above.
23. Which of the following condition do you consider as an essential condition for your continuous professional development?
- (a) Self-efficacy
  - (b) Sharing experiences with colleagues.
  - (c) Academic freedom.

- (d) Provide career development opportunities.
- (e) None of the above

24. Which of the following aspects do you follow as professional ethics related to the teaching profession?

- (a) Professional obligation by the members.
- (b) Beliefs and values.
- (c) Duties and responsibilities.
- (d) Interpersonal relationship.
- (e) None of the above.

## **Section-V**

### **Examination and Evaluation**

25. What is your purpose/criterion/objective to conduct examination in your institution?

- (a) To evaluate the achievement of the students.
- (b) To measure the efficiency of teaching.
- (c) To help in diagnosis.
- (d) To measure the personality of the students.
- (e) None of the above.

26. How do you evaluate your students?

- (a) By observing them.
- (b) By introducing field based activity/ performance test.
- (c) By introducing some essay type questions.
- (d) By conducting recall test.
- (e) None of the above.

27. What is the bases for your introducing an evaluation technique in the class?

- (a) Which is purposeful according to the objectives of the topic.
- (b) Which is less time consuming.
- (c) Which is easy for scoring.
- (d) Which is easy for administering.
- (e) None of the above.

28. How do you encourage your students to increase achievement?

- (a) By setting clear learning objectives.

- (b) By providing consistent feedback.
- (c) By introducing more number of audio-visual aids in the classroom.
- (d) By asking them to read and write as much every day.
- (e) None of the above.

29. How do you make gradation among your students?

- (a) On the basis of proposed instructional goal.
- (b) On the basis of their skills.
- (c) On the basis of their up-to-date content knowledge.
- (d) On the basis of written assignment.
- (e) None of the above.

## **Section-VI**

### **Guidance and Counselling**

30. What is your objective to provide guidance to your students?

- (a) To diagnose the difficulties in learning.
- (b) To overcome periods of turmoil.
- (c) To establish proper identity.
- (d) To help them understand the purpose of meaningful life.
- (e) None of the above.

31. How do you extend your guidance to your students?

- (a) By giving necessary direction.
- (b) Through pointing out the drawbacks.
- (c) Showing the right path.
- (d) Through assistance.
- (e) None of the above.

32. How do you involve yourself when you notice some students taking abusive substances?

- (a) Raising awareness of these abusive substances.
- (b) Scold them
- (c) Ignore them
- (d) Support them
- (e) None of the above.

33. How do you perform your duty as a school counsellor?

- (a) Holistic development of the personality.
- (b) Develop competence in decision making among the students.
- (c) Stimulate students to put maximum efforts.
- (d) Assist in job placement.
- (e) None of the above.

34. As a counsellor how would you help your students to meet their needs?

- (a) By creating a lifelong autonomous learner.
- (b) By creating a student able to manage stress.
- (c) By creating a student with good academic results.
- (d) By creating a student with a proper vocation.
- (e) None of the above.

35. Why do you keep the school record of your students?

- (a) To know the student's strength and weak points.
- (b) To provide the guidance.
- (c) To prepare report card.
- (d) To show their talents/disabilities of learning in front of the other students.
- (e) None of the above.

## **Appendix 2: Teacher Effectiveness Scale (Self-developed)**

### **Teacher Effectiveness rating scale:**

#### **Personal data sheet:**

1. Name of the teacher:
2. Name of the school:
3. Address of the school:
4. Gender:                      Male/ Female
5. Stream:                      Arts/Science
6. Locality of the school: Rural/Urban

**Instruction:** In the enclosed response sheet certain statements are provided to you, and you are requested to express your frank responses by making a tick (v) on anyone among the five alternatives.

**(SA- Strongly Agree, A- Agree, UN- Undecided, D- Disagree and SD- Strongly Disagree.)**

There is no right and wrong answer. So you can respond to any of them according to your behaviour. Your responses will be kept confidential and will be used only for the research purpose.

