

APPENDICES

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ROSENBERG SELF-ESTEEM SCALE

Name: _____ Male/Female _____
 Class: _____ School: _____
 Age: Years Months Date: _____

 Read carefully each statement below and then mark the scale on the right-hand side according to how you feel that it is true or not true for you. Please mark every statement.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1 I feel that I am a person of worth, at least on an equal basis with others.	---	---	---	---
2 I feel that I have a number of good qualities.	---	---	---	---
3 All in all I am inclined to believe that I am a failure.	---	---	---	---
4 I am able to do things as well as most other people.	---	---	---	---
5 I feel I do not have much to be proud of.	---	---	---	---
6 I take a positive attitude toward myself.	---	---	---	---
7 On the whole, I am satisfied with myself.	---	---	---	---
8 I wish I could have more respect for myself.	---	---	---	---
9 I certainly feel useless at times.	---	---	---	---
10 At times I think I am no good at all.	---	---	---	---

Strongly Agree Disagree Strongly
Agree _____ _____ Disagree

10 At times I think I
am no good at all.

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PASSI TESTS OF CREATIVITYGeneral Instructions

- 1 We shall give you this test battery for assessing your creative ability, which means the ability to produce new solutions and meaning to our problems.
- 2 Please take each subtest seriously and sincerely.
- 3 All the parts of the test are interesting throughout and you will feel pleasure to work.
- 4 Specific instructions for each test will be given separately.

I. SEEING PROBLEMS TEST

Please go through the following instructions carefully when I read them loudly to you.

- 1 On pages 1 and 2 of Answer Book, there are four different cells. A name of a common object is written on the top of each cell. There can be many defects and problems when you use these objects. Please think and write down briefly as many defects and problems as you can point out in connection with them.

- 2 There are four items in the test and the total time is 8 minutes. You are at liberty to devote suitable time to each object even though there will be an oral indication after every two minutes to make you aware of the time.
- 3 Please stop writing when I say 'Time is over'.
- 4 Write down the defects and problems in relation to each object as shown in the following example :

Example:

<u>Object</u>	<u>Time Piece</u>
<u>S.No.</u>	<u>Defects and Problems</u>
1	Gets rusty
2	Makes noise
3	Breaks easily
4	Needs winding
5	Falls down
---	-----
---	-----

Those defects and problems are related to the object 'Time Piece'. Likewise you think and write down defects and problems for the objects written in the answer sheet.

- 5 Please get your doubts clarified only before you start the test.
- 6 DO NOT START UNTIL YOU ARE TOLD TO DO SO.

II. UNUSUAL USES TEST

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Please go through the following instructions carefully when I read them loudly to you.

- 1 On page 3 of Answer Book, there are two cells. A name of a common object is written on the top of each cell. Each object can be used in many different ways. Please write down all possible unusual and interesting uses for each of the objects. You can assume the object to be of any size, shape and colour.
- 2 Be sure that you have written very unusual uses which nobody else in your class has even thought of. You can write down as many as you like but very briefly.
- 3 There are two items in the test and the total time is 8 minutes. You are at liberty to devote suitable time to each item. Even then there will be an oral indication after four minutes to make you aware of the time.
- 4 Please stop writing when I say 'Time is over'.
- 5 Write down the uses of each object as shown in the following example.

Example: Match Box

<u>S.No.</u>	<u>Object:</u>	<u>Match Box</u>
	<u>S.No.</u>	<u>Uses</u>
	1	Toy making
	2	Container
	3	Make crackers
	4	Learning counting
	5	As measuring unit

All these uses are uncommon and meaningful.
Likewise you may think and write down the unusual
uses for the given objects in the Answer Sheet.

- 6 Please get your doubts clarified only
before you start the test.
- 7 Do not disturb your friends while you work
out your own responses.
- 8 Write your answers only in the specified space
of the answer sheet.
- 9 DO NOT START UNTIL YOU ARE TOLD TO DO SO.

III. CONSEQUENCES TEST

Please go through the following instructions carefully when I read them loudly to you.

