

MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

**A STUDY OF INSTITUTIONAL CLIMATE, STUDENT  
CONTROL IDEOLOGY, DOGMATISM AND  
STUDENT'S ACTS OF INDISCIPLINE**

*Guide*

**Professor D. M. Desai**  
ad, Department of Educational  
Administration

*Investigator*

**Smt. Seema A. Sahasrabudhe**

**Dear Friend,**

This is an attempt to understand the University's institutions and identify some of the root causes of what has been unfortunately happening in the University's institutions and on the campus. The study revolves round climate prevailing in Departments, Faculties and Institutions of the University. The approach is to identify what University teachers think of leadership behaviour, teachers' inter-personal behaviour, their status on a dogmatism scale, their student control ideology and acts of student indiscipline taking place in their own Department. If institutional climate can be measured and identified, it would provide many precious clues and indicators.

Kindly respond to the items in this booklet as professional work and participate in a worthy venture of faith.

All Responses are to be made Keeping Your Own Department in Mind.

—Investigator

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Faculty of Education and Psychology, Baroda

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# **PROFORMA FOR BASIC DATA ABOUT RESPONDING COLLEGE TEACHERS**

Each one of the following items should be filled out clearly and fully as they are crucial for the present research. The information supplied will be kept strictly confidential and will be used only to study the effect of certain variables on the present research.

Name of the Department: \_\_\_\_\_ Faculty: \_\_\_\_\_

Status: (Check ☒): Lecturers/Readers/Professors/any other category.

Age of the respondent (University teacher) in full years: \_\_\_\_\_

Sex (Check ☒): Male/Female

Characteristic of the place of the respondent's upbringing (Check ☒): City/Town/Village

Academic qualifications with class (Check ☒):

(a) Bachelor's degree: First/Second/Pass Class

(b) Master's degree: First/Second/Pass Class

(c) Ph.D. degree (Check ☒): In academic subject \_\_\_\_\_, professional subject \_\_\_\_\_, both \_\_\_\_\_

Teaching experience: (a) In the University: \_\_\_\_\_, in other colleges: \_\_\_\_\_, Total: \_\_\_\_\_

Average monthly income from all sources in rupees: \_\_\_\_\_

(a) Occupation of the father (if not alive, mention his occupation when alive): \_\_\_\_\_

(b) His education (Check ☒): Illiterate/Primary/Middle School/HighSchool/College (Undergraduate, Graduate, Post-Graduate).

Number of dependent members in the family: \_\_\_\_\_

Visit to a foreign country if any (Check ☒): Just a visit/studied in foreign university/visit to a foreign university.

Whether as a student worked as a student leader or an office bearer in Students Union (Check ☒): Yes/No.

(Thanks for your precious co-operation !)

## SECTION I

## INSTITUTIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

( The ICDQ—Baroda Version : Form III )

The questionnaire is prepared to secure a total 'feel' and 'atmosphere' of the Departments and the various conditions under which the University teachers work. The items in this Questionnaire describe typical behaviours and conditions that occur within an Educational Institution. The respondents are the University teachers working in different Departments of the University. Your responses to these items will indicate to what extent these descriptions characterize your Department.

Please be sure that you mark **EACH** item.

*Directions :*

Out of the *five* choices given for each of the following items, please select **ONE** ( and only one ) and encircle the number indicating your choice. The choices given are:

- ( 0 ) never occurs
- ( 1 ) rarely occurs
- ( 2 ) sometimes occurs
- ( 3 ) often occurs
- ( 4 ) very frequently occurs

Printed below is an example of a typical item found in such Questionnaires.

*Example:*

Each student spends his recess time by himself. 0 ( 1 ) 2 3 4

In this example, the respondent marked alternative ( 1 ) to show that the interpersonal relationship described by this item 'rarely occurs' in his Department. Of course, any of the other alternatives could be selected depending upon how often the behaviour described by the item does indeed occur in your Department.

Please mark your response clearly as in the Example.

Now the Questionnaire begins.

