APPENDICES
APPENDICES

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APPENDIX 1.1
INFORMATION SCHEDULE - I

Name: ____________________________________________

Date of Birth: _______ Age _____ Year _____ Month _____

Class: ___________________________ Section: ________________

School: __________________________

Residential
Address: _____________________________________________

_____________________________________________________

_____________________________________________________

Father's Education: _________________________________

Occupation: _______________________________________

Monthly Income: ___________________________________

Mother's Education: _________________________________

Occupation: _______________________________________

Monthly Income: ___________________________________

Number of children in your family: ________________

What is your order of Birth: _________________________

Total marks scored in the last examination: ___________
APPENDIX - 1.2

GROUP SOCIAL PROBLEM - SOLVING ASSESSMENT

Name: ___________________________ Age: _______ Class: _______

School: __________________________ Group: Boy / Girl

Feelings:
1. Who has feelings? _____________________________________________
2. Where are feelings? ___________________________________________
3. How can we tell how a person is feeling? _________________________

4. (True or False) Everyone feels the same about the things that they do or that happen to them. _________________________________
5. What kind of feelings are there? _________________________________
6. (True or False) Feelings always stay the same ____________________
7. Name a good feeling __________________________________________
8. Name a not so good feeling _____________________________________

Problems:
1. What is a problem? ____________________________________________
2. What must we do with problems? _________________________________
3. Name a problem? _____________________________________________
4. What is a goal? ______________________________________________
5. Why is it important to stop and think before you act? ______________

6. Name a problem and its goal ____________________________________
7. How can we tell when we're having a problem? _________________
Solutions:

1. How many different ways are there to solve a problem?

2. How many solutions should we try to think up?

3. Name a problem and two solutions

Consequences:

1. What is a consequence?

2. How can you tell if a solution is a good one?

3. When you think you have a good solution, what should you do next?

4. (True or False) There is only one good way to solve a problem.

Making Solutions Work:

1. Does thinking of good solutions always solve your problem?

2. Name some reasons why good solutions might not solve your problems.

3. What should you do if your first solution to a problem does not work?

4. Do you think that you can usually solve your own problems if you try?
### SCORING KEY FOR GSPSA

**Summary Scores**

Interpersonal sensitivity = Feelings \((1+2+3+4+5+6+8)\)

Problem analysis and action = (Problems \(1+2+3+4+5+6+7\)) + (Solutions \(1+2+3\))

Specificity of planning = (Consequences \(1+3+4\)) + (Making Solutions Work \(1+3+4\))

### Comparison Scores

<table>
<thead>
<tr>
<th></th>
<th>At Risk</th>
<th>Average</th>
<th>Highly Skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal sensitivity</td>
<td>(\leq 8)</td>
<td>9 - 10</td>
<td>(\geq 11)</td>
</tr>
<tr>
<td>Problem analysis</td>
<td>(\leq 8)</td>
<td>9 - 13</td>
<td>(\geq 14)</td>
</tr>
<tr>
<td>Specificity of planning</td>
<td>(\leq 4)</td>
<td>5 - 6</td>
<td>(\geq 7)</td>
</tr>
</tbody>
</table>

#### 1. "Feelings" Points

**Item 1**

- **3** = concept of all or everybody
- **2** = several specifically named persons (me and Mrs. Brown and my mom)
- **1** = one particular person
- **0** = Other responses

**Item 2**

- **1** = inside, in you, in your heart or mind, and the like
- **0** = other

**Item 3**

- **1** = each for different ways representing asking, looking, and listening

**Item 4**

- **1** = false
- **0** = true

**Item 5**

- **2** = examples of both "good" and "bad" feelings
- **1** = examples of either "good" or "bad" feelings
- **0** = other

**Item 6**

- **1** = false
- **0** = true

**Item 7 and 8**

- **3** = general, clearly positive (negative) feeling (happy, glad, sad)
- **2** = Positive (negative) more specific feeling or event (a new bicycle, getting yelled at, not getting what you want, going to my room with no T.V., being smart, being stupid or ugly)
- **1** = questionably positive (negative) feeling or event (silly, being on an airplane)
- **0** = inappropriate answer

#### "Problems" Points

**1**

- **3** = response includes both an event and a feeling (something that happens between people that gives you a bad feeling)
- **2** = response emphasizes a bad feeling (when I don't feel so good)
1 = response describes something bad that happens (when you lose your keys, when you hit someone)
0 = other

Item 2
1 = Solve them
0 = other

Item 3
2 = Child describes some interpersonal situation or event
1 = Child mentions a specific person or object that causes him or her difficulty
0 = other

Item 4
3 = abstract definition generally positive or neutral in tone (how we want things to end up, what we want to happen)
2 = specific interpersonal outcome (make friends, be happy)
1 = specific material outcome (a new bike)
0 = a negative goal, or other response

Item 5
1 = for each of the following mentioned:
(a) need time to think of solutions
(b) if you act too quickly, the problem might get worse
(c) so you can figure out what's going on
(d) so you can see how you're feeling
(e) so you can decide on your goal

Item 6
3 = Problem and goal clearly given
2 = problem only clearly given
1 = goal only clearly given
0 = other

Item 7
2 = general answers (upset feelings)
1 = specific answers (when I get sent to my room)
0 = other

III. "Solutions" Points

Item 1
2 = an 'infinite' number (lots)
1 = multiple but finite (2, 4, 19, 376)
0 = 1, or other

Item 2
2 = as many as we can, lots
1 = specific number greater than 1
0 = 1, or other

Item 3
2 = accurate presentation of problem and two solutions
1 = not clear if all is presented accurately
0 = definitely not accurate

iii (b)
IV. "Consequences"  Points

Item 1
3 = concepts of "after" or "next" and an action that the child committed (something that might happen after you try something)
2 = an event (you get punished, you can't watch T.V., you get rewarded)
1 = a feeling (you feel sad, when you are proud)
0 = other

Item 2
3 = thinking ahead
2 = think about it or asking someone else
1 = trying it and seeing what happens
0 = other, some specific action

Item 3
1 = try it
0 = other

Item 4
1 = false
0 = true

V "Making Solutions Work" Points

Item 1
2 = no, but usually
1 = no
0 = yes

Item 2
1 = for each clear reason
(a) other person in a bad mood
(b) other person busy
(c) might work with one person but not another

Item 3
3 = think about others and try another
2 = think about others
1 = try another
0 = other

Item 4
2 = yes
0 = no
APPENDIX - 1.3

PRE-ADOLESCENT ADJUSTMENT SCALE (PAAS)

INSTRUCTION

Some sentences appear on the following pages along with which serial Nos. are also given. Read each sentence carefully. If the sentence is applicable to you, that is, if the occurs to you that the sentence is true for you, tick mark (✓) on the left side of that sentence. If the sentence is not applicable to you, do not write anything.

Name. ....................... Age ............ Class ...........

School ......................... Group - Boy/Girl

( ) 1. My parents get annoyed with me easily.
( ) 2. The school is a burden for me.
( ) 3. My neighbours are not good people.
( ) 4. My parents give me full freedom to play.
( ) 5. My teacher encourages me very much in my studies.
( ) 6. I do not want to make many friends.
( ) 7. My friends don't allow me to do my school work.
( ) 8. I don't get frightened in the presence of my teachers.
( ) 9. The teacher takes lot of work from us in the school.
( ) 10. I hesitate to speak before others in the class.
( ) 11. My friends in the school tease me.
( ) 12. My teacher listens to me.
( ) 13. My parents take care of my amusements.
( ) 14. I live very happily with my brothers and sisters at my house.
( ) 15. My parents interfere with me in every affair.
( ) 16. I feel inferior to others.
( ) 17. I am very happy in the company of the friends.
( ) 18. I am not friendly with my companions.
( ) 19. I want more holidays.
( ) 20. Very few friends help me.
( ) 21. I don't like my friends at all.
( ) 22. I go to school daily.
( ) 23. I don't feel hesitant in asking questions to the teachers.
( ) 24. We have got sufficient freedom in the class.
( ) 25. Everybody pays attention to whatever I say.
( ) 26. My teacher does not make me understand anything properly.
( ) 27. I shall be happy if my teacher is transferred.
( ) 28. The rules of the school seem to be senseless to me.
( ) 29. I do not get angry easily.
( ) 30. I like my parents very much.
( ) 31. My parents don't allow me to go out alone.
( ) 32. No body at home helps me in my school work.
( ) 33. I like to study very much.
( ) 34. I don't have the habit of quarrelling with others.
( ) 35. I don't like silly jokes.
( ) 36. Some of my friends are good.
( ) 37. I can't express myself properly.
( ) 38. I trust my friends.
( ) 39. I remember everything at home, but forget in the teacher's presence.
( ) 40. My teacher is very strict.
APPENDIX - 1.4

TRAIT ANXIETY SCALE (TAS)

INSTRUCTION

"A number of statements are given below. Read each statement carefully and tick (✓) mark to the response which suits you very much to indicate how you feel right now i.e., at this moment. None of the responses are right or wrong. Try to respond to all the statements at the earliest."

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Some Times</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I wish to be happy.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>2.</td>
<td>Nervous breakdown is a problem for me</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>3.</td>
<td>Even the minor things create a problem for me.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>4.</td>
<td>I am self confident.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>5.</td>
<td>My life is calmful.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>6.</td>
<td>I ponder about even on insignificant things.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>7.</td>
<td>I am anxious about the future.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>8.</td>
<td>I try to avoid facing a crisis or difficulty.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>9.</td>
<td>I am in ease even in hot group discussions.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>10.</td>
<td>I am worried over the possible misfortunes.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>11.</td>
<td>I worry over things that really doesn't matter.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>12.</td>
<td>I like to deal with tough problems.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>13.</td>
<td>I take disappointments so keenly that I can't put them out of mind.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>14.</td>
<td>I wish I should have been as lucky as others are.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>15.</td>
<td>I loose opportunities because I can't make up my mind at the instant.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>16.</td>
<td>I get in a state of tension when things going around are not of my interest.</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>
17. I do not bother of public talks.  
18. I feel that life is full of difficulties and one cannot overcome them.  
19. I am a steady person.  
20. At home I feel quite at ease.  
21. I do not feel boredom.  
22. I am aggressive.  
23. I am hesitant.  
24. I am violent.  
25. I am reluctant.  
26. I have to do such work which are not of my taste.  
27. I am afraid of gossip.  
28. I am afraid of criticism.  
29. I cannot sleep peacefully.  
30. I am afraid of travelling alone.  

<table>
<thead>
<tr>
<th>Name</th>
<th>..............................................................</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>..........................................................................................</td>
<td>18</td>
</tr>
<tr>
<td>Class</td>
<td>.......................................................... Section: .............................</td>
<td>19</td>
</tr>
<tr>
<td>Age</td>
<td>.......................................................... Group: Boy/Girl.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
</tr>
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<td></td>
<td></td>
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<td>28</td>
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<td></td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>
APPENDIX - 1.5

STATE ANXIETY SCALE (SAS)

INSTRUCTION

"A number of statements are given below. Read each statement carefully and tick (✓) mark to the response which suits you very much to indicate how you feel right now i.e. at this moment. None of the responses are right or wrong. Try to respond to all the statements at the earliest."

