APPENDICES
APPENDIX Ia

INTERVIEW SCHEDULE FOR WORKING MOTHERS

Name of the Child:

A. Personal data:

1. Mother's age:
2. Educational qualification: Mother:
   Father:
3. Occupation: Mother:
   Father:
4. Income per month: Mother: Rs.
   Father: Rs.
5. Family structure: i. Nuclear  ii. Joint
   (Nuclear: mother, father and children
   Joint: mother, father, children and any others)
6. Number of children: Boys (age)  girls (age)
   1.  1.
   2.  2.
   3.  3.
7. Ordinal position of this child:

B. Attitudes of the family:

1. What is your main reason for working?
   a) financial   b) to utilise education/training
   c) just to keep busy   d) any other.
2. If the financial condition of your family is comfortable would
   you work all the same? Yes/No.
3. Before undertaking the job were you aware of your dual respon-
   sibility as a housewife and a career woman? Yes/No.
4. Which role you consider important? Housewife/Career woman.
5. Are you satisfied that the time you get to be with your children
   is adequate? Yes/No.
6. Do you think that your working outside affects the bringing up
   of your children in any way? Yes/No.
7. If it affects in what ways?
   a) less time to spend with children
   b) less time to help them in education
   c) Methods of discipline by other caretakers differs and hence problems in the area of discipline.
   d) No time to take care when children are sick.

8. Who looks after your children when you are away from home?
   a) servant  b) grand parent  c) older children  d) aunt  e) neighbour f) no one.

9. Do you think that the arrangement made is satisfactory? Yes/No.

10. Do you think that your child is growing up as he/she should be? Yes/No.

11. Do you feel excessively tired by working outside? Yes/No.

12. How does your husband feel about your work?
    a) he is quite satisfied  b) he is indifferent  c) he objects.

13. Do you leave home before the children go to school? Yes/No.

14. On your working days, are you at home when the children return from school?
    a) always  b) usually  c) sometimes  d) never.

15. How does your child feel about your going out to work?
    a) he is quite satisfied  b) he is indifferent  c) he objects.

16. Do you on the whole enjoy going out to work? Yes/No.

17. Do you think your family gained by your going out to work? Yes/No.
APPENDIX Ib

KA KOT JINGTYNJUH NA KA BYNTA KA LONGKMI E BATREIKAM

Ka kyryteng jong ka khun:

Ka Jinglong Bashisha Jong U Briew

1. Ka rta jong ka kmie:
2. Ka jingtbit (kyrdan) ha ka thoh ka p ule
   (haduh katno ki la leit skul) (kmie)
   (Kpa.)
3. Ka jingtrei ba thikna
   Kmie
   Kpa.
4. Ka tulop ne jingo shi bnal.
   Kmie
   Kpa.
5. Ka rukom shonging shong sem (i) shi ing shi sem:
   (ii) shi ing shi sem bad kiwei de:
6. Katno ngut ki khun: Shynrang (snem) Kynthei (snem)
   (i)
   (ii)
   (iii)
7. Ine i dei i khun iba katno?

Ka e i ka daw ba kongsan jong phi ban trei?
   (a) Ka pisa tnga?
   (b) namar baioh jingstad/jinghkai/jingp yntbit?
   (c) Tang ban shu myllen ialade ban ym pynlehnthei ia la ka por?
   (d) kiwei de (tang kawe).

2. Lada phi la biang ka pisa tyngka ha ing ha sem jong phi phin trei kumjuh hi?
   Hoid/em.
3. Shwa ban shimti ia ka kam phi la sngewthuh ia ka jingkitkhleb ba ar-ban
   jongphi kum ka kmie bad kum ka nongtrei kam?
   Hoid/em.
4. -Ka e i phi khein kaba khan kongsan-ka jingkong-kmie?
   - Ka jingtrei jong phi?
5. Phi sngewhun sngewbiang ba ka por ba phi toh ban pynlut bad la ki khun
   ki kti ka baing ne kam biang?
   Hoid/em.
6. Phi thara ba ka jingtrei kam shabar ka ktah ia ka jingpynheh pynsan
   ia la ki khun ha kano kano ka rukom?
   Hoid/em.
7. Lada ka ktah, ka ktah ha kano ka rukom?
   (a) khynduat eh ka por ban don bad la ki khun ki kti?
   (b) Duna eh ka por ban iarap ia ki ha ka jingkang jingstad?
   (c) 'Ka rukom ai jinghikai da ki nongsumar ka pher namar kata ki mih
      ki jingeh ha ki katto kaihe ki liang?