0 = Never occurs  
 1 = Rarely occurs  
 2 = Sometimes occurs  
 3 = Often occurs  
 4 = Very frequently occurs

### Statements

1. The Head of my Department is by the side of teachers in an hour of need.	0	1	2	3	4
2. There are internal brickerings and jealousy among the staff of this Department.	0	1	2	3	4
3. The Department Head checks all the instructional work done by teachers.	0	1	2	3	4
4. "Give students more chance to talk" is the motto of the teachers of this Department.	0	1	2	3	4
5. The idea of teachers forming an Association of their own is disliked by the leader.	0	1	2	3	4
5. It is difficult for the Head to forget that he is a Head and to part with his power.	0	1	2	3	4
7. The Head helps teachers in their Departmental work.					
8. The staff of this Department is like a family.	0	1	2	3	4
9. No deviations from prescribed rules is tolerated by the Head.	0	1	2	3	4
1. Teachers know the family members of their colleagues.	0	1	2	3	4
1. All staff members shoulder responsibility in regard to one or the other activity of the Department or the Faculty.					
2. The Head is frank and cordial with the staff and students.	0	1	2	3	4
3. The Head resists ideas that deviate from his own.	0	1	2	3	4
4. Teachers of the Department have a lot of fun when they are together.	0	1	2	3	4
5. The Head enthusiastically discusses with his staff the new ideas and experiences he gathers.	0	1	2	3	4
5. Workers and shirkers are both being bothered about the least in this Department.	0	1	2	3	4
7. Teachers complain about favouritism by Administration.	0	1	2	3	4
8. Supervisory work of the Head keeps teachers alert.	0	1	2	3	4
9. "More work only if more pay" is what the teachers in the Department say in private.	0	1	2	3	4
1. Teachers of this Department live under tension.	0	1	2	3	4
2. The Head or the few senior teachers talk the most in staff meetings.	0	1	2	3	4
2. Teachers and students freely and easily communicate with the Head.	0	1	2	3	4
2. The staff has full involvement in the Departmental academic planning.	0	1	2	3	4
2. Teachers feel happy to help one another.	0	1	2	3	4
2. The staff of this Department knows their students closely.	0	1	2	3	4
2. The Head gives his preference to his teachers for deputation to foreign countries and inland Summer Institutes and Seminars.	0	1	2	3	4
2. Cooperative work is favoured by the teachers of this Department.	0	1	2	3	4
2. The Head welcomes feed-back from his teachers and students.	0	1	2	3	4
2. Teachers' out-put in this Department is good because their merits are recognized.	0	1	2	3	4
2. Going on casual leave by teachers without pre-notice disrupts the daily teaching work in classes.	0	1	2	3	4
2. The Head of this Department is first to arrive in the Faculty and last to leave.	0	1	2	3	4
2. Teachers are not bothered about whether students attend classes or not.	0	1	2	3	4
2. The important informations relating to the teachers and students are put-up on the Faculty notice-board.	0	1	2	3	4
2. This Faculty is visualized as an integrated community of Dean, Department Heads, teachers and students.	0	1	2	3	4
2. The Head keeps to himself in his office.	0	1	2	3	4
2. Teachers of this Department share their snacks at tea time.	0	1	2	3	4

0 = Never occurs  
 1 = Rarely occurs  
 2 = Sometimes occurs  
 3 = Often occurs  
 4 = Very frequently occurs

