APPENDICIES
Appendix- A

STEPS INCLUDED IN NOVAK AND GOWIN ² (1984) TO CONSTRUCT CONCEPT MAPS

Table 2.3 Strategies for introducing concept mapping in grades seven through college

A. Activities to prepare for concept mapping

1. Make two lists of words on the blackboard or overhead projector using a list of familiar words for objects and another list for events. For example, object words might be car, dog, chair, tree, cloud, book; and event words could be raining, playing, washing, thinking, thunder, birthday party. Ask the students if they can describe how the two lists differ. Try to help them recognize that the first list is things or objects and the second list is happenings or events, and label the two lists.

2. Ask the students to describe what they think of when they hear the word car, dog, etc. help them recognize that even though we use the same words, each of us may think of something a little different. These mental images we have for words are our concepts; introduce the word concept point.

3. Repeat the activities in step two, using event words. Again, point out the differences in our mental images, or concepts, of events. You may want to suggest at this point that one reason we have trouble understanding each other sometimes is that our concepts are never quite identical even though we know the same words. Words are labels for concepts, but each of us must acquire our own meanings for words.

4. Now list words such as are, where, the, is, then, with. Ask students what comes to their minds when they hear each of these words. These are not concept words; we call them linking words and we use them in speaking and writing. Linking words are used together with concept words to construct sentences that have meaning.

5. Proper nouns are not concept words but rather names of specific people, events, places, or objects. Use some examples and help students to see the distinctions between labels for regularities in events or objects and those for specific events or objects (or proper nouns).

6. Using two concept words and linking word(s), construct a few short sentences on the board to illustrate how concept words plus linking words are used by humans to convey meanings. Examples would be: The dog is running, or, There are clouds and thunder.

7. Have students construct a few short sentences of their own, identify the concept words and tell whether each is an object or event, and also identify the linking words.

8. If you have bilingual students in the class, have them present some foreign words that label the same events or objects. Help the children recognize that language does not make the concept, but only serves as the label we use for the concept.

9. Introduce some short but unfamiliar words to the class such as dire, terse, or canis. These are words that stand for concepts they already know, but have somewhat special meaning. Help students see that meanings of concepts are not rigid and fixed, but can grow and change as we learn more.

10. Choose a section of a textbook (one page is sufficient) and duplicate copies for the children. Choose a passage that conveys a definite message. As a class, ask them to read the passage and identify key concepts. (Usually 10 to 20 relevant concepts can be found in a single page of text material.) Also have the students note some linking words and concept words that are less important to the story line.

**B. Concept mapping activities**

1. Select a particular meaningful paragraph or two from a text or other printed material. Have the students read the text and select the key concepts, that is, those concepts necessary for understanding the meaning of the text. List these concepts on the board. (or overhead projector) as they are identified. Now discuss with the students which concept is the most important, most inclusive idea in the text.

2. Put the most inclusive concept at the head of a new list of rank-ordered concepts. List the next most general, most inclusive concepts, working through the first list until all concepts are rank ordered. There will not always be agreement among the students on the ordering, but usually only few major differences in ranking of the concepts will arise. This is OK because it suggests that there may be more than one way to see the meaning of the text.

3. Now begin constructing a concept map, using the rank-ordered list as a guide in building the concept hierarchy. Have students help in choosing good linking words to form the propositions shown by the lines on the map. One good way to have them practice map making is to have students write concept words and linking words on paper rectangles and then rearrange rectangles as they get new insights on the map organization. *(See Figure 2.10)*

4. Now look for cross links between concepts in one section of the map and concepts in another part of the concept “tree”. Have students help to choose linking words for the cross links.
5. Most first effort maps have poor symmetry or some concept clusters poorly located relative to other more closely related concepts or clusters of concepts. Reconstruct the map if this would be helpful. Point out to students that at least one and sometimes two or three reconstructions of a map are needed to show a good representation of propositional meanings as they understand them.

6. Discuss the concept map scoring criteria in Table 2.4 and score the concept map constructed. Point out possible structural changes that might improve the meaning, and perhaps the score, of the map.