8. Bym don por ban sumar haba ki khun ki pang?
8. Mano ba peit ba sumar ia ki khun jong phi haba phim don ha ing?
   (a) Ki shakri  (b) Mei leit-paiteite Ka kmei?  (d) ka kiaw kurim?
   (e) ki para marjan-marpa  (f) kiwe1 kiwe1?

10. Phi tharai ba i khun jong phi in heh in san kumba ka dei ban long?  Hoid/Em.
12. Kuno u lok jongphi u sngew ia ka jingleit trei kam jong phi?
       (a) U hun bha?  (b) um sngew ei  (c) u pyrshah?
13. Phi ju mih na ing ha shwa ban leit skul ki khun?  Hoid/em.
14. Ha ki sngi trei jong phi, phi la don ha ing haba ki khun ki la wan phai na skul?
       Barabor  (b) man ka teng  (c) teng teng  (d) Ym ju don.
15. Ki khun jongphi ki ju ong ei ei shaphang ka jingmih jongphi na ing ban leit trei?
       Lada hoid, sngewbha ithuh ia kata.
17. Phi tharai ka ing ka sem jong phi ka ioh jingmyntoi da ka jing leit trei kam jong
      phi?  Hoid/em.
APPENDIX IIa

INTERVIEW SCHEDULE FOR NONWORKING MOTHERS

Name of the child:

A. Personal data:

1. Mothers' age:
2. Educational qualification: Mother:

   Father:

3. Occupation of father:
4. Income per month: Rs.
5. Family structure i. Nuclear ii. Joint
   (Nuclear: mother, father and children
   Joint: mother, father, children and any others)
6. Number of children: Boys (age) girls (age)
   1. 1.
   2. 2.
   3. 3.

7. Ordinal position of this child:

B. Attitudes of the family:

1. Apart from looking after your own home, have you got any other
   work? at home/outside.
2. Are you satisfied being at home as a housewife? Yes/No.
3. Given a choice, which role you will prefer? Career woman/housewife.
4. Do you spend sometime in helping your children in their studies? Yes/No.
5. Do you think that your child is growing up as he/she should be? Yes/No.
6. Do you feel tired by working at home? Yes/No.
7. How does your husband feel about your staying at home?
   a) he is quite satisfied b) he is indifferent c) he objects.
8. How does your child feel about your staying at home?
   a) he is quite satisfied b) he is indifferent c) he objects.
APPENDIX IIb

KA JINGIAKYNDUH BAN TYNJUH LA KA JINGTIMT NE KA PROKRAM NA KA BYNTA KI LONG KMIE KIBA KHIEM TREI KAM.

Ka kytten g / ka khun:

Ka Jingshisha Ne Jinglong Ka Briew Shimet

1. Ka rta ne snem ka kmie;
2. Haduh klas aiu la pass? Kmie
   Kpa
3. Ka kam ba trei u kpa:
4. Ka jingioh shi bnaï shi bnaï:
5. Ka rukom longing long sem (i) shi ing shi sem. Kmie, kpa bad ki khun.
   (ii) Ba shong lang: Kmie/kpa/khun bad kiwei de.
6. Ka jingbun ne don khun. Shynran (rta) Kynthei. (rta ne snem)
   (i) (i)
   (ii) (ii)
   (iii) (iii)
7. Ine i dei i hun iba katno?

