CHAPTER III

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3.1. The Problem:

Social acceptance as assessed by the peer group evaluation of a member on the 'acceptance-rejection' continuum is found to be related to many important aspects of personality such as Initiative, Independence, Sociability, Ego strength, Social adjustment and the ability to meet the needs of others. In many studies Social acceptability is regarded as a key factor in interpersonal relationships which clearly indicates Social acceptance as a determinant of the development of Social behavior.

Further, Social acceptance is of special relevance to preadolescence as it is crucial to the emerging independent social relationships of this stage. Preadolescence is also recognised as a significant stage for learning new social skills. The impact of peer groups on patterning the social behavior of the preadolescents is well documented. The type of social interactions experienced and the social status enjoyed by them at this stage of development are identified as crucial for the development of their personality. Social isolation, resulting from certain lacunae in the socialization process, is found to be an indicator of skill deficiencies and emotional disturbances. Social isolation is
experienced during preadolescence by nearly twelve per cent of the school going children and this might have a lasting negative effect on their personality development and later adjustment.

These observations stress the need to include in the school curriculum some programme to promote the learning of interpersonal skills and characteristics related to Social acceptance. As it is difficult to incorporate individual centered behavior modification techniques in a mass education system small group interaction techniques for personality growth may be adopted in schools.

Studies involving small group interaction procedure for personality growth are widely varied in nature. But very few studies attempt to evaluate the relative merits of programmes based on different theoretical orientations. Even in the well designed and well executed programmes such as the Rochester project (Cowen, E.L., et al., 1975) the influence of the demographic variables or the personality variables on the outcome measures is not highlighted. Most of these programmes are holistic in approach and assume a change in the intraphychic process. But their effect is not fully explored as the outcome measures are often limited in number. And there is a paucity of such studies on
The present study was designed with a view to investigate the effects of intervention programmes based on different theoretical approaches on social behavior in Indian context involving various demographic and personality variables. It attempts to give a package of programmes along the lines of National Training Laboratories of the West, Transactional Analysis Workshops and other modes of group counselling. The aim is to know whether simulated games and exercises incorporated in the current school set up in India, would pave the way for enhancing one's social acceptance.

The validity of these programmes for enhancing social acceptance was assessed by the extent to which gain in social acceptance is related to gain in personality factors like initiative, independence, sociability, ego-strength, social adjustment and self-concept as many studies have shown a significant positive correlation between these personality factors and social acceptance.

It is hoped that the findings of this study will further the understanding of Personality development, Educational psychology, Community psychology, and Counselling in schools. The package of programmes designed in the course of the present research provides co-curriculum plans for personality growth and a strategy for 'social and character development'.

emphasised in the 'New Education Policy' (Ministry of Education, 1985).

The problem may be stated as follows:

"To Investigate the Effects of Different Kinds of Small Group Interaction Programmes on Social Acceptance of Preadolescents Studying in Various Elementary Schools in Bangalore City".

3.2. Objectives:

The main objective of this study was two fold:

1. Evaluation of the possible effects of Small Group Interaction procedures on Social Acceptance and related personality variables among Preadolescents.

2. Comparison of the effectiveness of Transactional Analysis and Social Skills practice as counselling approaches for increasing Social Acceptance among Preadolescents.

The present study also attempted to explore the influence of the following variables on the treatment effects:

1. Personality Variables: self-concept and sociometric status.
2. Demographic Variables: sex, age-grade and socioeconomic status.

3. Effectiveness of the programme in relation to time of the academic year.

3.3. Definition of Key Concepts:

Small Group Interaction: A group is defined in terms of one or more of the following characteristics: Perception and cognition of group members, motivation and need satisfaction, group goals, group organizations, inter-dependency of group members and interactions (Shaw, M., 1977).

A small group is defined as any number of persons engaged in interactions with one another in face to face meetings in which each member receives some impressions or perceptions of each other (Bales, R.F., 1950).

Small group is a collection of people who meet more or less regularly in face to face interactions, who possess a common identity or exclusiveness of purpose and who share a set of standards governing their activities (Crosbie, P.V., 1975).

The above views indicate three main characteristics of small groups - (1) Face to face interactions of members; (2) Mutual influence among members and (3) Sharing among members.
These three were retained as characteristics of group interaction in the present research.

As far size of the small group, the investigators in the area of small group research fairly agree on twenty or less number (Crosbie, P.V., 1975; Hare A.P., study 1952, and Shaw, M., 1977). The sample of this for the purpose of intervention sessions was kept within twenty.

By "Interaction" it is meant that members emit behaviour in each others' presence and they communicate with each other and the actions of each person affect the other (Thibaut, J.W., and Kelly, H.H., 1959). Interdependency or interaction is the basic element of the concept of group. It is a condition in which group members are influenced by one another and an aggregate of individuals is a group only if interactions occur (Cartwright, D., and Zander, A., 1968). In the present study opportunities were provided for verbal, physical and emotional interactions - the three different forms of interactions suggested by Shaw (1977).

The effect of different types of planned interactions in small groups on Social Acceptance is investigated here. Use of terms such as Group counselling, Sensitivity training and Social Skills training have been avoided for the following reasons:
1. In this study no attempt was made to prescribe standards for professional competence of group leaders as programmes were designed for implementation in schools with the help of teachers and volunteers who were not trained.

2. The programmes have not emphasized intra-group dynamics or motivational aspects of group members. Nor did the programmes focus on direct encounter by group members for mutual benefit of understanding one's behaviour.

3. Intervention programme was thrust on the sample in a classroom set-up, unlike the voluntary participation in a more comfortable laboratory set-up found in counselling groups.

The term 'Small Group Interaction' for the purpose of the present study refers to the treatment procedures used in intervention over a period of 24 sessions.

In the first type of treatment as Transactional Analysis (TA) groups, the interactions were planned to assist the participants to understand the concepts of transactional analysis. Members made an attempt to understand their own behavior and the behavior of others using TA concepts introduced in situations of verbal interactions and role-play.
In the second treatment identified as 'Social Skills Practice' (SSP) interactions were centered around a set of selected social skills related to Social Acceptance. The treatment groups were divided into subgroups of 3-4 members and had practice in demonstrating social skills through simulation games and 'role-play' exercises.

In the third treatment group, identified as 'Placebo activity-Control group' (PC), members were assigned to a few teachers for involving them in extracurricular group activities. The members participated in task-oriented group interaction which did not involve any psychological intervention.

The fourth treatment group was recognised as 'No-contact Control Group' (NC). Interactions in this group were restricted to regular class room or school interactions. In addition, the group members participated in 10 assessment sessions conducted prior to and after the intervention given to other treatment groups.

Social Acceptance: It is acceptance of a child by other members of his group. Thompson (1969) considered social acceptance of a child as the position he occupies on an Acceptance-Rejection Continuum by virtue of evaluation of him by his associates. Very often Acceptance and Rejection were found to be two different
continuum with only a moderate inverse relationship. Hence, two independent measures of Acceptance were obtained on sociometric questionnaire; one based on positive choices and the other based on negative choices. Further, Northway (1944) suggested a distinction between social acceptance and acceptability. Social acceptance of a person in a given social setting is assessed by sociometric preferences. The social acceptability of a person may be measured only with a wider range of information concerning reaction of others towards him.

Teacher ratings for children and Guess-who items on a wide range of situations may be regarded as more stable measures of social acceptability. Both these aspects were included in the present study.

Preadolescence: This is a period of development overlapping with late childhood and latency period. There is considerable agreement with regard to the lower age-limit of preadolescence. Some give the upper age limit as 12 years (Redl, F., 1966; Blair, A.N., and Burton, W.H., 1951) and some as 13 years. Hurlock (1968) treats this stage as the period of development between childhood and adolescence and expresses the need to identify this stage separately for the individual child falling somewhere in the age range of 10-14 years. The debate on which years adequately describe preadolescence has a long history and the question is not
resolved. The period is marked by the reduction of oedipal crisis at one end and the onset of puberty at the other end. As Fine (1980) has pointed out, psychiatrists and biologists have further complicated the issue by suggesting an individual basis for identifying this period. However, the most accepted age of a preadolescent generally extends from 9 to 13 years (Gazda, G.M., 1978); and the present study covers this age range.