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel tenseful.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>2. I feel regretful.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>3. I am at ease.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>4. I feel upset.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>5. I am worried about possible failures.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>6. I feel perplexed.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>7. I feel anxious.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>8. I feel comfortable.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>9. I feel self confident.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>10. I feel nervous.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>11. I feel frightened.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>12. I feel joyful.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>13. I feel relaxed.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>14. I feel content.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>15. I feel excited.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>16. I feel embarrassed.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>17. I feel clam.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>18. I feel secure.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>19. I feel inferior.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>20. I feel exhausted.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>21. I feel pleasant.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>22. I am careful.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>23. I feel dizziness.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>24. I feel violent.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>25. I feel depressed.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>26. I feel reluctance.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>27. I feel emotionally upset.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>28. I feel loneliness.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>29. I feel aggression.</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>30. I feel hesitation.</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>

Name: ..........................................................
School: ....................................................
Class: ....................... Section: .................
Age: ................................. Group: Boy/Girl.
APPENDIX - 1.6

"WHAT I AM LIKE" SCALE

INSTRUCTIONS:

We are interested to know what each of you is like, what kind of a person you are like. For this, two sentences are given below for each item.

There is a sample question at the top marked (a) I'll read it out loud and you follow along with me. This question talks about two kinds of kids, and we want to know which kids are most like you.

1. So, what I want you to decide first is whether you are more like the kids on the left side who would rather play outdoors, or whether you are like some of the kids on the right side who would rather watch T.V. Don't mark anything yet, but first decide which kind of kid is most like you and go to that side of the sentence.

2. Now that you have decided which kind of kids are most like you, the second thing I want you to think about is decide whether that is only sort of true for you, or really true of you. If it's only sort of true, then put an X under sort of true in the first blank; if it's really true for you, then put an X under really true in the second blank.

3. For each sentence you only make one mark. Sometimes it will be on one side of the page, another time it will be on the other side of the page, but you can only check one blank for each sentence. You don't check both sides, just the one side most like you.

4. OK, that one was just for practice. Now we have some more sentences which I'm going to read out loud. For each, just check one side, the one that goes with what is true for you, what you are most like.

Name: _______________________________ Age: __________

Class: _______________ School: _______________ Group: Boy/Girl
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Sample Sentence</th>
<th>Really true for me</th>
<th>Sort of true for me</th>
<th>BUT</th>
<th>Really true for me</th>
<th>Sort of true for me</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Some kinds would rather play outdoors in their spare time</td>
<td></td>
<td></td>
<td>BUT</td>
<td>Other kids would rather watch T.V.</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Some kids feel that they are very good at their school work</td>
<td></td>
<td></td>
<td>BUT</td>
<td>Other kids worry about whether they can do the school work given to them</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Some kids find it hard to make friends</td>
<td></td>
<td></td>
<td>BUT</td>
<td>Other kids find it pretty easy to make friends</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Some kids do very well at all kinds of sports</td>
<td></td>
<td></td>
<td>BUT</td>
<td>Other kids don't feel they are very good in sports</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Some kids are happy with the way they look</td>
<td></td>
<td></td>
<td>BUT</td>
<td>Other kids are not happy with the way they look</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Some kids often do not like the way they behave</td>
<td></td>
<td></td>
<td>BUT</td>
<td>Other kids usually like the way they behave</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Some kids are often unhappy with themselves</td>
<td></td>
<td></td>
<td>BUT</td>
<td>Other kids are pretty pleased with themselves</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Some kids feel they are just as smart as other kids of their age</td>
<td></td>
<td></td>
<td>BUT</td>
<td>Other kids are not so sure and wonder if they are as smart</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Some kids have a lot of friends</td>
<td></td>
<td></td>
<td>BUT</td>
<td>Other kids don't have very many friends</td>
<td></td>
</tr>
<tr>
<td>Sl. No.</td>
<td>Really for me</td>
<td>Sort of true for me</td>
<td>Really for me</td>
<td>Sort of true for me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------------</td>
<td>---------------------</td>
<td>---------------</td>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Some kids wish they could be a lot better at sports</td>
<td>BUT Other kids feel they are good enough at sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>Some kids are happy with their height and weight</td>
<td>BUT Other kids wish their height or weight were different</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>Some kids usually do the right thing</td>
<td>BUT Other kids often don't do the right thing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>Some kids don't like the way they are living</td>
<td>BUT Other kids do like the way they are living</td>
<td></td>
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<td>13.</td>
<td></td>
<td>Some kids are pretty slow in finishing their school work</td>
<td>BUT Other kids can do their school work quickly</td>
<td></td>
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<tr>
<td>14.</td>
<td></td>
<td>Some kids would like to have a lot more friends</td>
<td>BUT Other kids have as many friends as they want</td>
<td></td>
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<tr>
<td>15.</td>
<td></td>
<td>Some kids think they could do well at just about any new sports activity they haven't tried before</td>
<td>BUT Other kids are afraid they might not do well at sports they haven't ever tried</td>
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<td>16.</td>
<td></td>
<td>Some kids wish their body was different</td>
<td>BUT Other kids like their body the way it is</td>
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<tr>
<td>17.</td>
<td></td>
<td>Some kids usually act the way they know they are expected to</td>
<td>BUT Other kids often don't act the way they are expected to</td>
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<td>18.</td>
<td></td>
<td>Some kids are happy with themselves as a person</td>
<td>BUT Other kids are often not happy with themselves</td>
<td></td>
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<tr>
<td>19.</td>
<td></td>
<td>Some kids often forget what they learn</td>
<td>BUT Other kids can remember things easily</td>
<td></td>
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<td></td>
<td>Really true for me</td>
<td>Sort of true for me</td>
<td>Really true for me</td>
<td>Sort of true for me</td>
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<tr>
<td>1</td>
<td>Some kids are always doing things in a company with other friends</td>
<td>BUT Other kids usually do things by themselves alone</td>
<td>BUT Other kids don't feel they can play as well</td>
<td></td>
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<tr>
<td>2</td>
<td>Some kids feel that they are better than others of their age at sports</td>
<td>BUT Other kids like their physical appearance the way it is</td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td>Some kids wish their physical appearance (how they look) was different</td>
<td>BUT Other kids usually don't do things that get them into trouble</td>
<td></td>
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<tr>
<td>4</td>
<td>Some kids usually get into trouble because of things they do</td>
<td>BUT Other kids often wish they were someone else</td>
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<tr>
<td>5</td>
<td>Some kids like the kind of person they are</td>
<td>BUT Other kids don't do well at their class work</td>
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<td></td>
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<tr>
<td>6</td>
<td>Some kids do very well at their class work</td>
<td>BUT Other kids feel that most people of their age do like them</td>
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<td>7</td>
<td>Some kids wish that more people of their age liked them</td>
<td>BUT Other kids usually play rather than just watch</td>
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<td>8</td>
<td>In games, sports some kids usually watch instead of play</td>
<td>BUT Other kids like their face and hair the way they are</td>
<td></td>
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<tr>
<td>9</td>
<td>Some kids wish something about their face or hair looked different</td>
<td>BUT Other kids never do things they know they shouldn't do</td>
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<td>Sl. No.</td>
<td>Really true for me</td>
<td>Sort of true for me</td>
<td>Really true for me</td>
<td>Sort of true for me</td>
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<td>30.</td>
<td>Some kids are very happy being the way they are</td>
<td>BUT Other kids wish they were different</td>
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<tr>
<td>31.</td>
<td>Some kids have difficulty in finding out the answers in class</td>
<td>BUT Other kids almost always can find the answers</td>
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<tr>
<td>32.</td>
<td>Some kids are popular with others of their age</td>
<td>BUT Other kids are not very popular</td>
<td></td>
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<tr>
<td>33.</td>
<td>Some kids don't do well at new outdoor games</td>
<td>BUT Other kids are good at new games right away</td>
<td></td>
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<tr>
<td>34.</td>
<td>Some kids think they are good looking</td>
<td>BUT Other kids think that they are not very good looking</td>
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<tr>
<td>35.</td>
<td>Some kids behave themselves very well</td>
<td>BUT Other kids often find it hard to behave themselves</td>
<td></td>
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<tr>
<td>36.</td>
<td>Some kids are not very happy with the way they do a lot of things</td>
<td>BUT Other kids think the way they do things is fine</td>
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APPENDIX - 1.7

AGG QUESTIONNAIRE

INSTRUCTION

There are certain situations described in this questionnaire. Read each situation carefully and think what would have been your response had you been present at the time of occurrence of that incidence.

Below each question there are possible answers also and you have to select the best appropriate response as it occurs to you for that particular occasion. You will indicate your response by marking a tick (✓) on the appropriate answers.

1. Rama once stole fifty paise from his father. When it was known at home.
   a. Mother did not care it, telling that it was a childish prank;
   b. His elder brother beat him;
   c. Father drove him out of home.
   Whose treatment of the situation, you feel, can be judged as good?

2. A boy was very mischievous. He would beat other boys of the locality always. They were angry, and held a meeting to punish him. Various suggestions were offered.
   a. Some told to threaten him;
   b. Some suggested to beat him to their satisfaction;
   c. Some others declared to kill him.
   Whose suggestion is better?

3. A cyclist by chance dashed against a boy on the road. When the boy shrieked and complained, a number of people nearby gathered there, as it happens in such circumstances.
   a. Some told that what has happened has happened, do not abuse the gentleman, leave him;
   b. Some insisted on beating him;
   c. Others suggested to hand over the cyclist to the police.

4. A fast running car occasioned the patches of water deposits on the road to fall upon the passers by. Naturally, they were irritated.
   a. Some muttered abuses at the driver;
   b. Some shouted threats at the driver and occupants;
   c. Some threw stones that resulted in damaging the glass panes of the car.
   Who, you feel did well.
A boy was caught red-handed when he was picking a pocket. A crowd gathered there:

a. Some men scolded the boy and suggested to leave him;
b. Some men suggested to beat the boy and then only leave him;
c. Some others suggested to hand over the boy to the police.
Which suggestion, in your opinion, is good?

6. A boy named Shyam did not pay any attention to his elders' advice, and roamed about in forbidden places. All of this relatives were vexed.

a. Mother just did not tell anything, pardoned him for his insolence;
b. Uncle gave him two hard slaps;
c. Father beat him with a stick.
Whose action, in your opinion, is good?

7. For some reason police stopped the march of a procession.

a. Some left the procession and went away;
b. Some threw stones at the police;
c. Some others clashed with police with knife and lathi.
Who did well?

8. A man's land was forcibly occupied by his rich neighbours. He sought advice as to what to do from his villagers.

a. Some advised to file a case;
b. Some advised him to beat the rich man;
c. Some others advised him to kill the man, and do away with it.
Who gave good advice?

9. A group of men were travelling without ticket in one compartment of the train. The TTI came into check.

a. Some of the group told to pay him the due charges;
b. Some told to bribe the TTI;
c. Some others told to push the TTI out of the train.
Who told right?

10. Once three beggars together entered a compound to beg. They were denied alms.

a. One of them whispered an abuse and left;
b. Another went away scolding loudly;
c. The last one picked up a stray utensil from the verandah and ran away with it.
Who did right?

11. It was found that some magistrates were not working properly. Higher authority sat to decide measures to punish them.
a. Some advised to fine them;
b. Some told to discharge them from service;
c. Some others opined to imprison them.
Whose opinion is preferable?