    1. Nalor ka jingpeit kyrpang ia la ka ing, phi dang don shuh kiwei kiwei de ki kam ha ing. Ha ing shabar.
    2. Phi hun ban don ha ing kum ka long kmie?
    3. Haba ka ai jied, kano ka bynta kaba phi kham sngewbha Kum ka briew batrei kam/ka jinglong kmie.
    4. Phi ju pynlut por ban iarap ia ki khun ha ki jingpule kot? Hoid/Em.
    7. Kumno u lok (tnga) jong phi u sngew haba phi shu shong ha ing?
       (a) u shu hun? (b) u leh bym salia (c) u kren pyrshah?
    8. Kumno ki khun jong phi ki sngew haba phi shu shong ha ing?
       (a) ki shu hun hi (b) Ki leh bym salia (c) Ki kren pyrshah.
APPENDIX III

SOCIO-ECONOMIC STATUS SCALE (Kuppuswamy, 1981)

Scoring Key of the Socio-Economic Status Scale

A. Education
1. Professional degree or Hons., M.A. and above
2. B.A./B.Sc. degree
3. Inter or P.U.
4. H.S.L.C. examination/High school certificate
5. Middle School completion
6. Primary school or literate
7. Illiterate

B. Occupation
1. Profession
2. Semi-profession
3. Clerical, shop owners, farm owners, etc.
4. Skilled worker
5. Semi skilled worker
6. Unskilled worker
7. Unemployed

C. Income
1. Above Rs.2,000/- per month
2. Between Rs.1000/- and Rs.1,999/- per month
3. Between Rs.750/- and Rs.999/- per month
4. Between Rs.500/- and Rs.749/- per month
5. Between Rs.300/- and Rs.499/- per month
6. Between Rs.101/- and Rs.299/- per month
7. Below Rs.100/-

Total of A + B + C = Total SES.
APPENDIX IV

CHILDREN'S BEHAVIOR CHECKLIST

Name ___________________________ School ______________________________

Age ___________________________ Sex _________________________________

Directions: Check only those statements which you feel are really true of the child. Do not guess if you are not reasonably sure.