37. The Head inquires about the well-being of the family of his colleagues when he meets them.	0	1	2	3
38. Preparation of tutorial (test) records by teachers is time-consuming in this Department.	0	1	2	3
39. Senior subject teachers coordinate teaching in their paper or course.	0	1	2	3
40. The Head believes that every staff member can contribute his mite in the Department.	0	1	2	3
41. The Department Head involves the staff in taking all vital decisions regarding the Department.	0	1	2	3
42. This Department is ready to associate with other educational, social or Industrial organizations in training and research programmes pertaining to its field.	0	1	2	3
43. The Department Head is vigilant that all departmental work is completed by the staff in time.	0	1	2	3
44. Teachers of this Department take active part in the Faculty activities.	0	1	2	3
45. The Department Head motivates rather than bosses over his colleagues.	0	1	2	3
46. Teachers feel happy with the conditions of work in the Department.	0	1	2	3
47. The Department Head stays back in the Department after Faculty hours to help a teacher doing extra useful work.	0	1	2	3
48. Friendly and kindly guidance to students and others is the motto of the staff of this Department.				
49. A lot of teachers' time is spent in staff meetings.				
50. The Department Head practices what he has in mind at any cost.	0	1	2	3
51. The Head grudges any extra consideration or help to a teacher in difficulties.	0	1	2	3
52. Teachers of this Department are free to take up extra assignments of their interest in their free time.				
53. Closest friends of teachers in this Department are their colleagues.				
54. The Head misses no opportunity to correct wrong ideas or methods of work of his teachers.	0	1	2	3
55. Decision-making is more centralized in the Dean's office than in the Department.	0	1	2	3
56. The Head discusses teaching and research techniques in staff seminars to improve teachers' work in the Department.	0	1	2	3
57. Teachers feel themselves as a part and parcel of this Department.	0	1	2	3
58. Teachers respect their colleagues.	0	1	2	3
59. There is a formality and detachedness in the behaviour of the Department Head.	0	1	2	3
60. Self-respect of teachers is maintained in this Department.	0	1	2	3
61. It is easy to obtain sufficient and correct information about the Department.	0	1	2	3
62. The Head talks despairingly outside about his Department.	0	1	2	3
63. Teachers of this Department seem to be well adjusted.	0	1	2	3
64. The Head refuses to change a stand once taken by him on any Departmental or Faculty matter.	0	1	2	3
65. Teachers raise irrelevant questions at staff meeting.	0	1	2	3
66. The staff of this Department gets along well with others in the Faculty and in the University.	0	1	2	3
67. Teachers can enter the Head's office at any time.	0	1	2	3
68. Teachers are hurt if any of their colleagues are wrongly criticized.	0	1	2	3
69. The Head shows favour to hard-working teachers on his staff.	0	1	2	3
70. The Head is truly an agent of change.	0	1	2	3
71. The staff of this Department is stable over a period of time.	0	1	2	3
72. Many tutorials take away, much of teachers' time.	0	1	2	3
73. The Head dictates rather than persuades and convinces the teachers.	0	1	2	3

0 = Never occurs  
 1 = Rarely occurs  
 2 = Sometimes occurs  
 3 = Often occurs  
 4 = Very frequently occurs

Teachers of this Department rush to help their colleagues in an hour of need.	0	1	2	3	4
The Head tries his best to make the work in the Department enjoyable for teachers.	0	1	2	3	4
Teachers have to be told and pushed to do their work.	0	1	2	3	4
'The duty to the Department and the Faculty first, everything else last' is the motto of the Head.	0	1	2	3	4
The Head cares more for himself than for the staff.	0	1	2	3	4
The Head is in the habit of taking all important decisions in the Department himself without consulting any one in the Department.	0	1	2	3	4
Junior teachers hardly get real help and sympathy from the senior teachers and Department Head in their work.	0	1	2	3	4
The Head exacts work from his staff according to the duties assigned.	0	1	2	3	4
The individuality of teachers of this Department is well-respected.	0	1	2	3	4
The Head is proud of his objective and impersonal behaviour.	0	1	2	3	4
The Department Head is bossy to the staff but yielding to the University Administration.	0	1	2	3	4
Teachers are happy with the recreational facilities provided to them in the Faculty.	0	1	2	3	4
Teachers are evaluated on the basis of their output.	0	1	2	3	4
Teachers delay taking up their periods.	0	1	2	3	4
The Department Head visits the ailing colleagues in his home or in the hospital.	0	1	2	3	4
Everyone feels free to make his stand clear on any matter pertaining to the Department and the Faculty.	0	1	2	3	4
An accepted common goal binds together all the staff in the Department.	0	1	2	3	4
The Head mixes freely with staff members.	0	1	2	3	4
The Head is always available to teachers and students to discuss their problems.	0	1	2	3	4
The Head takes interest in the personal problems of the teachers and students.	0	1	2	3	4
Teachers come to the Faculty when they have a period to take and leave the Department after that.	0	1	2	3	4
Every one in the Department feels free to say what he or she desires.	0	1	2	3	4
The Head gives all facilities to teachers to do their work in the Department.	0	1	2	3	4
Students feel at ease while meeting the staff members of the Department.	0	1	2	3	4
The Department welcomes other Departments in the University to make use of the facilities available with it.	0	1	2	3	4
The Department Head recommends the constructive proposals from his colleagues to the University even though they involve additional expenditure.	0	1	2	3	4
Teachers keep to themselves in this Department.	0	1	2	3	4
Teachers are not always in their classes when the period starts.	0	1	2	3	4
The Head is really not what he pretends to be.	0	1	2	3	4
Supervision of examinations and tutorials is very strict in this Department.	0	1	2	3	4
Teachers regard staff meetings as a waste of time.	0	1	2	3	4
Department Head readily changes decision once taken, if placed under pressure.	0	1	2	3	4
The Head transmits all important information available with him to his teachers and students.	0	1	2	3	4
Teachers speaking at the staff meeting are interrupted by the Head.	0	1	2	3	4
Teachers are interested in private remunerative work.	0	1	2	3	4
Co-ordination of the Departmental activities is done through staff-meetings.	0	1	2	3	4

