

Evaluation And Corrective Strategy For The Transmitter of Values To Refurbish The Goals of Sustainable Development

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Abstract: Education for Sustainable Development (ESD) is a comprehensive package that aims to devise processes which are to be implemented today in order to have magnanimous repercussions tomorrow. ESD in school curriculum is conceived synonymous to environmental education, leaving the other important facets like social, economic and cultural development as miniatures. In fact, ESD identifies fourteen learning outcomes from all levels of education, one of which is 'Ability to identify and clarify Values'. With the rapid socio-economic explosion and an accelerated pace of living, parents hardly have the time or the ability to inculcate the requisite values in their wards which are inevitable for their future sustainability. Thus, the gears have to change and the responsibility has to be shouldered by the schools, to be more precise – the teachers. They have to act as transmitters of values to their students and gradually transform them as eligible human capitals for the future. An obvious question arises, are the teachers themselves equipped with the values that they are supposed to bequeath? If no, shouldn't they be oriented first to match the expectations and make value education not just a subject but the very philosophy of schools? This paper attempts to design a questionnaire for the students to reciprocate on the experiences with their teachers, revealing the quantum of values present in the teacher fraternity. Further, a few suggestions highlighting the role of a school leader in developing and sustaining the 'Value Culture' of his/her school is outlined. With the social degradation as the present happening, the future calls for the creation of good human beings.

Keywords : Transmitter, Values, Sustainable development

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I. INTRODUCTION

"We stand at a critical moment in Earth's history, a time when humanity must choose its future. As the world becomes increasingly interdependent and fragile, the future at once holds great peril and great promise..... To move forward we must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace. Towards this end, it is imperative that we, the people of Earth, declare our responsibility to one another, to the greater community of life, and to future generations." [1/This is the preamble of the Earth Charter-an international declaration of fundamental values and principles and is considered useful by its supporters for building a just, sustainable, and peaceful global society in the 21st century. The role of education is significant in equipping future citizens with the requisite knowledge, skills and values essential for the inhabitants of today's and tomorrow's Earth. Education till now had been transacting and marketing the predominance of cognitive and economic supremacy over aesthetic and affirmative values. The turn of the century saw the negative effects of this dominance in terms of a fractured societal structure, slackened human relationship and deteriorating human values. Elite social evils like corruption, female infanticide, drug abuse, juvenile crimes, domestic violence, divorce, and varied forms of abuses and exploitations have shadowed even the educated segment of the society.

A highly progressive future can be foreseen with the enormous scientific and technological advancements, but unless they are adjoined with a strong ethical and moral code of conduct; the pure, divine, aesthetic senses bestowed to human by nature may lose its way to a mechanized, calculative and synthetic being. It is said that Science has solution for all problems, which is apparent from the major scientific solutions formulated for sustainable development as soon as the problem of environmental degradation and ecological imbalances got recognition. But, none of the scientific inventions or government policies would be effective unless ordinary people do not support the cause [2]. Thus development of the right kind of human being who can promote the cause of sustainable development is an issue that has to be vigorously explored. There is a need to consciously develop a culture that reinforces human values and aggravates the position of a 'good' human

being over a 'great' human being, especially for our children who are the torch bearers of the future. Only then the goals of sustainable development can be achieved in its true sense.

With the rapid socio-economic explosion and an accelerated pace of living, parents hardly have the time or the ability to inculcate the requisite values in their wards which are inevitable for their future sustainability. Thus, the gears have to change and the responsibility has to be shouldered by the schools, to be more precise – the teachers. They have to act as transmitters of values to their students and gradually transform them as eligible human capitals. An obvious question arises, are the teachers themselves equipped with the values that they are supposed to bequeath? This paper attempts to design a questionnaire for the students to reciprocate on the experiences with their teachers, revealing the quantum of values present in the teacher fraternity. This knowledge would help the administrators to assess the teachers and devise ways to orient them to match the expectations and make value education not just a subject but the very philosophy of schools. This would be a major initiative to achieve the goals included in Education for Sustainable Development (ESD).