3.4. Method:

3.4.1. Research Design

A quasi experimental approach, involving the technique of multiple group and single intervention with pre and post intervention assessments, has been followed in the present research.

The independent and interaction effects of the Independent Variables on the Dependent Variable measures have been studied using factorial designs.

The design involves the following five stages:

I. Selection of sample and classification of sample into four sociometric groups.

II. Pre-intervention assessment of the subjects on the dependent variable measures.
III. Assigning subjects to four experimental treatments: Transactional Analysis, Social Skills Practice, Placebo Activity Control and No Contact Control - with intervention sessions.

IV. Post-intervention assessment of subjects on dependent variable measures.

V. Comparison of different groups of subjects on gain score (score on post-intervention assessment minus the score on pre-intervention assessment).

The design takes care of practice effect, maturation effect, experimenter effect and such other sources of invalidation. Controlled groups were used to assess the effect of practice and maturation. Initial variations among treatment groups were controlled since gain score (post minus pre-intervention score) was used as dependent variable measure. Each group was its own control when change in performance with treatment was to be measured.

The influence of 'experimenter-variable' was controlled by involving the same investigator for conducting different types of intervention programmes.

The 'Rosenthal effect' was controlled by not involving the Investigator in the assessment procedure. Assessments were made based on peer nominations, ratings
by teachers, and the responses of the subjects on self-report measures. As an additional check of the 'Rosenthal effect' the intervention and the assessment parts of the study were dislinked. The intervention programmes were carried out by the researcher. Administration of tests and scoring were done by two Associates, who were post-graduates in Psychology with training in administration of the tests used in the study. In order to control 'Teacher Bias' those teachers who helped in conducting the activity groups were not involved in rating the children. The 'Hawthorne-effect' was controlled with the use of Placebo activity group. Subjects of the placebo activity group were involved in group activities without psychological intervention. It was thought that a comparison of the outcome of experimental conditions with the placebo activity control condition would help in assessing the nature of the effect of psychological intervention on the dependent variable measures.

Size of the class and its composition in terms of the members present were held constant in the pre and post intervention testing conditions as they were likely to influence the nominations on the sociometric questionnaire.
3.4.2. **Independent Variables:**

1. **Treatment**

   The key Independent Variable in the study was the type of intervention or the type of small group interaction to which the subjects were exposed. Four types of treatments were used (details: 3.10) and the treatment groups were named as:

   1. Transactional Analysis group (TA)
   2. Social Skills Practice group (SSP)
   3. Placebo Activity Control group (PC)
   4. No-contact Control group (NC)

2. **Initial Sociometric Status:**

   Two sociometric questionnaires - one developed on the basis of Penny's Sociometric Questionnaire and the other called 'Who are they?' questionnaire, were used in the study for assessment of Social Acceptance. These together measure five factors - Acceptance and Rejection in the first and Social Acceptability, Aggressive maladjustment and Social isolation in the second. In the pilot study percentile scores, as cut-off points for determining sociometric status, were obtained for these factors at 25th 50th and 75th percentile positions (PP). For determining Sociometric status, Penny (1979) and Gottman (1977) categories were adopted. Four groups of
subjects, the 'Accepted' (also known as popular),
the 'Rejected', the 'Isolates' (amiable and isolate
groups of Peery were combined) and the 'Mixers' (people
with high social impact as referred by Peery), were
selected based on pre-test scores. The criterion for
determining the 'Accepted' group was fixed at 75 + PP
on the factor of Social Acceptance in the two measures.
However, in order to get more subjects this limit was
reduced to 50+ PP on any one of the two measures.
These Ss were expected to score low, viz., 75 - PP on
other factors in the two measures.

As far the 'Rejected', subjects who scored above
the 50th percentile point on all the three measures
of rejection, preferably 75 + pp on at least one of
them, were regarded as rejected. Consequently, they
were expected to score 25 - pp on the two measures of
social acceptance. 'Isolates' were the subjects who
scored 25-pp on all the measures and with a high score
on social isolation. The 'Mixers' scored 50 + pp on
all the sociometric measures.

3. High or Low Self-Esteem:

Self-concept of the subjects was assessed with
the help of a modified version of Piers-Harris self-
concept scale for children. On the basis of the pilot
study mean score was determined for the group and
subjects were divided into 2 groups: those above
the mean (High self-esteem) and those below the mean (Low-self-esteem).

4. Age-Grade:

In the pilot study it was observed that most students of 6th standard were in the age range of 11-12 years and the students of 7th standard were in the age range of 12-13 years. Therefore, instead of taking age as an independent variable, the class in which subjects were studying was considered as an indicator of age differences on dependent variable measures. Subjects were divided into two groups depending on the class in which they were studying (6th or 7th standard).

5. Sex of the subject:

The scores of boys and girls were compared to study the influence of sex of the subjects on the dependent variable measures.

6. Type of School:

Two groups of schools, called Type I and Type II, were chosen from among the English medium elementary schools situated in Bangalore southern region. This categorisation was based on socio-economic background of the parents. Type I schools were attended by children mainly from families where parents had
education up to secondary school or below, the income of the parents was below rupees one thousand per month and most parents were in the occupational categories like petty businessmen, second division clerks, attenders in offices, elementary school teachers and semi-skilled workers. Each family consisted of at least four children. The Type I schools were situated in the central parts of the city with dense population and were managed by the minority communities. In Type II schools, children were mainly from families where parents had technical or college education, the income of the parents was above rupees one thousand and five hundred per month, and most parents were in the occupational categories like management of small scale industries, officers in banks, superintendents in offices, college teachers, and were in the grade of supervisors or above in the industrial establishments. There were two to four children in each family. These schools were situated in the extensions of the city and were managed by the forward communities. The two types of schools represent broadly the middle and the lower middle socioeconomic status children. Both types were co-educational schools and followed the syllabii and system of evaluation prescribed by the Directorate of Primary Education, Government of Karnataka.
7. **Period of the academic year during which Intervention Programmes were held:**

The amount of effort children put forth for their studies is not evenly spread throughout the year. The preoccupation of children with their lessons may influence the outcome of the treatment and this was investigated by conducting the study in three phases. The intervention programmes were held during the holidays and the beginning of the academic year in three schools, during the first term in three schools and during the second term in two schools. The gain scores of these three groups of schools on the dependent variable measures were compared.

3.4.3. **Dependent Variables:**

The effect of intervention programmes and other independent variables (listed above as 1 to 7) on the following measures were obtained:

**A. Measures of Social Acceptance:**

- Peer Nominations on Sociometric Questionnaire:
  1. Acceptance Score (SM-A)
  2. Rejection Score (SM-R)
- Peer nominations on 'Guess who Questionnaire'
  3. Social Acceptability (SA)
  4. Aggressive Maladjustment (AM)
  5. Social Isolation (SI)
Teacher ratings on
6. Sociability (TQ-SA)
7. Aggression (TQ-Agg)

B. Self report measures on personality variables:
8. Self Esteem (SE)
9. Adjustment (PAAS)
10. Dependency (PADS)
11. Class-room trust (PACTS)
12. Initiative (PAIQ)

13. Personality factors on Children's
to

3.4.4. Hypotheses

Null hypotheses were formulated with regard to the effect of Small Group Interaction procedures on Social Acceptance and with regard to the relative influence of programmes based on different counselling approaches for the following reasons:

1. A review of literature in the area reveals that Social Acceptance is enduring in nature and is based on stable characteristics of behaviour. Although many studies indicate some degree of improvement felt by the subjects, very few studies report significant changes in behavior.
Hence, it was hypothesised that a short term intervention programme proposed in the study need not bring about significant differences in Social acceptance and related factors.

2. Agencies like peer groups, family, mass media or neighbourhood continue to influence experiences of the subjects in their natural environment which may not always be to the advantage of the subjects. Therefore, it was hypothesised that the peers or teachers who provide acceptance need not change their established attitudes toward subjects involved in the study.

3. The goals of intervention are not directly focused on techniques of gaining acceptance from others but deal with only certain aspects of behavior related to Social acceptance. Further, most studies in which different procedures of intervention were used have not shown differential effects of these procedures on dependent variable measures. Therefore, it was hypothesised that intervention programmes based on different counselling approaches need not differ in their outcome.