1. Vigorous and energetic in his attack on a project
2. Overcautious, not venturesome, afraid to attempt the untried
3. Nearly always accomplishes task in spite of difficulties
4. Voice animated, alive
5. Does not become fatigued easily
6. Poor in concentration
7. Merely copies other children's reactions, not original
8. Concentrates well at his task
9. Original and inventive reactions
10. Curious and questioning
11. Expresses himself well for his age
12. Resourceful in dealing with difficult situations
13. Poor use of language for his age
14. Patient
15. Absorbed; self-sufficient in his activity
16. Restless; a certain dissatisfaction with his own activity
17. Retiring; wishes to be in the background
18. Even-tempered
19. Frequently disturbed; easily upset by the disagreeable or exciting
20. Seldom disturbed; sudden changes in mood infrequent
21. Slow to adjust to a novel experience
22. Original in play
23. Is easily distracted from task at hand
24. Gives up easily, lacks persistence
25. Submits to any child who takes the initiative
26. Dominates children of his own age (either sex)
27. Will submit to a specific child only
28. Submits to a leader only after a struggle to dominate
29. Is a follower in one specific group only
30. Occasionally dominates a group
31. Usually leads a small group
32. Decides who shall participate in the group activities
33. Can organize the activities of a group to carry out a definite purpose
34. Leads or follows as the occasion demands
35. Neither leads nor follows; play alone
36. Dominates other children through his ability to talk effectively
37. Dominates other children through their love or admiration for him
38. Dominates other children through his wealth of ideas
39. Definitely schemes to get others to carry out his plans
40. Gives commands with an air of finality
41. Helpless unless someone organizes activity for him
42. Hesitates to initiate activity
43. Usually follows the ideas of others for activity
44. Usually has his own ideas for activity
45. Usually takes the initiative
46. Does not push the issue in case of opposition
47. Fights for his place as leader
48. Insists that other children do as he wishes
49. Does not defend his own rights with other children
50. Easily led into mischief by others
51. Fails to secure cooperation when he tries to direct activities
52. Gets willing cooperation easily
53. Almost never laughs or smiles
54. Has an unusually good sense of humor
55. Has a way of making an appeal with his eyes
56. Has a pleasing manner of speech
57. Thoughtful of others
58. Moderately selfish
59. Sympathetic nature
60. Inconsiderate of others
61. Polite
62. Mischief
63. Brave when hurt
64. Truthful
65. Seldom cries
66. A good sport
67. Rough and ready
68. Forgiving nature
69. Wanders around aimlessly
70. Self-conscious
71. Intelligently cooperative
72. Often shows off or acts silly
73. Makes pleasant conversation with adults
74. Unaffected, spontaneous, natural
75. Imaginative
76. Lacks imagination
77. Eager to try new things
78. Seems to have a plan for every minute
79. Brimming over with ideas for activity
80. Plays or works vigorously
81. Haphazard methods of work or play
82. Lacks self-confidence
83. Adjusts immediately to the daily routine
84. Always goes through the daily procedure willingly
85. Has to be constantly urged to carry out routine activities
86. Takes a long time to adjust to the daily routine
87. Responds readily to direction in the day's routine
88. Proceeds as usual with routine in the presence of visitors
89. Is businesslike and systematic in endeavoring to carry out routine activities
90. Dawdles over routine activities
91. Always cooperates in trying to keep the schoolrooms neat and clean
92. Perfectly natural in the presence of adults
93. Matter of fact in his relations with adults
94. Independent of adult in overcoming difficulties
95. Dependent upon adult to solve difficulties
96. Independent of adult in having ideas about or planning work or
   play activities
97. Resents aid from adults
98. Pays no attention to visitors
99. Bids for attention from adults
100. Craves affection from adults but is afraid to show it
101. Beautiful features
102. Usually pleasant facial expression
103. Expressive eyes
104. Stands erect
105. Walks with ease and grace
106. Does not take possessions of other children without permission
107. Takes good care of school property while using it
108. Wants to keep a particular piece of equipment even if not using
   it himself
109. Gives up equipment to other children as soon as finished with it
110. Extreme sense of property rights and keen desire to see this enforced
111. Shows extreme consideration for school property
112. Shows extreme consideration for possessions of others
113. Takes good care of his own possessions
114. Takes good care of the possessions of other children
115. Adds cooperatively to suggestions
116. Lags in following suggestion
117. Responds without undue delay to authority
118. So absorbed in his own thoughts that does not comprehend
119. Cooperative and responsible
120. Makes friends with other children easily
121. Finds it difficult to approach other children and make friends
122. Makes friends with any child who happens to be around him
123. Resents interest shown by other children; wants to be left alone
124. Does not respond to friendly advances
125. Tries to make entry into group of children but fails
126. Unhappy if he is not playing with other children
127. So absorbed in his own ideas that he pays no attention to other
   children
128. Contributes to the ideas of the group though not a leader (cooperative
    companion)
129. Hesitant in making suggestions to other children
130. Assumes a protective attitude towards other children
131. Usually pleasant with other children
132. Often abrupt and surly with other children
133. Has a pleasant manner of securing cooperation from other children
134. Has strong likes and dislikes for other children
135. Rather placid attitude toward other children; neither likes or dislikes
   them to any degree
136. Quarrels with other children, often over trivial things
137. Seldom quarrels with other children over trivial matters
138. Rough and mean with other children
139. Hurts other children often due to carelessness
140. Impatient with other children
141. Very critical of other children
142. Is a good sport when he loses to some other child
143. Is sympathetic toward other children
144. Affectionate toward other children
145. Tries to help the smaller children
146. Resents aid from other children
147. Forgiving of other children who have hurt him, taken his belongings
148. Tries to get even with a child with whom he is angry
149. Talks to other children a great deal
150. Seldom talks to other children
151. Cries easily in playing with other children
152. Generous in letting other children share activities and possessions
153. Attention from other children leads him to "show off" or act silly
154. Not jealous if other children play with his particular friends
155. Faces the issue squarely
156. Concentrates his energy to accomplish a difficult task
157. Meets situations in a quiet matter-of-fact manner
158. Dawdles to avoid a difficult task
159. Accepts necessary facts as a matter of course
160. Does the best he can with what he has
161. Recognizes and accepts the superiority of another child
162. Accepts just criticism willingly
163. Finds it difficult to accept just blame for his faults
164. Regresses to babyish behavior in the face of difficulty
165. Quietly accepts success
166. Knows when he has done a task well

