MALIN'S
Intelligence Scale
for
Indian Children
(MISIC)
MANUAL
Indian Adaptation of Wechsler's
Intelligence Scale for Children
(WISC)

by:
Dr. A. J. MALIN
M.A., M.Ed., Ph.D.

Indian Psychological Corporation, Lucknow
Record Form
Malin’s Intelligence Scale For Indian Children (MISIC)

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ADDRESS............................................................................................................... 
FATHER’S NAME..................................MOTHER’S NAME....................................
SCHOOL.................................................................CLASS...................................

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V
MALAR’S INTELLIGENCE SCALE FOR INDIAN CHILDREN (MISIC)

DR. A. MALIN M.A., M.Ed., Ph.D.
ADAPTATION OF WISC
DIRECTOR FOR ADMINISTRATION OF THE MISIC

1. INFORMATION TEST

Directions: Read each question as stated and in the order given. If responses are not clear, it is permissible to say, Explain more, tell me more about it; or some such neutral non-leading questions. Question 1-5 are used for those below 8 years or suspected mental defectives. Acceptable answers are indicated in Parentheses.

Scoring: Discontinue after five consecutive failures and credit with items 1-5 if subject passes 6-7 and 8. Each item is scored 1 or 0.

TEST QUESTIONS

1. How many ears have you?
2. What do you call this finger (show thumb)?
3. How many legs has a dog?
4. What animal gives us milk?
5. How do we make boil? (Apply heat, etc.)
6. Where will you go to buy sugar (ribsins-girls)? (market, kirana, local shop’s name etc.)
7. How many paise in a rupee?
8. How many days in a week?
9. Where does the sun set?
10. What are the seasons of the year (in India)? (at least cold, hot, rainy)
11. Which is the top of upper colour of the flag of our country? (red, orange etc.)
12. When do we celebrate (keep) Independence Day? (if too close, substitute: What do we celebrate on January 26?)
13. What is the colour of the pearl? (white)
14. What is the work of the stomach? (mixes, grinds, digests).
15. Why do we honour Gandhi as the father of India? (Independence labour.)
16. Why does oil float on water? (lighter)
17. What was the capital of old Mogul empire? (Agra, Delhi)
18. What is Sanskrit? (imply ancient or sacred Indian language)
19. How tall is the average (ordinary) Indian man? (5 ft. 4 inches-3" leeway)
20. In what part of the world do we find India? (Asia; Northern or Eastern Hemisphere)
21. Who composed the national anthem (Jana gana mana)?
22. Where is Singapore? (Malaya: S. E. Asia; near Borneo, Australia etc.)
23. How many thousands are there in a lakh?
24. Who was the first European or foreign invader to come into India? (Alexander, Vasco da Gama)
25. What is the distance between Bombay and Calcutta? (1000–1300 miles)
26. What is a Barometer? (measures air pressure, heights; predicts weather)
27. What (or why) do we celebrate on Republic Day? (Constitution, abolition of monarchy. Notion of Independence not enough)
28. How do we get kerosene? (imply process from crude oil)
29. Who was Genghis Khan? (Chinese or Mongol-not Mogul-Ruler)
30. What is the meaning of V.P.P.? (Value payable parcel or a correct description of it.)

II. GENERAL COMPREHENSION TEST

Directions: Repeat questions if needed and encourage with remarks such as "Yes, Go ahead" and in case additional credited reasons are expected as in 6-14 "Yes, and also because............."

Scoring: Discontinue after 3-consecutive failures. Scores are graded from 2, 1 to 0. See criteria scoring samples (below)

TEST QUESTIONS

1. What should you do if you cut your finger? For example, whilst sharpening a pencil.
2. What would you do if your mother sends you to buy sugar and the shopkeeper says he does not have anymore?
3. What would you do if a boy (girl) smaller than you starts to fight with you?
4. What should you do if through your own fault, the ball (doll) of your friend is lost and you cannot find it?
5. What should you do if you found a railway line broken and at the same time noticed a train about to come?
6. Instead of spending all your money, why would it be better to save some, for example in a bank?
7. What good is it to send criminals to jails or prisons?
8. Why does the small shopkeeper prefer cash to giving credit?
9. Why should we respect and obey those we teach us?
10. Why should we be kind to animals?
11. Why should Government set examinations when selecting job applicants?
12. Why is bad to break a promise?
13. Why is it wrong to steal?
14. Why is a Parliament needed in our system of Government?

CRITERIA AND SCORING SAMPLES

Items 1-5 are scored 2 points if Subject assumes personal responsibility for what is done. Allow 1 point only if responsibility is shared but S. knows what is to be done. Items 6-14 allow 2 points for 2 good reasons and 1 point if only one can be given. Do not allow religious reasons.
1. Cut: 2 = apply medicine; cleanse, etc. 1 = See Doctor. 0 = Cry.
2. Sugar: 2 = Go to another, 1 = Go home and tell. (Q)
3. Fight: 2 = Don't hit back; report. 0 = hit back.
4. Ball: 2 = replace. 1 = Say Sorry. (Q)
5. Train: 2 = Some kind of warning. 1 = Tell Station Masters. 0 = Tell police.
6. Bank: Safety; interest; future needs; encourage thrift.
7. Jails: Stop evil; punish; community safety; teach lesson.
8. Cash: Small customer forgets; cheated.
9. Teachers: Elders; place of parents; help us; wiser.
10. Animals: Dumb and helpless; useful; sensitive like ourselves.
11. Jobs: Select fit ones; give equal chance to all.
12. Promise: Lose repute; spoil character; harm others.

III. ARITHMETIC TEST

Directions: Problems 1, 2, 3 are for subjects below 8 years or suspected mental defectives. Problems 4-12 and 16 are read to the subject and 13, 14, 15 are written on cards to be read by the subject. Timing starts after stating the problem the first time. Repetitions are at the expense of the subject's timing. Discontinue after 3 consecutive failures. No paper work allowed. Names and problem items can be adapted to local conditions and prices. Figures must not be changed. Second trials allowed within time limit.

Scoring: 1 or 0. Give credit for first three if subject works out 4 and 5.

