

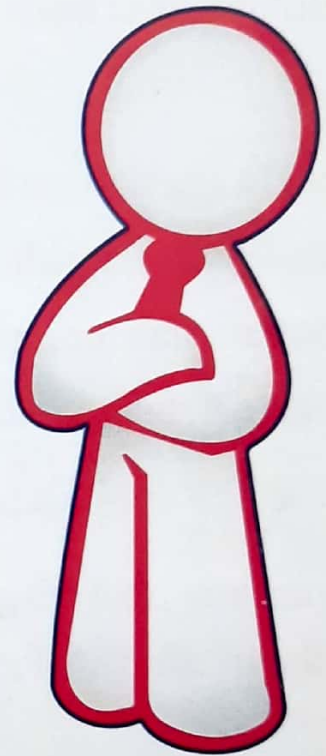
REUSABLE BOOKLET

OF

**SODHI'S**

**ATTITUDE**

**Scale.**



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# INSTRUCTIONS

- ➔ There are **Five** parts of this scale and you are asked to attempt all the items in each part.
- ➔ You are only to read the item carefully and then encircle any of the three alternatives **Yes** **?** **No** given on the Answer Sheet against each item. If you agree with the statement, encircle around **Yes**; if you disagree with the statement, encircle around **No** and if you are undecided about it, encircle around **?**
- ➔ Although, no time limit is fixed for completing the task, you may take your own time. But hurry up in completing the work. Normally it takes 40 minutes to finish the scale.
- ➔ If, by any reason, you have to change any of your response, you may put a cross on the wrong one and encircle on the right response.
- ➔ Be honest in your dealing. You are assured that your responses will be kept confidential.
- ➔ Do not write or put any mark in this booklet.

**Now Start the Work**



## PART— I

1. I have great regards for my teachers and use respectable language for them even in their absence.
2. The days are gone when teachers were 'GURUS'. Now they are money-makers.
3. It is safe to act upon the advice of teachers in all matters.
4. I have great consideration for the opinions which my teachers have about me.
5. The lack of discipline in students is due to weakness and shortcomings in teachers.
6. My teachers are my ideals.
7. Teachers unreasonably deny even legitimate freedom to students.
8. We should be guided by our parents even in the choice of our friends.
9. Unreasonable orders of parents need not be obeyed.
10. Even when the parents are unreasonable they should be respected.
11. We should happily marry with person selected by our parents.
12. Parents should not interfere much in the affairs of grown-up children.

## PART— II

1. There is a fun in breaking the rules of traffic when police constable is not watching you.
2. There is nothing wrong in travelling in first class with a second class ticket when the seats are vacant there.
3. It is a good fun to give wrong coins to the short-sighted shopkeepers at night.
4. Discipline curtails freedom.
5. All the rules should be obeyed even if they appear to be unreasonable.
6. We must respect our office bearers.
7. Acts of indiscipline by the brilliant students should be pardoned.
8. In a match even the wrong decisions of the referee should be accepted.
9. Nothing is wrong in not standing at attention when the National Anthem is going on, if you are getting late for school or class.
10. We should not brother about local values, but do in Rome as Romans do.



## PART— III

1. In spite of failures and frustrations we should be cheerful.
2. I feel as if the whole World is unsympathetic towards me.
3. Life without love for others is a parasite.
4. We should not pick up quarrels with the persons with whom we have differences.
5. I do not like to take responsibility for the welfare and safety of the children and the older persons.
6. A thing is good only if it does good to me.
7. I must not tune my radio at a high pitch as it might disturb my neighbours.
8. If anyone commits a serious mistake, he should be punished, even if he feels sorry for it and expresses regrets for it.
9. I do not feel discouraged even when other people disagree with me.
10. It is quite difficult for me to accept my mistakes.
11. I want to get the maximum pleasures out of this life.
12. "Honesty is the best policy" may be a good motto, but it will not work in real life.
13. The highest type of service is the service of the needy and the ill.
14. Everybody in the world should look after himself, others will manage for themselves.
15. People under the pretext of service unnecessarily interfere in the affairs of others.
16. You should not say unkind things to others even when they tease you.
17. The best way to live a successful life is to plan individual career without bothering others.
18. If you bother too much for others you will fail in your own achievements.
19. If a person is unhappy because of his own faults, nobody needs to bother about him.