12. While a loose woman was passing on the street:

a. Some men gave her obscene signs;
b. Some men talked of her in obscene languages;
c. Some others passed her so closely as to collide with her.
Which one of these activities is good?

13. A number of big officers, Magistrates, Police, Legal authorities were found to be taking bribes. To punish them,

a. Some told to dismiss them from service;
b. Some spoke of imprisoning them;
c. Some preferred to hang them.
Which one would be the appropriate punishment?

14. A group of men broke and entered into a house. A policeman by chance came to the spot:

a. Some of the men told to submit themselves to the police;
b. Some told of bribing the police and get away;
c. Some others thought of attacking the police, as he was alone and get out of the scene.
Which one would be good?

15. A man persistently gave false witness against his villagers (in law courts). Villagers met to do something with him:

a. Some observed to oust him out of the village;
b. Some spoke of giving him a hard beating;
c. Some opined to kill him.
Whose opinion is good one?

16. A man did not get anything to eat for few days. He entered into a hotel, attempted to eat something forcibly. He was caught and brought before the Magistrate. After taking account of the case the Magistrate thought among the ways of action:

a. either to acquit him or;
b. to punish him with a nominal fine or;
c. to sentence him for few days.
Which one would be good?

Name: .........................................................

School: ..........................................................

Class: ................................. Section: .................

Date of Birth: ......................... Group: Boy/Girl
APPENDIX - 1.8

TEST BATTERY ON MORAL DEVELOPMENT

INSTRUCTION

Read the following episodes carefully. Every episode is followed by a few remarks about the behaviour of a child figuring in the situation and usually of your age. Tick the remark that you think proper in the separate answer sheet given to you.

EPISODE 1: The teacher gave Ram a home assignment. Ram did not do it as he spent his time playing a cricket match. When asked by the teacher, Ram was afraid that if he told the truth he would be punished. In order to escape that he told that teacher that he was busy with an urgent piece of domestic work.

REMARKS:

a. Ram told like that as he has to escape punishment.
b. Ram should not have told like that as he gave an excuse which was not correct.
c. Ram told like that as it is quite common for children to do so.

EPISODE 2: Shyam went to the market. A strong and well-built beggar approached him for alms. Shyam told the beggar: "If you carry this bundle for me, I will give you some money". The beggar refused to carry the bundle and said: "To carry this bundle is not my job. I will be satisfied if you give me a few paise without asking me to do any work". Shyam gave him some paise and left the place.

REMARK:

a. The beggar should not have refused to earn money by carrying the bundle as he was strong enough to do so.
b. The beggar did not carry the bundle as it was not his job.
c. The beggar refused to carry the bundle as it was unprofessional to do so.

EPISODE 3: Krishna unintentionally broke the glass-window-pane of his class-room. As there was none else in the room at that moment, it was rather difficult to detect the person who had broken the glass. The teacher caught hold of some students of the class and threatened to punish them. Krishna kept quiet so as to escape punishment.
REMARK

a. Krishna kept quiet as he thought that the teacher would fail to catch the glass-breaker and thus would not punish anybody.
b. Krishna kept quiet as it was unwise for him to involve into trouble by unnecessary disclosure.
c. Krishna should not have kept quiet as he had broken the window-pane.
d. Krishna should have owned his mistake when he saw innocent students being held responsible for the mischief and punished.

EPISODE 4: A poor friend of Govind designed an apparatus for the school-science exhibition. Govind purchased it from him and placed it in the exhibition in his own name. This apparatus got the first prize. The teachers praised Govind and everybody thought highly of him.

REMARKS:

a. There is no surprise in Govind managing to get a small prize through the use of his own money as it is quite normal for many rich people to manage to earn distinction for other's achievement through the use of their own money.
b. It was quite natural for Govind to accept the prize as he had paid for it.
c. Govind should not have accepted the prize as he had not designed the apparatus.
d. Govind should not have accepted the prize as thereby he pirated to himself the credit which should have really gone to the designer of the apparatus.

EPISODE 5: Ram and Shyam contested the election for class monitorship. Both of them had a common friend named Srinivas. Ram thought that Srinivas would vote for him and Shyam also thought the same. Srinivas was in a dilemma as to whom he should vote, for, both were his equally good friends. But he knew that Ram was a better candidate than Shyam and therefore he voted for Ram as voting was compulsory.

REMARKS:

a. Srinivas voted for Ram as he was a better candidate for class-monitorship.
b. Srinivas should not have voted for Ram as by doing so he wounded his friend Shyam's feelings.
c. Srinivas should have voted for the one who would spend more money on him.
EPISODE 6: Hari was going on a bicycle to a cinema. On his way he saw a halt-board. At that place and at that time there was vehicular and pedestrian traffic. Hari thought that if he were to follow the traffic instructions to the latter and halt at the halt-board, he would be late for the film. So he did not halt at the halt-board and somehow managed to extricate himself from the traffic.

REMARKS:

a. Hari was correct in not halting at the halt-board as he would be late for the film.
b. Hari should have halted at the halt-board as there was traffic and possibility of an accident.
c. Hari disregarded the traffic rules as it was common for people to do so in times of urgency.

EPISODE 7: The teacher wrote a letter of complaint against Gopal as he found him to be mischievous. He asked Gopal to show it to his father. Gopal did not do it as he was afraid that his father might become angry. After three days the teacher asked Gopal, "Did you show the letter to your father?" Gopal was afraid that if he told the real thing he might be punished. So he said: "Yes, Sir".

REMARKS:

a. Gopal was correct in cleverly escaping punishment from both his teacher and his father by telling like that.
b. Gopal told like that as it was necessary for him not to displease his father.
c. Gopal should not have told like that as he had not delivered the letter to his father.

EPISODE 8: Madhu and his friends were playing cricket in Madhu's house (compound). During the play the ball fell in Madhu's neighbour's compound. Madhu asked his neighbour's children to return the ball. They said that they had no knowledge of the ball, though they had picked it. But after a few days Madhu saw them playing with the same ball.

REMARKS:

a. Madhu's neighbour's children did not return the ball as it is common for people not to return something hit at them irresponsibility.
b. Madhu's neighbour's children should have returned the ball as it did not belong to them.
c. It was proper that Madhu's neighbour's children did not return the ball as it was hit into their compound.
EPISODE 9: Mohan was the son of a rich man. He was studying at a school where free books and food were given to some of the needy and indigent children. Wishing to take advantage of this Mohan also applied to the Head Master and received free books and free food.

REMARKS:

a. Mohan should not have done so as he was not poor and did not need the facilities.
b. Mohan should not have done so as he deprived another poor boy of the same facilities.
c. Mohan is correct in doing so as he wanted to save his money by receiving free food and free books.
d. Mohan is not to be blamed as there are many other rich boys who do like this.

EPISODE 10: Hari and his friends while going on a walk met a Chinese. The Chinese requested Hari to direct him to the nearest post office. Hari's friends advised him that he should not help the Chinese as his country had waged a war against their own country. But Hari rejected his friends' advice and helped the Chinese.

REMARKS:

a. Hari should not have helped the Chinese and thereby showed that he was a patriot.
b. Hari helped the Chinese as it was ordinary courtesy to help a man.
c. Hari should not have helped the Chinese on the advice of his friends.

e. Hari should have taken the advice of his friends.

EPISODE 11: Murthy's mathematics teacher was a very good teacher although strict in completion of home assignments. Murthy was always unable to complete the home assignments. The teacher used to scold Murthy for this. One day when Murthy met his Head Master, he was asked: "Do you have any grievances against any teacher?" Murthy replied: "Sir, the Mathematics teacher does not teach well. In fact he does not know how to teach".

REMARKS:

a. Murthy complained against the mathematics teacher because other students do the same thing against a strict teacher.
b. Murthy put the blame on the mathematics teacher which he really deserved.
c. Murthy should have told the Head Master that the mathematics teacher was a good teacher although strict.
EPISODE 12: Kannan attended a scout camp. Work in the camp was shared by every student. The practice in the camp was that if one of the students fell ill, his share of work was to be done by another campmate as chosen by the scout master. One day when he had completed his share of work, the scout master went up to him and asked him to complete his campmate's share of work who was sick. Kannan refused to complete his campmate's share of work.

REMARKS:

a. Kannan, should not have refused to complete his campmate's share of work as the latter was sick.
b. Kannan, as a member of the camp, should have obeyed the scout master's instructions.
c. Kannan did so as he had completed his share of work.

EPISODE 13: There was a tradition in Keshav's school. "On no occasion one should argue with the captain on the Sports ground". In one football match in which Keshav himself was a player, he felt that the captain's placement of the players in different positions of the field would cause his team to lose the match. Keshav wished to get a place of his liking by arguing with him and convincing him that his placement of the players was incorrect. So he argued with the captain.

REMARKS:

a) It was alright for Keshav to argue with the captain as it was his intention to get himself better placed in the field.
b) Keshav should not have argued with the captain as it was against tradition of the school.
c) Keshav, like other boys in the team, should not have argued with captain and merely obeyed the rule.

EPISODE 14: Ram invited Madhav to his house for dinner, and the latter agreed. On his way to Ram's house Madhav met two of his old friends. Madhav took them also to Ram's house to join in the dinner without seeking Ram's prior consent.

REMARKS:

a) Madhav acted in this manner as he could not have neglected his friends.
b) In taking his friends for dinner Madhav did not think of the inconvenience that would be caused to Ram and his people.
c) There was no harm in Madhav taking his own friends to Ram's house, for such a thing happens among friends.
EPISODE 15: Ganesh was going on a bicycle to a film. On his way he was caught by a policeman for going unintentionally, on the wrong side. The policeman offered to let him go if Ganesh would give him some money. Otherwise he would be taken to the police station. Ganesh had enough money with him at that time. But he refused to give money to the policeman.

REMARKS:

a) Ganesh should have given money to the policeman as it is the practice to do so in such unavoidable situations.
b) Ganesh should have given money to the policeman and avoided delay in going to the picture.
c) Ganesh is justified in refusing to give money to the policeman and deciding to follow him to the police station.

EPISODE 16: Mukund went to his friend's house on a bicycle. He kept his bicycle outside the house and went in. His friend's son Raju took the bicycle for a ride and did not return for an hour. Mukund was in a hurry to return.

REMARKS:

a. Raju carried away the bicycle as he wanted to enjoy a ride.
b. Raju did the same thing which is common for children to do.
c. Before taking away the bicycle, Raju should have thought of the inconvenience that would be caused to Ram.

EPISODE 17: Vasudev went to a shop to purchase an article. After the purchase, the shop-keeper gave Vasudev more money than he should have given in return (as change). Vasudev thought that the prices in this shop were slightly higher and thus the proprietor over-charged his customers. So Vasudev pocketed the extra money and walked away.

REMARKS:

a. Vasudev should not have taken advantage of the shop-keeper's error.
b. Vasudev did not return the extra-money as people think it to be foolish to part with what comes easily.
c. Vasudev did not return the extra-money as he wanted to punish the shop-keeper for over-charging his customers.