#### **Teacher Effectiveness Scale:**

##### **1. Teaching:**

	SA	A	UN	D	SD
(a) I always prepare my lesson before entering to the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) I have sufficient confidence over the subject-matter to be taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) I usually introduce the day's topic by discussing on some relevant matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) I often use examples to make the subject matter more ease to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) I decide the mode of transaction based on the individual differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) I never discriminate my students based on their intellectual ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) I hardly use humour in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) In my class I provideactivities to the students which help them in their self-learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Sometimes I learn from the students when discussion occurs in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SA	A	UN	D	SD
(j) I got irritate to those students who often ask questions to me in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) As a teacher I always put forward my ideas and Views in a clear and fluent manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) I extend my helping handto the students as on when required in doing their assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(m)After completion of the course, I don't think that the revision of the courseis necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Interpersonal Relation:</b>					
(a) I am always supportive to my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) I am friendly to my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) I respect the students' opinions and demands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) I usually help my students when they face any personal and educational problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) I hardly share the student's performance with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) I take initiative in organising the parent-teacher association in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) I always co-operate with theparents to solve the problems of their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) I hardly support to organise community development programme in the school premises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Classroom Management:</b>					
(a) I prefer to take the class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) I re-arrange the furniture, seating positions of the students to promote interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) I normally start my lesson by asking questions to the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) I often use the audio-visual aids to create ideal and helpful situation in the classroom for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) I think classroom discourse is important for child's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) I have all the art of attending to disruptive and problem behaviour of the learners in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) I always maintain discipline in the classroom within a democratic environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Assessment and Evaluation:</b>					
(a) I assess the student's performance objectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SA	A	UN	D	SD
(b) I conduct formative test at regular interval.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) I do conduct remedial classes as and when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) I always praise my students in their educational achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) I have the habit to summarise the lesson at the end of the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) I hardly ask any questions to students at the time of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) I often discuss with the students about their performance in periodic tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) I find very complicated to check the homework of the students regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Professional development:</b>					
(a) I keep myself up-to-date on acquiring new knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) I think training is not necessary for the In-service teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) I always welcome the suggestions given by my Colleagues for improvement of my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) I often participated in the seminars, workshop to keep myself up-to-date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) I always act within the ethical norms of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) I often use innovative strategies or tactics to accomplish the instructional decision taken by the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) As a teacher, I believe that every child can learn well with appropriate interventions, despite being different in many from one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) I often use culturally responsive teaching strategies to promote diversity in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) I often listen some important lectures (YouTube/TED) for my personal growth in my profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) I love to read more books on my subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) I hardly use adaptive technologies in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Personality characteristics :</b>					
(a) I always go to school with neat and clean dress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) My voice is audible to the whole class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) I follow all disciplines entrusted by the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) I am emotionally balanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) I show enthusiasm in every activity of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) I am a good communicator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SA	A	UN	D	SD
(g) As a teacher I patiently handle any challenging situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) I have good expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Administrative ability:</b>					
(a) I do work towards the educational changes and innovations of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) My educational plan is based on both to the present and future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) I always co-operate the higher authority in implementation of educational plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) When I feel free, I participate in school affairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Delegate authority and responsibility sometimes de-motivated me towards the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) I use improved teaching methods to make teaching effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) I am not interested to organise any co-curricular activities under my supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) I never keep my voice regarding the problems of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) I follow all commands given by higher authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Manual For

31


# Emotional Intelligence Scale

**EIS-HPD**

**Anukool Hyde**  
Assistant Professor  
Shri Vaishnav Institute of Management  
Scheme 71, Gumasta Nagar  
INDORE (M.P.)

**Sanjyot Petho**  
Lecturer  
Nirma Institute of Management  
Sarkhej, Gandhi Nagar Highway,  
Charodi Post Oganaj  
AHMEDABAD (Gujrat)

**Upinder Dhar**  
Vice Chancellor  
J. K. LakshmiPat University  
JAIPUR (Raj.)



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**NATIONAL PSYCHOLOGICAL CORPORATION**

BHARGAVA BHAWAN, 4/230, KACHERI GHAT, AGRA-282 004 (INDIA)  
• Email-npc\_agra@yahoo.com • website : www.npcindia.com



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Anukool Hyde (Indore)  
Sanjyot Pethe (Ahmedabad)  
Upinder Dhar (Ahmedabad)

Consumable Booklet

of

E I S-HPD

(English Version)

Please fill up the following informations : —

Name (Optional).....

Age..... Sex.....

Caste..... Religion.....

Occupation..... Designation.....