## PART— IV

1. We should believe in universal brotherhood.
2. The land of my country is as sacred to me as my place of worship.
3. My nation is a nation of friends and philosophers.
4. If I get a job in America, I will not like to stay in my country of poverty and diseases.
5. It would have been better if I was born in some progressive country.
6. Our cultural traditions should be maintained to preserve the integrity of the country.
7. I do not hesitate to pay the taxes as it is to be used for administration, development and protection of my motherland.
8. In a nation of the corrupt people, it is very difficult to be honest; we should do in Rome as Romans do.
9. We are proud of the achievements of our country in the international field.
10. I am ashamed of being an Indian.



## PART— V

1. Love for Good gives solace to heart and mind.
2. God is always present everywhere.
3. Those who say that they love God are all hypocrites.
4. What God does is always the best.
5. It is incorrect to attribute our failure to the will of God.
6. Fear of God makes us do the right.
7. Prayers sustain us in the time of trouble.
8. Religion is one of the strongest causes of war.
9. Religion makes a man coward and lethargic.
10. Only noble deeds and devotion to God can lead us to salvation.
11. As you sow, so shall you reap; God has nothing to do with it.
12. God watches our actions and punishes us for our lapses.
13. There is nothing like heaven, everything ends with death.
14. One who leads a sinful life goes straight to hell.
15. Religious priests are noble personalities.
16. Study of religious books purifies the souls.
17. Our religious ceremonies purify our way of living.
18. It is essential to practice religious conventions for purification in life.
19. Those who are intellectually sharp do not believe in religion.
20. By dint of good actions one goes straight to heaven.



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Dr. T. S. Sodhi (Patiala)

## ANSWER SHEET

of

# SAS-ST

(English/Hindi Version)

Please fill up the following Informations : Date

--	--	--	--	--	--	--	--

(कृपया निम्न सूचनाएँ भरिये) —

Name (नाम) \_\_\_\_\_

Father's Name (पिता का नाम) \_\_\_\_\_

Date of Birth (जन्मतिथि) \_\_\_\_\_

School (विद्यालय) \_\_\_\_\_ Class (कक्षा) \_\_\_\_\_

Place (स्थान) \_\_\_\_\_

Urban (शहरी) ☐ Rural (ग्रामीण) ☐

Sex (लिंग) : Male (पुरुष) ☐ Female (महिला) ☐

### SCORING TABLE (फलांकन तालिका)

PART	I	II	III	IV	V
SCORE					
PR					
Level / Grade					

Scores \_\_\_\_\_

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Sr. No.	AREA				
	I	II	III	IV	V
1.	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
2.	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
3.	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
4.	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
5.	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
6.	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
7.	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
8.	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
9.	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
10.	Yes ? No	Yes ? No	Yes ? No	Yes ? No	Yes ? No
11.	Yes ? No		Yes ? No		Yes ? No
12.	Yes ? No		Yes ? No		Yes ? No
13.			Yes ? No		Yes ? No
14.			Yes ? No		Yes ? No
15.			Yes ? No		Yes ? No
16.			Yes ? No		Yes ? No
17.			Yes ? No		Yes ? No
18.			Yes ? No		Yes ? No
19.			Yes ? No		Yes ? No
20.					Yes ? No

**Manual**  
*for*

# **SODHI'S ATTITUDE SCALE**

## **S A S-ST**

**Dr. T. S. Sodhi** (*Retd.*)

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## INTRODUCTION

### Purpose

Attitude are important phenomena in the field of education. It is one of the fundamental responsibilities of the educationists to develop positive attitudes among educands towards socially desirable goals. In order to assess the degree of change that is occurring in the attitude of students it is essential that some standardised tools be prepared. Without such instruments it won't be possible to carry out any worthwhile research in attitudinal changes. Such tools will be of great use not only to educationists but also to the social agents, psychologists and administrators.

The author, who had studied the attitudinal differences in students of the secular and the religious institutions in connection with his doctoral thesis, decided to standardise the tools. It was first published in 1974. During the last one decade it has been extensively used to conduct research studies in the field of sociology, psychology and education at M.A., M. Ed. and M. Phil. level. However, due to different types of changes in the area, there was a need that it should be revised and new norms prepared for it. So, it was done and after modifying some of the items adding some more, processing it for item analysis and preparing fresh norms in 1983. These scales have been successfully used in a number of studies by the M.Ed. and M.Phil. students for the conduct of their research projects and found quite useful and appropriate.

### Development of Attitude Scale

The author started with thirty items in each area of the attitude. In compiling the statement he avoided factual statements, statements which could be interpreted in more than one way, statements likely to be endorsed similarly by everyone and statements in compound sentences. The statements were discussed personally with the experts in the field of education, psychology and sociology. On their recommendations, the language of a few was also changed. The items were subjected to item analyses.