1.2 Education for Sustainable Development (ESD)

The World Commission on Environment and Development, presented the definition of Sustainable Development in 1987 as, "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs"[3]. Aligning to this principle, the whole world has geared up to design ways for a better today and tomorrow. Progress in the three pillars – economic, environmental and social, happening in an aggressive manner waidentified as a cause for the deterioration of environment and human life. Thus, development now is appeased and amalgamated with concerns of protecting and preserving the Earth as a whole. The philosophy of Sustainable Development is applied in the fields of agriculture, energy, environment, transportation, business, income, agriculture, politics and culture [4]. Since, the root of all applications rest in education, the *United Nations Conference on Environment and Development (UNCED)* in 1992, declared education as a significant tool for achieving Sustainable Development. Agenda 21 on education, training and public awareness was presented in this conference. This resulted into the emergence of *Education for Sustainable Development (ESD)* with a drafted plan of action. Among the four goals, the first two ESD goals are

1. Promote and improve the quality of education: The aim was to refocus lifelong education on the acquisition of knowledge, skills and values needed by citizens to improve their quality of life.
2. Reorient the curricula: From pre-school to university, education must be rethought and reformed to be a vehicle of knowledge, thought patterns and values needed to build a sustainable world [5].

Some of the learning outcomes expected from ESD by the United Nations Decades of Education for Sustainable Development (DESD, 2005-14) are :Critical Reflective thinking; Decision making; Dealing with crisis and risks; Acting with responsibility; Ability to identify and clarify values; Acting with respect for others... [5]The Earth Charter, which is the product of a decade-long, worldwide, cross-cultural dialogue on common goals and shared values, was a combined project of the UN and the global civil society movement. It was launched as a people's charter in 2000 by the EarthCharter Commission [6]. The Earth Charter stated sixteen principles that should be integrated with ESD. Some of them are :

1. Respect Earth and life in all its diversity.
2. Care for the community of life with understanding, compassion and love.
3. Build democratic societies that are just, participatory, sustainable and peaceful.
4. Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health and spiritual well-being, with special attention to the rights of indigenous peoples and minorities.
5. Integrate into formal education and lifelong learning the knowledge, values and skills needed for a sustainable way of life.
6. Treat all living beings with respect and consideration.
7. Promote a culture of tolerance, nonviolence and peace.
8. Thus, apart from promoting environmental protection, natural resource conservation and sustainable use, addressing unsustainable production and consumption patterns, the ESD also underpins important principles of values of justice, equity, tolerance, sufficiency and responsibility [7]. Humanity can survive the exponential scientific growth only if human beings are equipped with a strong code of morality, ethics and values.

1.3 Role of Schools to Enhance the Value Quotient of the Society

Today's children are the makers and the inhabitants of tomorrow's society. Thus in order to create an evolved and humanitarian society, the target has to be the children. The children and youth today are growing up in an age of instant gratification, shortcuts, insecurities, fear based survival and existence. Nuclear family system, excessive competition, parental expectations, commercialization of education, negative impact of

media, misuse of information technology, globalization, consumerism etc. are putting immense pressure on children, families and schools leading to distortion of values [8]. Thus, it becomes imperative for schools to come up with new ways of educating students the requisite values, virtues and ethics needed to strengthen their mental character [9]. The same has also been echoed in the *National Policy of Education 1986, National Curriculum Framework 2000 and 2005* [8], [10]. In order to meet this challenge of providing sustainable human capital to the society, schools need to develop a philosophy of humanitarian values and align all its activities around this philosophy. Values like respect, love, care, compassion, truth, honesty, commitment, tolerance, perseverance, and conscientious are needed to be reflected in all the practices of the direct stakeholders of the school. These values neither can be preached nor can be taught, they have to be lived in order to be imbibed [11]. The goal is not to promote passive conformity and blind obedience to whatever values are passed on, but to enable children to think, to reason, to question, to reflect, to care, to feel concern, to act [11]. To achieve this, an atmosphere is needed to be created consciously within the school by the leaders, administrators, non-teaching staff members and most importantly by the teachers.