- 1 On pages 4 and 5 of Answer Book, there are four cells. An impossible statement is written on the top of each cell. Suppose the events expressed in these statements happen to be true all of a sudden. Then it will result in many different types of consequences to each statement. Please write down briefly both the direct and indirect consequences.
- 2 Try to write down as many consequences to each statement as possible.
- 3 There are four items in the test and the total time is 8 minutes. You are at liberty to devote suitable time to each item even though there will be an oral indication after every 2 minutes to make you aware of the time.
- 4 When I say 'Time is over', please stop writing immediately.
- 5 Write down the consequences to each statement as shown in the following example:

Example:

Statement: If the hairs on the human head vanishes.

<u>S.No.</u>	<u>Consequences</u>
1	-Barbers would have no work at all.
2	-Hairs getting wet and suffering from cold would have stopped.
3	-Manufacturing of hair oils would have stopped.
4	-Custom of offering hair to god would not have continued.
---	-----
---	-----

These consequences will result if the hairs on the human head vanishes. Likewise you think and write down the consequences in relation to the event expressed in each statement written in the answer sheet.

- 6 Please get your doubts clarified only before you start the test.
- 7 DO NOT START UNTIL YOU ARE TOLD TO DO SO.

IV. TEST OF INQUISITIVENESS

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Please go through the following instructions carefully when I read them loudly to you.

- 1 Certain covered things have been placed in front of you on the teacher's table. You might be very anxious to know about them and you might be thinking many questions about them. Let us see how many different questions you will be able to write about them when I uncover them.
- 2 Please write down your questions briefly on page 4 of the Answer Book already supplied to you.
- 3 Your questions can be of any type. But each question must be of different type and independent one. Also see that your questions cannot be answered easily on the basis of simple observations.
- 4 The total time for the whole test is 6 minutes. You should stop writing when I say 'Time is over'.
- 5 Please get your doubts clarified only before you start the test.
- 6 DO NOT START WRITING UNTIL I UNCOVER THE THINGS AND ASK YOU TO START.

PASSI TESTS OF CREATIVITYAnswer Sheet

Please fill in the blanks:

Name:	Male/Female	<u>For Examiners only</u>
Class:		Code No.:
Age:	Years Months	F: Remarks
Date:	School:	-----

1. THE SEEING PROBLEMS TEST

If space is not sufficient write on the reverse side. Write in the space marked by serial numbers.

-----	-----
1. <u>Object:</u>	2. <u>Object:</u>
Defects and Problems	Defects and Problems
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
—	—
—	—
-----	-----

3. Object:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

—
—

4. Object:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

—
—

2. UNUSUAL USES TEST

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If space is not sufficient
 please write in the next page.
 Write in the space marked by
 serial numbers.

FOR EXAMINERS ONLY

Code NO.:

F X O C Remarks

1. Object:		2. Object:	
<u>Uses</u>		<u>U</u>	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	
11.		11.	
12.		12.	
13.		13.	
14.		14.	
15.		15.	
16.		16.	
17.		17.	
18.		18.	
19.		19.	
20.		20.	
21.		21.	
22.		22.	

3. CONSEQUENCES TEST

If space is not sufficient
 please write in the next page.
 Write in the space marked
 by serial numbers.

FOR EXAMINERS ONLY

Code No.:

F O C Remarks

1. Statement:	2. Statement:

Consequences	Consequences
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

3. Statement:	4. Statement:

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
---	---
---	---

TEST OF INQUISITIVENESS

If space is not sufficient,
please write in the next page.
Write in the space marked by
serial numbers.

FOR EXAMINERS ONLY

Code No. :

U. Q. Remarks

Questions

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
 - 11.
 - 12.
 - 13.
 - 14.
 - 15.
 - 16.
 - 17.
 - 18.
 - 19.
 - 20.
-
-
-

APPENDIX I(c)

SCHOOL ATTITUDE MEASURE

Please fill in the blanks.