Length of Service.....

### INSTRUCTIONS

Here some statements are given and for every statement you have to express your views by making tick ☐ on any one cell of the five alternatives. There is no right and wrong answer, so please give your response on all the items.

1. Strongly Agree 2. Agree 3. Uncertain 4. Disagree 5. Strongly Disagree.

### SCORING TABLE

Factors	A	B	C	D	E	F	G	H	I	J	Total Score
Raw Score											

Estd. 1971

☎ : (0562) 2464926

**NATIONAL PSYCHOLOGICAL CORPORATION**

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

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Sr. No.	Fac-tors	STATEMENTS	RESPONSE				
			Strongly Agree	Agree	Un-certain	Dis-agree	Strongly Disagree
1.	E	I can encourage others to work even when things are not favourable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	C	People tell me that I am an inspiration for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	J	I am able to encourage people to take initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	C	I am able to make intelligent decisions using a healthy balance of emotions and reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	E	I do not depend on others encouragement to do my work well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	A	I can continue to do what I believe in, even under severe criticism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	C	I am able to assess the situation and then behave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	C	I can concentrate on the task at hand inspite of disturbances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	B	I pay attention to the worries and concerns of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	B	I can listen to someone without the urge to say something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	E	I am perceived as friendly and outgoing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Sr. No.	Factors	STATEMENTS	RESPONSE				
			Strongly Agree	Agree	Un-certain	Disagree	Strongly Disagree
12.	A	I have my priorities clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	J	I can handle conflicts around me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	D	I do not mix unnecessary emotions with issues at hand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	B	I try to see the other person's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	F	I can stand up for my beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	E	I can see the brighter side of my situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	A	I believe in myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	D	I am able to stay composed in both good and bad situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	B	I am able to stay focused even under pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	H	I am able to maintain the standards of honesty and integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	H	I am able to confront unethical actions of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	I	I am able to meet commitments and keep promises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	I	I am organized and careful in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sr. No.	Factor	STATEMENTS	RESPONSE				
			Strongly Agree	Agree	Un-certain	Dis-agree	Strongly Disagree
25.	B	I am able to handle multiple demands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	D	I am comfortable and open to novel ideas and new informations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	F	I pursue goals beyond what is required and expected of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	D	I am persistent in pursuing goals despite obstacles and setbacks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	A	I have built rapport and made and maintained personal friendships with work associates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	G	I am able to identify and separate my emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	C	I think that feelings should be managed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	F	I am aware of my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	G	I feel that I must develop myself even when my job does not demand it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	C	I believe that happiness is a positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 Consumable Booklet of Emotional Intelligence Scale (EIS)-B, English version

## Appendix 4: Teaching Aptitude test



**Consumable Booklet**  
of  
**T A T-GR**  
*(English Version)*

**Dr. S. C. Gakhar (Chandigarh)**  
**Dr. Rajnish (Fazilka)**

**Please fill up the following informations :** Date

Name

Father's Name  Date of birth

Class/Qualification

Institution  Sex

### INSTRUCTIONS

- There are 35 Statements in this Test and for each statement. Four alternatives have been given. Tick mark ☒ the most appropriate answer. Your responses will be kept confidential.
- Answer to each statement.
- Though there is no time limit, but you can complete it in 15 to 20 minutes.

### SCORING TABLE

Raw Score							Z-Score	Grade	Teaching Aptitude Status
Area	I	II	III	IV	V	VI			
Total									

## RAKHI PRAKASHAN

*Distributor :*

**NATIONAL PSYCHOLOGICAL CORPORATION**

UG-1, Nirmal Heights, Near Mental Hospital, AGRA-282 007 Ph. : (0562) 2801080

Sr. No.	STATEMENTS	Res.	Score
---------	------------	------	-------

- I**
- After you have become a teacher you will:
    - Postpone Reading
    - Read only Newspaper
    - Be a Student for whole life
    - Stop Reading.
  - As a teacher, you should often visit:
    - Zoo
    - Temple
    - Bookshop
    - Library.
  - In order to join teaching profession, which is more important:
    - % of marks
    - Teaching Aptitude
    - Certificate of Activities
    - Belonging to a family of Teachers.
  - As a teacher, you shall be always poor. This is a big frustration. Are you still willing to become a teacher?
    - Yes
    - No
    - I am not Crazy
    - You have forced me to think and revive my decision.
  - You have taught for 3 to 4 years. There is an opportunity to change the profession. Would you:
    - Stick to teaching
    - Undecided
    - May change temporarily
    - Avail the opportunity.
  - When you join teaching profession, people are going to laugh at you. But what will be your reaction