### Item Analysis

It was done on the basis of first tryout. The discriminating power of each item was calculated by applying the formula :

$$ULI = \frac{Ru - RI}{f}$$

ULI stands for 'upper lower index' in the discriminating power, Ru stands for students giving right answers in upper 27% lot and RI for students giving right answer in lower 27% lot. In this context, right answer means the answer which tallies with the value of



'Yes' in the scoring sheet and 'f' stands for the number of examinees in each group. The items having discriminating power of less than 2 were eliminated.

The following numbers of items remained in the final draft.

**TABLE 1**

Sr. No.	Name of the Area	No. of Items
I.	Attitude towards Teachers and Parents	12
II.	Attitude towards Discipline	10
III.	Attitude towards Life and Humanity	19
IV.	Attitude towards Country	10
V.	Attitude towards Religion	20
<b>Total</b>		<b>71</b>

### **ADMINISTRATION**

The students are comfortably seated in a well-lighted classroom under normal conditions.

It should be made clear to them that their performance in the scales will in no way effect their achievements nor their image in the school nor with the parents. The results would be used only for the improvement of educational policy, conduct of research or change of syllabi. These results in no case will be given to the parents, teachers or heads of institutions.

In India, high school students are generally not familiar with psychological tools. They are to be fully acquainted with the manner of responding to the scales before these are administered to them.

The following procedure is suggested for the administration of the scales :

It is always better to give the instructions in local language. It is not essential that exactly the same words as are being put down below in oral instructions to the students, should be used. Instead, the spirit of the instructions is to be followed so that one may be sure that each student understands what he is to do and how he is to answer the items.

When all the students are seated, you should say to them :

"We shall now give you the booklets. You are requested not to open it till I tell you to do so. Also please do not write anything on the booklet".

Then distribute the booklets to the students and watch that the students do not turn over the pages. In case someone is trying to do so, he should be checked politely.

Each student should be provided with an answer-sheet. It should be made clear to them that they are to use that sheet for giving their answers against the area of the attitude in the column which carries the numbers of the item.



After that, the students should be told to fill in the columns on answer sheet. This should be supervised and help rendered wherever necessary. The instructions should be given :

“Open the cover page. On the page 3 the general instructions about the scales and how to fill in the answers are given. You should read them silently while I will read them aloud”.

In order to be sure that the students have understood the instructions, which you have read aloud the following oral instructions should follow :

“In every item of the scale one statement is given and you can have three kinds of feelings about each item. You may either agree with the statement or disagree with it or you may be indifferent to the opinion given in it *i.e.*, neither in favour nor against it or uncertain *i.e.*, not sure of your opinion. In case you agree with the statement, then on the answer sheet you are to go to the area of the attitude given on it and in front of the item number on it out of the three responses given *i.e.*, Yes ?, No, you should encircle Yes. In case you do not agree with the opinion then you should encircle No. If you are indifferent or uncertain you should encircle sign of ? You are to encircle only one out of the three alternatives given in front of each item. No item is to be left undone. You may take your own time. Generally, students are able to complete all the scales within 45 minutes”.

While telling all this, write down three responses on the blackboard and encircle them as you explain their meaning. In order to make the things clear, attempt one example on the blackboard and say :

“Now we will attempt one example on the blackboard and indicate the response”.  
On the blackboard write down :—

Even when the teacher is unreasonable, he should be obeyed.

Yes	?	No
-----	---	----

“If you agree with the statement then encircle the word Yes. If you are uncertain or do not want to comment upon it, then encircle ? In case you think that when the teacher is unreasonable he should not be respected then you should encircle word No, on the answer sheet”.

Now you may tell the students that in case they want to change their reply on a second thought they should put a cross ( x ) on the first encircled word and encircle the other word they think is the correct reply.

Ask the students if they have any doubt about the method of attempting the item of the scale and remove their difficulties.

Finally, tell them to get ready with their pens and to begin when you say “Start”. When they are ready, say “Start”.

After a few minutes, walk in the class and see if each student is entering his answers in the correct way. In case one is not, explain again. Be sure that silence is maintained. Every student should be given enough time to finish the work.