7. Have the students select a section of text or other material and repeat steps 1-6 on their own (or in groups of two or three).

8. Student-constructed maps can be represented to the class on the blackboard or overhead projector. “Reading” the map should make clear to other students in the class what the text was about, as interpreted by the map maker.

9. Have students construct a concept map for ideas important in a hobby, sport, or special interest they have. These might be posted around the room and informal discussion encouraged.

10. Incorporate one or two concept mapping questions in your next test to illustrate that concept mapping is valid evaluation procedure that demands hard thinking and can illustrate understanding of the subject matter.
## Appendix- B₁

### SCORING RUBRIC FOR CONCEPT MAPPING ADOPTED FROM NOVAK AND GOWIN *(1984)*

#### Table 2.4. Scoring criteria for concept maps

1. **Propositions.** Is the meaning relationship between two concepts indicated by the connecting line and linking word(s)? Is the relationship valid? For each meaningful, valid proposition shown, score 1 point. (See scoring model below.)

2. **Hierarchy.** Does the map show hierarchy? Is each subordinate concept more specific and less general than the concept drawn above it (in the context of the material being mapped)? Score 5 points for each valid level of the hierarchy.

3. **Cross links.** Does the map show meaningful connections between one segment of the concept hierarchy and another segment? Is the relationship shown significant and valid? Score 10 points for each cross link that is both valid and significant and 2 points for each cross link that is valid but does not illustrate a synthesis between sets of related concepts or propositions. Cross links can indicate creative ability and special care should be given to identifying and rewarding their expression. Unique or creative cross links might receive special recognition, or extra points.

4. **Examples:** Specific events or objects that are valid instances of those designated by the concept label can be scored 1 point each. (These are not circled because they are not concepts.)

5. In addition, a criterion concept map may be constructed, and scored, for the material to be mapped, and the student scores divided by the criterion map score to give a percentage for comparison. (Some students may do better than the criterion and receive more than 100% on this basis).

<table>
<thead>
<tr>
<th>Level</th>
<th>Scoring Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>Level 2</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>Level 3</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td>Level 4</td>
<td><img src="image" alt="Diagram" /></td>
</tr>
</tbody>
</table>

#### Table 2.4. (cont.)

<table>
<thead>
<tr>
<th>Scoring for this model:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships (if valid)</td>
<td>14</td>
</tr>
<tr>
<td>Hierarchy (if valid) 4 x 5</td>
<td>20</td>
</tr>
<tr>
<td>Cross links (if valid and significant) 10 x 2</td>
<td>20</td>
</tr>
<tr>
<td>Examples (if valid) 4 x 1</td>
<td>4</td>
</tr>
</tbody>
</table>

58 points total

---

## Appendix- B₂

**DESCRIPTION OF THE CoRT THINKING LESSONS**

### CoRT-1: BREADTH  
**Lessons 1-10**

Often, we take too narrow a view when we think, we tend to judge rather than explore. The purpose of this group of lessons is to encourage students to broaden their thinking, so that in any thinking situation they can see beyond the obvious, immediate and egocentric.