Very few studies focus on the differential impact of intervention programmes on children differing in personality or demographic variables. None of the studies
consider the influence of timing of intervention and its effect on outcome of the intervention. In view of the exploratory nature of these investigations, null hypotheses were formulated with regard to the influence of personality variables, demographic variables and the timing of the intervention on the gain score on dependent variable measures.

Null hypotheses verified in this study may be stated as follows:

1. There will not be any significant difference in the mean scores of subjects on the measures of dependent variables between the pre and post intervention tests.

2. There will not be any significant difference in the mean gain scores on dependent variable measures (3.4.3) between the four treatment groups.

3. There will not be any significant difference in the mean gain scores of dependent variable measures (3.4.3) between:
   a. the high and low self-esteem groups
   b. the four sociometric groups
   c. the two sexes
   d. the two classes, and
   e. the groups exposed to intervention at different periods of the academic year.
3.5. Sample:

The sample of the study consisted of 499 elementary school children in 6th and 7th standards of eight English medium schools of Bangalore South Range. The age of the subjects was in the range of 10-13 years with a mean age of 11 years and 10 months. Details of the sample are given below:

TABLE 3.1: NUMBER OF BOYS AND GIRLS DRAWN FROM THE 6TH AND 7TH STANDARDS OF EIGHT SCHOOLS SELECTED FOR THE STUDY

<table>
<thead>
<tr>
<th>Code No.</th>
<th>Sl. No.</th>
<th>School</th>
<th>Class</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 7</td>
<td>6 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>1.</td>
<td>St Philomena HPS</td>
<td>12 17</td>
<td>19 22</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>2.</td>
<td>SM English PS</td>
<td>14 12</td>
<td>18 14</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>3.</td>
<td>St. Michael's Senior PS</td>
<td>15 15</td>
<td>16 12</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>4.</td>
<td>Bangalore Montessori School</td>
<td>23 18</td>
<td>24 25</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>5.</td>
<td>Aurobindo Memorial School</td>
<td>9 11</td>
<td>26 13</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>6.</td>
<td>Kennedy Memorial School</td>
<td>8 14</td>
<td>15 10</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>7.</td>
<td>Sudarshan Vidya Mandir</td>
<td>12 4</td>
<td>5 13</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>8.</td>
<td>Parents Association School</td>
<td>18 22</td>
<td>21 22</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>111 113 114 131 499</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure for Selection of Sample (Stage I of the Design):

As the study involved urban elementary school children, Bangalore City was selected as the base of
the sample. According to a classification made by the Department of Public Instruction, Government of Karnataka, under whose jurisdiction all the elementary schools in the state are covered, the Bangalore City schools fall into three ranges - North, South and Rural. Following the procedure of random area sampling the southern range was selected for the study.

The selection of the schools from the southern range involved the following considerations:

1. The initial selection of schools was based on random sampling procedure.

2. Only English medium schools were selected as it was thought that English medium would facilitate conceptual communication. It may also be pointed out here that all the tools used in the study were in English language.

3. Out of the randomly selected schools, only those schools that extended co-operation for the study had to be retained.

4. As the schools selected on the basis of random sampling happened to represent children mostly from middle and lower middle classes, an equal number of schools representing these two categories had to be chosen.
5. Of the 81 English medium schools in the southern range most were co-educational. Therefore, only co-educational schools were included in the study.

6. The availability of sufficient number of boys and girls from sixth and seventh standards was also considered in the choice of schools.

For purposes of selection of schools in the southern region, concerned list of schools was obtained from the department. The list prepared in 1979, had 312 schools in south, of which 81 were English medium schools. The selection of English medium restricted the population to 23 per cent of the school going children and to the schools run by private management. In view of the middle and the lower middle class background of the sample, two types of schools were identified. The first type of schools represent lower middle class and are situated in the thickly populated areas of the City. The second type of schools represent the middle class and are located in middle class residential areas. The schools which prepare children for ICSE were attended mainly by the upper or the upper middle classes and these schools were not included in the list provided by the Department of Public Instruction.
Of the eighty one English medium schools, only four were exclusively for either sex at the elementary level, the remaining being co-educational schools. Only the co-educational schools were considered for the study. On the basis of random sampling technique, out of the seventy seven schools, twenty were chosen in the preliminary selection. The researcher visited these schools to solicit the cooperation of the teachers and the management and to examine the facilities available for the study. Of these, eight schools were selected on the basis of a high degree of cooperation extended by the management.

In order to select the subjects for study, sociometric questionnaires were administered to 1,744 children belonging to 36 sections in the 6th and 7th standards of the eight selected schools. Children were classified as 'Accepted', 'Rejected', 'Isolates' 'Mixers' and 'Normals' on the basis of their scores on sociometric questionnaires. For purposes of the study only the first four groups were selected. Of the 1,744 children, 643 subjects belong to any one of the four groups and constitute the sample. However, during the course of the study, 144 subjects were excluded for various reasons. Of these cases, thirteen parents refused their children permission to attend the intervention programmes; twenty students were unable to come because of other activities; forty students
were not available for study during the holidays; twenty three students failed in their annual examinations and therefore their data was rejected and fortyeight students were consistently absent for the sessions.

3.6. Assessment Techniques:

In the second and fourth stages of research design subjects were assessed on Social Acceptance evaluating and related personality variables for the effect of intervention programmes on these dependent variables. For this purpose, two sociometric measures of peer nominations were chosen. Other measures include a teacher rating scale, three self-report inventories and an information schedule. These questionnaires are given in Appendix A. The descriptions of these questionnaires and their psychometric characteristics are given below:

3.6.1. Sociometric Questionnaire:

Development and Description: This was a modified version of the questionnaire developed by Peery (1979) to classify children in accordance with their sociometric status. Like most of the sociometric questionnaires (Northway, M.L., 1944; Asher, S.R., 1977), this questionnaire also includes choice of friendship, work partners and company for entertainment.
The questionnaire consisting of these three situations has two items on each situation - one with a positive choice and the other with a negative choice arranged alternately. Although the subject is required to make negative choices, the emphasis on 'do not like' is avoided because of the ethical concern involved in the possible negative residuals of forcing children to express their dislike. For each item the subject is required to give three choices. The questionnaire requires about 10 minutes for administration.

**Scoring:** The frequency of preferences given to each child by every other child in the class noted separately for the positive and negative items. This is divided by the total frequency of the group and per cent score is obtained for each child. The per cent score of positive choice is treated as Sociometric-Acceptance (SM-A) score and the per cent score of negative choice is treated as sociometric Rejection (SM-R) score. In scoring the questionnaire differential ratings were not given according to the order of preference. The order was not emphasised in the instructions as there is no evidence for the assumption that children have their friends rated mentally from most to least. The order of writing may be influenced
by the order in which names are presented in the list of names provided to them, their seating positions and the tentative nature of circumstances under which the child writes the names on a specific occasion.

The positive items give a score of Acceptance and the negative items a score of Rejection, designated respectively as 'P' and 'N' by Peery. On the basis of positive and negative choices obtained by each individual, Peery has suggested four categories for classifying children. These are: Popular (high P and low N), Rejected (low P and high N), Amiable (low on both but P slightly higher) and Isolate (low on both). Another group of subjects high on both the positive and negative scores was also noticed. This group has referred to as Mixer by Gottman (1977) and consisted of people with high 'social impact'.

For purposes of the present study the score on social impact (P+N) and social preference (P-N) suggested by Peery were not used. Instead the 'P' and the 'N' scores were retained separately as measures of Acceptance and Rejection.

Reliability and Validity: The reliability and validity of these measures are not reported by
Peery. The retest reliability established for the present purpose is based on product moment correlation of two sets of scores received with repeated testing after three weeks for a sample of 158 subjects in 8 groups. The correlation is 0.86 for Acceptance and 0.82 for Rejection. Product moment correlations between scores on sociometric questionnaire and other measures are given in Table 3.3. The contingency coefficient obtained in the pilot study score on Acceptance and Classroom social distance (Cunningham, R, 1951) was found to be 0.84 for a sample of sixty subjects.