PROBLEMS–TIMINGS–ANSWERS

1. Place 9 blocks (or coins) in a row saying: “Count these with your finger.” 45"
2. Rearrange the row saying: “Give 4 blocks to me.” 45"
3. Rearrange as above saying: “Take 7 and give me the rest.” 45"
4. If I break this (pencil) in half, how many pieces will there be? 30"
5. Prem has 4 rupees. Mummy gives him 2 more. How many has he? 30"
6. Rita has 8 bananas and buys 6 more. How many has she? 30"
7. Teacher has 12 books and sells 5. How many has she left? 30"
8. If one pencil costs 7 p. what will 3 pencils cost? 30"
9. A Milkman has 25 bottles of milk, he sold all. How many bottles had he left? 30"
10. A workman after finishing his job was given Rs. 36 for his pay. He had agreed for Rs. 4 each day. Tell me how many days he worked. 30"
11. Let us say you want to buy some marbles (ribbons). They cost 30 (make this distinct from 13) paise a dozen. Now you have a rupee and want to buy 3 dozen. How much change will you receive? (10 p.) 60"
12. Four boys (girls) have gathered 72 marbles (flowers). If they divide them equally, how much will each get? (16)

(Please the following 3 problems on separate cards to be read)

13. If 3 pencils cost 5 paisa, what will 24 pencils cost? (40)

14. If bus fare is 20 paisa for the first quarter mile and only 5 paisa for each other quarter mile; what will be the fare for 2 miles? (55)

15. Prem and Raj start a marble game with 27 marbles each. They agree that at the end of each game, the loser must give up one third of what he has left. Now, Prem wins three games. How much has Raj left for the 4th game? (8)

16. 36 is two-thirds of what whole number? (54)

IV. ANALOGIES AND SIMILARITIES

Direction Analogies: For subjects under 8 years. Before reading each item say: "Now listen carefully as I am going to read you a sentence which you must finish." Score 1 for each correct analogy.

ANALOGIES TEST

1. Lemons are sour, but sugar is......................
2. You walk with your legs and throw with your.......................(hand, arm)
3. Boys grow up to be men and girls grow up to be..................
4. A knife and a piece of glass can both......................

SIMILARITIES TEST

Directions: Say: "In what way are a mango and a banana alike?" If the Subject fails or denies a similarity then coach him on all score grades and try the next Cat and Mouse. If he fails again explain for the last time and discontinue after 3 consecutive failures or return to Analogies.

Scoring: Grade from 2 to 1 and 0. See Below for Grades. Give credit for 4 analogies if subject earns at least 3 points on Similarities.

TEST ITEMS

5. Mango–Banana (or other familiar fruits).
6. Cat–Mouse.
7. Organ–Flute (Similar instruments such as a Harmonium or mouth organ may be substituted).
9. Ruler (e. g. foot)–Scale (weights).
10. Scissors–Brass pot (vase).
15. First–Last.
16. Numbers 49 and 121.
GRADES AND SCORING SAMPLES

5. Mango : 2 = fruits. 1 = both round; have skin; seeds; food. 0 = Sweet, from tree.
6. Cat : 2 = animals creatures; 1 = four legs; eyes; both eat. 0 = chase.
7. Organ : 2 = both wind or musical instruments 1 = play them both; have keys; tubes. Both give tunes. 0 = both give noise.
8. Milk : 2 = both are good for health; good to take; 1 = consumables (drink).
9. Ruler : 2 = both measure; 1 = both have numbers 0 = made of same thing.
10. Scissors : 2 = both made of metal; utensils. 1 = made of iron, steel.
11. Paper : 2 = carbons; originate from trees. 1 = both burn.
13. Mountain : 2 = geographical or natural features of landscape; common origin. 1 = both are scenery, landscape.
14. Liberty : 2 = social ideals or rights; 1 = relate to Government; needed for the country. Have to do with law. 0 = mean peace.
15. First : 2 = extremes of position; position in a series or rank. 1 = both at the ends. 0 = both opposites; both numbers.
16. 49 : 2 = perfect squares or odd number square roots. 1 = both odd numbers; cannot be divided by 2. 0 = both are numbers.

V. VOCABULARY TEST

Directions : Say “I want to see how many words you know. Tell me now for example what CYCLE means. What is a cycle?” If response is vague or has only the score value of 1 then question further, (Q) for example, “What else does it mean? Explain a little more.”

Scoring : Discontinue after 5 consecutive failures. Each word is scored 2, 1 or 0 except words, 1 through 6 are scored only 2 or 0. Criteria and examples of marginal responses are found below. Subjects may be started with 10 and credited with 2 points for the previous unless subject fails to give 2 point definitions from 10 to 14, in which case proceed backwards until 5 consecutive 2 point successes are met, then return and continue from the first failed 2 pt.

TEST WORDS

<table>
<thead>
<tr>
<th>Term</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diamond</td>
<td>glass; diamond ring; play cards with, square shape, shines.</td>
<td>sparkling, shiny stone, very valuable, piece of jewelry; hardest substance, carbon.</td>
</tr>
<tr>
<td>Brave</td>
<td>Can fight everyone and in wars;</td>
<td>brave in fighting; strong and clever; tiger is brave.</td>
</tr>
<tr>
<td>Shilling</td>
<td>English coin or money, part of a pound.</td>
<td>Foreign, American, olden money.</td>
</tr>
<tr>
<td>Gambling</td>
<td>play with money; win on luck; to bet.</td>
<td>waste money; gamble money; 0 = to play cards; it is bad.</td>
</tr>
<tr>
<td>Microscope</td>
<td>to see germs and insects; makes them big (many times).</td>
<td>something to see.</td>
</tr>
<tr>
<td>Martyr</td>
<td>dies for faith or country. Gandhi. 0 = Saint.</td>
<td></td>
</tr>
<tr>
<td>Editor</td>
<td>Selects for publication or writes editorials;</td>
<td>Publishes, prints, writes for newspaper, head of newspaper.</td>
</tr>
<tr>
<td>Ambassador</td>
<td>Sent by King to make peace; carries messages to another country; represents.</td>
<td>Does work in another country;</td>
</tr>
<tr>
<td>Auction</td>
<td>Public sale; selling old things; American auction. 0 = Selling.</td>
<td>Sale by bidding;</td>
</tr>
<tr>
<td>Stanza</td>
<td>Part of poem; verse; part of a song; paragraph in poetry.</td>
<td>A poem; some lines; a paragraph.</td>
</tr>
<tr>
<td>Proverb</td>
<td>A saying; sentence with a moral;</td>
<td>Sentence from olden times; from the Bible;</td>
</tr>
<tr>
<td>Anonymous</td>
<td>Without name of author.</td>
<td>no name; unknown.</td>
</tr>
<tr>
<td>Shameless</td>
<td>A low feeling; want to hide; made shy; can’t be proud of.</td>
<td>a bad thing;</td>
</tr>
<tr>
<td>Buoy</td>
<td>float to warn ships or mark places; to save from drowning.</td>
<td>Bell-buoy; something floating;</td>
</tr>
<tr>
<td>Atheist</td>
<td>Unbeliever; without religion.</td>
<td>Does not pray or believe in Christ.</td>
</tr>
<tr>
<td>Bail</td>
<td>Jail release money; used in cricket; take out water.</td>
<td>money.</td>
</tr>
</tbody>
</table>
32. Apprentice: 2 = Learns trade, 1 = Assistant.
33. Affliction: 2 = Sorrow, hurt. 1 = afflicted with disease; infliction.
34. Boycott: 2 = to stop buying from or going to a place out of protest.
1 = to put out (British).
35. Aseptic: 2 = without germs 1 = medicine to cleanse; not septic.
36. Nitroglycerine: 2 = Explosive 1 = dangerous chemical.
37. Spangle: 2 = sort of sequin, shiny thing on clothes. 1 = shiny ornament.
38. Hara-Kiri: 2 = Jap method of suicide. 1 = to kill in Japan or China.