<table>
<thead>
<tr>
<th>The CoRT Lessons</th>
<th>Achievement Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson (1)</td>
<td>PMI (Plus, Minus, Interesting) or how to treat an idea help students to deliberate examination of an idea for good (Plus), bad (Minus) or interesting possibilities instead of immediate acceptance or rejection</td>
</tr>
<tr>
<td>PMI (Plus, Minus, Interesting)</td>
<td></td>
</tr>
<tr>
<td>Lesson (2)</td>
<td>CAF (Consider All Factors) or the factors involved help students to think more effectively about a situation by looking as widely as possible at all the factors involved in that situation before coming up with an idea. Otherwise, students tend to think only about the first factors that come to mind.</td>
</tr>
<tr>
<td>CAF (Consider All Factors)</td>
<td></td>
</tr>
<tr>
<td>Lesson (3)</td>
<td>RULES. The purpose of this lesson is to summarises the first two lessons and gives students the opportunity to practice PMI and CAF. CAF is used when making a rule while PMI is used on an existing or proposed rule.</td>
</tr>
<tr>
<td>RULES</td>
<td></td>
</tr>
<tr>
<td>Lesson (4)</td>
<td>C &amp; S (Consequence and Sequel) or focus on the consequences. Any action has either an immediate, short, medium or long term consequence. In some circumstances, action has all these consequences. A thinker needs to be aware of these possibilities. The purpose of this lesson is to help students to forecast the possible consequences of a decision or action over time.</td>
</tr>
<tr>
<td>C &amp; S (Consequence and Sequel)</td>
<td></td>
</tr>
<tr>
<td>Lesson (5)</td>
<td>AGO (Aims, Goals, Objectives) or focus on purpose. The intention of this lesson is to teach students the value of picking out and defining objectives. It explains how students should be clear about their own aims and understanding those of others. It is also help students to focus attention directly and deliberately on the intention behind actions. Both aspects –“because” and “in order to”- are explored</td>
</tr>
<tr>
<td>AGO (Aims, Goals, Objectives)</td>
<td></td>
</tr>
</tbody>
</table>

¹This description is adapted from de Bono’s CoRT thinking lessons (1998) and also available at de Bono's website: [http://www.edwarddebono.com/Default.php](http://www.edwarddebono.com/Default.php)
<table>
<thead>
<tr>
<th>Lesson (6)</th>
<th>PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLANNING. There are basic features and processes involved in planning and this is the second practice lesson providing an opportunity for student to practice C&amp;S and AGO, and to a lesser extent PMI and CAF.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson (7)</th>
<th>FIP (First Important Priorities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIP (First Important Priorities) or focus priorities. The intention of this lesson is to teach students choose from a number of different possibilities and alternatives and to put priorities in order. Priorities need to be put into order before effective thinking can take place. FIP is a focusing tool where students are required to pick out the most important ideas, factors, objectives or consequences. This tool should be applied in order to trim a list of ideas which have been generated using previous skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson (8)</th>
<th>APC (Alternatives, Possibilities, Choices)</th>
</tr>
</thead>
<tbody>
<tr>
<td>APC (Alternatives, Possibilities, Choices) or focus on alternatives. A generative thinker or action thinker is always interested in generating new alternatives and finding new possibilities. The purpose of this lesson is to help students to generate new alternatives and choices, instead of feeling confined to the obvious ones. APC is a focusing tool where students are required to focus attention on exploring all the alternatives or choices beyond the obvious and satisfactory ones. It is used as an antidote to emotional reaction or rigid thinking.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson (9)</th>
<th>DECISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECISIONS. Because de Bono thinking is about making decisions in which different operations involved, this lesson provides students the opportunity to bring together the use of the principles and skills already.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson (10)</th>
<th>OPV (Other People's Views)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPV (Other People’s Views) or the other people involved. A useful thinking skill is to move away from one's own viewpoint and consider the points of view of others. This lesson encourages students to move out of their own viewpoint to consider the points of view of all others involved in any situation by asking &quot;Why does that person have that point of view?&quot; OPV provides an antidote to selfishness.</td>
<td></td>
</tr>
</tbody>
</table>

**CoRT- 4: CREATIVITY**  
**Lessons 31-35**

It is quite wrong to suggest that creative ideas come only from inspiration. This group of lessons covers the basic creative techniques, procedures and attitudes. Creativity
is always fun and highly motivating to the people involved. This sense of fun should be kept throughout CoRT-4, but at the same time creativity is a serious matter.