3.6.2. 'Who are they?' Questionnaire (Havighurst, R.J., and King, R., 1953)

Development and description: The questionnaire was originally developed by Havighurst and King (1953) for studying children and training counsellors in a community programme. It was used in the rating scale form with 15 items for assessing children in a community programme by Bowman, et al (1956). The original scale consisted of 19 items and was developed to measure leadership, aggressive maladjustment, withdrawn maladjustment, practical intelligence, friendship and negative friendship. Mitchell (1956) subjected the scale to factor analysis and obtained three factors viz. Social acceptability, Aggressive
maladjustment and Social isolation.

In each item of the scale certain descriptions of behavior are given. Children are required to write the names of their peers who best fit these descriptions. The time required for administering the scale is about thirty minutes.

Scoring: In the present study the scoring procedure given by Mitchell (1956) was used. The number of nominations received by each child for each item was noted. The nominations received by the child for the items of given factor were added to get the total score of a child on that factor. To obtain the proportion of choice for each child on a given factor, the score of the child was divided by the total nominations received by all the children (Boys or girls) in the class for the items on that factor. Percent scores were used in the present study. The percent score was preferred instead of a score based on number of items on which a subject received preference as these scores indicated a wider range of fluctuations in the number of nominations from one occasion to another.

For the present purpose, a uniform procedure was used to get the per cent score on the five
factors of sociometry obtained from the two scales.

Reliability and Validity: Information regarding the reliability and validity of the 'who are they?' Questionnaire was provided by Bowman and others (1956) and Mitchell (1956). Bowman and others reported retest reliability over a period of two years on the basis of product moment correlation between two sets of percent scores. Correlation coefficients given on different factors were:

aggressive maladjustment = 0.40, withdrawn behavior = 0.47, social leadership = 0.74 and friendship = 0.53. A check was made on the possibility of only school adjustment being reflected by the questionnaire. On the basis of nominations obtained by neighborhood groups Bowman and others concluded that children were in the same leadership, friendship and maladjustment positions in their neighborhood as they were in school.

On the basis of Rank-difference correlations, Mitchell (1956) found reliability coefficients to be 0.93, 0.74, 0.62 and 0.78 respectively, for the variables leadership, withdrawn maladjustment, aggressive maladjustment and friendship choice. The difference in ranks were for the two admini-
strations of questionnaires spaced approximately six months apart as found in a fourth grade class of public school students. When the scores on the questionnaire were correlated with corresponding scores on a teacher rating scale, the coefficients obtained were 0.66 for leadership, 0.40 for withdrawn maladjustment and 0.52 for Aggressive maladjustment.

Mitchell (1956) factor-analysed the 'Guess who questionnaire' and recognised three significant behavior patterns in children. These factors were named as Social Acceptability, Aggressive maladjustment and Social Isolation. Items with significant positive factor loadings listed by Mitchell (1956) were used as measures of these three factors in the present study.

The retest reliability over a period of three weeks for a sample of 158 subjects in 8 groups was determined for these three factors in the pilot study. The average product moment correlations between two sets of scores based on Z transformations are 0.96 for Social Acceptability, 0.85 for Aggressive maladjustment and 0.81 for Social Isolation. Correlation between scores on these factors and other similar measures obtained in the pilot study
have been reported in Table 3.3.

3.6.3. A Teacher's Questionnaire for Individual Differences in Social Behavior of Children:

Development and description: The Questionnaire was originally developed by Roper and Hinde (1979) to know whether a questionnaire could be used as a reliable and economical measure to assess the social behavior of normal children. The questionnaire consisted of 40 items with a seven point rating scale.

The scale was slightly modified to suit the sample of the study. Statements were slightly changed on the basis of the opinions of teachers and a five point rating scale was used. Factor analysis of ratings of 256 subjects given by eight raters yielded seven factors in the pilot study. Of these, two factors identified as Sociability and Aggressive behavior were retained. Twenty three of the items in the questionnaire had factor loading above 0.40 on Sociability and 10 items had a factor loading above 0.54 on Aggressive behavior.

Teachers were required to rate about 16 students on each of the items on a five point rating scale. The time taken for administration
of the rating scale was about 60 minutes.

**Scoring:** The total ratings given on items of each factor was considered as the score for the subject on that factor.

**Reliability and Validity:** The authors of the test have reported the inter rater reliability to be satisfactory. The scale was validated against direct observation and was also factor-analysed to yield Four factors with varying number of items with a factor loading above ± 0.48. The factors were: Sociable Vs Unsociable, Aggressive Vs benign, Perseverence Vs restless and Calm Vs Anxious.

Test retest and inter rater reliability assessment was made in the pilot study. One hundred and eighteen children studying in 4 sections of two schools were rated twice by the same four teachers of those sections with a gap of two weeks between the two ratings for the purpose of determining the retest reliability. The average correlations between the two ratings obtained from four teachers based on 'Z' transformation of correlation coefficients were 0.935 for factor I and 0.835 for factor II.
Inter rates reliability coefficients obtained on the basis of the average of 'Z' transformation of correlations between the two sets of ratings given by twenty pairs of teachers were found to be 0.795 for sociability and 0.575 for aggressive behavior.

3.6.4. **Children's Self Concept Scale** (Piers, E V, 1969)

**Description:** This is a self-report instrument consisting of 80 first person declarative statements to which the subject responds 'Yes' or 'No'. The scale consists of equal number of positive and negative items regarding the way the child feels about self. The scale is applicable from the second school grade onwards and requires about 40 minutes for administration.

**Scoring:** Factor analysis of the responses of 457 children in 6th grade as reported by the authors has revealed six clusters on which the scale may be scored. These are: Behavior, Intellectual and School status, Physical appearance and attributes, Anxiety, Popularity, Happiness and Satisfaction. In addition, a composite score on positive self-concept is obtained by taking the total of all these scales.
Reliability and Validity: Among the self-concept measures available to researchers and the school personnel the Piers Harris Children Self-concept Scale as evaluated by Shreve (1973) holds promise as a measure of self-esteem according to the criteria posed in the technical standards for educational and psychological tests. The internal consistency reliability estimates as cited in the manual range from 0.78 to 0.93 and retest reliability estimates vary from 0.71 to 0.77.

The scale has been widely used in educational institutions and the construct validity of the scale has been studied in the context of under achievement (Shavelson, R J., et.al., 1976; Smith, M D , and Rogers, C M, 1977, and Wylie, R, 1974) and educable mental retardation (Charles, E H., et al., 1979). Self-concept structure at three stages of age-wise development was cross sectionally studied through factor analysis by Michael, Smith and Michael (1975). Their study revealed three common factors - Physical appearance, socially unacceptable behavior, academic or school status. The study also differentiates variance within a complex domain of emotionality across the three stages of development on factors like anxiety, abasement, self-concept and self-dissatisfaction.
The scale has been used with different ethnic groups (Thi Oanh, N., and Michael, W B., 1977). A slight modified form of this scale 'The way I feel about myself' was widely used on the Indian sample at the Regional College of Education, Bhuvaneshwar, Orissa. They found the test suitable and valid for their sample.

In the present study only the composite score of self-concept was used.

3.6.5. The Battery of Pre-adolescent Personality Tests (Parcek, U; Rao, T V; Ramalingaswamy, P; and Sharma, B R, 1975):

The battery consists of the following scales:
- Pre-Adolescent Adjustment Scale (PAAS)
- Pre-Adolescent Dependency Scale (PADS)
- Pre-Adolescent Class Trust Scale (PACTS)
- Pre-adolescent Initiative Questionnaire (PAIQ)
- Pre-Adolescent Activity Level Scale (PAALS), and
- Pre-Adolescent Level of Aspiration Test (PALAT).

**PAAS**

**Description:** Adjustment is defined by the authors as the individual's orientation towards his parents, peers, school and himself, in terms of the satisfaction he derives from his interactional relation-
ship with these significant others and himself.
There are 40 items on the scale to measure adjustment
of the students towards home (9), school (8), peers
(8), teachers (8) and general matters (7). The test
may be administered both to individuals and groups.
The test requires 15 to 25 minutes.