**Scoring**

The answer-sheets have been designed for hand scoring. Table 2 is providing the score value of 'Yes' responses and served as scoring key. For each area only the value of 'Yes' has been given as + or -, against each item. If the value shown for the item is positive and (i) the student has marked 'Yes' in his response, give him +1; (ii) if he has marked 'No' give him - 1, (iii) if he has marked sign of '?', give him (0). Conversely if the value shown for an item on the scoring key is negative and the (i) student has responded 'Yes' give him - 1. (ii) if he has marked 'No' give him + 1. (iii) In case he has encircled sign of '?' give him (0) in this case too. When you have scored one scale add the scores of items algebraically and that will be the score of the individual. Thus each individual will get five separate scores on the five scales. These should be recorded on back page of the answer sheet printed thereon.

The scoring key have been given in the Table 2.

**TABLE 2**

*The Scoring Key (Based on The Value of Yes Response)*

Area → Item No. ↓	I	II	III	IV	V
1	+1	-1	+1	+1	+1
2	-1	-1	-1	+1	+1
3	+1	-1	+1	+1	-1
4	+1	-1	+1	-1	+1
5	-1	+1	-1	-1	+1
6	+1	+1	-1	+1	+1
7	-1	-1	+1	+1	+1
8	+1	+1	-1	-1	-1
9	-1	-1	+1	+1	-1
10	+1	-1	-1	-1	+1
11	+1		+1		+1
12	-1		-1		+1
13			+1		-1
14			-1		+1
15			-1		+1
16			+1		+1
17			-1		+1
18			-1		+1
19			-1		-1
20					+1



## RELIABILITY AND VALIDITY

For finding out the reliability and validity of the measures taken by the instruments a random selection of scores of about one-tenth students in the total sample *i.e.* of 300 students to be exact, was taken.

### Reliability

These 300 students were administered the scales after a month again and the correlation between the scores in the first and second test in the different areas of the scales gave the test retest co-efficients of reliability for each of the five areas.

These have been recorded in Table 3 below :

**TABLE 3**

Sr. No.	Name of the Area	Co-efficient of test-retest Reliability after one month	Co-efficient of Validity with			Average of co-efficient of Validity
			T	P	F	
I.	Attitude towards Teachers and Parents	.72*	.55	.52	.50	.50
II.	Attitude towards Discipline	.80*	.70	.73	.74	.70
III.	Attitude towards Life and Humanity	.85*	.70	.70	.79	.79
IV.	Attitude towards Country	.80*	.50	.72	.73	.70
V.	Attitude towards Religion	.86*	.65	.70	.70	.70

\* Significant at .01 level of significance.

T = Teachers, P = Parents, F = Friend

- Note :** 1. For all kinds of enquiries about these scales, please refer to the author.  
 2. The author will be obliged to have your comments on these scales.  
 3. In case somebody uses these scales for research, the author will be glad to have the scores from the researchers.

### Validity

For validity of each scale three external criteria were taken one by one :

- (a) Opinion of teachers,  
 (b) Opinion of parents, and (c) Opinion of an intimate friend.



These opinions were got recorded on a seven point rating scale, the numerical value of the points ranging from 0 to 6. The scale scores in each area were correlated with the three rating scores separately and thus three validity co-efficients were computed by the Pearson's Product-Moment Method for each scale area. The results have been recorded in Table 3 below. The average of the three co-efficients computed after making Fisher's Z-transformations have been given.

## **NORMS**

Development of national norms for these attitude scales was not contemplated. The author is in favour of local norms because the homogeneity of the group for whom the norms are meant is a vital condition. When the norm group is composed of several sub-groups which vary widely from one another, then this condition remains unfulfilled.

It is significant that even in U.S.A. where it is comparatively easier to develop national norms, the trend is strongly towards the use of regional and local norms for attitude scales.

### **Regional Norms**

Percentile rank norms for the region extending over Punjab, Haryana, Chandigarh and himachal Pradesh area have been prepared. Besides norms for the total group, separate norms for "boys" and "girls" for "rural" and "urban" students of this region have been prepared. The test was administered to a total number of 3000 students of 60 schools of the area. The answer scripts were scored and percentile rank norms for the total population were calculated. Separate norms for rural students who numbered 1400 in the total sample for urban students who were 1600 in number were also prepared. The total sample of 3000 students was also divided sex-wise and separate norms for boys and girls were computed. The total number of boys in the sample was 1500 and of the girls also 1500. In the norm tables the percentile rank norms have been given correct upto the whole number, but wherever two or more raw scores were going to have the same whole number percentile ranks, their percentile ranks have been given correct upto the first decimal place in order to show their separate statuses.

Norms for finding out the level of attitude for all the Five Areas for converting PR have been given in Table 9.