0 = Never occurs  
 1 = Rarely occurs  
 2 = Sometimes occurs  
 3 = Disagree occurs  
 4 = Very frequently occurs

110. Teachers put in their best efforts in this Department.	0	1	2	3
111. The Head is obstinate in his views and attitudes, and is authoritarian.	0	1	2	3
112. The Head is well-prepared whenever he talks to a group of teachers.	0	1	2	3
113. The atmosphere of this Department is soothing and inspiring.	0	1	2	3
114. The Head takes into confidence senior teachers before taking a decision pertaining to the students.	0	1	2	3
115. The under-graduate students do not attend the classes in full.	0	1	2	3
116. Circulation of departmental notices in the class is too frequent.	0	1	2	3
117. The Head takes tea with the staff during the recess.	0	1	2	3
118. Teachers of this Department are liked and appreciated by others.	0	1	2	3
119. Teachers' social needs are well-satisfied in this Department.	0	1	2	3
120. Admissions in this Department are made strictly on the basis of merits and set criteria.	0	1	2	3
121. The Heads' behaviour is characterized by conservatism, caution and distrust.	0	1	2	3
122. The Head sets an example to the teachers by working hard himself.	0	1	2	3
123. The Head is known for his human relationship.	0	1	2	3
124. The Head is suspicious of teachers who argue or differ from him.	0	1	2	3
125. The Head attends to all the difficulties of his staff, even if it means extra-work for him.	0	1	2	3
126. Teachers of this Department manifest positive attitude towards their work.	0	1	2	3
127. Teachers of this Department cannot express their own views openly.	0	1	2	3
128. The programming done in this Department is haphazard.	0	1	2	3
129. This Department has a humane climate.	0	1	2	3
130. The Teachers use students to pressurise Administration to gain their demands.	0	1	2	3
131. The Head keeps his staff at a distance.	0	1	2	3
132. There are factions among the staff of this Department.	0	1	2	3
133. In this Department, 'teaching means' teachers just go and come out of the class.	0	1	2	3
134. Teachers of this Department give credit to their colleagues for their achievement.	0	1	2	3
135. Teachers are informed soon after administrative decisions are taken.	0	1	2	3
136. The Head joins the staff in their excursion or picnic.	0	1	2	3
137. Staff meetings serve as a communication device.	0	1	2	3
138. The Head frowns on teachers who talk boldly.	0	1	2	3
139. The Head's leadership is conducive to better work on the part of teachers.	0	1	2	3
140. 'Divide and rule' is the policy in this Department.	0	1	2	3
141. The work of a sick teacher is readily shared by the other teachers in this Department.	0	1	2	3
142. The Head of this Department is not easy to understand.	0	1	2	3
143. The Head explains his point when he differs from his colleagues.	0	1	2	3
144. The Head is a man of confidence and inspiration to the staff.	0	1	2	3
145. Teachers are made to teach as the Department Head wants.	0	1	2	3
146. Many extra-curricular activities of the Faculty interfere with teaching work.	0	1	2	3
147. The teaching community of the Faculty is happy about its two way flow of communication among teachers and administrators.	0	1	2	3
148. The Head uses different languages to explain the same event in the Department to different persons.	0	1	2	3

(Section I on Climate is over.  
 Now turn to Section II on the next page.)

## SECTION II

**STUDENT CONTROL IDEOLOGY**  
**(SCI—Baroda Version: Form II)**

Below are presented a number of statements pertaining to students and how to deal with them. The investigator's purpose is to gather information regarding the actual attitudes of teachers in different Departments and Faculties of the University concerning these statements.