**Scoring:** Scoring key given in the manual consists
of different weightages for the keyed responses of
each item. A high score on the test indicates good
adjustment.

**Reliability and Validity:** Information regarding the
reliability and validity of the scale is reported in
the manual. Inter-correlations among the five areas
range from 0.30 to 0.84. Retest reliability esti-
mates were obtained from 5 samples with a gap of
three months between the two tests. Although most of
the correlations for different areas of adjustment
are significant, the values do not yield a satisfac-
tory reliability coefficient. The mean score on
the sub-areas as well as the total score differ
significantly for the two criterion groups of well
adjusted and least adjusted preadolescents as rated
by teachers. Significant Mann-Whitney U values were
found for each of the five schools on the different
areas of adjustment. Total score of all the sub-
tests on the scale was used in the present study
as a measure of adjustment.

**PADS**

**Description:** Dependency is defined by the authors as the tendency to seek the help of others in making decisions or in carrying out difficult action. Form B of the test consists of 10 items with 'Yes' or 'No' answers. The estimated time for administration of the test as a group test is about 10 minutes.

**Scoring:** The scoring key gives the desired response for each item and a high score on the test suggests dependency. Each response is given a differential weightage and the total score ranges from +15 to -15.

**Reliability:** The test-retest reliability for the parallel forms vary from 0.43 to 0.84 for the different samples.

**PACTS**

**Description:** Classroom trust is defined as a pupil's feeling free to interact with the teacher to discuss with him day to day classroom problems or activities. The scale consists of eight situations, each with four alternative responses.
It may be administered as a group test in about 20 minutes.

Scoring: Scoring key consists of the differential weightages given to the alternative response of each item. These weightages vary from 1 to 4. The range of obtainable score varies from 8 to 32 and a high score indicates trust in the teacher and a willingness to discuss one's classroom problems with teachers.

Reliability: Authors of the test report a split half-reliability of 0.814 based on data obtained from 219 students from nine primary schools. Retest reliability with an interval of 14 weeks between two tests for the data obtained from three middle schools vary from 0.33 to 0.77.

PAIQ

Description: Initiative is defined as the tendency to start actions independently. Such independence may or may not involve originality. PAIQ consists of six situations, each situation involves a pre-adolescent boy posed with a problem. The subject is required to answer for the open end question as to what the boy in that situation should do. The test requires about 20 minutes for administration.
Scoring: Each response is assigned a value ranging from 0 to 3 depending on the type of solution suggested in the response ranging from doing nothing to solving the problem independently. Examples for scoring are given.

Reliability: Retest reliability for three samples with a gap of 14 weeks were found to range from 0.50 to 0.66. The responses of pupils in two schools were independently scored by three people. Inter-scorer agreement expressed in terms of correlation between the scores given to the pupils by two scores range from 0.83 to 0.90.

Only the four subtests of the battery mentioned as above were used in the present study. Assessment of activity level and level of aspiration were omitted in view of the complications involved in obtaining the data and these factors are not often reported as factors related to Social Acceptance.

Norms are given in the manual for all the subtests for fifth standard children from three different areas of India, namely: Delhi (N=1425), Calcutta (N=418) and Coimbatore (N=456). Although the reliability and validity aspects of the test are not fully explored, it is the only test specifically developed for preadolescents in India.
It is developed and standardized in India on a national basis involving sample from different parts of the country. Further, the test also focusses on aspects of behavior like social adjustment, dependency, initiativeness, basic attitude of trust towards others which are important correlates of Social Acceptance. Important personalities in the area of test construction in India are involved in the construction of the battery. In view of these, the test was selected for the study.


Description: This questionnaire is developed for use with elementary school children in the age range of 8 to 12 years. Two forms of CPQ are available and each form consists of two parts. Alternate items for the same factor are given in the two parts. A general assessment of personality is made through CPQ as it measures fourteen distinct dimensions or traits encompassing the total domain of personality. Each part takes about 50 minutes for administration.

Each of the 14 dimensions of personality measured by CPQ has an alphabetic symbol, a technical
name and a common name. Each dimension is defined by two poles. The characteristics at the two poles covering 14 CPQ factors are as follows:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Low Sten Score Description</th>
<th>High Sten Score Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sizothymia:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserved, detached</td>
<td>A</td>
<td>Outgoing, warm hearted</td>
</tr>
<tr>
<td>critical, cool</td>
<td></td>
<td>easy going, participating</td>
</tr>
<tr>
<td><strong>Low Intelligence:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less intelligent</td>
<td>D</td>
<td>More intelligent, Abstract</td>
</tr>
<tr>
<td>concrete thinking</td>
<td></td>
<td>thinking, Bright, Higher</td>
</tr>
<tr>
<td>Dull, low scholastic</td>
<td></td>
<td>scholastic mental capacity</td>
</tr>
<tr>
<td>mental capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emotional Instability:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affected by feelings</td>
<td>C</td>
<td>Emotionally stable, faces</td>
</tr>
<tr>
<td>emotionally less stable</td>
<td></td>
<td>reality, calm, higher</td>
</tr>
<tr>
<td>lower ego strength</td>
<td></td>
<td>ego strength</td>
</tr>
<tr>
<td><strong>Phlegmatic temperament:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pragmatic, deliberate</td>
<td>D</td>
<td>Excitable, impatient</td>
</tr>
<tr>
<td>Inactive, Stoid</td>
<td></td>
<td>demanding, overactive</td>
</tr>
<tr>
<td>enigmatic temperament</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Submissiveness:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obedient, Mild</td>
<td>E</td>
<td>Assertive, independent,</td>
</tr>
<tr>
<td>conforming, submissive</td>
<td></td>
<td>Aggressive, stubborn,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dominant</td>
</tr>
<tr>
<td><strong>Desurgency:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sober, Prudent</td>
<td>F</td>
<td>Happy go lucky, gay,</td>
</tr>
<tr>
<td>serious, teciturn</td>
<td></td>
<td>enthusiastic</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Low Super Ego Strength</th>
<th>Super Ego Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disregards rules, not dependable, by-passes obligations, weaker super ego strength</td>
<td>Conscientious, persevering stoid, rule bound, strong super ego strength</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Threctia</th>
<th>Parmia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shy, restrained, diffident</td>
<td>Venturesome, socially bold Uninhabited, spontaneous</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Harria:</th>
<th>Premsia:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tough minded, self reliant, realistic, no-nonsense</td>
<td>Tender minded, dependent, over protected, sensitive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Zeppia:</th>
<th>Coasthenia:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vigorous, goes readily with group</td>
<td>Doubting, Obstructive, individualistic, reflective, internally restrained, unwilling to act</td>
</tr>
<tr>
<td>Zestful, given to action</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Naivete:</th>
<th>Shrewdness:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourthright, natural, artless, sentimental</td>
<td>Shrewd, calculating, wordly, penetrating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Untroubled Adequacy</th>
<th>Guilt Proneness:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assured, placid secure</td>
<td>Apprehensive, worrying, depressed, troubled</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low Self Sentiment Integration:</th>
<th>High Strength of Self-Sentiment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casual, careless of social rules, untidy, follows own urges, low integration</td>
<td>Controlled, socially precise, self-disciplined, compulsive, high self-concept</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low Ergic Tension:</th>
<th>High Ergic tension:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relaxed, Tranquil, torpid, unfrustrated</td>
<td>Tense, driven, overwrought, fretful</td>
</tr>
</tbody>
</table>
Each part of a CPQ form consists of 70 items with 5 items for each factor. Form A thus gives 10 items for each factor. Each item consists of two alternative statements of which subject chooses one depending on what fits him better. Although the estimated average time taken for the test is 40 minutes, in the present study 60-70 minutes were taken to administer the test for the group. Separate answer sheet was provided.

Scoring: Scoring key consists of punched cards with keyed responses punched for each factor. The raw scores are converted into sten scores which constitute the norms separately given for age and sex groups. However, in the present study the raw scores were retained for analysis.