## APPENDIX-III (n)

Sr. No.	STATEMENTS	Res.	Score
---------	------------	------	-------

- Ignore them
  - Change the profession
  - Feel proud in it
  - Hit back at the people.
- II**
- The attitude of teacher towards the students should be as :
    - Helper and guide
    - Friend
    - Guardian
    - Boss.
  - You will maintain discipline among your students by :
    - Threatening them
    - Beating them
    - Giving them responsibility
    - Appealing them.
  - Out of the following, the students of which class you will like the most, those who are
    - Good in studies
    - Not good in studies
    - Obeying you
    - All the students.
  - Would you like to solve some emotional problems of your students?
    - Yes
    - No, Never
    - Indirectly
    - I shall ignore
  - If your students points out any of your mistake during teaching, then you will :
    - Accept it
    - Say him to keep quite
    - Come prepared next day
    - Say him to see you after the period.

Sr. No.	STATEMENTS	Res.	Score
---------	------------	------	-------

12. The achievement of every student in a class is not same:

- (A) They do not study sincerely
- (B) Teachers are often partial
- (C) Abilities of each student are different
- (D) Concentration and habit of hard work is different.

III

13. To have his right place in the society, the teacher should :

- (A) Take part in politics
- (B) Cut off himself from society
- (C) Perform his duty sincerely
- (D) Go on strike.

14. What type of social relationship should be there among your colleagues in the school?

- (A) Pleasant and Cooperative
- (B) Pleasant
- (C) I do not care for others
- (D) There should be rivalry.

15. Who should be the members of Education Commission?

- (A) Teachers only
- (B) Politicians only
- (C) Teachers and politicians both
- (D) Teachers, Principals and Sociologists.

16. Parent Teacher Association is considered to be of much importance because through this :

- (A) Parents and Teachers knows each other
- (B) School improve
- (C) Students problems are solved
- (D) All of the above.

17. What type of social relationship should be there

## APPENDIX-III (a)

Sr. No.	STATEMENTS	Res.	Score
---------	------------	------	-------

among your colleague teachers outside the school?

- (A) Pleasant and Inspiring
- (B) Pleasant but not much mixing
- (C) We should associated with other groups
- (D) Should not mix.

IV

18. The most important value of co- curricular activities is :

- (A) They secure good popularity
- (B) They compensate dull class work
- (C) They build school spirit
- (D) They develop attitude and skill.

19. When the headmaster wants too much co- curricular activities to develop the personality of his students. What will you do as a teacher?

- (A) Call Parent-Teacher Association meeting
- (B) Check the headmaster
- (C) Abuse the headmaster
- (D) Not cooperate with him.

20. Suppose the annual function is being celebrated in the school, then at that time you will :

- (A) Work at home
- (B) Go to see the function
- (C) Take part in the function
- (D) Will criticize it.

21. What is the importance of A.V. Aids in Teaching?

- (A) They make teaching easy
- (B) They make teaching interesting
- (C) Pupil participation is more
- (D) All of the above.



Sr. No.	STATEMENTS	Res.	Score
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22. Suppose there are no teaching aids in the school for teaching a particular lesson, then you will:

- (A) Teach without the aid
- (B) Prepare them
- (C) Tell students there is no aid
- (D) Insist the head to purchase.

V

23. You have read a new book full of ideas on education what will you do?

- (A) Keep these ideas to yourself
- (B) Share it with one colleague
- (C) Share it with all colleagues
- (D) Will hide the book.

24. You do not get success to enter-upon B.ED Course. Then you will :

- (A) Try for some other job
- (B) Give up the ideas
- (C) Try again
- (D) Criticize the procedure.

25. For the sake of money and other gifts, will you raise the marks of the students?

- (A) Yes
- (B) No
- (C) NO, Never
- (D) I shall raise marks for friendship.

26. In your opinion what the Teachers' Union should do?

- (A) It should organize seminar time to time
- (B) It should try to solve the problems of the teacher
- (C) It should built code of conduct
- (D) All the above.