The responding teachers will do well to recognize that the statements are of such a nature that there are no correct or incorrect answers. The investigator is interested only in teachers' frank and true opinion of them.

*Directions :*

Following are 45 statements about teachers and students. Please indicate your personal opinion about each statement by encircling the appropriate response in the rating scale given at the right-hand side of each statement.

( Now the Questionnaire begins. )  
 ( Please respond to each and every statement. )

Encircle      1 if you strongly disagree  
                   2 if you disagree  
                   3 if you are doubtful  
                   4 if you agree  
                   5 if you strongly agree

**Statements**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. A student is to be controlled so that his character can be moulded.                               | 1 | 2 | 3 | 4 | 5 |
| 2. Students are students; they should be under the direction of the teacher.                         | 1 | 2 | 3 | 4 | 5 |
| 3. The students should imbibe the teachers' good habits.   | 1 | 2 | 3 | 4 | 5 |
| 4. Today's students are not interested in learning.  | 1 | 2 | 3 | 4 | 5 |
| 5. Students should obey rules or they should quit the University.                                    | 1 | 2 | 3 | 4 | 5 |
| 6. Even from students, teachers can learn many good things.  | 1 | 2 | 3 | 4 | 5 |
| 7. Confidence in one's self alone will develop students' potentialities.                             | 1 | 2 | 3 | 4 | 5 |
| 8. The Department Head should first know how to control his students and then bother about teaching. | 1 | 2 | 3 | 4 | 5 |
| 9. Learning takes place best in a free classroom climate in a University.                            | 1 | 2 | 3 | 4 | 5 |
| 10. Students should learn to control themselves.   | 1 | 2 | 3 | 4 | 5 |
| 11. It is desirable for a teacher to be impersonal in his dealings with students.                    | 1 | 2 | 3 | 4 | 5 |
| 12. Love and understanding improve even a worst student.   | 1 | 2 | 3 | 4 | 5 |
| 13. It is best to encourage an inquiring mind.   | 1 | 2 | 3 | 4 | 5 |
| 14. Aptitude and interest are the best guides for students to choose their subjects.                 | 1 | 2 | 3 | 4 | 5 |
| 15. Teacher-student relations can never be informal.   | 1 | 2 | 3 | 4 | 5 |
| 16. Students should feel a sense of belongingness in the Faculty.                                    | 1 | 2 | 3 | 4 | 5 |
| 17. Students should have no say in academic matters pertaining to teaching and examination.          | 1 | 2 | 3 | 4 | 5 |



Encircle

- 1 if you strongly disagree  
 2 if you disagree  
 3 if you are doubtful  
 4 if you agree  
 5 if you strongly agree

18. Recognition, love and understanding leads students to follow or do better acts.	1	2	3	4	5
19. A teacher should begin with trust in his students.	1	2	3	4	5
20. Learning experiences should cater to individual differences among students.	1	2	3	4	5
21. Let not students feel insecure in any institution.	1	2	3	4	5
22. The individuality of all students should be respected.	1	2	3	4	5
23. University orders to students are to be issued and not to be discussed with students.	1	2	3	4	5
24. Without teacher-student interaction no learning takes place.	1	2	3	4	5
25. It should be realised that students also have good ideals.	1	2	3	4	5
26. Equality of opportunity should be the concern of every teacher.	1	2	3	4	5
27. Teachers should be sympathetic towards students who have handicaps.	1	2	3	4	5
28. Real discipline grows out of free discipline.	1	2	3	4	5
29. Students catch democracy best by practising it.	1	2	3	4	5
30. Students' needs and interests should count the most in a University.	1	2	3	4	5
31. Students' immature mind cannot decide their academic choices.	1	2	3	4	5
32. The Department time table should be adjustable to student needs and conveniences.	1	2	3	4	5
33. The main task of the teacher is to build up students' character.	1	2	3	4	5
34. Too much democracy spoils university students.	1	2	3	4	5
35. Students' learning follows their interests.	1	2	3	4	5
36. Even co-curricular activities in a Faculty teach something precious to students.	1	2	3	4	5
37. Students should feel that they are accepted by the university community.	1	2	3	4	5
38. At their age it is impossible for the students to behave properly and with decorum.	1	2	3	4	5
39. Students' audacious behaviour and violence thrives on teachers' weakness and lack of firmness and boldness of administrators.	1	2	3	4	5
40. Examination alone is not the measure of students' achievement and development.	1	2	3	4	5
41. 'I am you and you are I' this sums up teacher-student relationship.	1	2	3	4	5
42. A teacher should keep his students at a respectable distance.	1	2	3	4	5
43. A teacher who loves his students draws out always best from his students.	1	2	3	4	5
44. "Pass us and leave us" is the cry among the students.	1	2	3	4	5
45. To spare the rod is to spoil the child.	1	2	3	4	5