VI. DIGIT SPAN TEST (Alternate)

DIGIT SPAN FORWARDS

Directions: "I am going to say some numbers. Listen carefully and when I am finished repeat them after me" (one per second). If subject repeats trial I of a series then go on to next higher number in same Trial. If he fails then give a second chance from Trial II. Discontinue if fails on both Trials of a given series.

Scoring: His score is the highest number of digits repeated without error. Thus if he only repeated five digits his score is 5. Total score combines forward and backward.

<table>
<thead>
<tr>
<th>Series</th>
<th>Trial I</th>
<th>Trial II</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3-8-6</td>
<td>6-1-2</td>
</tr>
<tr>
<td>4</td>
<td>3-4-1-7</td>
<td>6-1-5-8</td>
</tr>
<tr>
<td>5</td>
<td>8-4-2-3-9</td>
<td>5-2-1-8-9</td>
</tr>
<tr>
<td>6</td>
<td>3-8-9-1-7-4</td>
<td>7-9-6-4</td>
</tr>
<tr>
<td>7</td>
<td>5-1-7-4-2-3-8</td>
<td>9-8-5-2-1-6-3</td>
</tr>
<tr>
<td>8</td>
<td>1-6-4-5-9-7-6-3</td>
<td>2-9-7-6-3-1-5-4</td>
</tr>
<tr>
<td>9</td>
<td>5-3-8-7-1-2-4-6-9</td>
<td>4-2-6-9-1-7-8-3-5</td>
</tr>
</tbody>
</table>

DIGIT SPAN BACKWARDS

Directions: "Now I am going to say some more numbers but this time when I stop you say them backwards." Give an example and let the subject try. Scoring and directions as in the above.

<table>
<thead>
<tr>
<th>Series</th>
<th>Trial I</th>
<th>Trial II</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2-5</td>
<td>6-3</td>
</tr>
<tr>
<td>3</td>
<td>5-7-4</td>
<td>2-5-9</td>
</tr>
<tr>
<td>4</td>
<td>7-2-9-6</td>
<td>8-4-9-3</td>
</tr>
<tr>
<td>5</td>
<td>4-1-3-5-7</td>
<td>9-7-8-5-2</td>
</tr>
<tr>
<td>6</td>
<td>1-6-5-2-9-8</td>
<td>3-6-7-1-9-4</td>
</tr>
<tr>
<td>7</td>
<td>8-5-9-2-3-4-2</td>
<td>4-5-7-9-2-8-1</td>
</tr>
<tr>
<td>8</td>
<td>6-9-1-6-3-2-5-8</td>
<td>3-1-7-9-5-4-8-2</td>
</tr>
</tbody>
</table>
VII. PICTURE COMPLETION

Directions: Before presenting the first card say: “I am going to show you some pictures in which there is a part missing. Look carefully at the card and tell me what important part is missing.” The subject can be helped in the first who cards but without getting a score. Pointing to the missing part can also be credited. If S. points to e.g. coat pocket, say “Yes, but something else is missing.”

Timing and Scoring: Discontinue after 4 failures. 15 seconds are allowed for each picture and one point for each correct response except with the last five pictures when an extra bonus score is credited if at least 3 of the last five are correct. Total maximum score 20.

TEST PICTURES AND CORRECT RESPONSES

2. Fox.............................car.
4. Table.........................leg.
5. Cat..............................whiskers.
7. Scissors........................screw.
9. Door.............................hinge.
11. Rooster.......................spur.
12. Screw............................slot (crack).
13. Fish............................extra fin (dorsal).
15. Profile..........................eyebrow.
17. Umbrella......................spokes.
18. Thermometer..................mercury in bulb.

VIII. BLOCK DESIGN

Directions: For Subjects under 8 years

Demonstrate Design A, then take 4 more blocks and tell subject to imitate (Not from card!) If fails, then correct (i.e., demonstrate) a second time with blocks of S. Score 2 pts. If first trial correct and 1 pt., if only second trial was passed. Arrange Design B behind a screen and proceed as in A. With design C, use Card and demonstrate without screen explaining how it agrees with the card. Then brush up pile for S to begin. Score as with A. Timings for A-C : 45.”

Directions: For Subjects 8 years and above

Take blocks say: “You see these blocks have different colours and they can be put together in a picture like this.” Give four blocks to the Subject brushed up so that only one red colour faces upwards. Then say: “Now I am going to show you a picture made of red blocks and I want you to try to copy it as quickly as you can.” Then show Card C and start timing. Second trial may be given on C also, but without credit. On designs 1-7 discontinue after 2 consecutive failures.