The Children Personality Questionnaire has been widely used with children all over the United States of America. Hindi version of the scale prepared by Rao and Kapoor has been published by National Psychological Corporation, Agra. Norms on the hindi version are provided by the publishers for the age group 9-12 years. For the present purpose, original English version of the scale was slightly modified by substituting simple and familiar words on the basis of the opinion of teachers and students of the higher primary schools in the pilot study.
Reliability and Validity: Authors of the test reported the alternate form and retest reliability to be satisfactory. For better consistency of scores, authors suggest the use of combined forms of A and B. The items are selected on the basis of high factor loadings on the factors they measure.

3.6.7. Criteria for the selection of tests:

Two major criteria for the selection of tests were the availability of the test and the reaction of the subjects during the pilot study. Subjects responded with interest and enthusiasm to most of the questionnaires used in the study.

The major concern of the study was assessment of sociometric status with regard to Social Acceptance and Acceptability. Peery's (1979) model was a quick device for assessment of Social Acceptance and Rejection and was useful in classifying people according to their sociometric status.

The second sociometric questionnaire - 'Who are they?' - has been extensively used with elementary school children. It provides score on both factors of Social Acceptability and Social Isolation.
The two self-concept scales widely used with children are Coopersmith Self-Esteem Inventory and Piers Harris Children's Self-Concept Scale. But Piers-Harris scale consists of more number of items pertaining to the areas of popularity, school status and socially unacceptable behavior. It consists of first person declarative statements which makes administration of the test simple and easy.

Preadolescent test battery is the only measure of its kind developed in India. The dimensions measured by the battery are among the factors closely related to Social Acceptance. The battery is also standardized on a sample drawn from different parts of the country.

The Teacher Rating Scale used in the present study to measure individual differences in Social Behavior of Children is also a direct and simple measure of Sociability. Both retest and inter rater reliability of this scale are found to be highly satisfactory for the present sample.

Children's Personality Questionnaire is a scale covering the entire domain of personality with relatively few items. The scale has been used in
India. Children in the present sample found it interesting.

3.7. **Pilot Study:**

As a preparation for stages 2 and 3 of the research design a pilot study was conducted. The main objectives of the pilot study were the following:

1. Selection of suitable tests for the present sample and modification of these tests wherever necessary.

2. Determination of norms and cut-off points on sociometric questionnaires for purposes of selection of the sample.


4. Selection and modification of exercises for the intervention programme.

The pilot study was conducted during the months of February and March 1981. The pilot study made with regard to the second and third objectives covered four schools. Investigations pertaining to the first and fourth objectives were conducted in two of these schools. The samples involved at
various stages of the pilot study were drawn from the distribution shown in Table 3.2.

**TABLE 3.2:** SAMPLE DISTRIBUTION OF THE PILOT STUDY: NUMBER OF BOYS AND GIRLS FROM 6TH AND 7TH STANDARDS OF THE TWO TYPES OF SCHOOLS

<table>
<thead>
<tr>
<th>School Code</th>
<th>Class</th>
<th>6</th>
<th>7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sex</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>1.1</td>
<td></td>
<td>36</td>
<td>42</td>
<td>35</td>
</tr>
<tr>
<td>1.2</td>
<td></td>
<td>43</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>Total Type I</td>
<td></td>
<td>79</td>
<td>72</td>
<td>63</td>
</tr>
<tr>
<td>2.1</td>
<td></td>
<td>43</td>
<td>37</td>
<td>23</td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td>27</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Total Type II</td>
<td></td>
<td>70</td>
<td>54</td>
<td>47</td>
</tr>
<tr>
<td>Total Combined</td>
<td></td>
<td>149</td>
<td>126</td>
<td>110</td>
</tr>
</tbody>
</table>

3.7.1. **Selection and Modification of Tests:**

With an objective to select suitable tests of Social Acceptance and personality factors related to Social Acceptance the following measures were considered for selection in the pilot study.

1. **Sociometric Questionnaire** (Peery, C, 1979)
2. 'Who-are-they?' Questionnaire (Mitchell, J V, 1956)
3. Teacher's Questionnaire for individual differences in social behavior of children (Roper, R, and Hinde, R A, 1979)


5. Children's Self-concept Scale (Piers, E V, 1979)

6. Verbal Test of Creativity (Mehdi, B, 1973)

7. Achievement Motivation Scale (Mehta, P, 1969)


The opinions of four teachers and ten students were taken with regard to the difficulty level and the interpretation of the statements for each of the above questionnaires. Some of the words were substituted by simple and familiar words.

The teachers unanimously felt that all the items of the Locus of Control Scale need to be simplified and modified to suit the present sample. Hence, this scale was not used for the study. Remaining questionnaires were administered in two random blocks of four, on four sections drawn from two schools. Each questionnaire was thus given to one
section of 6th standard and one section of 7th standard students.

On the class-room social distance scale, the responses were arbitrary in the middle range and the subjects found it difficult to discriminate middle categories. Tests of creativity and achievement motivation were found to be lengthy and cumbersome. As the initial enthusiasm was not sustained by many children, these three scales were not used in the present study. Other questionnaires were found suitable for the present sample with slight changes in a few items. Words and expressions were changed so that it was easier for children to understand the statements. The modified versions of the questionnaires (Appendix A) were thus formed on the basis of opinion given by teachers and students of elementary schools and also on the basis of the experience gained during the administration of the original forms in two of the sections. With slight changes in the wordings of the items, children understood the statements and responded with enthusiasm.

3.7.2. Determination of Norms and Cut off Points of Score Distribution:

The second objective of the pilot study was
to get the distribution of scores on the sociometric variables in order to derive the cut-off points for the selection of sample. Along with the modified version of the two sociometric questionnaires that is, 'sociometric questionnaire' (Peery, C., 1979) and 'who are they?' questionnaire (Mitchell, 1956), other questionnaires used in the study were also administered in most of the sections of the four schools noted in Table 3.2. The data was used for deriving norms on these questionnaires for a normal sample of the population considered in the present study. The score distribution on the variables of the two sociometric questionnaires along with Mean, Median, Standard Deviation, 25th, 50th and 75th percentile scores of the distribution are given in Appendix B. These percentile scores were used as the cut-off points in the selection of sample for study.

3.7.3. Estimation of Reliability and Validity of Measures:

The reliability and validity for the sociometric questionnaires, the measures of key dependent variable of the study, were not available for a population similar to the present one. Further, the wordings of the items were also changed to suit the present sample. In view of these aspects,
it was felt necessary to examine the reliability and validity of the measures for the present sample. Retest reliability was considered as the suitable procedure, since the study involved a comparison of pre and post intervention measures on these tests. Accordingly, two testing sessions were held for giving the two sociometric questionnaires for a sample of 158 students in four sections from two schools. There was a gap of three weeks between the two testing sessions. Correlation between the two sets of scores were obtained separately for boys and girls in each of the four sections. Reliability coefficients were obtained by calculating the average of the 'Z' transformations of eight correlations. These correlation coefficients for the five variables on the two sociometric questionnaires are given in Table 3.3.

The Sociometric questionnaire (Peery, C, 1979) provides score on two variables, namely, peer nominations on Acceptance and Rejection. The 'Who are they?' questionnaire measures three factors - Social acceptability, Aggressive Maladjustment and Social Isolation.

Intercorrelations among the scores on five sociometric variables obtained on two different questionnaires may be considered as an indicator of
<table>
<thead>
<tr>
<th>Variables</th>
<th>SM-A</th>
<th>SM-R</th>
<th>SA</th>
<th>AM</th>
<th>SI</th>
<th>TQ-SA</th>
<th>TQ-Agg</th>
<th>PAAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM-A</td>
<td></td>
<td>-0.23</td>
<td>-0.88</td>
<td>-0.17</td>
<td>-0.14</td>
<td>0.48</td>
<td>-0.13</td>
<td>0.33</td>
</tr>
<tr>
<td>SM-R</td>
<td>-</td>
<td></td>
<td>0.17</td>
<td>0.87</td>
<td>0.65</td>
<td>-0.24</td>
<td>0.16</td>
<td>-0.17</td>
</tr>
<tr>
<td>SA</td>
<td>-</td>
<td>-0.11</td>
<td></td>
<td>-0.24</td>
<td>0.53</td>
<td>-0.05</td>
<td>0.34</td>
<td></td>
</tr>
<tr>
<td>AM</td>
<td>-</td>
<td></td>
<td>0.69</td>
<td>-0.18</td>
<td>0.23</td>
<td>0.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SI</td>
<td>-</td>
<td></td>
<td>-0.28</td>
<td>0.05</td>
<td>-0.13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TQ-SA</td>
<td>-</td>
<td></td>
<td>-</td>
<td>-0.08</td>
<td>0.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TQ-Agg</td>
<td>-</td>
<td></td>
<td></td>
<td>-</td>
<td>-0.01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAAS</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Retest reliability coefficients**

| N=158 | 0.86 | 0.82 | 0.96 | 0.85 | 0.81 | 0.94 | 0.84 |      |

N = 118
reliability of the measures. These correlation coefficients reported in Table 3.3 indicate a consistency in the scores obtained on the two measures. Social Acceptance as a variable on the first questionnaire and Social Acceptance as another variable on the second questionnaire show a high positive relationship. In addition, these factors were found to have a low negative correlation with measures of Peer Rejection and Peer Nomination on Aggressive Maladjustment and Social Isolation. Similarly, measures of Peer Rejection, and Peer Nominations of Aggressive Maladjustment and Social Isolation were found to have high positive correlation.