(Now the Section II on 'Control Ideology' is over.  
 Please turn to the next age.)

SECTION III  
**THE DOGMATISM SCALE**  
 (Adapted Version of Milton Rokeach's Scale)

*Directors :*

Here some statements are given. Indicate your agreement or disagreement with each statement by encircling one of the six numerical figures given at the right-hand side.

(Now the Scale begins.)

Encircle      +1 If you Agree a Little  
                  +2 If you Agree on the Whole  
                  +3 If you Agree Very Much  
                  -1 If you Disagree a Little  
                  -2 If you Disagree on the Whole  
                  -3 If you Disagree Very Much

Statements	Rating Scale					
1. The United States and Russia have just about nothing in common.	+1	+2	+3	-1	-2	-3
2. The highest form of Government is a Democracy and the highest form of Democracy is a Government run by those who are most intelligent.	+1	+2	+3	-1	-2	-3
3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.	+1	+2	+3	-1	-2	-3
4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.	+1	+2	+3	-1	-2	-3
5. Man on his own is a helpless and miserable creature.	+1	+2	+3	-1	-2	-3
6. Fundamentally, the world we live in is a pretty lonesome place.	+1	+2	+3	-1	-2	-3
7. Most people just don't give a 'damn' for others.	+1	+2	+3	-1	-2	-3
8. I'd like it if I could find someone who would tell me how to solve my personal problems.	+1	+2	+3	-1	-2	-3
9. It is only natural for a person to be rather fearful of the future.	+1	+2	+3	-1	-2	-3
10. There is so much to be done and so little time to do it.	+1	+2	+3	-1	-2	-3
1. Once I get wound up in a heated discussion, I just can't stop.	+1	+2	+3	-1	-2	-3
2. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.	+1	+2	+3	-1	-2	-3
3. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.	+1	+2	+3	-1	-2	-3
4. It is better to be a dead hero than to be a live coward.	+1	+2	+3	-1	-2	-3
5. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein or Beethoven or Shakespeare.	+1	+2	+3	-1	-2	-3
6. The main thing in life is for a person to want to do something important.	+1	+2	+3	-1	-2	-3
7. If given the chance I would do something of great benefit to the world.	+1	+2	+3	-1	-2	-3
8. In the history of mankind there have probably been just a handful of great thinkers.	+1	+2	+3	-1	-2	-3
9. There are a number of people I have come to hate because of the things they stand for.	+1	+2	+3	-1	-2	-3

+1 = If you Agree a Little  
+2 = If you Agree on the Whole  
+3 = If you Agree Very Much  
-1 = If you Disagree on the Whole  
-2 = If you Disagree on the whole  
-3 = If you Disagree Very Much