Scoring: Advance credit of 4 points is given for designs A and B and 2 pts. more for passing C. Designs 1-7 give 4 points plus bonus or per table below. No points are given for incomplete design 5-7 are made with 9 blocks and 2 brushed up red colours.
Design 1...75"......1-10" (7 points)......11-15" (6 points)......16-20" (5 points)
.....2......1-10" (7 points)......11-15" (6 points)......16-20" (6 points)
.....3......1-15" (7 points)......16-20" (6 points)......21-25" (6 points)
.....4......1-10" (7 points)......11-15" (6 points)......16-20" (6 points)
.....5......150"......1-35" (7 points)......36-45" (6 points)......46-65" (6 points)
.....6......1-55" (7 points)......56-69" (6 points)......66-80" (6 points)
.....7......1-55" (7 points)......56-60" (6 points)......66-90" (6 points)

IX. OBJECT ASSEMBLY

Scoring: Bonus allowed for speed. See table below:

MANIKIN.......120".......1-10" (7 points).......11-15 (6 points).......16-20" (5 points).......21-120" (4 points)
Horse............180".......1-15" (9 points).......16-20 (8 points).......21-30" (7 points).......31-180" (6 points)
Face..............180".......1-35" (9 points).......36-45 (8 points).......46-70" (7 points).......71-180" (6 points)
AUTO..............180".......1-25" (9 points).......26-30 (8 points).......31-45" (7 points).......46-180" (6 points)

MANIKIN: Directions—Arrange pieces behind a screen according to given diagram. Then say:
"These pieces will make a boy. Go ahead and put them together." If subject turns over a piece, turn it back again quietly.

Scoring Table: Perfect performance—4 pts. or bonus.
Imperfect performances: NO TIME bonus 1 2 pts. if legs omitted or put as arm. 3 pts. if legs interchanged or inverted. 1 pt. if only trunk is correct.

HORSE: Directions same as for Manikin.

Scoring Table: Perfect—6 pts. or bonus.
Imperfect 5 pts. if only stomach midpiece inverted.
4 pts. if midpiece omitted or legs interchanged. 3 pts. if midpiece inverted and legs: 2 pts. if omitted and: or 1 & 4. 1 pt. for each two pieces joined properly.

FACE: Directions same as above EXCEPT no name of the object is revealed.

Scoring Table: Perfect—6 pts. or bonus.

Imperfect: General 1/2 pt. for each proper joint separate or joined to the whole.
5 pts. if eye inverted or hair pieces omitted. 4 pts. if nose omitted or mouth and chin omitted.
3 pts. if large half omitted (2 pieces) 1 pt. if only large half and hair (3 pieces).

AUTO: Directions same as for Face.

Scoring Table: Perfect—6 pts. or bonus.

Imperfect: General 1 pt. for each proper joint as above.
5 pts. Door inverted or reversed. 4 pts. Omitting pieces 4 & 5 or omitting 7 3 pts. Omitting 7 and inverting or reversing 4 (door) also omitting 4, 5, 7, also interchanging 4 & 5 with 6.

X. CODING

Directions: For subjects under 8 years and suspected manual defectors.
Use Design A. Point to the row of stars, squares, etc and say, "Look at these and see how each one has some mark inside. Now look at these samples and I want you to put in each figure the same mark that you find here in the top row. Here is a star so put this mark inside." After marking the first two or three samples let the subject fill in the remaining and then start timing when the samples have been finished.

**Timing & Scoring**: 120 time limit and the score is the number of designs excluding the samples completed in that time. If finished before, then the following bonus table is used:

- 101—110—46 pts.
- 71—80—49 pts.
- 91—110—47 pts.
- 77 or less—50 pts.

**Directions**: For Subjects 8 years and above.

Use Design B Point to the key and say: "Look at these boxes or squares. See how each has a number in the upper half and a mark in the lower half. Each number has its own special mark. Now look at the samples. Here is a 2 so put in this mark (here write the symbol) and try the others until I tell you to stop." Start timing when the samples have been completed. Watch out that the subject does not skip.

**Timing & Scoring**: 120 seconds and 1 point for each correct square excluding the samples.

**Note**: For left hand subjects an extra folded code so that they do not obscure their vision.

**XI. MAZES**

**Directions**: Show the sample and with a pencil demonstrate saying: "Imagine someone trying to get out of here. He cannot cross the lines and you cannot lift the pencil once you start." Subjects above 8 years can start with C and be credited for A and B if not more than one error on C. Subjects below 8 years start with A. If fails on A or B then show correct procedure. Discontinue if 2 consecutive failures (0 scores). Timing printed beside each maze.

**Scoring**: A, B, C—No errors—2 pts. Not more than 2 errors—1 pt.

- 1—5—No errors—3 pts. First error subtracts one point and the second error subtracts the second point but the third point is not subtracted until the maximum allowed errors have been passed, viz.,

  **Nos. 1—2 allowed 3 errors**
  
  3   5   3
  4   6   3
  5   8   3

**Definition of Errors**

1. Entering a major blind alley (wandering around in such a blind alley including lesser blind alleys does not increase the error nor or recentering it after going out.)

2. Crossing any line. A white space should be visible between the printed line and the pencil line on the wrong side.

3. Lifting the pencil. Do not penalize twice if the lifting was done for example to return to the path after crossing a line. In which case the error of crossing the line is alone counted.
VII PICTURE COMPLETION (Booklet)

Malin's Intelligence Scale for Indian Children (MISIC)

Picture Completion Test

Copyright: Published by Indian Psychological Corporation, New Delhi
VIII BLOCK DESIGN (Booklet)

Mulkin's Intelligence Scale for Indian Children (MISC)
Block Design Test

Published by
Indian Psychological Corporation

Object Assembled

Object Scattered
IX OBJECT ASSEMBLY (MANIKIN)

Object Assembled

Object Scattered
IX OBJECT ASSEMBLY (HORSE)

Object Assembled

Object Scattered
IX OBJECT ASSEMBLY (FACE)

Object Assembled

Object Scattered
X CODING

Design -A

CODING A
(5-7)
SAMPLE

Design -B

CODING B
(8-19)
SAMPLE

Time (120')............ No. RIGHT........... SCORE............

xxii
APPENDIX – II

Teacher's Observation Check List
(SCERT, 1989)

(i) Name of the Child

(ii) Roll No.