**PART - I****Attitude Towards Teachers and Parents****TABLE 4**

*Percentile Rank Norms of Students of Punjab, Haryana,  
Himachal Pradesh and Chandigarh.*

<b>Score of Students</b>	<b>Total Group N = 3000</b>	<b>Boys N = 1500</b>	<b>Girls N = 1500</b>	<b>Rural N = 1400</b>	<b>Urban N = 1600</b>
-4	P <sub>1</sub>	P <sub>0</sub>	P <sub>1</sub>	P <sub>1</sub>	P <sub>1</sub>
-3	P <sub>2</sub>	P <sub>1</sub>	P <sub>2</sub>	P <sub>2</sub>	P <sub>1</sub>
-2	P <sub>3</sub>	P <sub>2</sub>	P <sub>4</sub>	P <sub>4</sub>	P <sub>4</sub>
-1	P <sub>7</sub>	P <sub>3</sub>	P <sub>7</sub>	P <sub>7</sub>	P <sub>7</sub>
0	P <sub>10</sub>	P <sub>7</sub>	P <sub>9</sub>	P <sub>10</sub>	P <sub>9</sub>
1	P <sub>15</sub>	P <sub>15</sub>	P <sub>17</sub>	P <sub>18</sub>	P <sub>15</sub>
2	P <sub>23</sub>	P <sub>24</sub>	P <sub>29</sub>	P <sub>27</sub>	P <sub>26</sub>
3	P <sub>38</sub>	P <sub>34</sub>	P <sub>37</sub>	P <sub>36</sub>	P <sub>35</sub>
4	P <sub>61</sub>	P <sub>40</sub>	P <sub>47</sub>	P <sub>44</sub>	P <sub>58</sub>
5	P <sub>62</sub>	P <sub>56</sub>	P <sub>57</sub>	P <sub>56</sub>	P <sub>63</sub>
6	P <sub>72</sub>	P <sub>68</sub>	P <sub>70</sub>	P <sub>68</sub>	P <sub>71</sub>
7	P <sub>80</sub>	P <sub>80</sub>	P <sub>82</sub>	P <sub>77</sub>	P <sub>82</sub>
8	P <sub>87</sub>	P <sub>88</sub>	P <sub>89</sub>	P <sub>85</sub>	P <sub>89</sub>
9	P <sub>92</sub>	P <sub>94</sub>	P <sub>95</sub>	P <sub>93</sub>	P <sub>94</sub>
10	P <sub>95</sub>	P <sub>97</sub>	P <sub>97</sub>	P <sub>97</sub>	P <sub>96</sub>
11	P <sub>98</sub>	P <sub>98</sub>	P <sub>99</sub>	P <sub>98</sub>	P <sub>98</sub>
12	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>

**PART - II****Attitude Towards Discipline****TABLE 5**

*Percentile Rank Norms of Students of Punjab, Haryana,  
Himachal Pradesh and Chandigarh.*

Score of Students	Total Group N = 3000	Boys N = 1500	Girls N = 1500	Rural N = 1400	Urban N = 1600
-6	P <sub>0</sub>	P <sub>0</sub>	P <sub>1</sub>	P <sub>0</sub>	P <sub>0</sub>
-5	P <sub>1</sub>	P <sub>1</sub>	P <sub>3</sub>	P <sub>1</sub>	P <sub>1</sub>
-4	P <sub>2</sub>	P <sub>1</sub>	P <sub>3</sub>	P <sub>2</sub>	P <sub>2</sub>
-3	P <sub>3</sub>	P <sub>2</sub>	P <sub>4</sub>	P <sub>4</sub>	P <sub>2</sub>
-2	P <sub>5</sub>	P <sub>4</sub>	P <sub>7</sub>	P <sub>6</sub>	P <sub>5</sub>
-1	P <sub>8</sub>	P <sub>6</sub>	P <sub>8</sub>	P <sub>10</sub>	P <sub>18</sub>
0	P <sub>14</sub>	P <sub>14</sub>	P <sub>15</sub>	P <sub>12</sub>	P <sub>13</sub>
1	P <sub>22</sub>	P <sub>22</sub>	P <sub>24</sub>	P <sub>28</sub>	P <sub>21</sub>
2	P <sub>33</sub>	P <sub>33</sub>	P <sub>37</sub>	P <sub>40</sub>	P <sub>31</sub>
3	P <sub>44</sub>	P <sub>49</sub>	P <sub>49</sub>	P <sub>53</sub>	P <sub>41</sub>
4	P <sub>56</sub>	P <sub>63</sub>	P <sub>61</sub>	P <sub>64</sub>	P <sub>53</sub>
5	P <sub>69</sub>	P <sub>75</sub>	P <sub>73</sub>	P <sub>75</sub>	P <sub>65</sub>
6	P <sub>80</sub>	P <sub>88</sub>	P <sub>83</sub>	P <sub>83</sub>	P <sub>81</sub>
7	P <sub>89</sub>	P <sub>91</sub>	P <sub>91</sub>	P <sub>92</sub>	P <sub>89</sub>
8	P <sub>96</sub>	P <sub>96</sub>	P <sub>97</sub>	P <sub>97</sub>	P <sub>96</sub>
9	P <sub>99</sub>	P <sub>99</sub>	P <sub>99</sub>	P <sub>99</sub>	P <sub>99</sub>
10	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>



