APPENDICES
PERSONAL INFORMATION SHEET

Name : 
Age : 
Gender : 
Name of School : 
Class (std.) : 
Father's Name : 
Qualification : 
Occupation : 
Mother's Name : 
Qualification : 
Occupation : 
Siblings 
Qualification : 
Occupation : 
Qualification : 
Occupation : 

Monthly Income of your family (approx.) :
IDENTITY STYLE QUESTIONNAIRE

Instructions:

Following are the few items about your beliefs, attitudes and / or ways of dealing with every day life issues. Please read each item carefully and indicate the extent to which you think the statements represent you. If the statements are very much like you mark 5, and if it is not like you at all mark 1, on a five point scale.

1. Regarding religious beliefs, I know basically what I believe and don't believe (COMM) 1 2 3 4 5
2. I spent a great deal of time thinking seriously about what I should do with my life. (INFO) 1 2 3 4 5
3. I am not really sure what I am doing in school; I guess things will work themselves out (DIFF) 1 2 3 4 5
4. I have more-or-less always operated according to the values with which I was brought up (NORM) 1 2 3 4 5
5. I have spent a good deal of time reading and talking to others about religious ideas (INFO) 1 2 3 4 5
6. When I discuss an issue with someone, I try to assume their point of view and see the problem from their perspective. (INFO). 1 2 3 4 5
7. I know what I want to do with my future (COMM). 1 2 3 4 5
8. It does not pay to worry about values in advance, I decide things as they happen. (DIFF). 1 2 3 4 5
9. I am not really sure what I believe about religion. (COMM/REV) 1 2 3 4 5
10. I have always had purpose in my life; I was brought up to know what to strive for (NORM). 1 2 3 4 5
11. I am not sure which values I really hold. (COMM/REV) 1 2 3 4 5
12. I have some consistent political view: I have a definite stand on where the government and country should be headed. (COMM) 1 2 3 4 5
13. Many times by not concerning myself with personal problems, they work themselves out. (DIFF).

14. I am not sure what I want to do in the future. (COMM/REV)

15. I am studying an academic area that is right for me (COMM)

16. I have spent a lot of time reading and trying to make some sense out of political issue. (INFO)

17. I am not really thinking about my future now; it's still a long way off. (DIFF).

18. I have spent a lot of time and talked to a lot of people trying to develop a set of values that make sense to me (INFO)

19. Regarding religion, I have always known what I believe and don't believe; I never really had any serious doubts. (NORM)

20. I am not sure what subject I should study (COMM/REV)

21. I have known always that I will go to college and what I will choose as my subject (NORM)

22. I have a definite set of values that I use in order to make personal decisions (COMM)

23. I think it's better to have a firm set of beliefs than to be open minded. (NORM)

24. When I have to make a decision, I try to wait as long as possible in order to see what will happen. (DIFF).

25. When I have a personal problem, I try to analyze the situation in order to understand it. (INFO).

26. I find it's best to seek out advice from professionals (e.g., clergy, doctors, lawyers) when I have problems (INFO)

27. It's best for me not to take life too seriously; I just try to enjoy it. (DIFF)

28. I think it's better to have fixed values, than to consider alternative value system. (NORM)

29. I try not to think about or deal with problems as long as I can (DIFF).
30. I find that personal problems often turn out to be interesting challenges (INFO) 1 2 3 4 5
31. I try to avoid personal situations that will require me to think a lot and deal with them on my own (DIFF) 1 2 3 4 5
32. Once I know the correct way to handle a problem, I prefer to stick with it (NORM) 1 2 3 4 5
33. When I have to make a decision, I like to spend a lot of time thinking about my options (INFO) 1 2 3 4 5
34. I prefer to deal with situations where I can rely on social norms and standards. (NORM) 1 2 3 4 5
35. I like to have the responsibility for handling problems in my life that require me to think on my own. (INFO) 1 2 3 4 5
36. Sometimes I refuse to believe that a problem will happen and things manage to work themselves out (DIFF) 1 2 3 4 5
37. When making important decisions I like to have as much information as possible [INFO] 1 2 3 4 5
38. When I know a situation is sure to create stress, I try to avoid it. [DIFF] 1 2 3 4 5
39. To live a complete life, I think people need to get emotionally involved and commit themselves to specific values and ideals. (COMM) 1 2 3 4 5
40. I find it's best for me to rely on the advice of close friends or relatives when I have a problem. (NORM) 1 2 3 4 5
APPENDIX-3

STRATEGIC PLANNING TEST

PHASE I :

Instruction :
"Your task is to assign priorities in such a way that the right strategy will be in the right place, so as to make sure that the goal is 100% attained".