1.4 Role of Teachers as Transmitters of Human Values to Promote ESD

Teachers act as internodes between the students and the school ethos, norms and philosophy. Thus, teachers not only in India but all over the world are expected to be morally upright individuals who display good character. These expectations are valid as they have tremendous impact on the lives of their students. Students, overtly or covertly absorb the values underlying the actions and behaviors of the teachers. A single benevolent or aggressive behavior may get permanently ingrained in the child's mind and may sanctify or malign it respectively. Fake display of ideologies is easily identified by children and so just a moral preach or superficially created activities does not work. Students need to imitate teachers who are effortlessly honest, trusting, fair, respectful and responsible in their actions [12]. Teachers can and should serve as role models who teach character and moral values through themselves displaying the same [13], [10]. It is thus important for teachers to have their values corrected, which is a present need that would invariably succumb to the future needs and pave path for sustainable development of humanity. Some of the important values or virtues teachers are expected to possess so that the same gets imbibed into students today and snowballed in the coming generations are enumerated below,

1.5 Respect: A teacher needs to show respect to her students regardless of their caste, gender, socio-economic status, individual character or abilities. She has to be completely unbiased and has to care for the students' by being sensitive to their feelings. She should be able to appreciate the uniqueness of each child and treat every child with love, care and compassion.

1.6 Honesty: A teacher can display honesty by telling the truth and acting in an honorable way. She also needs to fulfill promises and maintain confidentiality regarding issues that may hamper any student's self esteem.

1.8 Integrity: Integrity can be shown by choosing the right things even when it would be easier to do something that is personally more beneficial.

1.9 Trust: A teacher can make herself/himself trustworthy by fulfilling promises and commitments, by assisting or helping students in difficulty, by encouraging students, listening to and helping out with their personal problems and by never demeaning students for any kind of disability.

1.10 Fairness: By showing no discrimination, believing in each student's ability, giving similar treatments to all irrespective of their academic performances, and by showing respect to each child as a unique individual, a teacher can display fairness.

1.11 Responsibility: Teachers can demonstrate the virtue of responsibility by being morally accountable for their actions and fulfilling their duties sincerely, which includes creating a positive learning environment; developing the psychomotor; cognitive and affective abilities of students; modeling health related issues like physical fitness, good nutrition etc.; and encouraging students to take greater personal and social responsibility.

1.12 Moral Reasoning: It is essential that teachers help students to learn the difference between right and wrong. Teachers need to educate students not to rationalize unprincipled behaviors, instead to use moral reasoning process while making decisions. This can be done when teachers themselves admit and correct their mistakes and thus show that they themselves accept the consequences of their actions. Also by praising a student for doing something right for which he might have gone against his peers or elders, would help him to be brave enough to act morally even in an unmoral environment [14].

Thus, a teacher's role extends beyond the classroom to that of a facilitator and a counselor. Since teachers need to practice themselves what they want to be practiced by their students [15], it is important to evaluate to what extent is the value system of the teacher community in tune with the requirements of the society.

1.13 Evaluation of the Value Quotient of a Teacher

There was a time in Indian history when teachers were revered as God, but today teachers and their profession ranks among the lowest strata of the society. This is because of the devaluation of knowledge over

money and power. This inverted value model of the society has created a shortage of intellectuals and virtuous entering the teaching profession. Apart from poor quality teaching-learning in schools, many cases of teachers being in the wrong side are commonly reported. Corporal punishment, child abuse, use of slangs in classrooms, sexual exploitation etc. are terms being associated now even with this noble profession.