SCORING KEYS

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2. [ ] ADG 22. [x] A 42. [ ] G
3. [x] A 23. [ ] B 43. [ ] G
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5. [x] A 25. [ ] G 45. [x] A
6. [ ] B 26. [x] G 46. [ ] G
7. [ ] A 27. [x] G 47. [x] G
10. [x] D 30. [ ] A 50. [ ] B
12. [x] C 32. [x] G 52. [x] A
13. [ ] D 33. [x] A 53. [ ] D
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17. [ ] ADG 37. [x] A 57. [x] B
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| 63. [X] C | 98. [X] F | 133. [X] D |
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| 70. [ ] F | 105. [X] E | 140. [X] G |
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| 75. [X] A | 110. [X] BH | 145. [X] DH |
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| 81. [ ] C | 116. [ ] H | 151. [ ] F [X] G |
| 82. [ ] D | 117. [X] B | 152. [X] F |
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| 93. [X] F | 128. [X] D | 163. [ ] F |
| 94. [X] AC | 129. [ ] D | 164. [ ] H |
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FOR CONVERTING RAW SCORES INTO MODIFIED STANDARD SCORES

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INTERVIEW SCHEDULE FOR MOTHERS

Name of the Child

Personal Data (to all the respondents)

1. Mother's age
2. Educational Qualification - Mother: 
   Father:
3. Occupation - Mother (only for working mother) 
   Father:
4. Income per month - Mother: 
   Father:
5. Family Structure - Nuclear: 
   Joint:
6. Number of children: Boys (age) Girls (age) 
   1. 1. 
   2. 2. 
   3. 3.
7. Ordinal position of this child:
8. Age of this child:

To those mothers who do not do paid work outside the home

9. Are you satisfied being at home as a housewife? Yes/No. 
   Give reason for your answer.
10. Would you like to have a job outside the home? 
    If yes, (i) Why? 
    (ii) What kind of job would you like to take up?

To those mothers in paid employment outside the home

11. How long have you been in your present job?
12. How old was this child when you started work?
13. Why did you decide to keep on working after your child 
    was born? Give reasons.
14. If the financial condition of your family is comfortable would you work all the same? Yes/No.

15. Before undertaking the job were you aware of your dual responsibility as a housewife and a career woman? Yes/No.

16. What time do you leave for work and what time do you return home?

17. Do you leave home before the child goes to school? If yes, who gives them food and sees them off to school?

18. On your working days are you home when the children return from school?
   If no, a) How do they manage until you return from work?
   b) Do you find the present arrangement satisfactory?
   c) would you prefer some other arrangement if it were possible?
   d) If yes, what arrangements and why do you prefer it?

19. Who looks after your children on school holidays if you cannot be at home?

20. How does the child spend the time on such days?

21. Are you able to look after your child when he is sick? If not, who takes care of the child?

22. Do you think that your working outside affects the bringing up of your children in any way?
   If yes, what ways? Give reason for your answer.

23. Have the children ever said anything about your going out to work? Yes/No.
   If yes, what was said?

24. Do you on the whole enjoy going out to work?

25. What does your husband think about your working?

26. Do you think your family has gained by your going out to work? If yes, in what ways?
To all the respondents

27. Do you spend sometime everyday in helping your child in studies?

28. Do you spend sometime playing with your child?

29. Does he talk with you about his school and friends?

30. Does he helps you in housework?

31. Do you have any difficulty in controlling the child?

32. Who settles quarrels between the children?
Name __________________________________________ Sex ______________
Age __________________________________________ Class ____________
Name of the School __________________________________________
Rural/Urban ______________________ Date __________________

<table>
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<th>Educational Qualification</th>
<th>Occupation</th>
<th>Monthly Income</th>
<th>Age</th>
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</thead>
<tbody>
<tr>
<td>Father's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardian's</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**INSTRUCTIONS**

1. The activities in this booklet have been given with the purpose to see how quickly and imaginatively you can think.
2. Answer each question carefully.
3. There are no right or wrong responses to any of the questions.
4. Each question will have an instruction.
5. Do not turn to the next question until you are told to do so.
I. SEEING PROBLEMS TEST

Study carefully the instructions given below:

1. On page 3 of this booklet, you will find the names of three (3) objects. When these objects are used, they can give us a number of problems. Try to find out as many problems as you can think of.

2. You will be given 6 minutes to answer the question. You can use the time as you like; you are not bound to answer the first one first.