Hypothetical Situation
Supposing that a "Fete" is being organised by your school, where all classes are to take part and the class which performs best and puts up the best stall wins a prize. Assuming that you are the leader of your class assign priorities to the given below four strategies, as you would like to adopt them, so that your class wins the 1st prize.

a) Find new ways
b) Do lot of propaganda.
c) Be friendly with friends and peers
d) Spend more money

TO BE FILED BY THE SUBJECT ACCORDING TO HER / HIS OWN CHOICE OF THE PRIORITIES.

a) 

b)

TO BE FILED BY THE SUBJECT ACCORDING TO HER / HIS OWN CHOICE OF THE PRIORITIES.

a) 

b)
c)
d)

PHASE II

Write brief essay justifying why the plan will produce best result using the above mentioned four strategies according to their priorities and also incorporate any other strategies that you feel are important and justify as to why think so.
SELF-ESTEEM SCALE

The following statements are descriptions of temperament. Please read each of them carefully and give your option of how much you agree to each statement by marking the key, that is given below.

Key :-
(a) strongly agree   (b) agree   (c) moderate   (d) disagree   (e) strongly disagree

1. I feel that I am a person of worth at least equal with others. (a), (b), (c), (d), (e)
2. I feel that I have a number of good qualities. (a), (b), (c), (d), (e)
3. I am able to do things as well as most other people. (a), (b), (c), (d), (e)
4. I feel I do not have much to be proud of. (a), (b), (c), (d), (e)
5. I have a positive attitude towards myself. (a), (b), (c), (d), (e)
6. Sometimes I think I am no good at all. (a), (b), (c), (d), (e)
LIFE SATISFACTION SCALE

Given below are some statements reflecting your perception about various aspects of your life. Please read each statement carefully and indicate your preference on each question by marking, using the key given below, which is ranging from most satisfied to most dissatisfied.

Key:
(a) most satisfied (b) satisfied (c) moderate (d) dissatisfied (e) most dissatisfied.

1. The place where I live in (a), (b), (c), (d), (e)
2. The area I live in (a), (b), (c), (d), (e)
3. My standard of living, the things I buy and do (a), (b), (c), (d), (e)
4. The way I spend my leisure time (a), (b), (c), (d), (e)
5. My present state of health (a), (b), (c), (d), (e)
6. The education I have received (a), (b), (c), (d), (e)
7. What I am able to accomplish in life (a), (b), (c), (d), (e)
8. What the future holds for me (a), (b), (c), (d), (e)
9. My social life (a), (b), (c), (d), (e)
10. My family life (a), (b), (c), (d), (e)
11. The present economic policies (a), (b), (c), (d), (e)
12. The prevalent socio-political situation (a), (b), (c), (d), (e)
13. The law and order situation today (a), (b), (c), (d), (e)
14. The moral standards and values (a), (b), (c), (d), (e)
15. Taking everything together my life as whole (a), (b), (c), (d), (e)
THE “PANAS” SCALE
(The Positive Affect Negative Affect Schedule)

This scale consists of a number of words that describe different feelings and emotions. Read each item and mark the appropriate answer in the space next to that word. Use the scale given below to record your answers.

**Scale:**
(a) Very slightly (not at all), (b) little, (c) moderately, (d) quite a bit (e) extremely

1. I felt *Interested* during the last week (a), (b), (c), (d), (e)
2. I felt *Distressed* during the last week (a), (b), (c), (d), (e)
3. I felt *Excited* during the last week (a), (b), (c), (d), (e)
4. I felt *Upset* during the last week (a), (b), (c), (d), (e)
5. I felt *Strong* during the last week (a), (b), (c), (d), (e)
6. I felt *Guilty* during the last week (a), (b), (c), (d), (e)
7. I felt *Scared* during the last week (a), (b), (c), (d), (e)
8. I felt *Hostile* during the last week (a), (b), (c), (d), (e)
9. I felt *Enthusiastic* during the last week (a), (b), (c), (d), (e)
10. I felt *Proud* during the last week (a), (b), (c), (d), (e)
11. I felt *Irritable* during the last week (a), (b), (c), (d), (e)
12. I felt *Alert* during the last week (a), (b), (c), (d), (e)
13. I felt *Ashamed* during the last week (a), (b), (c), (d), (e)
14. I felt *Inspired* during the last week (a), (b), (c), (d), (e)
15. I felt *Nervous* during the last week (a), (b), (c), (d), (e)
16. I felt *Determined* during the last week (a), (b), (c), (d), (e)
17. I felt *Attentive* during the last week (a), (b), (c), (d), (e)
18. I felt *Jittery* during the last week (a), (b), (c), (d), (e)
19. I felt *Active* during the last week (a), (b), (c), (d), (e)
20. I felt *Afraid* during the last week (a), (b), (c), (d), (e)
## Assessment System for Strategic Essays