However, even in this value-disoriented society we find teachers who have the passion and ability to inspire, have clear set of values, are committed to their work, are selfless, and have the ability to overcome obstacles in life [16]. It is important that schools identify such teachers, give them the respect they deserve and encourage them to enlighten not only the students but also other teachers. Respect, honesty, integrity, trust, fairness, responsibility, moral reasoning are some of the attributes we may scan for, among teachers. Evaluation of this kind has to be continuous, as values get reflected in the day to day activities rather than in isolated cases. Moreover the evaluator must be the one who is in continuous contact with the teacher, and that is none other than her students.

A questionnaire has thus been designed in the present paper which can be effectively used to evaluate the value quotient of a teacher. Students respond according to their observations and experiences with a particular teacher to the several situations enumerated in the questionnaire. Those are further analyzed to measure the value quotient of the teachers of a school, thus, defining the extent to which the school displays a rich and humanitarian culture susceptible for the development of good human beings. The questionnaire can be found in the Appendix.

II. PILOT STUDY

In order to authenticate the questionnaire, a Pilot Study was conducted wherein 220 High School students studying in affluent schools of Vadodara city were taken as samples. The responses was analysed using statistical methods of frequency and percentage and the results are enumerated in the following table.

Value Quotient Point (VQP) Range	Average Score (%)
86 – 100	26%
76 – 85	50%
50 – 75	22%
Below 50	02%

2.1 Analysis and Interpretation of the Responses of the Questionnaire

Students had to reciprocate to those situations/statements that they had actually experienced. Thus, 25 responses were considered for the analysis.

2.2 Marks assigned for each of the four options are :

- a) 4 marks b) 3 marks c) 2 marks d) 1 mark

Marks were allotted as per the ticked option by a student for a particular teacher and the total score was termed as Value Quotient Point (VQP) of a particular teacher.

2.3 Interpretation of VQP for a Teacher :

1) VQP Range 86 – 100 :

Most of the teachers scoring VQP within this range are the actual value transmitters and are needed to be highly regarded. They not only possess the right values & virtues but also strive hard to inculcate the same in their students. These teachers are honest, fair, trustworthy and responsible. They show respect, kindness and sensitivity towards all; display integrity in their actions; and promote the importance of moral reasoning among her students.

2) VQP Range 76 – 85 :

Most of the teachers whose VQP lies within this range possess in variable amounts, the values of honesty, righteousness, respect for all, fairness, trustworthiness, kindness, sensitivity, and are also responsible; but what they lack is the passion to direct efforts to help students imbibe the same values within them. These teachers are needed to be counseled to overcome this deformity and show more commitment towards value orientation of students.

3) VQP Range 50 – 75 :

The teachers whose score lie within this range are more likely to be the ones who may not be wrong intentioned but consciously or unconsciously are promoting the wrong values among students through their wrong behaviors and actions. Steps are needed to be taken by the school administrators to make them aware of their irresponsible behavior and the impacts that can have on the students. Since teachers generally are educated adults, a simple awareness campaign may be enough to orient them. But these teachers are needed to be monitored frequently and counseled in subtle and matured ways from time to time.

4) VQP Range Below 50 :

The teachers who score less than 50, need a rigorous value orientation campaign before they are sent in the classroom. These teachers are to be rehabilitated to infuse the basic human values within them. The importance of the teaching profession and the magnanimous impact of teachers on students are needed to be highlighted to them. Besides the orientations, these teachers are to be monitored continuously and guided diligently towards the display of right behavior in front of students.

2.4 Findings of the Pilot Study

1. This Study was delimited to the teachers of a few affluent schools of Vadodara. It reveals the Value Quotient of the teacher fraternity of the affluent schools of Vadodara.
2. 26% of the teachers had VQP in the range of 86 – 100. These teachers not only possess the right values and virtues but are also passionate about transmitting the same to their students.
3. 50% of the teachers had VQP in the range of 76 – 85. These teachers possess the right values and virtues and transmit the same in subtle ways which may or may not be absorbed by the students.
4. 23% of the teachers had VQP in the range of 50 – 75. These teachers may have the right intentions to correct student behavior but his/her actions are needed to be guided and mindset is needed to be oriented through tailored treatments.
5. 2% of the teachers had VQP below 50. These teachers are needed to be charged into action through a value-orientation programme.