<table>
<thead>
<tr>
<th>The CoRT Lessons</th>
<th>Achievement Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson (31)</td>
<td>While YES and NO are judgements made within the channels of personal experience, PO is offered as a provocation or creative stimulus in order to start up new ideas or new ways of looking at things. This lesson encourages students to use PO as a device for showing that an idea is being used creatively without any judgment or immediate evaluation.</td>
</tr>
<tr>
<td>Lesson (32)</td>
<td>STEPPING STONE. Stepping Stone is a method for getting out of existing ways of thinking by using deliberately provocative statements as “stepping stones” to new insights. One idea can lead to another and once new ideas are generated the stepping stone can be forgotten. This lesson teaches students that they can use ideas, not for their own sake but because of other ideas they might lead to.</td>
</tr>
<tr>
<td>Lesson (33)</td>
<td>RANDOM INPUT. The random input technique involves a deliberate association with something that is unconnected to the situation so that new ideas might be triggered. This lesson teaches students that the process of generating new ideas sometimes needs to include the input of unrelated spurious ideas into the situation.</td>
</tr>
<tr>
<td>Lesson (34)</td>
<td>CONCEPT CHALLENGE. Just because something has &quot;worked&quot; for ages does not mean it should be taken for granted. This lesson teaches students that testing of the &quot;uniqueness&quot; of concepts may lead to other ways of doing things.</td>
</tr>
<tr>
<td>Lesson (35)</td>
<td>DOMINANT IDEA. In most situations there is a dominant idea. In order to be creative, to find other ways and to generate new ideas one must find the dominant idea and escape from it. The aim of this lesson is to help students to recognize the idea which dominate a situation and escape from it.</td>
</tr>
</tbody>
</table>

CoRT- 6: ACTION

Lessons 54, 56, 57, 59-60

The "action" in the title of this group of lessons suggests that the purpose of the thinking is to end up with some action. In this set of ten lessons the structure takes the form of a framework. The purpose of the framework is to divide the total thinking process into definite stages, each of which can be tackled in turn. At each stage in the overall framework there is a definite thinking task to be carried out and a definite aim for the thinking. This simplifies thinking
by removing the complexity and confusion. Without a framework everything tends to crowd in at once on the thinker, who tends to be overwhelmed by all the aspects of the situation. The result is that the thinker takes the easiest way out and uses a slogan, cliché or prejudice instead of thinking. The stages suggested in the framework are very simple and straightforward. At each stage the thinker concentrates on carrying out the task defined by that stage.

<table>
<thead>
<tr>
<th>Lesson (54)</th>
<th>TEC (Target-Expand-Contract)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEC (Target-Expand-Contract). The use of the thinking tools in Lessons 51-53 is the basis for this sequence. Therefore, in this lesson students encouraged to practice the use of defining the target, exploring the subject and narrowing down to a usable outcome.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson (56)</th>
<th>INPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>INPUT. This lesson revisits the situation, the scene, the setting, the information available, the factors and people to be considered. The lesson reviews the total input that goes into the thinking being done. Therefore, in this lesson students learn to appreciate the need to avoid leaving out important input by reference to two questions: “What is the input?” and “What sources of input are available to me?”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson (57)</th>
<th>SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOLUTIONS. This lesson looks at alternative solutions including the most obvious, the traditional and the new. It also introduces a range of techniques for generating solutions and filling gaps. This lesson encourages students to generate at least three solutions to various problems with reference to two questions: “What is the solution here” and “What alternative solutions are there?”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson (59)</th>
<th>OPERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPERATION. This lesson is about implementation, carrying through the results of thinking. It also considers ways of setting up specific action steps that will help bring about the desired result. In this lesson which put the thinking into effect and the last lesson of the PISCO procedure students use at least four operating steps to implement their preferred solution for a particular purpose. The emphasis is on establishing a specific action plan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson (60)</th>
<th>TEC-PISCO</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEC-PISCO (Target, Expand, Contract - Purpose, Input, Solutions, Choice, Operation). This lesson presents a consolidation of the total TEC-PISCO framework in which the first three tools (TEC) are used to define and (Target, Expand, Contract - Purpose, Input, Solutions, Choice, Operation) elaborate each of the five stages of the PISCO procedure. These five stages are the final component of &quot;action thinking&quot;, the summary of the CoRT thinking lessons. This lesson encourages students to use the whole PISCO sequence.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix-C₁