27. The primary job of a teacher is teaching. He has nothing to

Sr. No.	STATEMENTS	Res.	Score
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do with the child who is timid of thief:

- (A) Agree
- (B) Disagree
- (C) Yes he is not specialist
- (D) Try to help him.

28. In order to enable the pupils to pass in- examination, you will :

- (A) Allow them to copy
- (B) Solve questions for them
- (C) Sleep over
- (D) None of the above.

29. As a teacher would you like to attend one or few seminars, workshop/orientation courses?

- (A) Yes
- (B) No
- (C) It is wastage of time
- (D) No, I know everything

VI

30. The headquarter of CBSE is at:

- (A) Manali
- (B) Bombay
- (C) New Delhi
- (D) Trivandrum.

31. What makes teaching effective?

- (A) Keeping the school neat and clean
- (B) School magazine
- (C) Increased pay of teachers
- (D) Using better methods of teaching.

32. For making teaching efficient and interesting, you will :

- (A) Introduce long stories
- (B) Dictate notes
- (C) Present practical examples
- (D) Teach with books.

**APPENDIX-III (a)**

Sr. No.	STATEMENTS	Res.	Score
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**33. NCERT stands for :**

- (A) National Council of Educational Research and Training
- (B) National Centre for Entertainment Research and Training
- (C) National Council of Educational Research and Technical Education
- (D) National committee for Education and Research for teachers.

**34. The curriculum should be:**

- (A) According to the child
- (B) Be fixed and child made to fit it
- (C) Be drawn uniformly
- (D) Be according to social needs.

**35. Which is the important factor for classroom learning?**

- (A) Motivation
- (B) Discipline
- (C) Lesson outlines
- (D) A.V. Aids.

**Appendix 5: COPY OF PERMISSION LETTER FOR DATA COLLECTION**

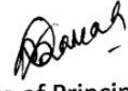
প্রধান শিক্ষয়িত্রীৰ কাৰ্যালয়  
লোকনায়ক অমিয় কুমাৰ দাস উচ্চ মাধ্যমিক কন্যা বিদ্যালয়, তেজপুৰ  
নতুন আমোলাপট্টি - তেজপুৰ  
স্থাপিত : ইং- ১৯৬৪ চন

প্ৰসঙ্গ নং : .....

দিনাঙ্ক ২৩/০৫/২০২১

**To Whom it may concern**

This is to certify that Mrs. Karabi Goswami, Ph.D Research Scholar, Department of Education, Tezpur University, Assam during the academic year 2021-22 collected the data for her research work from our Lokanayak Omeo Kumar Das High School, Tezpur on 17/05/2021. We wish her success in life.

  
Signature of Principal  
Place: Tezpur (Sonitpur)  
Date: 17/05/2021

Head Mistress  
Lokanayak Omeo Kumar  
Madhyamik Kanya Vidyalaya  
Tezpur

## LIST OF PUBLICATION AND PRESENTATION

### 1. Publication

- i Goswami, K. and Roy, N. R. (2024). Sense of Responsibility Feeling of Secondary School Teachers towards Teaching: A Study in Sonitpur district of Assam. *Sodhasamiksha*. A National Peer Reviewed and Refereed Research Journal in Education and Sanskrit, 14 (1), 207-212. (UGC Care Listed)
- ii Goswami, K. (2025). Teachers' Sense of Responsibility Feeling: Why it is important? *The Educational Horizon*. A Peer-Reviewed Journal of Education and Social Sciences. 11 (1), 13-18.

### 2. Presentation

- i Goswami, K. (2025, January). *The NEP 2020: A Milestone to Access Higher Education through ODL Mode*. Paper presented at the National Seminar on "Rethinking Higher Education in the context of NEP 2020 Addressing Accessibility, Affordability and Accountability" organised by IQAC, Krishna Bora B. Ed. College, Lanka, Hojai (Assam).
- ii Goswami, K. (2019, February). Teacher's Duties and Responsibilities in the context of Promoting the Life-Skill Competencies among Adolescent. Paper presented at the ICSSR sponsored National Seminar on "Need of Life Skills Education for Adolescents with special reference to North-East India" organized by Department of Education, Paschim Dhemaji College, Dhemaji, Assam.