**PART - III****Attitude Towards Life and Humanity****TABLE 6**

*Percentile Rank Norms of Students of Punjab,  
Haryana, Himachal Pradesh and Chandigarh.*

Score of Students	Total Group N = 3000	Boys N = 1500	Girls N = 1500	Rural N = 1400	Urban N = 1600
-6	P <sub>0</sub>	P <sub>0</sub>	P <sub>0</sub>	P <sub>1</sub>	P <sub>0</sub>
-5	P <sub>1</sub>	P <sub>1</sub>	P <sub>1</sub>	P <sub>2</sub>	P <sub>0</sub>
-4	P <sub>2</sub>	P <sub>2</sub>	P <sub>2</sub>	P <sub>3</sub>	P <sub>2</sub>
-3	P <sub>3</sub>	P <sub>3</sub>	P <sub>4</sub>	P <sub>4</sub>	P <sub>4</sub>
-2	P <sub>5</sub>	P <sub>4</sub>	P <sub>6</sub>	P <sub>8</sub>	P <sub>7</sub>
-1	P <sub>8</sub>	P <sub>7</sub>	P <sub>9</sub>	P <sub>13</sub>	P <sub>9</sub>
0	P <sub>10</sub>	P <sub>8</sub>	P <sub>11</sub>	P <sub>18</sub>	P <sub>12</sub>
1	P <sub>19</sub>	P <sub>18</sub>	P <sub>19</sub>	P <sub>22</sub>	P <sub>18</sub>
2	P <sub>25</sub>	P <sub>24</sub>	P <sub>22</sub>	P <sub>31</sub>	P <sub>24</sub>
3	P <sub>32</sub>	P <sub>32</sub>	P <sub>28</sub>	P <sub>38</sub>	P <sub>33</sub>
4	P <sub>38</sub>	P <sub>40</sub>	P <sub>34</sub>	P <sub>45</sub>	P <sub>43</sub>
5	P <sub>47</sub>	P <sub>48</sub>	P <sub>41</sub>	P <sub>52</sub>	P <sub>52</sub>
6	P <sub>55</sub>	P <sub>60</sub>	P <sub>49</sub>	P <sub>59</sub>	P <sub>61</sub>
7	P <sub>63</sub>	P <sub>67</sub>	P <sub>58</sub>	P <sub>66</sub>	P <sub>67</sub>
8	P <sub>69</sub>	P <sub>72</sub>	P <sub>65</sub>	P <sub>73</sub>	P <sub>73</sub>
9	P <sub>75</sub>	P <sub>78</sub>	P <sub>73</sub>	P <sub>77</sub>	P <sub>78</sub>
10	P <sub>80</sub>	P <sub>84</sub>	P <sub>78</sub>	P <sub>83</sub>	P <sub>82</sub>
11	P <sub>84</sub>	P <sub>87</sub>	P <sub>82</sub>	P <sub>85</sub>	P <sub>85</sub>
12	P <sub>87</sub>	P <sub>90</sub>	P <sub>86</sub>	P <sub>90</sub>	P <sub>87</sub>
13	P <sub>90</sub>	P <sub>92</sub>	P <sub>88</sub>	P <sub>93</sub>	P <sub>90</sub>
14	P <sub>92</sub>	P <sub>93</sub>	P <sub>91</sub>	P <sub>94</sub>	P <sub>92</sub>
15	P <sub>94</sub>	P <sub>96</sub>	P <sub>93</sub>	P <sub>96</sub>	P <sub>94</sub>
16	P <sub>95</sub>	P <sub>97</sub>	P <sub>96</sub>	P <sub>97</sub>	P <sub>96</sub>
17	P <sub>97</sub>	P <sub>98</sub>	P <sub>97</sub>	P <sub>98</sub>	P <sub>97</sub>
18	P <sub>98</sub>	P <sub>99</sub>	P <sub>98</sub>	P <sub>99</sub>	P <sub>98</sub>
19	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>