Name: _____ Male/Female
 Class: _____ School: _____
 Age: _____ Years _____ Months _____ Date: _____

Please read carefully each statement below and then mark the scale on the right-hand side in the appropriate column according to how you feel that it is true or not true for you. Please mark every statement.

	<u>Never</u>	<u>Sometimes</u>	<u>Usually</u>	<u>Always</u>
	<u>Agree</u>	<u>Agree</u>	<u>Agree</u>	<u>Agree</u>
1. I feel nervous when I have to speak in front of the class.	_____	_____	_____	_____
2. I feel upset over my school performance because I should do a better job.	_____	_____	_____	_____
3. My parents and teachers believe I can be an excellent student in any school I want to attend.	_____	_____	_____	_____
4. I need someone to help me with my homework, or it just won't get done.	_____	_____	_____	_____
5. I think that school is the best place for me to learn.	_____	_____	_____	_____
6. When I think about it, I don't remember much of what I learned last year in school.	_____	_____	_____	_____
7. School is one place where my ideas are really respected.	_____	_____	_____	_____

	<u>Never</u> <u>Agree</u>	<u>Sometimes</u> <u>Agree</u>	<u>Usually</u> <u>Agree</u>	<u>Always</u> <u>Agree</u>
8. I get the feeling that my parents expect too much from me in school.	___	___	___	___
9. My teachers mainly notice me when I do something wrong.	___	___	___	___
10. I feel as if I have enough time to finish my work in class.	___	___	___	___
11. I learn more outside of school than I do in school.	___	___	___	___
12. At times I feel like taking off from school because there are better things to do.	___	___	___	___
13. I get very upset about my grades because of what I think others will say about them.	___	___	___	___
14. I never know when a teacher is going to be angry with me.	___	___	___	___
15. I don't like to spend a long time on school work that is hard to do.	___	___	___	___
16. Even when I don't have any assignments, I work ahead on my own.	___	___	___	___
17. I sometimes don't pay attention in school because most subjects are too difficult.	___	___	___	___
18. Even when I am satisfied with my grades, nobody else is.	___	___	___	___
19. I am often the one who makes improvements in things at school.	___	___	___	___

	<u>Never</u> <u>Agree</u>	<u>Sometimes</u> <u>Agree</u>	<u>Usually</u> <u>Agree</u>	<u>Always</u> <u>Agree</u>
go				
20. I often go to school knowing my homework isn't done.	—	—	—	—
21. Whenever I've been absent from school, I immediately try to catch up on my school assignments.	—	—	—	—
22. When I have something to contribute to a class discussion, it is usually important.	—	—	—	—
23. My friends think that I am not as smart as other students my age.	—	—	—	—
24. I try to do something for good luck before I take a test.	—	—	—	—
25. I feel as if I have to hurry in order to finish my work.	—	—	—	—
26. I have to admit that most school activities don't interest me at all.	—	—	—	—
27. If I keep doing my school work as I am now, my future school years will be easy for me.	—	—	—	—
28. I have many abilities that my teachers don't know about.	—	—	—	—
29. Most of the things I try to do in school tend to turn out wrong.	—	—	—	—
30. I like taking tests in school because then I know what I've learned.	—	—	—	—
31. I don't believe it will be worth my effort to continue my education past high school.	—	—	—	—

	<u>Never</u> <u>Agree</u>	<u>Sometimes</u> <u>Agree</u>	<u>Usually</u> <u>Agree</u>	<u>Always</u> <u>Agree</u>
32. I get worried about tests and homework assignments.	—	—	—	—
33. When I talk to my friends about school work, I usually have the best ideas.	—	—	—	—
34. If I work hard at school, it's mostly to please my parents, not myself.	—	—	—	—
35. When I don't like a certain subject, I get bad grade in it.	—	—	—	—
36. I get the feeling that I never do well enough in my class assignments.	—	—	—	—
37. School is one place where people want to help me.	—	—	—	—
38. When I receive my report card, I enjoy showing it to as many people as I can.	—	—	—	—
39. I probably wouldn't come to school if my parents didn't make me.	—	—	—	—
40. I have never really learned how to study.	—	—	—	—
41. I look forward to each new school year because I know it will be a useful experience.	—	—	—	—
42. I don't feel very comfortable speaking in class.	—	—	—	—
43. I'm embarrassed to tell my grades to other students my age.	—	—	—	—