The pilot Study revealed the Value Quotient of a certain section of the teacher fraternity. Similarly, application of this questionnaire can reveal the Value Quotient of a particular school. By calculating the average of the VQPs of all the teachers of the school, the value quotient of the school (with reference to its teachers) can be attained. Similar kind of interpretations as described above can be used to define the school culture in terms of promotion of values and virtues among children. Based on the results, the leader can take up the responsibility to counsel or conduct value orientation programmes.

III. SUGGESTIONS

3.1 Creating and Keeping a Positive School Culture [17]

Creating and keeping a positive school culture is the responsibility of the school leaders. They are generally burdened up with the implementations of the fluid terms and policies imposed either by the respective boards, or the government, or the management, or the trustees or other stakeholders, due to which they hardly have the time to think about the school culture – which is a big mistake. Many founders do not realize the importance of a shared vision or values until much further down the line – sometimes when it is too late. As a leader of the school, it is important to instill the preferred values and ideals in the inception phase itself, so as the school grows, these ingrained standards stay with the school. School leaders make decisions based on their values, but those ideals might not always be apparent. Thus, once the core values are established, the leader needs to communicate the same to everyone by voicing about the culture clearly and consistently. A clear message should go out that ‘the leader is committed to living those ideals’ - this would naturally trickle down in the hierarchy at all levels. As the school grows, it would be a mistake to assume that the initially ‘established culture’ would naturally spread with it. Eventually, this culture would shape to a form as per contributions made by the whole team. Thus a few suggestions for a school leader to actively teach and enforce the perceived culture to enhance the VQP of the school are :

3.2 The leader needs to be vulnerable and not act to have all the answers.

The leader needs to determine the values as a group. These decisions may be taken in collaboration with the first recruits or some eligible candidates who can make a huge impact in shaping the future direction of the school.

3.3 The leader needs to identify culture champions.

These are team members who embody the school's values and are enthusiastic about spreading its mission. These members are needed to be empowered to keep the culture alive from within the school.

3.4 The leader needs to institutionalize the culture.

Once the systems are established the leader needs to strive to keep it in place and also ensure that the culture set is scalable and can grow with the employee count. In the hiring process of teachers, multiple people must be given an opportunity to provide input on whether the candidate has the right attitude, a neat background and the correct moral values.

3.5 The leader needs to keep traditions.

The leader should not act as a moral police and take away things that matter most to employees, like enforcing a dress code which causes inconvenience in work, freedom of speech, rewards, professional development and quirky social events. Even while imposing certain restrictions the leader must communicate the reason behind it and consider the group opinion.

3.6 The leader has the responsibility to protect the Value-Culture.

While many founders try to create a positive culture, things don't always go as planned. Every individual have their own set of characteristics evolved as a result of various factors like heredity, upbringing, family culture, and an irreversible history. The community of teachers may also include someone who has negative influence on the school culture. Such individuals are needed to be alienated from the group, counseled or given special training. Even then if the results are negative, the school need not tolerate such people who do not support its values. While no one enjoys letting employees go, leaders must consider the health of their school students above all else. It is the job of the leader to communicate and live the school's vision and ensure everyone is positively contributing to it. If the leader is committed to the school's values, his/her team will also be committed to the same. This would help the Value-Culture to percolate down the children and eventually the society, thus creating strong foundations for promoting and supporting the processes of sustainable development.