CONCEPT MAP PERFORMANCE TEST

GENERAL INSTRUCTIONS:
1. Examine the concepts listed on the next page. They have been selected from unit 1 on _________________________________ that you recently studied. Construct a hierarchical concept map using the concepts provided.
2. Organize more general concepts above the more specific ones. Draw a line between the concepts you think are related.
3. Label the line using phrases. There should be no sentences on the line.
4. You can construct your maps on the blank pages attached as rough.
5. When you have finished your map then check that:
   - You have all the concepts in the list on your map.
   - All the lines are labeled.
   - Your map is explaining the focus question.
6. After checking your map, redraw it.
7. Staple your final map to this page.
Focus Question: Give some major groups of micro organisms?

Concepts:
1. Micro organisms
2. Bacteria
3. Virus
4. Algae
5. Fungi
6. Protozoa
7. Simplest living organisms
8. Poisonous liquid
9. Sea weeds
10. Non-Green Plants
11. First Animals
12. Bacillus
13. Polio Virus
14. Spirogyra
15. Mushroom
16. Amoeba
Appendix-C₃

CONCEPT MAP PERFORMANCE TEST
CLASS X
WORKSHEET

ROLL NO.________ NAME_____________

Focus Question: What are different modes of nutrition in plants?

Concepts:
7. Photosynthesis 8. Saprophytic Nutrition
11. Special mode of Nutrition 12. Green Plants
15. Lichen 16. Insectivorous Plants
Appendix-C₄

CRITERION CONCEPT MAP FOR CLASS IX

Micro-organisms

categorized in to

Bacteria
- are called as Simplest living
e.g. bacillus

Viruses
- called as Poisonous liquid
e.g. polio-virus

Algae
- called as Sea-weed
e.g. Spirogyra

Fungi
- are called as Non green Plants
e.g. Mushroom

Protozoa
- can’t prepare food
e.g. Amoeba

Lichen
- combine

XIII
CRITERION CONCEPT MAP FOR CLASS X

Plants

- Stem
- Leaves
- Roots
  -含
  - is performed by
  - is carried out in
  - perform

Autotrophic Nutrition

- Heterotrophic Nutrition
depend upon each other
categorized into

Green Plants

- Photosynthesis

Saprophytic Nutrition
- e.g.
  - Mushroom
Parasitic Nutrition
- e.g.
  - Cuscuta
Symbiotic Nutrition
- e.g.
  - Lichen
Special Mode of Nutrition
- e.g.
  - Insectivorous Plants

consists of
divided on the basis of nutrition

have
Appendix-D₁

LESSON PLAN FORMAT (EXPOSITIONAL TEACHING)

Teacher’s Name……………… Date……………..
Subject…………………….. Class………………
Topic………………………. School……………

1. Educational Objectives:

(a) General Objectives
   (i)
   (ii)
   (iii)
   (iv)

(b) Specific Objectives in behavioural Terms
   (i)
   (ii)
   (iii)
   (iv)

(c) Material Required:
   (i)
   (ii)
   (iii)

2. Working Exercise

<table>
<thead>
<tr>
<th>Teacher’s Activity</th>
<th>Student’s Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Teacher will cite an example to the students and will explain its pros and cons.</td>
<td>➢ Students will listen carefully to what the teacher is explaining.</td>
</tr>
</tbody>
</table>
3. Exposition to the present conditions

<table>
<thead>
<tr>
<th>Exposure to Problem</th>
<th>Main Points of the topic</th>
<th>Elaboration of main points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will expose the students to a situation in the form of example.</td>
<td>Teacher and students will work collectively on the main points of the situation.</td>
<td>Students will elaborate each point without the help of teacher.</td>
</tr>
<tr>
<td></td>
<td>Teacher will encourage the students for answering the questions without her help.</td>
<td></td>
</tr>
</tbody>
</table>

4. Re-evaluation of original activity

<table>
<thead>
<tr>
<th>Problem</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will put forward a problem to the students.</td>
<td>Students will provide the ideas for the solution of problem given.</td>
</tr>
</tbody>
</table>
Appendix-D\textsubscript{2}

LESSON PLAN FORMAT (CREATIVITY TRAINING PROGRAM)

Teacher’s Name……………… Date……………..
Subject………………………… Class……………
Topic………………………… School……………..