EPISODE 18: Mohan's class teacher instructed students to contribute some money to the Indian National Defence Fund. So Mohan approached his father and took some money from him to pay to the Defence Fund. While giving money his father instructed him that that money should be paid to the Defence Fund. But Mohan paid half the money to the Defence Fund and used the other half for seeing a film.
REMARKS:

a. Mohan did so as it is customary for children to do so.
b. Mohan should not have used the money for going to a film as his father had given it to him for a specific purpose which could not be disregarded.
c. Mohan spent half of the money on himself as his personal recreation and entertainment were important for his happiness.

EPISODE 19: Nagaraj knew that honesty is the best policy. He had even read a number of stories which confirmed that honesty is the best policy. But there was an occasion in his life when if he practised honesty he was going to lose a huge amount of money. Nagaraj preferred to acquire the money.

REMARKS:

a. It was alright for Nagaraj to prefer to acquire the huge amount of money as it would help him to lead a happy life.
b. Nagaraj should have refused to acquire the money as he knew that honesty is the best policy.
c. Nagaraj preferred to acquire the money as it is common for people to do so.

EPISODE 20: Murthy and his friends went on a picnic. There, Murthy's friends began to smoke and asked him to follow suit. Murthy was convinced that children of his age should not smoke. But his friends compelled him to smoke. So he was in a dilemma as to whether he should smoke or not. At last he decided not to smoke.

REMARKS:

a. Murthy was correct in refusing to smoke as it is considered bad for children in our country.
b. Murthy should have smoked so as to please his friends.
c. Murthy should have accepted to smoke and enjoyed it.

EPISODE 21: Gopal's class teacher instructed the students to do some social service deeds daily during the vacation and report to him about the same. Gopal was always playing during the vacation and thus failed to do it. But when the school reopened he submitted a report claiming that he had done a number of social service deeds.
REMARKS:

a. Gopal is correct in doing so as many children would do the same.
b. It was all right for Gopal to have done so to satisfy the teacher.
c. Gopal should not have done like that as he had not done any social service as reported by him.

EPISODE 22: A majority of the students of Madhav’s class decided to absent themselves from the class of a teacher who was very strict in collecting home assignments. A small minority who were punctual in submitting the home-assignments disliked and opposed the decision. The leader of the majority-group happened to be the monitor of the class. In order to gain the good-will of the monitor Madhav joined the majority-group, though he was himself punctual in submitting home-assignments.

REMARKS:

a. What Madhav did was correct as by doing so he would gain the good-will of the monitor and the affection of the majority-group.
b. Madhav did so as it is common for people to join the majority-group.
c. It was unjust for Madhav to join the majority-group.

EPISODE 23: Govind borrowed a book from one of his acquaintances. This book was out of stock and a valuable one. The acquaintance from whom Govind borrowed the book forgot that he had lent the book to Govind and told him that he lost the book. Govind kept quiet so that he might quietly retain the book.

REMARKS:

a. Govind was correct in doing so as this book was valuable and out of stock.
b. Govind should have confessed having the book with him as it did not belong to him.
c. Govind kept quiet as nobody would like to lose a valuable book.

EPISODE 24: Bharatha had prepared well for a question in the examination. Out of nervousness he forgot the answer while taking the examination. He decided for himself; "It is not bad for me to copy the answer from my neighbour". He copied the answer from his neighbour.
REMARKS:

a. Bharatha copied the answer as it is common for children to do so.
b. Bharatha copied the answer as he had forgotten the answer temporarily.
c. Bharatha should not have copied as thereby he violated the rules of the examination.

EPISODE 25: A rich businessman was going on foot from his town to a nearby village. On his way he was chased by four thieves. Sensing that he would be robbed, he began to run about and incidentally met a stranger. The businessman told the stranger that he would hide himself in the stranger's hut, which was nearby, as he was being chased by four thieves. He even requested the stranger not to tell the thieves of his hiding there. Even before he got a reply from the stranger, the businessman hid himself in the hut. After a few minutes the four thieves came there and asked the stranger: "If you are really honest, tell where the businessman is hiding". The stranger showed a wrong way which he said the businessman had followed.

REMARKS:

a. The stranger should have told the thieves where the businessman was hiding.
b. The stranger should not have misled the thieves.
c. The stranger should have told the thieves where he had given protection to the businessman and challenged that they would not be allowed to touch him as long as he lived.
d. The stranger is correct in misleading the thieves.

EPISODE 26: There was a shepherd boy in a certain village. He was looking after the sheep of all the people of the village. One day, he wanted to draw the attention of the villagers to him. So he began shouting "Lion, Lion". All the villagers came running fully armed to kill the lion and save the sheep. But they did not find any lion. They went back to their respective places of work. The shepherd laughed at them. He repeated this act for four more days. On the sixth day, a lion really came there. This time also the shepherd shouted "Lion, Lion". The villagers did not come thinking that he was playing with them. The lion wounded the shepherd severely and took away some of the sheep.

REMARKS:

a. The boy should not have desired fun by fooling the people of the village.
b. The boy was correct in deriving fun by fooling the people of village.
c. People will lose faith in our words if we fool them.
EPISODE 27: Long long ago there lived a king named Harishchandra. As fate would have it, he lost his kingdom and became a very poor man. In order to maintain himself he joined as a grave-warden in a grave-yard. The owner of the grave-yard had left instructions with Harishchandra that he should collect a prescribed fee for every corpse either buried or cremated there. One day Harishchandra's son, Rohitashwa, died of a snake-bite. So his wife brought Rohitashwa to the graveyard to cremate him. She did not have money to pay, the grave-warden who was her own husband. Neither did Harishchandra have any money. So Harishchandra refused to get his son cremated without being paid the fee.

REMARKS:

a. Harishchandra should not have been unfair and unjust to his wife who did not have the means to pay.
b. Harishchandra was unnecessarily strict and rigid about a small thing.
c. Harishchandra was correct in performing his duties as enjoined upon him without any discrimination.
d. Harishchandra was unsurpassable in his adherence to truth and honesty.

EPISODE 28: There lived a king named Shibi in the city of Ayodhya. Once when he was sitting in his garden a pigeon came flying to him being chased by an eagle. The eagle came after the pigeon and asked the king to leave his prey. But the pigeon requested the king not to give him away to the eagle as he would be killed. So the king told the eagle that he would give the eagle an equivalent weight of meat for the pigeon. The eagle refused to take meat but told the king that it would accept an equivalent weight of the king's flesh taken out from his right thigh. The king consented to do so. He gave the eagle an equivalent weight of his own flesh for the pigeon and saved it.

REMARKS:

a. The king should not have given his own flesh for an ordinary pigeon.
b. The king provides the best example for charity in giving his own flesh for rescuing the pigeon.
c. The king should have shot the eagle and rescued the pigeon.

EPISODE 29: Once there lived a king in the city of Ujjain. There were four thieves in his jail. One day the king went to the jail to see the thieves. There the king asked the first thief as to why he was arrested. He replied that the police officials arrested him on false charges. The king put the same question to the second thief. He replied that he was mistaken for another
individual and was arrested. The king asked the third thief the same question. He replied that he was arrested as he had a strained relation with the police officer. The king put the same question to the fourth thief. He said that he was arrested as he has robbed somebody out of poverty.

REMARKS:

a. The king should have praised the intelligence of the first three thieves as they defend themselves by giving convincing reasons.

b. The fourth thief was honest. So he should be released from jail.

c. The fourth thief was foolish as he did not defend himself as all the others did.

EPISODE 30: A poor man had a wife, a grown-up son, Ramu, and three younger children. He worked hard to maintain the family. But accidentally he fell ill and passed away. There was nobody to look after the family. It was very difficult for the mother to support herself and her children. Ramu did not like to work though he had the sufficient skill and strength to work. Instead he thought that he was a burden on the family and decided to run away. One night he left the house without telling anybody and did not return.

REMARKS:

a. Ramu did a good thing in leaving the family as he thought that he would be a burden on the family.

b. Ramu should have stayed at home, worked hard, and tried to help the family.

c. Ramu should have told his mother that he would be leaving the house.

EPISODE 31: Once there lived an orthodox man. He wanted to perform a puja on a grand scale. He liked to treat all his relatives and friends sumptuously, and as such invited all of them. He made the necessary preparations for the celebration of the puja. Everything went smoothly according to his wish. When he had finished performing the puja and treated all his relatives and friends, he saw an old and feeble beggar standing at his doors and begging alms. He got enraged at the sight of the beggar who was unclean. The orthodox man thought that beggars should not go to houses on such auspicious occasions. So he got the beggar seized by the neck and sent him out.
REMARKS:

a. The orthodox man was correct in sending out the beggar as his unclean appearance adversely affected the auspiciousness of the occasion.

b. The orthodox man should not have got the beggar seized by the neck and sent out. He should have made the beggar go out by himself by explaining to him the situation.

c. The orthodox man should have invited the beggar and fed him as he was also a man.

EPISODE 32: Once a school Inspector went to the school where Gandhi as a boy was studying. He wanted to test the students. So he wrote a problem on the black-board and asked the students to work it out. Gandhi did not know how to solve the problem. So he kept quiet. Some of the other students who too did not know how to work out the problem copied the solution from the other students who had worked it. The inspector saw Gandhi's note-book. As Gandhi had not solved the problem the Inspector passed some bad remarks on the teacher saying that he had not taught the students properly.

REMARKS:

a. Gandhi was correct in not copying answer.

b. Gandhi should not have hesitated to copy the answer as so many boys did like that. (By his action he has led the Inspector to blame the teacher).

c. Gandhi should have told a lie to the Inspector that he was absent when similar problems were worked out in the class by the teacher.

EPISODE 33: There lived a boy who was very generous. He had many friends. He used to invite his friends to his house and feed them. One day he met two strangers in his school and made friendships with them. He even invited them to his house for dining with him the next day. In the evening he went to a film and totally forgot to tell his mother that he had invited two of his friends to his house for dinner. So his mother did not prepare extra-food for those two people. When the friends came for the dinner Ramu remembered that he had invited the day before. He told them that he was sorry for the happening and they went home.

REMARKS:

a. Ramu should not be blamed for forgetting to inform his mother about his invitation as forgetting is common among people.
b. Ramu's conduct is an irresponsible one as it caused inconvenience to his friends.

c. Ramu's mother should have anticipated some guests and cooked extra food for them.

EPISODE 34: There lived a cow in a village. The cow had a calf. Every day the cow used to leave the calf in the shed and go with her friends to the grassfields to graze. One evening when she was returning from the grassfields a hungry lion saw the cow and decided to have her as his prey. But the cow told the lion that he should spare her for a few minutes within which time she would go her house, feed the calf and return. The lion at first refused to leave the cow saying that she would not return if she were to be left free. But the cow assured the lion that she would certainly return after having a last meeting with her child. So the lion left the cow free for a short interval of time. The cow went to her shed, fed the calf, advised her that she would go as a prey to the lion. The calf did not agree to send her mother. But rejecting the calf's plea the cow went to the lion as his prey.

REMARKS:

a. The cow should not have gone back to become the lion's prey as it would be a great loss to the calf.

b. It is foolish on the part of the cow to keep promise with a wild animal.

c. The cow is a model of behaviour in keeping up promises.
### TEST BATTERY ON MORAL DEVELOPMENT

#### ANSWER SHEET

Name: ____________________________

Age: ________________

Class: ___________ School: ________________

Grop - Boy/Girl

Encircle the remark that you think is proper for each episode:

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xxix
APPENDIX - 1.9

SOCIAL PROBLEM SOLVING SKILLS QUESTIONNAIRE

INSTRUCTION:

Some situations are given below. Imagine you are involved in this situation and answer the following questions in as many different ways as possible (Give at least three answers for each question). Do not consult others. Do not show your answer to others. Do not repeat the same statements for all the questions.