IV. CONCLUSION

Education is the most powerful path to sustainability. Economic and technological solutions, political regulations or financial incentives are not enough. We need a fundamental change in the way we think and act.' – Irina Bokova, Director-General of UNESCO (2012) [4] This paper provides a practical approach to think and act righteously in a very subtle way promoting diligent shifts in mindsets gradually but with committed strength. It involves a way to assess the teachers - the actual architects of the society, who have to be exceptional human beings with strong character and virtues because they hold the torch for the future generations. It is important that the children today grow up not only with the right scientific knowledge but also the right attitude, values and skills to further the movement of sustainable development. The culture one grows up in plays a significant role in developing and molding his values and attitudes. This paper also attempts to establish a way to create the perfect culture which promotes the present and the future needs of human capital for the society. Perfect culture, refers to a school whose stakeholders uphold virtues like respect, integrity, fairness, trust, love, compassion and moral reasoning. Thus, creating such a culture is probably the best way to pass on the same to generations ahead and make way for a society free from several kinds of social evils that blotch and challenge man's supremacy on Earth.

Values : moral principles **Virtue** : positive moral quality **Ethics** : code of behavior **Character** : combination of qualities distinguishing a person or a group **Moral** : based on a sense of right and wrong
Culture : ideas, customs, and art of particular society **Value Quotient** : a measure of values in an individual (qualitative)

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V. APPENDIX

5.1 Questionnaire

The following questionnaire is needed to be filled up by students of a particular class with reference to their class teacher or for any particular teacher mentioned by the school authorities.

Dear Student,

Some very common classroom situations are presented to you here forth. They are tagged with simple questions about your teacher. Four options have been provided for each situation/statement, you need to mark the most appropriate option through your own experiences with the stated teacher.

Note : For convenience the teacher's gender is stated as 'she' and the student's gender as 'he'. Let go the incongruence.

Name of the Teacher : _____ Subject taught by her/him : _____

1. One of your classmates is very irregular in his studies. His work is most of the times incomplete or improper. How does your teacher handle this student?

- a) She tries to find out the reason for the student's irregularity from the other students and his parent and helps him change his ways.
- b) She interacts with the student politely and counsels him personally.
- c) She scolds and punishes him.
- d) She ignores him and does not interact with him much.

2. Your class has a couple of students who excel in academics; a few who are weak and most of them who are fairly good. How does your teacher respond to the class?

- a) She makes extra efforts to help the weak students by giving extra time, practice, materials, etc. and also caters to the needs of rest.
- b) She grabs all the chances to appreciate and motivate the weak students.
- c) She most of the times praises the high scorers and criticizes the low achievers.
- d) She hardly notices or acknowledges the abilities of the students.

3. There is a big fight between two students or groups. How does your teacher resolve the problem?

- a) She takes everyone's opinions, probes further to understand the actual reason of the fight and makes all possible efforts to seek out the differences.
- b) She listens to both the sides carefully and counsels them politely.
- c) She scolds and punishes both the students/groups.
- d) She does not take any action.