(iii) Father’s Name

(iv) Date of Birth

(v) Age:

(vi) Class and Section

(vii) Marks in First test in English

Max. Marks:

Marks Obtained

(viii) School

1. A Child is able to give correct answers of the oral questions but he is unable to read

2. A Child makes mistakes while writing for example SPOT in place of STOP and CLUE in place of BLUE

3. A Child makes mistakes while writing numbers for example 72 in place 27.
4. A Child is not able to concentrate and he forgets his time table frequently
   बालक का ध्यान एकाग्र नहीं होता और वह चार
   बार अपनी समय सारणी भूल जाता है।
   Yes / No

5. A Child always comes late to the school and his home work is always incomplete
   or untidy/ dirty.
   बालक हमेशा कक्षा में देर से आता है और उसका
   गृहकार्य हमेशा अधूरा और खराब होता है।
   या / नहीं
   Yes / NO

6. A child is not able to pass with good marks even if he is intelligent and is not physically
   handicap.
   बालक परीक्षा में अच्छे अंक से उत्तीर्ण नहीं होता
   किन्तु वह होशियार है और कोई आरोप अक्षमता
   नहीं है।
   या / नहीं
   Yes / NO

7. Generally a Child becomes so excited that he is unable to complete his work.
   आमतौर पर बालक इतना उलझित हो जाता है कि
   वह कार्य पूरा नहीं कर पाता।
   या / नहीं
   Yes / NO

8. A Child forgets to read some lines steps while reading
   बालक से पढ़ते समय सबसे पंक्ति या सोपा छूट
   जाते हैं।
   या / नहीं
   Yes / NO
9. A Child reads each alphabet but his not able to form a word for example he reads R/A/T but he is unable to make the word `Rat’. Yes / NO.

अक्षर एक एक कर पढ़ना यर्तु सही शब्द नहीं कह पाना क/म/ल को पढ़कर कलम शब्द बनाना। हां / नहीं

10. While reading a child does not read it but makes approximate guesses. Yes / NO

पढ़ते समय शब्द न पढ़कर अनुमान लगाते है हां / नहीं

11. A Child reads numbers wrongly for example 9 in place of 6 and 8 in place of 3. Yes / NO

अंको को गलत पढ़ना जैसे 6 को 9, 3 को 8 हां / नहीं

(i) Name of English Teacher :

(ii) Signature of the Teacher :

(iii) Date . . . .
APPENDIX - III

DIAGNOSTIC TEST OF READING DISORDERS (DTRD)
(Smriti Swarup & Dharmishta H. Mehta 2003)

Please fill in the following informations:
Name ........................................................................................................... Class
Residence (Urban/Rural) ................................................................................................
Age ............................................................................................................. Sex

The Diagnostic Test of Reading Disorders (DTRD), which comprises five exercises of each item except Reading Comprehension – Silent (RC-S) with ten exercises. One each out of five and two out of ten exercises are given below as sample:

**Level -I**

**I) Sound Symbol Association (SSA)**

a) Listen carefully to the sounds I say. Name the letter that makes the sound

ह र ड प व म ग न

h r d p v m g n
b) I shall say one word at a time. Listen carefully to the word I say. I will give only one sound to you and you have to find out which letter/letters made that sound in that word.

Example: man = a

plant; father; time; cub; goat
II) Blending of Sound (BS)

Listen carefully to the sounds I say, join these sounds to make a word

ह म ha m
च म न cha ma n
क प ट ka pa t
स म र sa ma r
स र ग म sa ra ga m
III) Phonic Analysis (PA)

Listen carefully to the words I say. Then, tell me the sound with which the word begins and ends.

Example: Plurak

i) zodiak
ii) cringale
iii) ginculer
iv) fasioti
v) gobable
IV) Visual Conditioning (VC)

Given here the pair of words. Only one word in each pair is written correctly. Read carefully and underline the correct word.

1. Deep - Deap
2. Clean - Cleen
3. Grean - Green
4. Woud - Wood
5. Eye - Iye
6. Unkle - Uncle
7. Wise - Wize
8. Toun - Town
9. Moun - Moon
V) Semantic Closure (SC)

This is a test of reading. There are five parts of this test A B C D and E. Each of these consists of two sentences. The last word in each sentence is missing. Read each sentence carefully, find out which word fits there to fill up the blank. You must remember each of the words you gave to complete each sentences and tell words, when asked.

Example:  
a) A month has four weeks.
Response:  
i) weeks

A) i) Two and two makes_______  
ii) A Chair has four_______

B) i) The bus moves on the_______  
ii) The earth is_______

C) i) Parrot is green, hair is_______  
ii) Fish swim, birds_______

D) i) A plate is used to_______  
ii) Scissors are used to_______

E) i) Moon shines in the_______  
ii) Sun rises in the_______
VI  Lexical Processing (LP)

Read the following sentences loudly

a)  A cat sat by the rat.
b)  The ostrich is a silly bird.
c)  Pancham went to Delhi last month.
d)  Shalini eats idli with sauce in a saucer.
e)  Old mother flipper flapper jumped over the fence.
VII Language Internalization

Read the following story carefully, you will find that some words are missing in each sentence. Fill in each blank with a correct word.

1. Two friends lived_____a village. They set out_____a journey. They_____a black ferocious bear_____a thick forest. One was clever and climbed_____a tree, other friend was helpless. So he lay down_____the ground and held his breath. The bear sniffed, thought_____dead and went away. The clever friend came_____and asked what the_____said in your ear. He said, “the bear advised me_____to trust selfish friends. The selfish_____felt small.
Level - II

I) Grapheme Phoneme Association (GPA)

i) bl

ii) fl

iii) gr

iv) sh

v) tr

vi) br

vii) ch

viii) st

ix) cl

x) gh
II) Verbal Phonic Coding (VPC)

Read the given words

i) Bat  ii) Onion

iii) Spider  iv) Fort

v) Climb  vi) Puzzle

vii) Laugh  viii) Honest

ix) Scissors  x) Basket
III) Phonic Synthesis (PS)

Read the following non-words

i) hogy        vi) charl

ii) bycle      vii) brin

iii) wippy     viii) peblo

iv) sillo      ix) taplin

v) quam        x) jumbal
IV) Verbal Visual Correspondence (VVC)

Listen carefully to the words I say. Find out and underline the word I said from the given set of words:

a) rat    cat    mat    bat
b) Play   clay   hay    slay

c) Sup    sip     sep    hep
d) Hear   dear    near   tear
e) Mailer jailer  sailor  tailor
I will name some pair of words. Listen carefully. You have to remember the words in each pair. When I say only one word of the pair you have to tell me the other word.

i) Shirt - Thread

ii) Brown - Pot

iii) Lock - Page

iv) Stereo - Bass

v) Wood - Stairs
VI) Listening Comprehension (LC)

I will read out a passage. Listen carefully so that you can answer the questions given below.