Problem 1: A classmate of your's keep on disturbing you on account of which you are not able to complete the sum given in the class:

a. What are the three ways this problem could be solved?
   1. 
   2. 
   3. 

b. Suppose you tell your classmate to talk to you after the class. What might happen.
   1. 
   2. 
   3. 

C. How do you ask your classmate to help you complete the sum.
   1. 
   2. 
   3. 
   4. 

d. Suppose you ask your friend to help you complete the sum and he does not know how to do it and is not interested in completing the sum. What do you do?
   1. 
   2. 
   3. 
   4. 

E. Suppose you ask your classmate to help you complete the sum. How could this problem be solved if he continues to disturb you?
   1. 
   2. 
   3. 
   4.
Problem 2: Your parents are often busy and tired and do not have enough time for you.

a. What are the three ways in which you make your parents find time for you.

1. 
2. 
3. 

b. Suppose you tell your parents to spend some time with you. What might happen?

1. 
2. 
3. 

C. How do you plan to tell your parents that you need their time?

1. 
2. 
3. 
4. 

d. Suppose you try to talk to your parents and they get busy, how could this problem of making them find time for you be solved.

1. 
2. 
3. 
4. 

e. Suppose your parents promise to spend some time with you, how do you make them keep up their promise?

1. 
2. 
3. 
4.
Problem 3: You do not understand something in the lesson that is being taught by your teacher.

a. What are the three ways this problem could be solved?
   1. 
   2. 
   3. 

b. What might happen if you request your teacher to simplify the lesson with an example.
   1. 
   2. 
   3. 

Suppose you decide to study hard with the help of your teacher, how do you plan?
   1. 
   2. 
   3. 
   4. 

d. Suppose you want to study hard and request the teacher for reading material. The teacher asks you to find it on your own, What will you do?
   1. 
   2. 
   3. 
   4. 

e. Suppose you decide to take help from your teacher who is always busy, how could this problem be solved?
   1. 
   2. 
   3. 
   4.
Problem 4: Your brother/sister refuses to obey you when you ask them to keep quiet during your study hour.

a. What are the three ways this problem could be solved?
1.
2.
3.

b. What might happen if you request parents not to let your brother/sister disturb you?
1.
2.
3.

C. Suppose you decide the best solution is to give your brother/sister some activity, how do you plan?
1.
2.
3.
4.

d. Suppose your brother/sister fails to show any interest in the activities you suggest, how could this problem be solved?
1.
2.
3.
4.

e. Suppose you tell your brother/sister to talk, after you finish your studies and he/she refuses to listen. How could this problem be solved?
1.
2.
3.
4.

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School: _________________________ Class: _________ Group: Boy/Girl
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Mean Score of boys and girls at different levels of SPSS on the selected variables with F ratios
Contd. Table 4.7 Mean Score for the two grade sat different levels of SPSS on the Selected Variables with F ratios

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XXXV
APPENDIX - 2.3

Contd. Table 4.8 Mean score for birth order at different levels of SPSS on the selected variables with F ratios

| Sl Varie- | First Born | Second Born | Last Born | Only Child |
| No Bles | L | H | H | TOT | L | H | H | TOT | L | H | H | TOT | L | H | H | TOT |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1 | MRE | 61.07 | 57.98 | 66.02 | 61.44 | 56.16 | 60.12 | 62.57 | 58.96 | 62.87 | 56.53 | 64.88 | 61.92 | 68.5 | 61.18 | 74.14 | 66.79 |
| 5 | PATOT | 71.09 | 67.94 | 68.57 | 69.16 | 68.64 | 70.77 | 66.57 | 66.77 | 67.61 | 67.59 | 70.64 | 66.84 | 69.5 | 72.81 | 72.29 | 71.88 |
| 6 | AGG | 24.4 | 22.92 | 24.76 | 23.96 | 23.64 | 24.12 | 25.79 | 24.32 | 24.45 | 24.03 | 23.02 | 23.75 | 25.67 | 23.18 | 24.00 | 24.04 |
| 7 | TASP | 36.02 | 36.84 | 33.93 | 35.69 | 36.92 | 37.35 | 36.64 | 36.98 | 36.76 | 37.09 | 36.84 | 36.89 | 34.33 | 33.46 | 34.14 | 33.88 |
| 8 | TASN | 15.78 | 14.86 | 15.52 | 15.36 | 15.44 | 15.24 | 15.21 | 15.32 | 14.5 | 14.91 | 15.16 | 14.89 | 16.33 | 15.18 | 14.43 | 15.25 |
| 9 | SASP | 37.49 | 38.43 | 37.35 | 37.80 | 37.84 | 37.65 | 37.43 | 37.68 | 37.47 | 37.12 | 38.28 | 37.71 | 34.67 | 33.18 | 38.29 | 35.04 |
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NOTICE

A leadership training program for children will be held for two months, twice a week on Tuesdays and Thursdays, between 10 a.m. and 12 noon, starting from 14th April 1992 in the school premises at Jayanagar, Bangalore.

Kindly indicate your acceptance to enroll your son/daughter by sending the following slip duly signed on or before 8th April 1992. The program does not involve any fees.

Sd/-
Principal

LETTER OF ACCEPTANCE

I hereby agree to send my son/daughter ____________, studying at ______________ for the leadership training program.

Signature of the parent

xxxxii
APPENDIX - 4

INTRODUCTION PROGRAMME

The main aim of the intervention programme was to know whether this programme helped the Indian children pave the way for enhancing SPSS. The Social Social - Problem Skills training by Maurice, J. Elias and John, F. Clabby was adapted for the present study. The training was given in 12 sessions of two hour duration each. Some of the features of these sessions were as follows:

1. Each member was made to participate in the group activities and communicate his reactions to group members.

2. Each member evaluated and appreciated the contribution of self and others in carrying out the assigned activities.

3. Each member recognised the improvement of self and others.

4. At the end of each session small rewards were given to a member for improvement in the performance on the basis of the group's opinion.

5. While writing assignments, members were instructed not to copy and not permit others to copy.

6. In the beginning of every session the home assignments of the previous session were taken up for discussion.

7. Since forgetting and confusion interfere with learning, the activities were designed to reflect four 'R's that can increase retention Viz. review, repetition, reminders and reinforcement.

i) Review - Every session included a review of group discussion and what occurred in the previous session.

ii) Repetition - Youngsters in elementary grades benefit from repetition through different modalities (speaking, reading words, pantomiming, singing, whispering) and from different sources (group leader, aide, peer).

iii) Reminders - To the extent to which they are reminded by others, to use their new skills, they are likely to find them salient and worth remembering and developing further. (posters and asking for getting help).
iv) **Reinforcement** - In the absence of incentives and feedback, proper skill learning is unlikely to occur. Hence when children attempt to use their skills such attempts should be reinforced with praise or tangible reinforcers.

4.1 **SESSION ONE** : **INTRODUCTION**

**Objective** : To introduce children to SPSS classes. Make children know each other and make them share their experience through group participation.

**Techniques** : Instruction, knowing game and sharing circle. Participation in group activities by taking turns.

**Supplies** : Chalk, black board, notebook, Pencil and Stop watch.

**Concepts taught** : Rules of the game, sharing an experience.

**Procedure** : Subjects were seated in a circle so as to enable them to see each other. They were informed about the purpose and the need for the course. Their attention was drawn to the rules of the class to which each one should adhere to. The rules were as follows.

1. Listen and Pay attention.
2. Raise the hand if you want to speak.
3. One person speaks at a time. Others listen and will not interrupt.
4. Every one must speak during their turn, there is no right or wrong answer.
5. 'Out of bounds' behaviour will be punished with time out.

These instructions were followed by a knowing game. Children were instructed to form pairs with someone they do not know well. For 10 minutes, interview each other, collect relevant information about his/her name, class, interests, hobbies, aspiration and what type of a person he/she is. This information would be organized to introduce the partner for a minute.

After, all the children had their turn of introduction they were instructed to form a sharing circle. Each child by turn was required to tell the group his/her name and share one of their experience. It might be something sad or happy that happened to them. Others can ask questions and comment by following the rules of the class.
Discussion: The group discuss on the following aspects for about 15 minutes:

1) How they felt when interviewing the partner and introducing them or when being introduced.
2) Given a chance again the improvements they will make in the introduction.
3) How they felt about sharing and listening to others experiences.
4) Their feeling towards the group in the beginning of the session and at the end.
5) Which is the best introduction and sharing - Why?

Assignment: Children were asked to show genuine interest in people they meet and initiate a conversation whenever they can.

4.2 SESSION TWO: READINESS SKILLS

Objective: To help children (a) relax (b) listen carefully and accurately and c) to remember and follow direction.

Techniques: Relaxation, Listening game, group game for following direction and memory game.

Supplies: Note-book, pencil, stop-watch, list of words. (Some common items like clip, ribbon, twig, etc. (10 in No.))

Concepts: Relaxation, Listening, Remembering.

Procedure: (a) Relaxation - Relaxation was described to subjects as a state in which all the parts of the body are free from pressure, pain and tension, a state in which fear and anxiety is reduced. After relaxation one can feel fresh and do things better.

A group exercise of "standing centered was used in view of the limited space and facilities available in a room. Children were asked to stand in a semi-circle two feet away from each other and were instructed as follows. "Keep your two feet little apart, let your hands down in a relaxed position, slowly relax your eyes and close them. Unlock your knees and relax your legs. Let your body rock from side to side, shifting your weight from one side to the other, keep rocking slower and slower until you find a comfortable position". Pause until everyone is still.
"Now slowly rock your body from front to back - keep rocking slowly till you find a comfortable position, feel the whole body relaxed, relax every part of your body starting from the top of your head to the feet".

Each of the following statements are repeated twice with a pause of 10 seconds:

"All the heaviness, pain and pressure from your head is flowing down, your head is light and relaxed".

"All the heaviness, pain and pressure from your forehead is flowing down. Your head is light and relaxed".

"All the heaviness, pain and pressure from your eyes is flowing down. Your eyes are cool and relaxed".

"All the heaviness, pain and pressure from your cheeks is flowing down. Your cheeks are relaxed".

"All the heaviness, pain and pressure from the whole face is flowing down. Your face is calm and relaxed".

"All the heaviness, pain and pressure from your neck is going down. Your neck is relaxed".

"All the heaviness, pain and pressure from your shoulders is going down. Your shoulders are light and relaxed".

"All the heaviness, pain and pressure from your chest and arms is going down. Your chest and arms are light and relaxed".

"All the heaviness, pain and pressure from your stomach and hands is going down. Your stomach is light and relaxed. Your hands are light and relaxed".

"All the heaviness, pain and pressure from your back is going down. Your back is straight and relaxed".

"All the pressure, pain and heaviness from the tummy and hips is going down. Your tummy and hips are relaxed".

"All the heaviness, pain and pressure from your thighs is going down. Your thighs are relaxed".

"All the heaviness, pain and pressure from your knees and legs is going down. Your knees and legs are relaxed".
"All the heaviness, pain and pressure from your feet is going down. Your feet are relaxed."