- 4. One of your classmates has done something embarrassing in the class and your teacher knows about it.**
 - a) She investigates the reason for the occurrence of the situation and takes action so that such situations do not happen again.
 - b) She lightens the situation by describing other such incidents and advises the class not to make fun of the student.
 - c) She ridicules (makes fun) the child and brings in the incident in other conversations as well.
 - d) She does not react.
- 5. How is your teacher's attitude towards the peons, the care-takers and the house keeping staff members?**
 - a) She sees to it that they do their work properly and also helps them out with their problems.
 - b) She interacts with them politely and treats them with respect.
 - c) She talks with them harshly, in an insulting tone.
 - d) She does not interact with them at all.
- 6. You have a hyperactive or a very mischievous child in your class. How does your teacher handle him?**
 - a) She is strict but polite, and provides him educative tasks to keep him busy.
 - b) She loves him for being different and allows him to do things of his choice.
 - c) She scolds and punishes the child most of the time.
 - d) She does not give much attention to the child.
- 7. One of your classmates asks too many questions. How does your teacher react?**
 - a) She plans most of her lessons in such a manner that the whole class gets inquisitive and problems are solved through discussions and experimentations.
 - b) She appreciates the child, answers his queries and proceeds further after the problem is solved.
 - c) She tells the child to keep quiet and listen first and ask later.
 - d) She does not care much about the queries and proceeds on with her teaching.
- 8. Your class is taken for a field trip. All the students are supposed to prepare a write-up about their experiences after the visit and hand it over to your teacher. What does your teacher do?**
 - a) She initiates a discussion regarding the knowledge gained from the field trip and also encourages you to speak out your opinions and ideas.
 - b) She reads all the write-ups and later provides feedback to the class.
 - c) The write-ups are taken by her but there is no follow up.
 - d) She does not care much about the write-ups to be taken from the students.
- 9. You have a very shy and quiet classmate, who hardly responds to any teacher. How does your teacher deal with him?**
 - a) She plans activities, role plays, games and collaborative activities and encourages him to participate and gain confidence.
 - b) She talks with him politely with love and respect and finds opportunities to praise and motivate him.
 - c) She criticizes and ridicules him for being quiet and avoids asking him any questions.
 - d) She is indifferent towards him.
- 10. Does your teacher keep her word...**
 - a) Always
 - b) Most of the time
 - c) Sometimes
 - d) Never
- 11. Your teacher gives class duties and responsibilities like monitor ship, putting up class board or other smaller tasks to...**
 - a) equally to everyone.
 - b) only academically weak students.
 - c) only academically bright students.
 - d) anyone who asks for it.
- 12. There is supposing a misunderstanding between you and your friend. What would you do?**
 - a) You would go to your teacher as you are sure she would look into the problem deeply and then give a just opinion.
 - b) You would go to your teacher as she would counsel both of you and convince you to be friends again.
 - c) You would not go to your teacher as you are afraid she may scold you.
 - d) You would not go to your teacher as you know she would do nothing to help you.
- 13. While teaching or in leisure moments with your class, your teacher generally cites examples of...**
 - a) achievers like scientists, sportsmen, politicians etc.
 - b) leaders, saints or great men from mythology highlighting their character, values and virtues.

- c) the rich and the famous.
d) nothing in particular, only sticks to text book teaching.
- 14. From your various interactions and experiences with your teacher, what do you feel she wants you to become when you grow up?**
- a) Anything of your choice but with righteousness and hard work.
b) A very kind, compassionate and a generous human being.
c) Rich and successful.
d) She does not convey any expectations from you through her behavior or speech.
- 15. There might be an instance when one of your classmates has spoken, done or written something different or in complete contrast from the entire class. How did your teacher react?**
- a) She appreciated him and also encouraged others to form their own opinions but not before investigating all possibilities.
b) She appreciated him for doing so.
c) She scolds him and warns him to stick to the text book or to the teacher's say.
d) She does not notice.
- 16. How does your teacher react when some unexpected or unwanted incidents occur, which may be during school events or trips or exams or may be an accident or a natural calamity?**
- a) She takes the initiative, takes decisions and acts to solve the problem.
b) She stays calm, cool and poised and also helps others to keep their calm.
c) She gets panicked and searches for help.
d) She does nothing.
- 17. During examinations your teacher catches someone cheating or copying, what does she do?**
- a) She not only forbids and monitors him but also gives him some form punishment like deduction of marks or a written note.
b) She strictly warns him not to do so and keeps a close watch on him.
c) She herself helps some children and encourages the act of cheating.
d) She does not pay much attention.
- 18. How does your teacher deal with parents of defaulters (weak academically / trouble maker / unhygienic / irregular)?**
- a) She takes up the responsibility to bring about positive change in the child and discusses only the positive side of the child with his parents.
b) She politely discusses the problems of the child and advises them to act with the child respectfully.
c) She loads the parents with complains against the child.
d) She does only casual talk and does not discuss about the child much.
- 19. Your teacher has wrongly punished or behaved with one of your classmates and she later realized her mistake. What does she do?**
- a) She tells him sorry in front of the whole class and also tells the class to signal her if she commits a mistake without any fear.
b) She calls him aside and tells him sorry.
c) She tries to cover up her mistake by giving some excuse.
d) There is no reaction from her side.
- 20. Your teacher has committed a mistake in entering marks/grades in the mark sheet. What does she do when she is approached?**
- a) She accepts her mistake before the administrators and fills up a new report card.
b) She accepts her mistake, tells sorry and advises him that marks are not real reflections of one's abilities so should not be taken seriously.
c) She sends him back by putting the blame on him.
d) She ignores and offers no explanation.
- 21. What is your teacher's behavior towards the economically or socially backward students (if any) of your class?**
- a) She finds out ways to boost up their confidence, makes them realize the importance of cleanliness and helps them and the class be in ease with each other.
b) She treats them with equal love, care and respect as others.
c) She criticizes them most of the time and compares them with others, which might be with an intention to bring changes in them.
d) She completely avoids talking or touching the child.
- 22. On Teacher's Day, one of your classmates brought a beautiful gift for your teacher. What does she do?**
- a) She denies taking the gift saying her actual gift would be good performance and behavior of her students.