Teacher rating of sociability was measured by the modified version of 'Teacher's questionnaire for individual differences in social behavior of children' (Roper R, and Hinde, R A, 1979). The score on this variable also was found to have positive correlation with peer nominations of Social Acceptance and negative correlation with peer nominations of Rejection, Aggressive Maladjustment and Social Isolation. Similar trend was noticed with regard to the relationship between the scores on sociometric variables and the scores on Adjustment as measured by pre-adolescent adjustment scale (Pareek, U, et al, 1975). These findings support the reliability and validity of the sociometric measures for the present sample.
In the present study the social behavior of children was assessed through 'Teacher's Questionnaire for individual differences in social behavior of children' developed by Roper and Hinde (1979). With slight modification of items with regard to the words used and format given for rating, the measure was found suitable for the present purpose. This opinion was confirmed by four teachers from two elementary schools.

Ratings were obtained by eight teachers for a sample of 256 children on thirty eight items. Factor analysis of item inter-correlations yielded 7 factors which contributed towards 66 per cent of variance. Of these, the first two factors contributed towards 42 per cent of variance and were similar to the ones reported by Roper and Hinde (1979). Only these two factors were retained in the present study and items with a factor loading of 0.4 and above on these factors constituted the 'teacher rating scale.' The factor loadings on the first two factors for each item and the items retained as measures of the two factors are indicated in Appendix C.

To determine the retest reliability of the teacher's rating scale, 118 children studying in four sections of two schools were rated twice by the same four teachers with a gap of three weeks between the two ratings.
The averages of the correlation between two ratings based on 'Z' transformation were 0.935 for factor I and 0.835 for factor II. Inter rates reliability for twenty pairs of teachers were similarly worked out and were found to be 0.795 on factor I and 0.575 on factor II. The first factor was identified as 'Sociability' and the second factor as 'Aggressive behavior'.

3.7.4. Selection and Modification of Exercises:

One of the main objective of the pilot study was to work out the details of each session of the intervention programmes. Sessions for three types of intervention were finalized in the course of pilot study using three groups of children.

For the first type of intervention, introductory statements and exercises were prepared mainly based on "Transactional Analysis for Kids" by Freed and Freed (1977). The format covered the areas of ego states, strokes, games, transactions, collection of stamps, rackets, basic life positions and scripts. Reading the passages from the book or making the children read them for others in the group was not received well. Some children were less attentive. Hence, illustrations and additional information on the concepts of TA were drawn from other sources.
also and the matter was explained to them briefly for a period of about 10 minutes. This was followed by appropriate exercises to enable them understand the concepts of TA. As it was not possible to give a chance to all the children in the group to act out the roles or to give their responses it was felt necessary to supplement the exercises with home assignments.

One important point recognised during the pilot study was the need for minimizing the explanations and involving students in the process of teaching the concepts. Wherever possible, exercises were introduced in the initial stages and the concepts were explained to the students on the basis of what was revealed during the exercises. Later children were asked to describe these concepts. Every child turn by turn described the concepts to the group so as to arrive at a correct and complete description of the concepts. This plan worked out well and the same procedure was followed in the study.

Students found it difficult to understand the concepts of games, rackets and scripts. The basic elements of these concepts were introduced gradually in the earlier sessions and children were asked to watch these processes in themselves and in others and make a note of them every day. Actual concepts were taken up for discussion at a later stage.
It was also felt necessary to devise some games to convey the messages in a meaningful way.

Structural analysis was easily understood by most children. They were able to recognise different ego states and to respond from different ego states. Hence, the emphasis in the study was on structural analysis and the need for changing ego states in different situations. The exact procedures of conducting each session was finalized on the basis of observations made during the pilot study.

With regard to the intervention programme involving Social Skills Practice, it was difficult to decide on the skill areas and exercises to be covered in the programme. The social skills related to Social Acceptance are many and several exercises have been developed to enhance one's social skills. To begin with, some of the skills most often referred to in the literature of the field were selected. These skill areas included participation in group activity, communication, cognitive social problem solving, relaxation, taking responsibility for the actions of self, awareness of self and the surroundings, and interpersonal skills of empathy, assertion and role taking. Exercises on these skills following role play and coaching models were drawn from various sources (Grove, T G, 1976).

In the course of the pilot study strategies were evolved to make the intervention programmes effective. These include measures to make each subject participate in the group activities and a scheme to reward the subjects on their progress in performance.

3.8. Procedure:

3.8.1. Stage One:

As per stage-I of the research design tests were administered in selected schools (Table 3.1) by two lady investigators trained for the purpose. To begin with, the two sociometric questionnaires were administered in each school in the 6th and 7th standard classes to select the sample and to make pre-intervention assessment of Social Acceptance.

In every school the teacher in charge of the selected section introduced to the students the two investigators who collected data for the present study. In each section the investigators wrote on the blackboard the names of all the children
in the class sex-wise and distributed copies of the sociometric questionnaire consisting of six items. The students were instructed to fill in the details regarding name, class, etc., as each item was read out by one of the investigators. The instructions and test items were read out to the students with sufficient time to permit them to provide the details required under the personal supervision of one of the investigators. Students were informed to go through the directions in the questionnaire as it was read out. They were required to select any three names for each question from the list of names on the black board. Girls were required to choose the names of girls only. So was the case with boys too. In order to maintain uniformity in time they were instructed to wait till each question was read out to the class. Then each question was read out; doubts were cleared when raised and students were allowed to write the names. In the beginning 90 seconds were allowed for answering each question. After the first two questions the time was reduced to 60 seconds. The students were not allowed to consult each other. Those who could not complete the answers within the time were asked to stop and proceed to the next question being read. They could attend the incomplete questions at the end of the session.
The same procedure was followed with regard to the administration of 'Who are They?' questionnaire. Sample for the study was selected on the basis of the scores obtained on five factors of these two questionnaires.

There were five sections in which the number of girls or boys was either below 15 or above 40. When below 15, the subjects were asked to write only two names for each question and when above forty, they were instructed to write four names for each question. This step was necessary to prevent variation in the distribution of preference score.

3.8.2. Stage Two:

As per Stage II of the research design, the selected questionnaires were administered to the subjects or their teachers for the pre-intervention assessment on dependent variable measures.

The order of administering the questionnaires for the pre and post-intervention assessment is given below:

1. Sociometric Questionnaire and 'Who are They?' Questionnaire

3. Children's Self-Concept Scale.

4. Information Schedule and Children's Personality Questionnaire Part I.

5. Three subscales of Preadolescent Test Battery: Adjustment scale, Dependency scale and Initiative Questionnaire.

6. Children's Personality Questionnaire Part II and Preadolescent Classroom Trust Scale.

With regard to the procedure of administration of teacher's questionnaire, the teachers were supplied with a copy of the 'Teacher's questionnaire for individual differences in social behaviour of children', along with the answer sheets. The investigators wrote the names of subjects to be rated by the teachers on the answer sheets and prepared columns for each subject. Item numbers were given on the answer sheet in the left hand margin of each row. Teachers were requested to read the instructions and write their rating for each item for each student in the appropriate column without consulting other teachers. Thus, after completion of rating all the students on a given item they could proceed to the next. Doubts raised by them were clarified. To ensure their comprehension they were asked to reproduce the directions. The questionnaires were
then left with them to be filled in at their leisure. As most teachers felt that they could not complete rating at a stretch, the questionnaires and answer sheets of one section at a time were left with them for a day. The second set for rating was given only after the first set was returned.