"Your whole body is relaxed. You feel light and relaxed."

"Enjoy the feeling of being perfectly balanced and relaxed" (Pause of 30 seconds).

"Slowly open your eyes and feel relaxed."

Children were asked to open their eyes slowly and then to go back to their seats. They were invited to report how they felt during the exercise and after that the statements were dictated to the children for self-instruction. Children were allowed to practice relaxation again by mentally repeating the statements.

b) Listening game: This game was designed to make children learn to listen carefully and accurately and to demonstrate the errors we make in a simple situation like listening to a list of words. The children are instructed as follows, "Good friends are not easy to make or to keep. Tell me whether you think it is more important to be a good talker or a good listener when trying to make friends with someone. Do you remember how you feel when you are not listened to?"

Each child reports to the group how he/she felt when not listened to.

Children were further instructed as follows, "I will read out a list of words. Clap only when you hear the word "cow". The word list for learning to listen exercise is: cart, sheep, cow, cup, pig, crow, cow, sheep, cart, cup, crow, cup, pig, cow, crow, cart, sheep, pig, cart, crow pig, crow, cup, cow, pig, sheep. Words were read at one word per second. The performance errors (clap on another word) and the non-performance errors (no clap on cow) were noted down.

Before the exercises began the subjects were instructed to stand straight and face their observer (listening position). They should concentrate, not interrupt or let anything distract them. The children were also instructed to ask questions if they do not understand what is said or if more information is wanted about who, what, where or when, after the speaker had finished.
With these instructions, children were made to stand in two rows facing each other. Members in the first row were identified as observers who watched the errors of the children in the second row who were the performers. After each trial the roles were exchanged and the game was continued for 20 minutes.

c) Remember and Follow Directions: Exercises to remember and follow directions were given. Each child was assigned a number. Child 1 was given one instruction to follow: (Go to the door) child 2 was given two instructions ("Stand up and put your hand on your nose").

The children assigned 3, 4, 5 and so on were given the appropriate number of instructions. A six step sequence were as follows:

1) Go to the window cell
2) Pick up the green book
3) Put it on Karthik's desk
4) Put Supriya's chair by the door
5) Get a pen from my desk
6) Sit down in your seat

Each child would remain in position while others complete.

The children was asked to list the reasons why they go wrong while listening and following instructions. The factors of wrong expectations, hurry, anxiety, excitement or getting emotional, blindly following others, etc. are added to the list. Then children identify the good and poor listeners in the group on the basis of the number of mistakes each one had made.

The children were also suggested to share their difficulties and things they do with others so that it helps them to listen carefully and accurately.

A discussion on these exercises followed. These activities were diagnostic for the leader and enjoyable to the children. They provided a vehicle for helping children to identify and improve their memory strategies. The direction following involved auditory, visual, memory and self-control skills.
Assignment: The children were informed to do the relaxation exercise after a wash in the evening. They are told that the exercise would help them to concentrate, understand and remember their lessons. Also they were asked to make a list of all the situations in which they are likely to go wrong in listening, following instructions and in remembering. They were also required to describe the reasons for such errors.

4.3 SESSION THREE: SELF-CONTROL

Objectives:

1) To help children instruct themselves for better memory.
2) To teach children self-control skills, with self-instruction when they are or in about to be in a stressful or trigger situation.

Techniques: (1) Shifting Figures and (2) Keep Calm Technique

Supplies: Note book, pencil, two complicated geometric figures.


Procedure: 1) Shifting Figures. The subjects reviewed some of the characteristics of being a good listener which is a prerequisite to remember and think about what was said. The class was divided into 2 groups. One child in each group was shown a complicated geometric design for 30 seconds and asked to reproduce it from memory on a sheet of paper and show it to the next child for 30 seconds, all the children in the group did the same thing until each had a turn.

In another exercise 5 or 6 common items were displayed on a table for 30 seconds and later covered after the children took a look at the items. After 5 to 10 seconds the children were asked to write down as many names of the item as they can recall. This exercise were repeated with increasing number of items (upto 9). The children were asked how they remembered the items.

2) Keep Calm Technique - The children were introduced to the concept of Feeling Fingerprints and Keep Calm procedures to solve problems. The subjects were informed as follows, 'Every one at one time or another finds himself or herself involved in a conflict or problem situation that needs to be
solved. This is especially true in school where there are many other students whom they come in contact with every day. These exercises help you to Stay Calm and to keep your Self-control when you first get involved in a conflict or problem.

The children were asked what it means to use self-control and the different ways in which they show Self-control or something that they do to gain or keep self-control. They were informed about feelings and control of feelings as follows: "Our bodies send us signals when we are about to lose our self-control. These signals are signs of upset feelings and everyone has them, they are called Feelings Fingerprints. There are fingerprints because each one of us feel it in our own way all through the life".

"Feelings Fingerprints are how our bodies tell us that we are feeling stress. Some people get headaches, some have a nervous stomach or a stiff neck or sweaty palms". They are the physiological signs of arousal and distress that usually precede a loss of self-control.

The children were asked to share their Feelings Fingerprints. Children were told that Feeling Fingerprints warn us that we are in a tough situation and that we should try to use our self-control and calm down before trying to solve the problems. Children were asked to recall when they felt upset or about to lose self-control and how they felt at such times (Finger Fingerprints).

Children were further informed that "Everyone at sometime or another find themselves in a problem situation that needs to be solved. These can be problems with parents, teachers, brothers, sisters or friends. Sometimes we jump right into trying to solve the problem before we are ready. This is like going on vacation without packing a suitcase.

Keep calm is something that will help you get ready to solve problems. There are 4 things to remember. They are 1) Say the word "STOP". 2) Say, "CALM DOWN" 3) Take a deep breath through your nose while you count to 5, hold it while you count to 2, then breathe out while you count to 5. 4) Keep doing these things until you feel calm.
The exercise was repeated in 3 stages.

1. Repetition of the Keep Calm steps loudly and using each one individually when prompted;
2. Repetition of Keep Calm in a whisper and using the entire procedure when prompted.
3. Silent Repetition of Keep Calm when prompted, with instruction to use it when faced with a problem or strong upset feelings.

Discussion: 1) The last rendition in each group was compared to the original. The similarities and differences were noted. Each child was asked how he tried to remember what was seen. The ways to remember what one sees was discussed. Some of the helpful cues given to the children were as follows:

a) Describe it to yourself - What is it? What is its shapes, colour and size?
b) Notice its location - What is it next to? Above? Below?

2) The children were prompted and reminded to use Keep Calm in salient everyday situations such as when moving from class to class, when teased at recess, before a test, before an important meeting, when they are upset at home or in performance situations such as reading aloud, being in front of the class, when called on by teacher, showing one's work in music or art or during sports activity. Where Keep Calm may be used was discussed and reinforced for future use of Keep Calm regularly. Students were helped to use keep calm for actual or possible trigger situations.

Assignment: The children were asked to write down times when they tried to use Keep Calm or recognised that if they or their friends were to use keep calm it would have been helpful.

4.4 SESSION FOUR: SELF-CONTROL - VENT

Objective: To help children learn assertive behaviour and conversation skill, which exerts a subtle influence on individuals with whom one interacts.

Technique: VENT

Supplies: Note Book - pencils
Concepts taught: Starting a conversation and keeping it going, and the concept of VENT.

Procedure: The session began with a sharing circle where each child spoke about his assignments and review of Keep Calm. The children were encouraged for careful listening and Paying Attention.

The subjects were asked what a conversation is, its meaning and examples. The following procedure was introduced to make a good conversation.

1. Face and person
2. Greet the person by name
3. Use VENT: Speak in a calm voice. Look at the person in the eye. Use nice language (no bad words) and Stand tall with good posture.
4. Talk about something you have in common.
5. Ask a question about what the person is doing or going to do.
6. Answer any question that the person ask.
7. Keep listening carefully *
8. End the conversation by telling the person why you are ending it and say good bye.

A model conversation was created between two students while others observed. This procedure was repeated with pairs of students.

Discussion: Based on what was done correctly and what could have been improved, they were asked the following questions: "Did you use VENT? What parts? How well did you do it? How else could you do it next time?"

This helped children to self-monitor and to improve self-control in both verbal and non-verbal behaviours. VENT skills become a form of "anti-provocation" training for youngsters (e.g. use of insults, whining on challenging voice, poor eye contact and slouched posture which annoys others).

The children were also provided with specific verbal strategies for responding to teasing and for appropriate assertive behaviour. The children were instructed thus, "which faced with persistent teasing you follow the sequence," 1. First, ignore them 2. Second, say "Please Stop" 3. Third, say "Please stop, what you are doing is bothering me." 4. Fourth, say "If you don't stop, I am going to tell the teacher (aide, bus driver) what
you are doing." 5. Fifth, "tell the teacher on duty and use VENT as you tell what happened." 

Assignment: Children were told to apply VENT and report what happened.

4.5 SESSION FIVE: ROLE-PLAY

Objective: To enable children to successfully handle interpersonal situations.

Technique: Pantomiming, role play: inanimate and interpersonal situations.

Supplies: Note book, pencil

Concepts Taught: Empathy and role play.

Information Input: Empathy is getting to know and share the feelings of another person. Children must be able to take the perspective of other persons involved to successfully handle interpersonal situations. Role playing is useful for improving children's social awareness and for practising how to cope with problems. Role playing provides an opportunity for children to practice and receive feedback on many of the readiness skills.

Insight is gained into working of empathy. It is a process through which we arrive at expectations and anticipation of the internal psychological states of others. We come to know of other's expectations and feelings because they express them in the same way as we do. We understand others through our experiences. Empathy is important in interpersonal relationship. Communication tends to be better when we empathize with others.

Pantomimes is one way of easing children. A role is whispered to the child and he or she has to play the part eg. a person is shopping, a person is reading a book, someone is eating dinner, etc. Others guess what is being pantomimed. Simple ways of understanding what the other person does or feels is pantomime.

Procedure: 1) Inanimate role play: This activity was used to help children identify with and become an object i.e. a first step in empathising. The children sat in a circle and the stage was set by telling the children that 'Each of you is a page in a note-book.'
The character was built by asking the following questions.

(a) "Is anything written on you? How does it feel?
(b) What would you most like to have written on you?
(c) How does it feel to be left on the desk at the end of the day?
(d) What do people do that bothers you the most? Children were asked to answer these questions by turn.

ii) Interpersonal role play: The principles of role play were explained to the children. In addition to the above questions (a-d), it was explained to them that these things are not only problems for note-books, but they are also problems for people and how they feel about these problems.

Exercise: A problem was selected eg. being written on. One will be a writer and one will be the table and others watch. The role players were briefly told about their parts. As one child begins to write, the other child who is the table can look angry and say, "What did you do that for?" The others in the class were asked to watch and note how each role player looked, sounded, felt and so forth on the basis of VENT skills.

In the advanced role play topic, in addition to the desk role play, the following were used. The stage was set by instructing the children that each of them is a table in the lunch room. The character was built by asking the following questions.