	<u>Never</u> <u>Agree</u>	<u>Sometimes</u> <u>Agree</u>	<u>Usually</u> <u>Agree</u>	<u>Always</u> <u>Agree</u>
44. When a teacher is absent, I don't feel like doing any work.	---	---	---	---
45. I can never please anybody with my school performance.	---	---	---	---
46. I have to force myself to do school assignments because there are so many other things I want to do.	---	---	---	---
47. I try to get involved in most subjects taught in school.	---	---	---	---
48. Once in a while I fail a test that I was sure I had passed.	---	---	---	---
49. The students whom teachers like get the best grades.	---	---	---	---
50. I have a habit of starting a new job before the old one is finished.	---	---	---	---
51. Compared to other students my age, I don't think I am very smart.	---	---	---	---
52. School work is sometimes difficult, but it will be well worth my effort.	---	---	---	---
53. I don't like to take part in class activities.	---	---	---	---
54. I know how to earn good grades from my teachers.	---	---	---	---
55. Although it might sound funny the best time of my life is the time I spend in school.	---	---	---	---

	<u>Never</u> <u>Agree</u>	<u>Sometimes</u> <u>Agree</u>	<u>Usually</u> <u>Agree</u>	<u>Always</u> <u>Agree</u>
56. At times, when my homework is hard, I want to give up.	---	---	---	---
57. Knowing my past school grades, I can't expect to get the grades I want.	---	---	---	---
58. Both students and teachers like my ideas.	---	---	---	---
59. There is very little I can do for myself to make my school experience any better.	---	---	---	---
60. The subjects I do the best in are the ones in which the work is easy.	---	---	---	---
61. I don't believe going to school will be that helpful in getting a good job.	---	---	---	---
62. I'm pleased with my school grades and wouldn't want to change them at all.	---	---	---	---
63. Some school work is so hard that I don't even try to do it.	---	---	---	---
64. When I am with my friends, I do what they want to do, not what I want.	---	---	---	---
65. My parents wish I could improve my school work so that it is better than that of others in my class.	---	---	---	---
66. I believe it is very important to get as much education as I can.	---	---	---	---
67. At times, I get the feeling that I'm going to fail in school.	---	---	---	---

	Never Agree	Sometimes Agree	Usually Agree	Always Agree
68. I'm proud to tell my parents how I'm doing in school.	---	---	---	---
69. If my friends don't come to school I don't want to come either.	---	---	---	---
70. I can predict how well I've done on a test before the teacher grades it.	---	---	---	---
71. I don't care about school and plan to stop as soon as I can.	---	---	---	---
72. If I want to, I can learn just about anything taught in school.	---	---	---	---
73. Teachers simply expect too much from me in school.	---	---	---	---
74. My parents just don't understand how bad things can be in school.	---	---	---	---
75. I begin to daydream as soon as the teacher starts to explain things.	---	---	---	---
76. Much of what I learn in school will not do me any good.	---	---	---	---
77. I seem to learn school subjects very quickly.	---	---	---	---
78. My parents believe that I have the ability to do very well in high school.	---	---	---	---
79. When I'm in school, I'm not in control of my own life.	---	---	---	---

	<u>Never</u> <u>Agree</u>	<u>Sometimes</u> <u>Agree</u>	<u>Usually</u> <u>Agree</u>	<u>Always</u> <u>Agree</u>
80. I would do better in school if I didn't work so slowly.	---	---	---	---
81. I'll be one of the top students in my class when I attend higher classes.	---	---	---	---
82. I'm proud of the work I am doing in school.	---	---	---	---
83. Getting good grades in this school is mostly a matter of luck.	---	---	---	---
84. I understand how the teacher wants us to do our work.	---	---	---	---
85. School will help me have a better life.	---	---	---	---

TEACHER RELATIONSHIP PERCEPTION INVENTORY

Please fill in the blanks.