Today is World Environment Day. Vrinda, a student of class IV received a green badge and a lot of praise in the morning assembly from the principal. The badge has a beautiful
picture of smiling tree. Vrinda received this badge because she sharpens her pencil about twice a day and tear off not even a single paper. Other students of class sharpen there pencils and tear off papers more times than Vrinda. Vrinca said, wasting of pencils and papers means cutting of more trees.
Tick the right word:

a) Vrinda received a badge of a
   smiling tree  ☐  beautiful face ☐  red flag ☐

b) Vrinda sharpens her pencil
   thrice  ☐  four times ☐  twice ☐

ii) State whether the given statement is True (T) or False (F):

a) Vrinda was a student of class V  True ☐  False ☐

b) Wasting of paper and pencils means cutting of more trees  True ☐  False ☐

c) Vrinda received the award from her class teacher  True ☐  False ☐
VII) Reading Comprehension (RC-A)

Read the following passage aloud and answer the questions asked.

I saw a ship sailing on the sea. It was all laden with pretty things. There were sweets in the cabin and apples in the basket. There were twenty white mice kept with chains in their necks. The captain was a duck holding a packet on his back. When the ship began to move the captain said, “Quack! Quack!”.
i) Tick ☑ the right answer:
   a) Ship was laden with
      Fruits ☐ Sweets ☐ Chocolates ☐

   b) How many mice were kept on the ship
      Three ☐ Thirty ☐ Twenty ☐

ii) Read and mark whether the statement is True (T) or False (F):
   a) The ship was sailing in the river
      True ☐ False ☐

   b) The captain of the ship was a duck
      True ☐ False ☐

   c) The captain was holding a packet on his head
      True ☐ False ☐
VIII) READING COMPREHENSION (RC-S)

Read the given passage silently and write answers to the questions asked

Agnes was born in Europe on 27th August, 1910. In 1931, she adopted the name 'Teresa'. At the age of eighteen, she became a nun. She came to India and worked as a teacher in St. Mary's School in Kolkata. She was soft-spoken and kind-hearted. One day, she felt that God wanted her to serve and comfort the poorest of the poor. She started working for
the sick and the needy in the slums of Kolkata. Everyone loved and respected her. They affectionately called her "Mother".

1. Tick ✔ the right answer

1.1 She started working in slums of

a) Delhi   b) Kolkata   c) Mumbai
1. She came to India and worked as a
   a) Doctor  [ ]  Lawyer  [ ]  Teacher  [ ]

2. When was Agnes born?

3. Write two qualities of Agnes?

4. When did 'Teresa' become a nun?

5. Read and mark whether the statement is True (T) or False (F):
   i) God wanted her to serve the poorest of the poor  True  [ ]  False  [ ]
   ii) Nobody loved Agnes  True  [ ]  False  [ ]

6. Fill in the blanks:
   a) She adopted the name 'Teresa' in________.
b) She worked as a teacher in_______School.

c) Every one loved and_______her.

7) Give a suitable title to the above paragraph.
Sagar lived uphill in a cottage with his parents and his sister. His father was a forest caretaker in the sanctuary. One day Sagar was walking in the forest towards the teak trees. He stopped suddenly. What was that? Lying at the foot of the trees was a bundle of fur. He looked around for a stick. He touched the bundle of fur with the stick. He asked himself excitedly, "Is it a cat or a dog?"

"No, it's a tiger," he thought. He picked up the bundle of fur, carried it to a safe place, and called the forest officers. The officer opened his eyes slowly and looked at Sagar. He hugged the forest officer tight.
and walked towards his house with it. His mother prepared a straw bed for the baby deer. He named the fawn Bambi.

1. Tick ✓ the right answer

1.1 Sagar found a
   - Kitten □
   - Puppy □
   - Fawn □

1.2 He took the fawn to a
   - Hospital □
   - House □
   - School □
2. Where did Sagar live?
3. What was his father?
4. What name did Sagar give to the fawn?

5. Read and Mark whether the statement is True (T) or False (F):
   i) Sagar lived in a cottage.   True □ False □
   ii) He saw a cub in the forest. True □ False □

6) Fill in the blanks:
   a) Sagar lived with his parents and his_______.
   b) He touched the fawn with _______gently.
   c) At the foot of the tree he saw a bundle of _______.

7) Give a suitable title to the above paragraph.