(a) What is being eaten on you?
(b) How would you feel if cold fruit juice spilled on you?
(c) What kinds of shoes, slippers and things do you most like to look at?
(d) What do people do to you, that bothers you the most?

iii) Interpersonal role play: Here the feelings-oriented role play were conducted. A goal was selected for the target child, who volunteered to take a role eg. getting even with someone. The others were asked as to what some of the ways are to reach that goal. Then two ways were selected and two children role played. The others watch and report on the way in which each was carried, how effective it seemed to be and so forth. The action was rehearsed and feedback provided to the action. The others comment on what they observed.
Discussions: The reactions of children to the feedback provided to them and the benefits of role play were discussed.

Assignment: Children were required to put themselves in the place of their parents, teachers and one of their classmates and write down what they would have done in the course of a day taking these roles.

4.6 SESSION SIX: MAKING THE GROUP A PROBLEM SOLVING TEAM

Objectives: To enable children understand their social problems and help each other in the process of solving them.

Technique: Instructions, identifying care giver.

Supplies: Note book and pencil.

Concepts taught: Caring, building mutual trust and problem solving team.

Procedure: (1) The children are instructed as follows, "A very important part of growing up healthy is learning how to get along with others. Some of you are already good at doing this and others are not so good. The whole group will work together as a problem solving team. This is done because sometimes we all get stuck about what to do with problems. This helps us to be more sensitive to each others' feeling, think through our problems and learn different things we can do to solve our problems".

"We would be talking about problems that boys and girls would often have, problems like being teased, being disappointed by grade and the like".

The children were instructed to write down positive or troublesome things that they are experiencing or had experienced recently. The problems were written on cards and either the writer or others read the cards to the group (taking care to keep the child's desire for anonymity). The problems were discussed. Children were informed about the importance of caring and being cared; and some specific ways in which they might show caring to others.

2) The children are instructed as follows. "There are people you care about and people who care about you. Take a piece of paper, fold it in half and make 2 lists: people you care about and people who care about you."
After few minutes the children look at the lists. The children were asked, "How they know that people care about them". ("How do they show caring? What do they do"?) The list of things mentioned was noted down. Next they were asked, "How do you show the persons on your list, that you care about them". The various ways were shared.

The focus was then shifted to the class. The children were asked whether it was OK to care about one's classmates. The ways in which children actually saw this caring taking place in the class were noted.

Discussion : Children wrote specific ways of showing caring about classmates. Caring / potential caring in classroom and school yard were noted. The ways of reinforcing care giving, when it occurred were discussed. The relationship between caring and cohesiveness was discussed.

Assignment : The children were asked to show their classmates how they care.

4.7 SESSION SEVEN : PROBLEM DIARY

Objective : To help children resist provocations and Keep Control with the use of a Problem Diary.

Technique : Questioning, filling problem diary & role play.

Supplies : Note book, pencil.

Concepts taught : Problem diary-Problem diary encourages the use of Keep Calm and VENT skills outside the formal lesson context. Problem diaries help children to think through problem situations that have occurred during the week and also to recall them for discussion during the problem solving lesson. The eight steps of the problem diary was explained to children. They were told to make creative use of problem diary when a problem situation occurred, children were asked to fill the problem diary for discussions with teacher and monitor future occurrences.

Procedure : A conflict situation was read to the children. It was reported as follows, "You are working on a math problem, and nothing you try checks out. Time is running out and you feel yourself getting more and more angry and you think you might lose control."
The children were asked, "Has something like this happened to any one" "How can you tell that you were angry and might lose control ? " "Are these feelings expressed physically as clenched fists, headaches, stomach ache and sweaty palms: . The Feeling Fingerprints were reviewed, and the children were helped to identify them and accept them as normal. The children were told that these feelings are signs to use Keep Calm.

The children role played the conflict situation with each child playing the role of one who was about to lose control and how they use Keep Calm. As each child did this others corrected their errors using VENT. Children were encouraged to use VENT.

**Discussion** : The children were asked to keep a list of the following.

(a) How I can tell when I am upset and might lose control ? 
(b) How I can remind myself to use Keep Calm and VENT.

**Assignment** : Problem Diary was given to each child. They were asked to go through it briefly and keep track of the situations that get them upset or when they have problems making choices or hard decisions. They were asked to continue using Keep Calm & VENT. They were informed to use the situations from problem diary and discuss them in next session. They were also told that if they had difficulty in writing their thought, they can get help from parents sibling, peer or leader. The children were told to complete the problem diaries so that they can monitor their own behaviour.
1. Briefly describe a difficult situation that you were involved in this week.

What happened: ____________________________________________

Who with: ________________________________ (peer/adult) circle one

When/where: _____________________________________________

2. What did you say and do?

________________________________________________________________________

________________________________________________________________________

3. What happened in the end?

________________________________________________________________________

________________________________________________________________________

4. How calm and under control were you before you said or did something (circle one number).

1 2 3 4 5
under control mostly calm so-so tense & upset out of control

5. How satisfied were you with what you did? (circle the no.)

1 2 3 4 5
not at all only a little so-so pretty satisfied very very satisfied

6. What did you like about what you did?

________________________________________________________________________

________________________________________________________________________

7. What didn't you like what you did?

________________________________________________________________________

________________________________________________________________________

8. What is something else you would have done to handle the situation?

________________________________________________________________________
4.8 SESSION EIGHT : ROLE PLAY OF CONFLICT SITUATIONS USING PROBLEM DIARY

Objective: To help children share problems and decisions and sharing ways to keep in control.

Technique: Role play and group discussions.

Supplies: Note book, pencil, Problem Diary work sheet.

Procedure: The children were asked to take out their completed problem diaries and to read one at a time. They were warned if shown signs of losing control and were helped to Keep Calm.

The children role played the situations that they have handled poorly. Others gave feedback and help as to how they would Keep Calm or did Keep Calm in a similar situation. Also some children were made to role-play positive examples of coping with angry feelings and keeping in control. The children were asked to share examples of other times when they have used keep calm or VENT.

Discussion: The problems were discussed and also the techniques they had used to keep calm.

Assignment: The children were once again asked to complete problem diaries and to be prepared to share these at the next session, reviewing and incorporating the problem diaries between problem-solving lesson was encouraged with reinforcement.

4.9 SESSION NINE: SOCIAL SKILLS: CHOICE OF FRIENDS AND STROKES

Objective: To help children learn to recognise the good concepts in others and praise them; to give out and receive nice comments and help to think about their choice of friends.

Techniques: Stroking Game

Supplies: Note book and pencil.

Concepts taught:

1. Strokes-learning to give out praise and not insults,
2. Selecting praise worthy and caring friends.
Procedure: The concept of stroke and qualities of a good friend were explained to the children with the following information input. Three exercises were carried out to enable children understand how to give strokes, receive strokes and select praise worthy friends.

1) The initial approach that children make often sets the tone for events that follow especially when they are in groups. Negative comments and insults can set off a cycle of disruptive unfriendly behaviour that may last for sometime.

The children are taught to look for positive qualities in their peers. The skills involved are: learning to comment on things one likes about others, learning realistic ways of giving praise and learning how to receive and react to praise.

Children are also helped to recognise the differences between insults, praise, comments, and behaviours which can be substituted for insults.

The children were asked "What is praise?". How do you feel when you receive praise? What is an insult? How do you feel when you are insulted? The answers were noted down. The children were told that being with others and working as a team with others means that they must learn to give out praise & not insults.

The children are taught 3 things to remember about giving praise, namely:

1. "Look for something you like about the other person"
2. "Be honest, don't try to praise someone for something that is not true".
3. "Be simple, say clearly what you like" e.g. "If I like someone's new outfit, I could say, "That's a nice looking shirt or "You look good today".

"If you can not say something nice, say what you see".

However when you are insulted it is always (almost) better to say, what you see. e.g. If someone comes in with a haircut and it does not look very nice, I could say, "Hey, I see you got a haircut." It is more realistic to learn
Friendship has been linked to social support and adjustment. If children have difficulty making friends or if they frequently enter into friendships in which they are taken advantage of or influenced to do unsafe things, it is unfortunate.

Hence, children were helped to select and keep praiseworthy and caring friends.

Work sheets were given to the children and they were asked to give a list of 5 of their friends and to write 2 or 3 things they like about them.

**WHAT MAKES A FRIEND A FRIEND?** (work sheet).

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAMES OF FRIENDS</th>
<th>Things I like about each friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C</td>
</tr>
<tr>
<td>2.</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C</td>
</tr>
<tr>
<td>3.</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C</td>
</tr>
<tr>
<td>4.</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C</td>
</tr>
<tr>
<td>5.</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C</td>
</tr>
</tbody>
</table>
Discussion : The work sheets were discussed. If the answers were vague such as being nice/good, the children were helped to define the term e.g. "a nice person might praise you, show caring and ask about your day". Also the children were asked what activities he/she liked to do or how they liked to spend time with a friend.

The children were also guided in what to avoid in the choosing friends. They were asked to list behaviours and actions that they would not want to see in their friends. They were asked to think about their friends and to find themselves which ones show negative signs. Also they were asked what they can do when their friends show these signs.

Thus, they were reinforced by talking about classmates as friend, who praise and care for each other and are good sources of help inside and outside the class.

Assignment : Children were informed to check the inputs received in the context of their behaviour with their friends.

4.10 SESSION TEN : STATING THE PROBLEM AND SETTING THE GOAL

Objective : To encourage students to begin to assume an active role in solving their own problems and providing a look at all the eight social problems solving steps.

Techniques : Instructions, Question and Answer, Sharing circle, Analysis of probes and role play.

Supplies : Note book and pencil.

Concepts taught : The concept of social problem - solving and problem solving steps were introduced with specific reference to identification of goal.

Procedure : A) The session began with a sharing circle and review of the previous lesson. The students were asked, "What are some things that happen to you that you think are problems?" The children generated a list of problematic situations that they had come in contact with. The children's responses were reinforced by being interested, enthusiastic and writing their ideas on the board. The children were helped by supplying probes such as, "How about times when you had not so good feelings ...... when you were stuck about something ...... when something was on your mind bothering you? How about at lunch ...... at recess...... on the bus .... in the classroom" "What about with your friends
After listing the problems, the children selected a common situation that they wished to talk about. At this juncture the concept of SPSS was introduced. The children were already familiar with the word 'problem' as it applied to maths, spelling and reading lessons. The children described their daily difficulties in vague terms and phrases such as, "I had a bad time." Reframing these vague descriptive terms into a "problem" format was said to help sharpen their thinking and focus their behaviour. Thus thinking of a situation as a "problem" conjures up the idea that it is possibly solvable.

Then each problem-solving steps were introduced briefly. The Social Problem-Solving steps.

1. Look for signs of different feelings.
2. Tell yourself what the problem is.
3. Decide on your goal.
4. Stop and think of as many solutions to the problem as you can.
5. For each solution, think of all the things that might happen next.
6. Choose your best solution.
7. Plan it and make a final check.
8. Try it and rethink it.

One or two children tried to apply each step to the problem situation from start to finish (understanding the feelings involved, choosing a solution on the basis of thinking about alternatives and consequence, planning detailed steps and coping with obstacles). The same procedures were repeated with two other situations.

Discussion: The children concentrated on the theme, "I can". The subjects were informed that the Social Problem Solving steps help them handle their social problems in an even better way. The problems in their various daily or regular health chores can be planned to make things go more smoothly by using the problem solving steps. The children were told to understand and cultivate a sense of confidence about their Social Problem Solving Skills.