- b) She politely declines it.
c) She hesitates but takes the gift after some cajoling from the student.
d) She happily accepts all gifts.
- 23. One of your classmates is the son of a prominent and well known person. How is your teacher's attitude towards him?**
- a) She treats him equally and does not allow him to take any undue advantage of his position.
b) She shows no biasness and treats him with equal love and respect as others.
c) She gives special attention to him.
d) She avoids others to attend him, appreciates him injudiciously and ignores his mistake.
- 24. Your teacher carries out the duty of selecting students for competitions on the basis of what?**
- a) She strictly selects only those who have the potential in the competing area.
b) She considers those students who need to gain confidence through such motivations.
c) She gives chance to only those who are good in academics.
d) She selects her favourites who keep butter polishing her.
- 25. From your observations and experiences with your teacher, comment on her attitude towards her seniors.**
- a) She respects her seniors but is not afraid to question them when they are wrong and acts only on her own ideals and principles.
b) She treats her seniors with lot of respect and follows all their instructions.
c) She openly criticizes her seniors.
d) She does not care much about anyone.
- 26. Some of your classmates bring junk food in their tiffin. How does your teacher react?**
- a) She regularly checks everyone's tiffin and appreciates the one's bringing nutritional food and counsels or notifies the one's bringing unhealthy food.
b) She regularly counsels the class regarding the benefits of healthy diet and the hazards of junk food.
c) She does not much care about diet and health related issues.
d) She herself brings and eats junk food in school.
- 27. Which method of teaching does your teacher generally use?**
- a) She uses methods that are appropriate to the topic/content, which might be an interesting lecture, activity, demonstration, experiment, audio-visual aid, educational visits, or field trips.
b) She generally uses lecture method but makes it interesting and simple to understand with real life examples, events, stories etc.
c) She sticks to only text book information.
d) She directly reads out from the text book without giving proper explanations.
- 28. While teaching or otherwise, your teacher shows a tendency to appreciate the beauty of nature, people and things....**
- a) most of the time.
b) sometimes.
c) rarely.
d) never.
- 29. You love your teacher because....**
- a) She is sincere, truthful and committed towards her work and makes all possible efforts to solve your problems.
b) She loves, respects and takes care of you.
c) She is generous in giving marks.
d) She gives you full freedom to do whatever you like.
- 30. You do not like your teacher because.....**
- a) She is strict and expects very good work and behavior from you always.
b) She is always advising and preaching.
c) She is short tempered and is always scolding or punishing.
d) She makes you feel uncomfortable with her touch or speech.

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