20. A man who does not believe in some great cause has not really lived.	+1	+2	+3	-1	-2	-3
21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.	+1	+2	+3	-1	-2	-3
22. Of all the different philosophies which exist in this world there is probably only one which is correct.	+1	+2	+3	-1	-2	-3
23. A person who gets enthusiastic about too many causes is likely to be a pretty wishy-washy" sort of person.	+1	+2	+3	-1	-2	-3
24. To compromise with our political apponents is dangerous because it usually leads to the betrayal of our own side.	+1	+2	+3	-1	-2	-3
25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.	+1	+2	+3	-1	-2	-3
26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.	+1	+2	+3	-1	-2	-3
27. The worst crime a person could commit is to attack publicly the people who believe in the same things he does.	+1	+2	+3	-1	-2	-3
28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.	+1	+2	+3	-1	-2	-3
29. A group which tolerates too much differences of opinion among its own members cannot exist for long.	+1	+2	+3	-1	-2	-3
30. There are two kinds of people in this world, those who are for the truth and those who are against the truth.	+1	+2	+3	-1	-2	-3
31. My blood boils whenever a person stubbornly refuses to admit he's wrong.	+1	+2	+3	-1	-2	-3
32. A person who thinks primarily of his own happiness is beneath contempt.	+1	+2	+3	-1	-2	-3
33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.	+1	+2	+3	-1	-2	-3
34. In this complicated world of ours, the only way we can know what's going on is to rely on leaders or experts who can be true guides.	+1	+2	+3	-1	-2	-3
35. It is often desirable to reserve judgment about what is going on until one has had a chance to hear the opinions of those one respects.	+1	+2	+3	-1	-2	-3
36. In the long run, the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.	+1	+2	+3	-1	-2	-3
37. The present is all too often full of unhappiness. It is only the future that counts.	+1	+2	+3	-1	-2	-3
38. If a man is to accomplish his mission in life, it is sometimes necessary to gamble "all or nothing at all".	+1	+2	+3	-1	-2	-3
39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.	+1	+2	+3	-1	-2	-3
40. Most people just don't know what's good for them.	+1	+2	+3	-1	-2	-3

(The Section on Dogmatism is over.  
Now turn to the last Section on the next page.)

## SECTION IV

## STUDENTS' ACTS OF INDISCIPLINE

*Directions :*

Here some possible acts of indiscipline by the students are given. At the end of each, at the right-hand figures 5, 4, 3, 2, 1 are given.

Bearing in mind the behaviour of the students enrolled in your own Department, kindly indicate the occurrence of each of the indiscipline act using the following key:

Encircle	5	If it occurs very frequently
	4	If it occurs often
	3	If it occurs sometimes
	2	If it occurs rarely
	1	If it occurs never

## Items

## (A) Acts of Indiscipline against Administrators

1. Gheraoing.	5	4	3	2	1
2. Harling threats.	5	4	3	2	1
3. Use of abusive language.	5	4	3	2	1
4. Destruction of Faculty property.	5	4	3	2	1
5. Going on strikes.	5	4	3	2	1
6. Taking out morcha.	5	4	3	2	1
7. Going on relay fast.	5	4	3	2	1
3. Writing slogans on the walls.	5	4	3	2	1
9. Refusal to obey rules.	5	4	3	2	1

## (B) Acts of Indiscipline against Teachers

1. Using abusive language.	5	4	3	2	1
1. Physical assault.	5	4	3	2	1
2. Insulting.	5	4	3	2	1
3. Irritating teachers	5	4	3	2	1
4. Vulgar writing on the walls.	5	4	3	2	1
5. Classroom pranks.	5	4	3	2	1
5. Use of foul means in exam. etc.	5	4	3	2	1
7. Rowdyism in the class.	5	4	3	2	1
3. Non-co-operation.	5	4	3	2	1

Encircle      5 If it occurs **very frequently**  
                   4 If it occurs **often**  
                   3 If it occurs **sometimes**  
                   2 If it occurs **rarely**  
                   1 If it occurs **never**

**(C) Acts of Indiscipline against fellow-students**

19. Bullying and gangsterism	5	4	3	2	1
20. Physical assault.	5	4	3	2	1
21. Eve-teasing.	5	4	3	2	1
22. Stone-throwing.	5	4	3	2	1
23. Intimidation and pressurization.	5	4	3	2	1
24. Use of foul language.	5	4	3	2	1
25. Stealing.	5	4	3	2	1
26. Sexually unacceptable conduct.	5	4	3	2	1
27. Threatening with lethal weapons.	5	4	3	2	1
28. Ragging.	5	4	3	2	1
29. Smuggling.	5	4	3	2	1

**(D) General Acts of Indiscipline**

30. Hijacking the public bus.	5	4	3	2	1
31. Damaging the public property.	5	4	3	2	1
32. Violent demonstration.	5	4	3	2	1
33. Damaging private property.	5	4	3	2	1
34. Use of foul language with public servants	5	4	3	2	1
35. Molesting women.	5	4	3	2	1
36. Ticketless travels.	5	4	3	2	1
37. Gambling.	5	4	3	2	1
38. Drinking.	5	4	3	2	1

**( All the Questionnaires are over now. )**

**( Thanks for your precious co-operation. )**