Procedure: B. In the second part of the session, children were helped to learn how to decide on a goal. The children got practice in defining, selecting and sticking with one goal. Stating a goal gives children a focus that they can keep coming back to.
Goal: The concept of goal was explained to the children as a target or end state. In social problem situations several possible goals might emerge but it is important to select one goal and to work toward it. The main goal is like the centre of a target and the other goals are the outer circles within the target area. It is important not to be distracted by other parts of the target.

Thus, a problem tells what the difficulty is, it puts the feelings as well as the situation into words. The goal is the reverse of the problem. It is does not include a way to solve the problem but only how the child would like the situation to become resolved.

The session began with a sharing circle. The problem solving steps were recited by the children. The word goal was explained to the children as something that they wanted to happen, for example getting a good grade on the next maths test or becoming friends with a new person in class.

Children were informed that when young people do not set goals for themselves, they often wind up working toward a goal that someone else has set for them, which can make unhappy feelings.

A. Social discussion making story was presented, "Shoba was having a lot of trouble with her reading. Most of the other children were pages or even books, ahead of her. Shoba would go to see a special teacher who would work with her, on her reading. As she came in from class one day, she heard some other children say "Shoba's a dummy "and" Shoba's real stupid".

The children were asked to role-play to help them practice and learn to use the Feelings, Problems and the Goal step in everyday situations.

Discussion: The situation was discussed using the question such as "What is Shoba (X) like; What made Shoba (X) do what she did? How does (X) feel? How does (Y) feel? How can you tell? What is the problem as (X) sees it? As (Y) sees it; What does (X) want to happen? What's the goal? Can everybody in the situation reach their goal? "

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The children were given practice by reenacting the same scene several times and changing actors in the key roles. The students were helped to realize how difficulties arise when we don't set a goal (because then we let others lead us around). Everyday situations were emphasized that when we have too many goals we can wind up feeling frustrated and get only a little or nothing accomplished e.g. "Today before dinner I want to play cricket, get my homework done and repair my bike. "Thus we need to set one goal and get to that goal before we work on others. The notion of New Year resolutions in which people set some goals for themselves at the beginning of the year were discussed.

Assignment : Children were told to look out for problem situations, set the goal and write down the steps they could adopt in these situations.

4.11 SESSION ELEVEN: BRAIN STORMING FOR ALTERNATIVES AND PLANNING

Objective : To introduce students to the benefits and enjoyment of generating alternative ideas. Students were helped to learn how to think flexibly and creatively and to generate various alternative responses to try in a given situation.

Technique : Instruction and question answer.

Supplies : Note book and pencil.

Concept taught : Generating alternatives.

Procedure : The session begins with a sharing circle and review of the previous lesson. Children were informed that our capacity to think of or to "brainstorm" various possible ways to do something, our chances of finding a high-quality and successful solution increase considerably with practice and the objective of the session was to Stop and Think of as many solutions to the problem as they can.

The group of students were given suggestions as follows, "there is almost always more than one way to solve a problem. And it is important to think of lots of ways you might solve a problem before you just try out the first idea that comes to your mind".

The subjects were instructed that when someone has a problem, he or she might have a not-so-good feeling, e.g. "Imagine a friend of yours borrowed your bicycle for a quick
ride. What would be your reaction if your friend took off on his ride and did not come back for a long while. One thing might be that you would get angry. When we are angry, we feel like using the first solution that we can think of. What is the very first thing that you might think of that happened to you? "Several solutions given by the children were noted down. Once they had more time to think about their solutions better ideas came out. Thus the subjects were instructed that "When we are upset, it is always better to have more than one idea. "If we have decided to say something, there are different things we might say. Rather than just saying, "Who do you think you are, taking my bike for such a long ride!" We could say, "Where had you been? I was worried about you and where you went." The situation might work out better because we did not just use the first idea that we thought of.

For another e.g. a ruler is taken and passed around. The children were asked to think how else this object could be used or what else it could be. The subjects were asked to demonstrate its uses and the other children were asked to tell what it is. (For instance, a child might say that it could be a clarinet and would demonstrate it). Other objects such as a piece of chalk, chair, eraser, pencil, etc. can be used to encourage alternative thinking.

Because there were no right or wrong answers the children were encouraged to respect any response, even if they disagree or think it is silly. The responses given by the children emphasizes how we all have the ability to think of lots of alternatives if, we take the time to stop and think.

Discussion: The children were complimented for their efforts at thinking of so many solutions to a problem. For generating many solutions to a problem is a powerful technique. The children were told that one of the reasons why they were learning this skill so well was that they are being supportive of one another and not critical. The children were also encouraged to remember that this skill of thinking of so many solutions means that they may never have to feel "stuck" in a problem, if they just remember and practice thinking of as many ideas as they can.

The children were also told that the same skill that they use in their own lives is a skill that is used by government and other leaders when they need to solve problem such as how to build a new highway without damaging a forest, how to make our water and air safer and cleaner.
assignment: Children were informed to look out for a problem situation and write down the alternatives they thought of in that situation.

4.12 SESSION TWELVE: FACING NEGATIVE CONSEQUENCES AND REPLANNING

Objectives:

1) The aim of this session was to teach children generate multiple solutions, think of many consequences and still make a choice.

2) To help children make a final check by anticipating obstacles and replanning.

Technique: Questioning, Discussing Stories, Role-play.

Supplies: Note-book and pencil

Concepts taught: 1) Consequences of our actions
2) Decision making
3) Obstacles
4) Replanning

Procedure: The session began with a sharing circle and review of the previous session. The problem-solving steps were reviewed. Children were introduced to the step where they, "Think of all the things that might happen next" (consequence) and "Choose the best solution" because many people forget these steps and regret it later. Children were told that people who have not learnt decision making rush right into a solution without pausing to think much about how the solution might affect other people's feelings and lives. Thus, if people do this, more problems usually result. Good decision makers make thoughtful and confident choices.

A decision-making story was presented, which involved a common problem for many children eg. nervousness about performance in such situations as tests or answering in class. The children were informed that when they are thinking about situations that make them unhappy or nervous, they can take the time to think carefully about some possible solutions. They were asked to write the consequences on a piece of paper and take time to choose their best solution.

For instance, the following story was presented.
"Arun was a fine basketball player, when he played by himself. He always had trouble when he played basketball with other children. Whenever he would shoot the ball, he would get nervous and miss the basket almost all the time.

At recess time, some of his classmates teased him about being such a poor player. In fact, Suresh, who was one of the best players, said to everyone, "Let's not let Arun, play basketball with us any more. He's terrible."

The problem-solving steps 1 - 6 were reviewed with regard to these probes -

1) Think about what Arun might be feeling
2) Put Arun's problem into words
3) State a goal for Arun
4) Think of three possible solutions to Arun's problem.

The new skill was practiced emphasizing consequences and making choices. The children were helped to identify 3 solutions and 3 consequences for each so that Arun will be able to play with the other children at recess time. The solutions and consequences are given below:-

Solution 1 : At home Arun could begin to practice basketball with other children.

Consequences : 1. Arun will be less nervous playing in groups at school.
2. Arun might learn to be calm at home but not at school.
3. Arun might feel good because he is at least trying something.

Solution 2 : Arun should play something besides basketball

Consequences : 1. The children will refuse to play another game.
2. Some of the kids may get bored with basketball and play with Arun.
3. They'd only play if Arun would bring in a football or other material.

Solution 3 : Arun should tell the children that he really wants to play basketball

Consequences : 1. They might give Arun another chance.
2. They might laugh at him.
3. They might given him a chance in the next basketball game.
The children role play one clearly positive and one clearly negative solution.

The session was discussed with children selecting various solutions and explaining why they made the choices that they did. The children were called on to build a positive consensus. The topic was concluded by emphasising that "thinking ahead is crucial in choosing a best solution. The students find these steps to be useful not only in their social problems but also in academic areas, such as the consequences of doing homework right after school as opposed to waiting until several hours later." The children were encouraged to suggest other academic-related situations in which "thinking ahead" can be of help.

'Consequences': The children were asked to define the word consequence, which means "What might happen if" or "thinking of all the things that might happen next". The positive and negative type of consequences were distinguished. "Anticipating the consequences was described as very helpful eg. buying a used geometric box or a new one, read science or social studies."

This skill of anticipating consequences was lacking in impulsive children. The ability to "think ahead" to both short and long-term consequences was described as of great benefit for youth who showed some delinquent or aggressive behaviour and those wanting to smoke. Such children were aided by having them visualize consequences in as much detail as possible. Questions such as "What might happen if you try --? What would you think might happen? If you try --, What else might happen? Is that what you want to happen? What else would you try? and the like to get clear picture of the consequences." Solutions associated with positive consequences and negatives consequences were distinguished and the children were asked to think about which solution would be better for them to use.

In the second part of the procedure children were helped to learn the habit of making a final check-anticipating obstacles to their plans that might arise before carrying out a solution. In replanning, children learnt that even after they carefully select a way to solve a problem, they must attend to the time, place and circumstances of carrying out that action.
Replanning: Children were informed that making a final check helps keep us from trying to carry out our "best solution" at the incorrect time, using the wrong words or with inappropriate people. Replanning helps encourage students to try out their plans. Good problem solvers consider how things worked out and tuck that information away to help them next time.

Obstacles: The children are asked to brainstorm as many words to define obstacles such as road block, barrier, interruption, something/someone that stops you from doing what you want.

Before proceeding further children were reminded that social decision making and problem solving steps encourage to progress though 4 stages when faced with a problematic situation namely 1) feeling, 2) planning, 3) acting and 4) rethinking. In this last stage the children learn to carry out their plans with confidence because they have a problem solving strategy to use even if things do not work out as expected.

Hypothetical stories involving real-life situations were encouraged because children found it more comfortable to solve "other's" problems rather than their own. The use of role playing provided a crucial bridge to generalization and transfer of learning beyond the hypothetical.

Another important bridge to "real world" application is giving the children practice in overcoming unanticipated obstacles. The general formula is "You said that if you were ------ You would ------ What if ------- happened and your solution didn't work?"

The main decision making story was read to the class. Leela's Loan. "Leela and Sheela decided to go to the movie on Saturday. They were very excited because they had been looking forward to this all week. The picture they were going to see was supposed to be great. They arrived at the movie theatre on Saturday afternoon at 1.15 just in time for the 1.30 show. As they were approaching the ticket booth with their money in hand, they saw Rita, who was one of their classmates. Rita walked upto Leela and said, "Leela do you have the 20 rupees that I lent you last week? I need it to by a gift", Leela thought to herself, 'Oh no! If I give Rita the money, I won't have enough money for the movies!"
The eight problem solving steps were reviewed by asking:

1. "Who can show me without words what Leela, may be feeling? Now, who can tell me with words how she feels?"

2. "Will somebody put Leela's problem into words."

3. "Let's decide on what Leela's goal could be."

4. "Would someone tell us what possible solution Leela might have?"

5. "Let's look into the crystal ball and see if we can predict what might happen with each of these solutions."

6. "Which solution do you think is the best one?"

7. "How will you go about trying your solution."

8. "Is there anything else you could do to make it work better."

The activity was repeated, adding obstacles to give students more time to "rethink."

The session was concluded by explaining the importance of persisting in problem solving. Rethinking or replanning is to learn from the obstacles one faces and to handle situations better if obstacles should rise again.

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