Name: _____ Male/Female
 Clas: _____ School: _____
 Age: _____ Years _____ Months _____ Date: _____

Teacher: _____

 Consider each statement below with regard to your present relationship with your teacher and the way you perceive him/her. Read each statement and then mark the scale on the right-hand side according to how strongly you feel that it is true or not true. Please mark every statement.

	Strongly Agree	Agree	Uncer- tain	Dis- agree	Strongly dis- agree
	-----	-----	-----	-----	-----
1. Respects and values me as a person.	---	---	---	---	---
2. Listens carefully when I or others speak.	---	---	---	---	---
3. Is friendly and warm and I feel free to be open regarding any personal and study matters.	---	---	---	---	---
4. Wants to understand how I see things.	---	---	---	---	---
5. Trusts in my ability to study and to take care of my needs.	---	---	---	---	---
6. Keeps aloof from students and is unapproachable.	---	---	---	---	---
7. Believes in our sense of responsibility and trusts us with freedom and does not police or spy on us.	---	---	---	---	---

	Strongly agree	Agree	Uncer- tain	Dis- agree	Strongly dis- agree
8. Feels a true liking for me.	---	---	---	---	---
9. Almost always knows exactly what I mean.	---	---	---	---	---
10. Does not easily show his/her feelings, likes, dislikes and values.	---	---	---	---	---
11. Is not impatient.	---	---	---	---	---
12. Is overstrict and authoritarian and does not care for the feelings of students.	---	---	---	---	---
13. Understands my words but does not see the way I feel.	---	---	---	---	---
14. Does not care to relate to the students.	---	---	---	---	---
15. Is very good at teaching and has a knack in making even the difficult subjects appear easy.	---	---	---	---	---
16. Clarifies and clears up any misunderstanding that may crop up in his or her relationship with me and the other students.	---	---	---	---	---
17. Notice and points out my unused energy and talents and enables me to utilise them as well.	---	---	---	---	---
18. Shows partiality to some students in the class.	---	---	---	---	---
19. Does not teach well and the classes are no help in learning and clarifying doubts.	---	---	---	---	---

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Uncer-</u> <u>tain</u>	<u>Dis-</u> <u>agree</u>	<u>Strongly</u> <u>disagree</u>
20. Genuinely cares for me.	---	---	---	---	---
21. I feel free to be myself in his/her presence.	---	---	---	---	---
22. Is able to express genuine feelings of displeasure or anger without judging or blaming.	---	---	---	---	---
23. Is quick to notice my qualities and encourages and supports me in my efforts to study and grow in every way.	---	---	---	---	---
24. Takes genuine interest in me and in my studies.	---	---	---	---	---
25. Will like me better if I work harder or change some aspects of my behaviour.	---	---	---	---	---
26. Is sensitive to my feelings and is careful not to hurt them.	---	---	---	---	---
27. No matter what I do or say I feel I am accepted by him/her as I am.	---	---	---	---	---
28. I feel he/she does not like me and always finds fault with me and what I do.	---	---	---	---	---

APPENDIX I(e)

OHIO SOCIAL ACCEPTANCE SCALEInstructions

Dear Friend,

This is not a test. It only attempts to find your choice of friends in your class. Your answers will be used only for research purposes.

This is what you do.

First fill up your name, class, etc. in the Answer Sheet provided.

Then, read each paragraph given below carefully, Start with I : My, very, very best friends!

After reading it, go through the list of names of your classmates provided and write down the names of all those whom you would put under this category, against 'I' marked in your answer sheet. Strike off the name from the list after you make the selection. Similarly go on to II, III, IV and V.

Be frank while answering.

Do not omit any classmate.

When you have finished, hand over both this sheet and the answer sheet to the teacher.

Thank you.

I. 'MY VERY, VERY BEST FRIENDS'

I would like to have this person as one of my 'very, very best friends'.