(25)
57. ने लड़कों में लंबाई है।
58. लोग भी दिखाई और कहते हैं।
59. एक परिपक्व कामना है।
60. ऊपर के होटल में अनुभव (सुबह) है।
61. ने कुछ कहने की सीमा दी है। ऐसा लगता है कि यह सबसे मजबूत हो गया है।
62. पर तो पुढ़ता है। ना और आप कर जाता है।
63. ने कहा कि मुझे अनुभव है।
64. ने पूरा (बेबी) है।
65. ने कहा कि मुझे अनुभव है।
66. ने कहा कि मुझे अनुभव है।
67. ने कहा कि मुझे अनुभव है।
68. ने कहा कि मुझे अनुभव है।
69. ने कहा कि मुझे अनुभव है।
70. ने तो कहा कि मुझे अनुभव है।
71. ने कहा कि मुझे अनुभव है।
72. ने कहा कि मुझे अनुभव है।
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74. ने कहा कि मुझे अनुभव है।
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76. ने कहा कि मुझे अनुभव है।
77. ने कहा कि मुझे अनुभव है।
78. ने बुरी साथ सीखते है।
79. ने बुरी साथ सीखते है।
80. ने एक अच्छा निष्ठा लेते है।
1. मेरे सहायक में हमेशा आज़ाद रहते हैं।
2. मैं एक अच्छा व्यक्ति हूँ।
3. मेरे लिए देना बताएँ बतिन है।
4. मैं अभ्यर्थी बनाता हूँ।
5. मैं दुखी हूँ।
6. मैं शरीरमय हूँ।
7. जब तक नहीं बुझाता हूँ तो मैं बड़े बनता हूँ।
8. मैं अपने प्यार से परिवार रहता हूँ।
9. बड़ा होने पर मैं एक जीवनपूर्ण (कुछ करने देखें) व्यक्ति बन जाएगा।
10. जब यद्यपि मेरे पापास (पापासन) होते हैं तब मैं दिनरात्त हो जाता हूँ।
11. मैं सत्यवाद नहीं हूँ।
12. स्कूल में पापन व्यवहार अनपढ़ रहता है।
13. अब किसी चीज़ में गढ़बढ़ी होते हैं, अबसर परसी ही गलती रहते हैं।
14. मैं अपने बहाने का कागज देखता हूँ।
15. मैं शरणरत पुरातत्त्व से नजरंगुला हूँ।
16. मेरे पास अपने विचार हैं।
17. मैं अपने विचार का महान लघुत्व लगाता हूँ।
18. मैं अपने कोई दुख को बताता हूँ।
19. मैं अपने सहायक में बताएँ बतिन हूँ।
20. मैं अपने सहायक से मदद (हिंसक) कोड़े देता हूँ।
21. मैं अपने कपड़े के बाहर में अच्छा हूँ।
22. मैं बहुत से बुढ़ी कपड़ा करता हूँ।
23. मैं सुखद विश्व का साक्षा हूँ।
24. मैं संभाल में अच्छा हूँ।
25. मैं वाय पर बुढ़ीं दंग से बहसान करता हूँ।
26. मैं अपने स्कूल का काम करते हैं।
27. मैं अपने कपड़े का एक माहनोई समर्पण हूँ।
28. मैं संभालता रहता हूँ।
29. मैं निश्चित गुरुद्वार हूँ।
30. मैं बस्त के साथे अलग भवन (रिश्तियों) के बाहर रहता हूँ।
31. स्कूल में मैं अपने खाते में खोया रहता हूँ।
32. मैं अपने पाप को गाँव करता हूँ।
33. मैं निश्चित गुरुद्वारा (सुधार) को पता लगाता हूँ।
34. मैं अन्यथा बाइट (आयुर्विज्ञान) में बैठा जाता हूँ।
35. मैं धारा में अधिकार हूँ।
36. मैं घरमध्य रहता हूँ।
37. मैं अन्यथा बिना बाहर रहता हूँ।
38. मैं धारा-मात्रा पूंछों नहीं उपस्थित रहते हैं।
39. मैं धारा हूँ।
40. मैं धारा नहीं हूँ क्योंकि मैं दुख को छोड़ दिया हूँ।
41. मैं धारा उज्ज्वल हूँ।
42. मैं अन्यथा स्कूल के बाहर के लाभ को लेकर हूँ।
43. मैं धारा हूँ क्योंकि मैं धारा में हूँ।
44. मैं धारा रखता हूँ।
45. मैं धारा स्कूल से पर्याय (मूषद) हूँ।
46. मैं धारा के लाभ के लिए पूर्व में जाने लाभ के खिलाफ़त में हूँ।
47. मैं अन्यथा दशकरण रहता हूँ।
48. मैं अन्यथा दशकरण बनते हैं।
49. मैं धारा हूँ क्योंकि मैं पूर्व के आत्मा-अपने, गुरुद्वार हूँ।
50. मैं हूँ।
51. मैं धारा हूँ।
52. मैं संभाल हूँ।
53. मैं अन्यथा बाहर में पूर्व के आत्मा हूँ।
54. मैं धारा स्कूल से मूषदा हूँ।
55. मैं धारा में शरण और उत्सर्ग हूँ।
56. मैं बहुत से लड़ाई-प्रगटियों में उत्साह महसूल हूँ।
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Matson's Evaluation of Social Skills with Youngsters

Hindi adaptation by Sharma (1997)
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<tr>
<td>जब कोई दूसरा अच्छा काम करता है तब भुज़ों क्रोध आता है अथवा मैं ईश्वरी करता/करती हूँ।</td>
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<td>3</td>
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Ivi
14. जब कोई दूसरा अच्छा काम करता है तब मुझे खुशी होती है।

15. मैं दूसरे बच्चों की गलतियों को उझाता/उड़ाता हूँ।

16. मैं वायदे तोड़ता/तोड़ती हूँ अथवा पूरे नहीं करता/करती हूँ।

17. मैं लोगों को बताता/बताती हूँ कि वे अच्छे लग रहे हैं।

18. मैं अपनी पसंद की वस्तु प्राप्त करने के लिए झूठ बोलता/बोलती हूँ।

19. मैं लोगों को नाराज करने के लिए निशाने बनाता/बनाती हूँ।

20. मैं लोगों के पास जाकर उनसे बातचीत प्रारंभ करता/करती हूँ।

21. जब कोई मेरे लिए काम करता है तब मैं उसे धन्यवाद देता/देती हूँ। मुझे खुशी होती है।

22. मैं अकेला रहना पसन्द करता/करती हूँ।

23. मैं दूसरों की गुप्त बातों को अपने तक ही रखता/रखती हूँ।

24. मैं लोगों की मतभेदों को ज्ञानज्ञ कर देता/देती हूँ। मैं लोगों को* दुश्ची बनाने की कोशिश करता/करती हूँ।

25. मैं दूसरों का नजाक बनाता/बनाती हूँ।

26. मैं अपने दोस्तों के प्रति प्रतिबद्ध रहता/रहती हूँ।

27. मैं लोगों की तरफ देखता/देखती हूँ जब वे बात कर रहे होते हैं।

28. मैं सोचता/सोचती हूँ कि मुझे सब कुछ आता है।

lvii
29. मेरे पास जो भी है वह में सभी के साथ बांटता/बांटती है।

30. मैं निजिद्वार हूँ।

31. मैं ऐसा अनिवार्य करता/करती हूँ कि जैसे सभी से अच्छा/अच्छी हो।

32. मैं दूसरे को परेशान करने वाली आवश्यकता/निकालता/निकालती हूँ। (जैसे - धक्काकर मारना, छिपना, पूरा-पूरा करना)

33. मैं दूसरे के सामान को अपने सामान की तरह पूरी तरह से भाग करता/करती हूँ।

34. मैं बहुत जोर से बोलता/बोलती हूँ।

35. मैं लोगों को उनके नाम से पुकारता/पुकारती हूँ।

36. मैं दूसरे की मदद के लिए हमेशा तपस्वी रहता/रहती हूँ। (मैं पुकारता हूँ, कि मैं उनकी वया सहायता कर लक्ष्यता हूँ।)