**PART - IV****Attitude Towards Country****TABLE 7**

*Percentile Rank Norms of Students of Punjab,  
Haryana, Himachal Pradesh and Chandigarh.*

<b>Score of Students</b>	<b>Total Group N = 3000</b>	<b>Boys N = 1500</b>	<b>Girls N = 1500</b>	<b>Rural N = 1400</b>	<b>Urban N = 1600</b>
-5	P <sub>1</sub>	P <sub>0</sub>	P <sub>0</sub>	P <sub>0</sub>	P <sub>0</sub>
-4	P <sub>2</sub>	P <sub>0</sub>	P <sub>2</sub>	P <sub>1</sub>	P <sub>0</sub>
-3	P <sub>7</sub>	P <sub>1</sub>	P <sub>4</sub>	P <sub>3</sub>	P <sub>2</sub>
-2	P <sub>18</sub>	P <sub>2</sub>	P <sub>7</sub>	P <sub>6</sub>	P <sub>3</sub>
-1	P <sub>35</sub>	P <sub>3</sub>	P <sub>10</sub>	P <sub>11</sub>	P <sub>5</sub>
0	P <sub>55</sub>	P <sub>5</sub>	P <sub>19</sub>	P <sub>18</sub>	P <sub>8</sub>
1	P <sub>73</sub>	P <sub>9</sub>	P <sub>28</sub>	P <sub>24</sub>	P <sub>13</sub>
2	P <sub>82</sub>	P <sub>13</sub>	P <sub>40</sub>	P <sub>33</sub>	P <sub>19</sub>
3	P <sub>89</sub>	P <sub>27</sub>	P <sub>51</sub>	P <sub>50</sub>	P <sub>27</sub>
4	P <sub>94</sub>	P <sub>40</sub>	P <sub>63</sub>	P <sub>66</sub>	P <sub>38</sub>
5	P <sub>96</sub>	P <sub>56</sub>	P <sub>78</sub>	P <sub>81</sub>	P <sub>53</sub>
6	P <sub>97</sub>	P <sub>70</sub>	P <sub>87</sub>	P <sub>89</sub>	P <sub>68</sub>
7	P <sub>98</sub>	P <sub>83</sub>	P <sub>92</sub>	P <sub>94</sub>	P <sub>78</sub>
8	P <sub>99</sub>	P <sub>93</sub>	P <sub>97</sub>	P <sub>98</sub>	P <sub>89</sub>
9	P <sub>99</sub>	P <sub>99</sub>	P <sub>99</sub>	P <sub>99</sub>	P <sub>99</sub>
10	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>



**PART - V****Attitude Towards Religion****TABLE 8**

*Percentile Rank Norms of Students of Punjab,  
Haryana, Himachal Pradesh and Chandigarh.*