I would like to spend a lot of time with this person in studying and would enjoy going places with this person.

I would like to tell some of my troubles and secrets and difficulties in studies to this person. I would do everything I could to help this person out of trouble.

I will give a NUMBER ONE to my very, very best friends.

II. 'MY OTHER FRIENDS'

I would enjoy working and being with this person. I would invite this person to a party, and would enjoy going on picnics with this person and are friends.

I would like to work with this person regarding any school work and other activities.

I would like to be so with this person often. I would like to talk and make and do things with this person.

I want this person to be one of my friends.

I will give a NUMBER TWO to every person who is my friend.

III. 'NOT FRIENDS BUT OKAY'

I would be willing to be on a committee with this person, or to be in the same club or team.

It would be all right for this person to be on the same team with me or to live in my neighbourhood. I would be in a play with this person.

I would not mind working with this person in school.

This person is not one of my friends, but I think this person is all right.

I will put a NUMBER THREE for the name of every person, I think is all right.

IV. 'DON'T CARE FOR THEM'

I say 'hello' whenever I meet this person around school or on the street. But I do not enjoy being with this person. I might spend some time with this person if I did not have anything else to do. But I would rather be with somebody else. I don't care for this person very much.

I will give a NUMBER FOUR to people I don't care for very much.

V. 'DISLIKE THEM'

I speak to this person only when it is necessary. I do not like to work with this person and would rather not talk to this person.

I will give a NUMBER FIVE to every person I do not like.

OHIO SOCIAL ACCEPTANCE SCALE

Answer Sheet

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Name:

School:

Class:

Boy/Girl

Date:

I

My very, very best friends

Names:

II

My other friends

Names:

III

Not friends, but okay

Names:

IV

Don't care for them

Names:

V

Dislike them

Names:

CO-OPERATION COMPETITION DISPOSITION INVENTORY

Name: _____ Male/Female _____
 Class: _____ School: _____
 Age: Years _____ Months _____ Date: _____

 Read carefully each statement below and then mark the scale on the right-hand side according to how you feel that it is true or not true for you. Please mark every statement.

	Very much appli cable	Appli- cable	Not appli- cable	Not at all applicable
	_____	_____	_____	_____
1. Being given any work in the class, I always help others so that they can also finish that with me.	---	---	---	---
2. In the class when two of us have solved the problem simultaneously, even then I wish that the teacher should see mine first and praise me.	---	---	---	---
3. Whenever there is a problem in the class, I want to solve it jointly.	---	---	---	---
4. I enjoy accomplishing a work, if I feel that others also have done equally well.	---	---	---	---
5. I want that there should be competition in the class and I must get the highest mark.	---	---	---	---
6. Whenever there is a problem in the class, I want to solve it myself.	---	---	---	---

	Very much appli cable	Appli- cable	Not appli- cable	Not at all applicable
	_____	_____	_____	_____
7. Generally, I like to work with those whom I think are better than I in two or three things.	---	---	---	---
8. While playing, I want to play the best and win.	---	---	---	---
9. I want to do better than others on any task.	---	---	---	---
10. While studying for examination I want to help my friends as well.	---	---	---	---
11. While playing, I wish that my team mates should win.	---	---	---	---
12. Sometimes when I see that other students are fairing equally well, I feel depressed.	---	---	---	---
13. I wish that others should also get rewarded along with me on any rewarding task.	---	---	---	---
14. At the time of examination I want to study alone so that I can stand first.	---	---	---	---
15. Being given any work in the class, I want to finish it by joining others.	---	---	---	---
16. I want to top the class in studies.	---	---	---	---
17. I always think how to surpass others.	---	---	---	---

	Very much appli cable	Appli- cable	Not appli- cable	Not at all aplicable
--	--------------------------------	-----------------	------------------------	-------------------------

18. I like playing after
making teams.

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

19. I like to take part in
competitions and also
wish that I must do
better than others.

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

APPENDIX I(g)