37. मुझे अच्छा लगता है यदि मैं किसी की मदद करता/करती हूँ।

38. मैं अक्सर अपने मित्रों से मिलने जाता/जाती हूँ।

39. मैं अकेला खेलता/खेलती हूँ।

40. मैं अकेले गाना/गाता गाता हूँ।

41. दूसरे को चोट पहुँचाने पर मुझे दुख होता है।

42. मैं खेलते मे दूसरे के साथ शामिल होता/होती हूँ।

43. मैं बहुत झगड़े मे फट जाता/जाती हूँ।

44. मुझे दूसरे लोगों से ईर्ष्या होती है।
45. जो लोग मेरे साथ अच्छे हैं वे उनके लिए अच्छे कार्य करता/करती हैं।

46. मे दूसरों से पूछता/पूछती हूं कि वे कैसे हैं व क्या कर रहे हैं आदि।

47. मे दूसरों के साथ बहुत देर तक रहता/रहती हूं कि लोग मुझसे बोर हो जाते हैं।

48. मैं आवश्यकता से अधिक चीजों की व्याख्या कर देता/देती हूं।

49. मैं सोचता/सोचती हूं कि जीतना (विजय) ही सब कुछ है।

50. मैं दूसरों को बिजाते समय उनकी भावनाओं को चोट पहुँचता/पहुँचती हूं।
APPENDIX-VI

ACADEMIC SELF-CONCEPT SCALE
BY LIU AND WANG (2005)

Please fill in the following informations:
Name .............................................Class..................................................
Age..................................................Caste........................................
Residence................ (Urban/Rural).............. .......Sex..........................


| 1. I can follow the lectures easily. | 1 | 2 | 3 | 4 | 5 |
| 2. I day-dream a lot in lectures.   | 1 | 2 | 3 | 4 | 5 |
| 3. I am able to help my course mates in their school work. | 1 | 2 | 3 | 4 | 5 |
| 4. I often do my course work without thinking. | 1 | 2 | 3 | 4 | 5 |
| 5. If I work hard, I think I can get better grades. | 1 | 2 | 3 | 4 | 5 |
| 6. I pay attention to the lecturers during lectures. | 1 | 2 | 3 | 4 | 5 |
| 7. Most of my course mates are smarter than I am. | 1 | 2 | 3 | 4 | 5 |
| 8. I study hard for my tests. | 1 | 2 | 3 | 4 | 5 |
| 9. My lecturers feel that I am poor in my studies. | 1 | 2 | 3 | 4 | 5 |
| 10. I am usually interested in my course work. | 1 | 2 | 3 | 4 | 5 |
| 11. I often forget what I have learned. | 1 | 2 | 3 | 4 | 5 |
| 12. I will do my best to pass all the courses this semester. | 1 | 2 | 3 | 4 | 5 |
| 13. I get frightened when I am asked a question by the lecturers. | 1 | 2 | 3 | 4 | 5 |
| 14. I often feel like quitting the degree course. | 1 | 2 | 3 | 4 | 5 |
| 15. I am good in most of my courses. | 1 | 2 | 3 | 4 | 5 |
| 16. I am always waiting for the lecture to end and go home. | 1 | 2 | 3 | 4 | 5 |
| 17. I always do poorly in course works and tests. | 1 | 2 | 3 | 4 | 5 |
| 18. I do not give up easily when I am faced with a difficult question in my course work. | 1 | 2 | 3 | 4 | 5 |
| 19. I am able to do better than my friends in most courses. | 1 | 2 | 3 | 4 | 5 |
| 20. I am not willing to put in more effort in my course work. | 1 | 2 | 3 | 4 | 5 |
### APPENDIX – VII

The Children’s Self-Efficacy Scale  
(Bandura, 1996)

Please fill in the following informations:

- Name: ___________________________  
- Class: ___________________________  
- Age: ___________________________  
- Caste: ___________________________  
- Residence (Urban/Rural): ___________________________  
- Sex: ___________________________

**INSTRUCTIONS**

This section is designed to help us get a better understanding of the kinds of things that are difficult for students. Please indicate your opinions about each of these questions below by circling the appropriate box. Your answer will be kept strictly confidential and will not be identified by name. Please give your frank opinion.

<table>
<thead>
<tr>
<th>Question</th>
<th>Not At All</th>
<th>Not too well</th>
<th>Okay</th>
<th>Pretty well</th>
<th>Very well</th>
<th>Extremely well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How well can you finish homework assignments by yourself?</td>
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<td>2. How well can you study when there are other interesting things to do?</td>
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<td>3. How well can you concentrate on school subjects?</td>
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<td>4. How well can you take class notes of class instructions?</td>
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<td>5. How well can you organise your school work?</td>
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<td>6. How well can you motivate yourself to do school work?</td>
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<td>7. How well can you live up to what your parents expect of you?</td>
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<td>8. How well can you live up to what your teachers expect of you?</td>
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<td>9. How well can you make and keep friends of the opposite sex?</td>
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<td>10. How well can you make and keep friends of the same sex?</td>
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<td>11 How well can you carry on conversations with others?</td>
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<td>12 How well can you stand up for yourself when you feel you are</td>
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<td>being unfairly treated?</td>
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<td>13 How well can you deal with situations where others are annoying</td>
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<td>you or hurting your feelings?</td>
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<td>14 How well can you live up to what your peers expect of you?</td>
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<td>15 How well can you live up to what your peers expect of yourself?</td>
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<td>16 How well can you resist peer pressure to do things in school that</td>
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<td>can get you in trouble?</td>
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<td>17 How well can you stop yourself from wagging school when you feel</td>
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<td>bored or upset?</td>
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<td>18 How well can you resist peer pressure to smoke cigarettes?</td>
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<td>19 How well can you peer pressure to drink beer, wine or spirits?</td>
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<td>20 How well can you stand firm to someone who is asking you to do</td>
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<td>something unreasonable or inconvenient?</td>
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<td>21 How well can you learn Mathematics?</td>
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<td>22 How well can you learn English?</td>
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<td>23 How well can you learn Science?</td>
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<td>24 How well can you learn Social Studies (including Geography and</td>
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<td>History)</td>
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