1. Have all the Strategies choices been mentioned in the essay?

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<tbody>
<tr>
<td></td>
<td>Mentioned all four strategies</td>
<td>Mentioned two to three strategies</td>
<td>Does not mention any of the strategies</td>
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2. Has justification been given for the relative position of the strategies?

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<tbody>
<tr>
<td></td>
<td>Justification for all strategies provided clearly</td>
<td>Justification for two-three strategies provided clearly</td>
<td>Does not provide justification for the relative position of strategies</td>
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3. Is there evidence of external knowledge?

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<td></td>
<td>Extensive use of information not included in the description provided for the task</td>
<td>Some utilisation of information not included in the description provided for the task</td>
<td>No utilisation of information not included in the description provided for the task</td>
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4. Have the conjunctives, qualifiers (even, although etc.), conditions (if, since, except, etc.) and causalities (because, so, therefore, hence etc.) been used appropriately?

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<tr>
<td></td>
<td>All conjunctives are used in a logical and meaningful manner</td>
<td>Some confusion in the use of conjunctives</td>
<td>Most conjunctives are used inappropriately</td>
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5. Do sentences follow one another logically and meaningfully?

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<tbody>
<tr>
<td></td>
<td>All sentences flowed logically and meaningfully</td>
<td>Some sentences did not flow logically and meaningfully</td>
<td>Many sentences did not flow logically and meaningfully</td>
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6. Do paragraphs have distinct themes?

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<tr>
<td></td>
<td>Specific themes</td>
<td>Some paragraphs had</td>
<td>Most paragraphs had</td>
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<td></td>
<td>were clearly</td>
<td>unclear/overlapping</td>
<td>unclear/overlapping</td>
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<td>expressed in each</td>
<td>themes</td>
<td>themes.</td>
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<td>paragraph</td>
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7. Do paragraphs follow one another logically and meaningfully?

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<tbody>
<tr>
<td></td>
<td>All paragraphs</td>
<td>Some paragraphs did not</td>
<td>Most paragraphs did</td>
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<td></td>
<td>flowed logically and</td>
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<td></td>
<td>meaningfully from one</td>
<td>meaningfully from one</td>
<td>meaningfully from one</td>
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<td></td>
<td>another, with necessary</td>
<td>another. Some</td>
<td>another. Inappropriate</td>
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<td></td>
<td>transitional</td>
<td>deficiencies in making</td>
<td>/no transitional</td>
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<td></td>
<td>statements.</td>
<td>a transition.</td>
<td>statements.</td>
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8. Is there a structure in the composition?

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<td>Good starting point,</td>
<td>Had an overall sense of</td>
<td>Lacked a starting point,</td>
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<td></td>
<td>ideas were presented</td>
<td>direction. Some</td>
<td>never got anywhere,</td>
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<tr>
<td></td>
<td>courseiciply, had a sense</td>
<td>inconsistencies and</td>
<td>full of conflicting,</td>
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<td></td>
<td>of direction in the</td>
<td>redundacy existed.</td>
<td>inconsistent and</td>
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<td></td>
<td>composition leading to a</td>
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<td>irrelevant ideas.</td>
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<td></td>
<td>definite conclusion</td>
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9. Is the composition unique/original?

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<tbody>
<tr>
<td></td>
<td>Unique and creative</td>
<td>Some originality shown.</td>
<td>No originality at all.</td>
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<td>approach to material-unusal</td>
<td>Few interesting and</td>
<td>Ideas were mundane,</td>
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<td></td>
<td>or original ideas gave</td>
<td>unique aspects.</td>
<td>uninteresting and</td>
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<td></td>
<td>the essay a “twist”</td>
<td></td>
<td>lacked creativity.</td>
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