3. You will be told the time after every 2 minutes.

4. You are to begin only when told to commence.

5. Stop writing when it is announced "Time is over".

6. Write your answer in the space provided, without disturbing your friends.

7. Clear any doubt that you may have before the signal to start is given.

8. Follow the example given below:

Example :-

Object : Electric Iron

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Needs electricity</td>
</tr>
<tr>
<td>2.</td>
<td>Causes burns</td>
</tr>
<tr>
<td>3.</td>
<td>Damages clothes</td>
</tr>
<tr>
<td>4.</td>
<td>Rusts easily</td>
</tr>
<tr>
<td>5.</td>
<td>Is expensive</td>
</tr>
<tr>
<td>6.</td>
<td>...................</td>
</tr>
<tr>
<td>7.</td>
<td>...................</td>
</tr>
<tr>
<td>8.</td>
<td>...................</td>
</tr>
<tr>
<td>S.No.</td>
<td>Problems</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) Object: TV (Television)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Problems</th>
<th>S.No.</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(2) Object: Gun

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Problems</th>
<th>S.No.</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(3) Object: Thatched House

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Problems</th>
<th>S.No.</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
II. **UNUSUAL USES TEST**

Please read the following instruction carefully.

1. On the next page, you will find the names of common objects. These objects can be used in a number of ways. You may think of the size, shape and colour of the object in any way you wish. Try to write as many uses of the object as you can.
2. Try to think of uses that your friend may not have thought of. Be clear and precise in writing your answer.
3. The time given for answering the question is 12 minutes. You may use the time as you like. You will be informed about the time after every 4 minutes.
4. You are to begin only when told to commence.
5. Stop writing when it is announced "Time is over".
6. Write your answer in the space provided, without disturbing your friends.
7. Clear any doubts that you may have before beginning.
8. Follow the example given below:

**Example:**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Use as a ruler</td>
</tr>
<tr>
<td>2.</td>
<td>Use to block holes</td>
</tr>
<tr>
<td>3.</td>
<td>Use to poke at things</td>
</tr>
<tr>
<td>4.</td>
<td>Use as a baton</td>
</tr>
<tr>
<td>5.</td>
<td>Use as a scratcher</td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>S.No.</td>
<td>Uses</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(4) Object: Bottle gourd

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Uses</th>
<th>S.No.</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(5) Object: Mizo basket

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Uses</th>
<th>S.No.</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(6) Object: Bamboo

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Uses</th>
<th>S.No.</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
III. CONSEQUENCES TEST

Please study the instruction given below carefully.

1. On page 7 are written three impossible statements that may never happen in real life. Suppose the events expressed in these statements happen to occur all of a sudden, please write down the consequences you envisage to follow these events.

2. The time given for the activity is 6 minutes. You may make use of the time as you like. You will be told about the time after every 2 minutes.

3. You are to begin only when the signal to start is given.

4. Stop writing when it is announced 'Time is over'.

5. Clear any doubt you may have before you begin.

6. Follow the example given below.

Example:

Sentence: If all people became dumb .......................

<table>
<thead>
<tr>
<th>S.No.</th>
<th>What may happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There will be less noise.</td>
</tr>
<tr>
<td>2.</td>
<td>Everyone will learn sign-language.</td>
</tr>
<tr>
<td>3.</td>
<td>There will be no singing.</td>
</tr>
<tr>
<td>4.</td>
<td>Telephone will be useless.</td>
</tr>
<tr>
<td>5.</td>
<td>No cheering crowds at games.</td>
</tr>
<tr>
<td>6.</td>
<td>......... ............... ......</td>
</tr>
<tr>
<td>7.</td>
<td>......... ...............</td>
</tr>
<tr>
<td>8.</td>
<td>......... ...............</td>
</tr>
<tr>
<td>S.No.</td>
<td>What may happen</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(7) Sentence: If all the people started dancing ............

<table>
<thead>
<tr>
<th>S.No.</th>
<th>What may happen</th>
<th>S.No.</th>
<th>What may happen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

(8) Sentence: If all the hills turned into plains ........

<table>
<thead>
<tr>
<th>S.No.</th>
<th>What may happen</th>
<th>S.No.</th>
<th>What may happen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

(9) Sentence: If it did not rain at all ..................
IV. MAKING THINGS MORE INTERESTING AND USEFUL

Please study the instruction very carefully.

1. If you had the magic drum of Maurawkela (Mizo folk-tale) which will give you anything you may wish as you beat the drum; how will you make the following toys more interesting and attractive?