CLASSROOM PARTICIPANT OBSERVATION SCHEDULE

Specific Behaviours Observed	Observations									
	I	II	III	IV	V	VI	VII	VIII	IX	X

I. Teaching Style

1. Lecture
2. Lecture-cum-questions
3. Lecture-cum-
demonstration
4. Participatory teaching
5. Demonstration-cum-
participatory teaching
6. Group study/discussion
7. Supervised individual
study

II. Teacher Questions

1. Closed-ended
2. Open-ended
3. Distribution

III. Teacher Communication
of Attitudes

1. Understanding/accepting
2. Non-accepting
3. Inviting
4. Disinviting
5. Assertive

Specific Behaviours Observed	Observations									
	I	II	III	IV	V	VI	VII	VIII	IX	X

IV. Student Responses

1. Paying attention/
taking notes (*)
2. Asking questions
3. Answering questions
(volunteered)
4. Not paying attention
 - (a) Talking with
those around
 - (b) Playing
5. Playing
6. Late coming

V. Investigator's judgement of student involvement/ participation (+)

(*) Rating (based on observer's impression) was done according four categories:

- A=less than 50%
- B=about 50%
- C=majority
- D=nearly all.

(+) Rating was done according to five categories :

- A=hardly any
- B=poor
- C=Average
- D=to a great extent
- E=excellent.

APPENDIX I(h)
INTERVIEW SCHEDULE FOR STUDENTS

This schedule consists of two parts. Part-I consists of questions used for the first interview with students that was conducted prior to intervention. Part-II items were used for interviewing students after the intervention.

PART-I

- 1 Name:
- 2 Address:
- 3 Father's educational qualifications:
- 4 Father's occupation:
- 5 Mother's educational qualifications:
- 6 Mother's occupation:
- 7 When did you join the school? :
- 8 Name the schools where you studied before coming to the school:
- 9 Number of brothers and sisters and your position in the family:
- 10 Do you like the school? Why? :
- 11 What are some of the problems you face in class/school? :
12. Why among the teachers do you like the best? Why? Dislike the most? Why? :
- 13 How many hours do you study at home everyday on an average? Is that enough? If not, how many more hours can you find for personal study?
- 14 Has daddy or mummy got to be after you to study or you are responsible for your own study?
- 15 Are you satisfied with your school academic performance?
- 16 What is your educational goal?
What is it for this year?

PART-II

- 17 How many hours do you spend in personal study this year?
- 18 Do you notice any change in the behaviour of students in class after we had some group sessions?
- 19 Do you notice any change in the behaviour of teachers after the sessions like teaching, relating, punishing, etc.?
20. What are some of the personal benefits you had from attending the group sessions?

INTERVIEW SCHEDULE FOR PARENTS

- 1 How do you think your son/daughter is doing at school?
- 2 What is your ambition regarding your son/daughter?
- 3 What is his/her educational goal?
- 4 Last year, the principal informed you through a circular that an educational experiment was planned to be carried out in Standard IX. Now that the experiment is over, I want to get some information from you.
 - (a) Did your son/daughter share details of the experiment with you?
 - (b) Did he/she share what he/she learned personally from it?
 - (c) Did you notice any change in his/her behaviour after the experiment?
 - (i) In studies
 - (ii) In relationships with you and others
 - (iii) In taking responsibility
 - (iv) Any other

SOCIOMATRIX - I

CHOOSERS

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47

1	-	4	2	4	2	3	3	5	4	2	1	2	2	3	4	4	4	3	3	4	3	3	4	3	2	4	4	2	4	5	2	4	5	4	3	5	3	4	5	5	5	4	5	4	2	4					
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SOCIOMATRIX - II

CHOOSERS

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47

CHOSEN

1	-	4	2	4	2	3	5	4	3	2	2	2	3	5	5	4	5	3	4	3	3	3	4	3	2	4	4	2	4	4	2	4	3	3	3	3	3	4	4	4	5	4	5	3	3	3									
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SOCIOMATRIX - IV

		CHOSEN																																																					
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