Score of Students	Total Group N = 3000	Boys N = 1500	Girls N = 1500	Rural N = 1400	Urban N = 1600
-12	P <sub>.5</sub>	P <sub>0</sub>	P <sub>0</sub>	P <sub>0</sub>	P <sub>0</sub>
-11	P <sub>.7</sub>	P <sub>0</sub>	P <sub>0</sub>	P <sub>0</sub>	P <sub>0</sub>
-10	P <sub>1</sub>	P <sub>0</sub>	P <sub>.6</sub>	P <sub>0</sub>	P <sub>.5</sub>
-9	P <sub>2</sub>	P <sub>0</sub>	P <sub>.8</sub>	P <sub>0</sub>	P <sub>.8</sub>
-8	P <sub>4</sub>	P <sub>0</sub>	P <sub>1</sub>	P <sub>.5</sub>	P <sub>1</sub>
-7	P <sub>7</sub>	P <sub>1</sub>	P <sub>1</sub>	P <sub>.8</sub>	P <sub>1.5</sub>
-6	P <sub>9</sub>	P <sub>1</sub>	P <sub>3</sub>	P <sub>1</sub>	P <sub>1.8</sub>
-5	P <sub>10</sub>	P <sub>1</sub>	P <sub>3</sub>	P <sub>2</sub>	P <sub>2</sub>
-4	P <sub>12</sub>	P <sub>2</sub>	P <sub>5</sub>	P <sub>3</sub>	P <sub>3</sub>
-3	P <sub>21</sub>	P <sub>4</sub>	P <sub>7</sub>	P <sub>5</sub>	P <sub>6</sub>
-2	P <sub>29</sub>	P <sub>7</sub>	P <sub>13</sub>	P <sub>8</sub>	P <sub>8</sub>
-1	P <sub>35</sub>	P <sub>8</sub>	P <sub>17</sub>	P <sub>11</sub>	P <sub>11</sub>
0	P <sub>46</sub>	P <sub>10</sub>	P <sub>19</sub>	P <sub>14</sub>	P <sub>15</sub>
1	P <sub>50</sub>	P <sub>16</sub>	P <sub>26</sub>	P <sub>18</sub>	P <sub>23</sub>
2	P <sub>63</sub>	P <sub>22</sub>	P <sub>33</sub>	P <sub>22</sub>	P <sub>32</sub>
3	P <sub>70</sub>	P <sub>27</sub>	P <sub>42</sub>	P <sub>30</sub>	P <sub>41</sub>
4	P <sub>75</sub>	P <sub>39</sub>	P <sub>48</sub>	P <sub>37</sub>	P <sub>50</sub>
5	P <sub>81</sub>	P <sub>42</sub>	P <sub>56</sub>	P <sub>45</sub>	P <sub>58</sub>
6	P <sub>83</sub>	P <sub>51</sub>	P <sub>65</sub>	P <sub>58</sub>	P <sub>64</sub>
7	P <sub>88</sub>	P <sub>63</sub>	P <sub>73</sub>	P <sub>63</sub>	P <sub>72</sub>
8	P <sub>89</sub>	P <sub>71</sub>	P <sub>77</sub>	P <sub>70</sub>	P <sub>74</sub>
9	P <sub>92</sub>	P <sub>81</sub>	P <sub>82</sub>	P <sub>77</sub>	P <sub>74</sub>
10	P <sub>94</sub>	P <sub>86</sub>	P <sub>87</sub>	P <sub>82</sub>	P <sub>89</sub>
11	P <sub>96</sub>	P <sub>90</sub>	P <sub>90</sub>	P <sub>87</sub>	P <sub>92</sub>
12	P <sub>96.8</sub>	P <sub>93</sub>	P <sub>93</sub>	P <sub>88</sub>	P <sub>95</sub>
13	P <sub>97.4</sub>	P <sub>95</sub>	P <sub>95</sub>	P <sub>89</sub>	P <sub>97</sub>
14	P <sub>98</sub>	P <sub>97</sub>	P <sub>97</sub>	P <sub>92</sub>	P <sub>98</sub>
15	P <sub>98.6</sub>	P <sub>98</sub>	P <sub>97.5</sub>	P <sub>93</sub>	P <sub>98.5</sub>
16	P <sub>98.9</sub>	P <sub>98.7</sub>	P <sub>97.8</sub>	P <sub>96</sub>	P <sub>98.8</sub>
17	P <sub>99</sub>	P <sub>99</sub>	P <sub>98</sub>	P <sub>97</sub>	P <sub>99</sub>
18	P <sub>99.5</sub>	P <sub>99.5</sub>	P <sub>99</sub>	P <sub>98</sub>	P <sub>99.5</sub>
19	P <sub>99.8</sub>	P <sub>99.8</sub>	P <sub>99.5</sub>	P <sub>99</sub>	P <sub>99.7</sub>
20	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>	P <sub>100</sub>

**TABLE 9**

*Norms for Level of Attitude*  
**(For all Five Areas)**

Sr. No.	Range of Percentile	Grade	Level of Attitude
1.	P <sub>91</sub> and above	A	Extremely Favourable
2.	P <sub>76</sub> to P <sub>90</sub>	B	Highly Favourable
3.	P <sub>61</sub> to P <sub>75</sub>	C	Above Average Favourable
4.	P <sub>41</sub> to P <sub>60</sub>	D	Average/Moderate
5.	P <sub>26</sub> to P <sub>40</sub>	E	Unfavourable
6.	P <sub>11</sub> to P <sub>25</sub>	F	Highly Unfavourable
7.	P <sub>10</sub> and below	G	Extremely Unfavourable



	+1		-1		+1
	-1		-1		+1
	+1		-1		-1
	+1		-1		+1
	-1		+1		+1
	+1		+1		+1
	-1		-1		+1
	+1		+1		-1
	-1		-1		-1
	+1		-1		+1
	+1				+1
	-1				+1
					-1
					+1
					+1
					+1
					+1
					-1
					+1
					-1
					+1

UG-1, Nirmal Height, Commercial Complex, Near Halwai Ki Bagichi, Old Agra Mathura Road, Agra-7