2. Write down in the space provided, all that you will add to make the toys more attractive.

3. You will be given 10 minutes for this activity, and you will be informed about the time after every 5 minutes.

4. Start writing only when the signal to commence is given.

5. Stop writing when it is announced 'Time is over'.

6. Try to think of answers that your friends may not have thought of.
(10) Billy-cart

S.No. How to make the billy-cart more interesting

(11) Toy-propeller

S.No. How to make the toy-propeller more interesting
V. SIMILARITIES TEST

Please study the instruction very carefully.

1. On page 11, two objects having various similarities and relations are given. Write down their similarities.
2. Try to think of and write as many peculiar connections as possible between the two objects.
3. The time given for this exercise is 8 minutes. You will be informed about the time after every 4 minutes.
4. You are to begin only when told to commence.
5. Clear any doubts you may have before answering.
6. Follow the example given below.

Example:— Bee-hive and office

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Similarities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Both have a special house.</td>
</tr>
<tr>
<td>2.</td>
<td>Both have workers.</td>
</tr>
<tr>
<td>3.</td>
<td>Both have idlers.</td>
</tr>
<tr>
<td>4.</td>
<td>Both have leader.</td>
</tr>
<tr>
<td>5.</td>
<td>Both will not tolerate disturbance.</td>
</tr>
<tr>
<td>6.</td>
<td>...........................................................</td>
</tr>
<tr>
<td>7.</td>
<td>...........................................................</td>
</tr>
<tr>
<td>8.</td>
<td>...........................................................</td>
</tr>
<tr>
<td>S.No.</td>
<td>Similarities</td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

(12) Fish and Frog

(13) Flower and Tree
VI. PICTURE CONSTRUCTION TEST

Please study the instruction very carefully.

1. On the next page, there are two simple drawings. Using them, draw a complete picture and try to make it very interesting and original.

2. To show your power of imagination, try to produce a very interesting title for your picture. Write it down on the space given below the drawing.

3. Do not make a copy of any other drawings you might have seen. The originality and interest that the picture arouses is far more important than its beauty or likeness.

4. The time given for this activity is 10 minutes. You will be informed about the time after every 5 minutes.

5. You are to begin only at the given signal.

6. Stop writing when the allotted time is over.

7. Follow the example given below.

Example:

TITLE: Is there enough for everyone's need?
VII. PICTURE COMPLETION TEST

Please study the instruction carefully.

1. On page 15, you will find two incomplete figures. Your task is to complete them in any way you like. Try to make the picture as interesting and unusual as possible. Think of a picture which you feel no one else would be able to make.

2. When you have completed your picture, give a title to it in the space provided for it. Try to make the title as interesting and novel as possible, which will show how imaginatively you can think.

3. You will be given 6 minutes to do this activity. The time will be announced after every 3 minutes.

4. Start only when the signal is given, and stop writing when the time is over.

5. Follow the example given below.

Example:

TITLE: You are the light of the world.

TITLE: A Mizo woman going to market.
VIII. CIRCLES TEST

Please study the following instruction carefully.

1. Using the following circles as base, try to draw as many pictures as you can within 5 minutes. There must be a circle in each of your drawing. You may add to the circle inside, outside, or both with a pencil.

2. Try to draw unusual figures which your friends may not have thought of.

3. If the figure is not clear, write the title next to it.

4. You are to begin only at the given signal, and stop drawing when 5 minutes are over.
## CREATIVITY TEST
(SCORING SHEET)

<table>
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<th>Item No.</th>
<th>Fluency</th>
<th>Flexibility</th>
<th>Originality</th>
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<tr>
<td>I</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
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<td>3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>4</td>
<td></td>
<td></td>
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<td>5</td>
<td></td>
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<td></td>
<td>6</td>
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<td></td>
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<tr>
<td>III</td>
<td>7</td>
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<td>8</td>
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<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13</td>
<td></td>
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<table>
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<td>Originality</td>
</tr>
<tr>
<td>VII</td>
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</tr>
<tr>
<td></td>
<td>17</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>18</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

**SCORE SUMMARY**

<table>
<thead>
<tr>
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<th>Flexibility</th>
<th>Elaboration</th>
<th>Originality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Non-Verbal</th>
<th>Composite Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
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</tbody>
</table>