1. Educational Objectives:

(a) General Objectives
   (i)
   (ii)
   (iii)
   (iv)

(b) Specific Objectives in behavioural Terms
   (i)
   (ii)
   (iii)
   (iv)

2. Material required:
   (i)
   (ii)
   (iii)

3. Rationale for clustering the tools:

4. Procedure:
(a) Introduction about the tools (one by one)

<table>
<thead>
<tr>
<th>Teacher’s Activity</th>
<th>Student’s Activity</th>
<th>Chalk Board Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Teacher will demonstrate the application of tool by telling them a story.</td>
<td>➢ Students will participate in brainstorming session.</td>
<td>➢ Teacher will write main points on board.</td>
</tr>
</tbody>
</table>

(b) Practice Items

<table>
<thead>
<tr>
<th>Teacher’s activity</th>
<th>Student’s Activity</th>
<th>Chalk-board summary</th>
</tr>
</thead>
</table>
| ➢ Teacher will make groups of students.  
➢ Each group will contain 4-5 students.  
➢ Teacher will provide situation on chalk-board as per the tool to be taught.  
➢ Teacher will organize a buzz session for the answer to problem. | ➢ Students will note down the situation.  
➢ They will think for the solutions in their respective groups.  
➢ They will write the solutions in their worksheet. | ➢ Teacher will write the main points of solution on chalk board. |
(c) Process:

<table>
<thead>
<tr>
<th>Teacher’s Activity</th>
<th>Student’s Activity</th>
</tr>
</thead>
</table>
| ➢ Teacher will open a discussion.  
  ➢ Teacher will ask evocative questions from students about:  
    - where,  
    - why,  
    - When of tools taught. | Students will answer the question asked. |

(d) Principles Involved:

<table>
<thead>
<tr>
<th>Teacher’s Activity</th>
<th>Student’s Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Teacher will explain the principles of the tools taught while applying in daily life.</td>
<td>➢ Students will note them down in their worksheet.</td>
</tr>
</tbody>
</table>

(e) Follow-up Exercises:

<table>
<thead>
<tr>
<th>Teacher’s Activity</th>
<th>Student’s Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Teacher will give another exercise and ask for the solutions by using the tools taught.</td>
<td>➢ Students will participate in the session.</td>
</tr>
</tbody>
</table>
### Appendix-D₃

**WORKSHEET (Expositional Method)**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Writing main points</th>
<th>Elaboration of main points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Solutions from daily life (individually)</td>
<td>Solutions from daily life (in groups)</td>
</tr>
</tbody>
</table>

Re-evaluation of the original activity

XX
Appendix-D₄
WORKSHEET (Creativity training program)

Name…………………
School………………
Information about the topic……………

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Tool to be Learnt</th>
<th>Situation - 1</th>
<th>Situation-2</th>
<th>Situation-3</th>
<th>Process</th>
<th>Principle involved</th>
</tr>
</thead>
</table>

Follow-up Activities
Appendix-E

INTERVIEW QUESTIONS

1) So, how are you?
2) Was learning about concept mapping and creativity a boring experience or interesting one?
3) What did you gained as a student as you prepared concept maps?
4) How did creativity training and using a concept map affect your understanding of the topic?
5) In what ways the creativity training program has affected the process of creating the first map?
6) Now, look at the second map prepared by you and think about the process of creating it. What did you think about while you were creating it? (Follow-up questions based on responses: thought processes, something you read or heard in class)
7) Have you employed the creativity training tools while you were creating the second map? How?
8) What differences do you see between these two maps? What might be some reasons for those differences? What else do you see?
9) What ways might concept maps and creativity training is useful for your future as student?
10) Anything else you would like to share about this activity or about your experiences with this course?