Ratings were obtained by two teachers for each section at the pre intervention assessment stage. This was done as a precautionary measure to avoid any loss of data for comparison of pre and post intervention assessment. A part of this data was used in the assessment of inter rater reliability. During the post intervention assessment, the ratings were obtained by one of the two teachers. Only those teachers who were handling the sixth and seventh standard classes were requested to rate their pupils. As far as possible, the same teachers were requested to rate children of different sections in the school. However, when this condition could not be met, the cooperation of other teachers handling the sections was sought.

The self-report inventories used in the present study were administered to the subjects in four sessions. In each sessions the selected questionnaires were administered to groups of twenty to thirty subjects.
During the assigned hour the selected children from two of the sections were made to sit in a separate room. After they were settled, copies of Children's Self-Concept Scale were distributed among them in the first session. They were asked to fill in the details regarding their name, class, section and school as read out to them. The directions were read to them — with an example. Each statement was read with sufficient pause to enable them to answer by encircling the 'Yes' or 'No' alternative responses. Subjects were requested to wait till the investigator read the items and clarified the doubts raised, if any. While one investigator read the statements, the other investigator went round to check whether the students followed the statements and the direction. This also prevented copying and mutual consultation among the students.

In the second session, each subject was provided with an answer booklet consisting of answer sheets for the remaining questionnaires and an information schedule. Subjects were first asked to fill in the information schedule as the items were read to them. In cases where the answers were not known, the subjects were asked to note down the items, get answers for them from their parents and to fill these details in the next session.
Part I of the Children's Personality Questionnaire was also administered in the second session. Subjects were instructed to turn the page after filling the information schedule of the answer book-let and then to go to page-2 marked CPQ-A1.

The test book-lets of CPQ were distributed and the directions were read out with the sample item. The two alternatives 'a' and 'b' of each items were read out and the subjects were required to indicate their choice of the alternative by writing the alphabet of the alternative against the corresponding item number in the answer book-let. The subjects were asked to respond only after the alternatives were read out to them and their doubts were clarified. The test book-lets and the answer book-lets were collected back from the subjects after the session.

The remaining questionnaires were administered to the subjects in two more sessions. In each session, answer book-lets of the subjects were given to them with an instruction to open the page on which the answer sheet corresponding to the test to be administered is found. The copies of the questionnaires were then given to the subjects. Subjects were asked to go through the directions as these were read out along with an example. The subjects were
required to write their answer against the corresponding item in the answer book as the item was read out. The subjects were asked to respond only after the questions were read out to them and their doubts were clarified. Sufficient time was allowed for them to respond to each test item. One investigator went round the class to check whether the subjects followed the instructions. After completing a questionnaire the test forms were taken back. Copies of the next questionnaire to be administered in that session were distributed among the subjects and the procedure was followed. At the end of the session answer books were collected back.

Thus, the pre intervention assessment was made within two weeks of the selection of the sample.

3.8.3. **Stage three**

As per the third stage of the research design subjects were assigned to the different treatment groups and intervention sessions were held. After the pre-intervention test sessions subjects were assigned to different treatment groups. In each section there were generally two homogenous blocks of students, one block of boys and one block of girls. However, of the thirty six sections in eight schools covering the sample, in one school three sections
were exclusively for boys and three exclusively for girls. In each of these sections, there was only one homogenous block of students as against two in other sections. In each school there were six to twelve such blocks constituting a total of sixty six blocks. These blocks were randomly assigned to the four treatments. In some cases there was an exchange of blocks assigned to treatments involving psychological intervention. It was necessary because these treatment groups in some schools were restricted to either boys or girls. The distribution of sample in the four treatment groups on the several independent variables considered in the study are given in Appendix D.

Intervention programmes were held separately for boys and girls. This was felt necessary in the course of the pilot study as the often reported characteristic features of preadolescents, namely, 'chumship' of similar sex and hostility towards the opposite sex were prevalent in the present sample. All the four treatment groups were held in each school. Comparable number of subjects for the two variables-class and sex, in different treatment groups were maintained by combining two schools with pupils from common socio-economic background. Wherever the intervention sessions were held during the holidays or before and after the school hours, the number in the
experimental groups was kept a little higher compared to control groups in anticipation of absences.

Once the subjects were assigned to various treatments, letters were sent to parents requesting them to permit their children to participate in a special training program for personality growth. Format of this letter is given in appendix-F.

The number of participants initially allotted to each group varied between eight and eighteen. However, in general, seven to thirteen members participated in a group session.

A number of problems were encountered in carrying out the intervention programmes, such as: the programme was restricted by the factor of strict time schedule; exercises and games were kept at the minimum and were structured in accordance with the restrictions imposed by the classroom set up (even in the exciting situations children were prevented from raising their voice and were restrained from other forms of expression like clapping, jumping or physical contact); for simple exercises of relaxation sufficient space and carpet were not available; group feelings prevented some students from attending the sessions; while most of the students from one section regularly attended the sessions, children from another section assigned to
the same group were continuously absent; cooperation from teachers was not always forthcoming and the cooperation extended was not consistent.

The above limitations were controlled to some extent in the schools involved in the final phase of the study. Sessions after the class hours were avoided to ensure maximum attendance. Subjects were allotted to treatment groups with an eye on maintaining comparable number in different treatment groups. Thus, the final allotment of subjects to various treatment groups, as in case of selection of schools for the study, depended on a number of extraneous factors like cooperation of teachers, cooperation of students, amount of work involved in strict random allotment, time during which sessions were held, type of classes students were expected to miss, attitudes of some students in the class, and attitude of parents.

However, the deviation from strict random distribution of sample was to some extent compensated by the size of the sample. All the four treatment groups were held in each school except in one. In assigning blocks to treatment group and in preparing the schedule of intervention precautions were taken to see that any particular type of treatment group was not biased by the factors like type of school,
sex or age and the timing of the sessions or the period during which intervention programmes were held.

The intervention programme in each school was held according to a planned schedule twice a week for each group. The schedule is given in Appendix E. The actual testing sessions and the intervention programmes started in March 1981 and continued till February 1982. The study was conducted in three phases. In each phase two schools were mainly involved. One or two more schools were also visited once a week. The general arrangement was that the researcher stayed in a school throughout the day and conducted the sessions during the scheduled hours. On certain days during the second phase, morning hours were spent in one school and the afternoon hours in another school.

The details of each session of the intervention programmes are given in section 3.9.

3.8.4. Stage four:

As per stage IV of the research design post-intervention assessment of subjects on dependent variable measures was made. Within two weeks of the completion of intervention programmes, the selected questionnaires were administered to the subjects by the two investigators in accordance with the procedure described in sections 3.8.1 and 3.8.2.
Thus for each subject in the four treatment groups pre and post intervention test measures and the gain score on these measures were available on two sociometric questionnaires, six self report inventories and one teacher rating scale. These questionnaires contribute scores for twenty six factors of the dependent variable measures.

3.9. INTERVENTION PROGRAMMES

3.9.1. Nature and Objectives:

Intervention programmes of three kinds were developed in the present study -- Exposure to the concepts of Transactional Analysis (TA), Practice in Social Skills (SSP), and Placebo Control group activity (PC). Of these TA and SSP were treated as experimental treatments and PC as control treatment. The experimental treatments were developed with the following objectives:

1. To overcome feelings of Isolation,
2. To enhance Self-esteem and acceptance of self,
3. To help each member express his real feelings.
4. To accept responsibility for self and solving problems of oneself.
5. To enhance commitment to change the attitude and behaviour of oneself.
6. To generalize one's insight and skills by applying them to problems of daily life.
Although the objectives of group therapy given by Kellmen (1963) were adopted in the present study, the group sessions differed from the traditional group therapy and counselling sessions. At these sessions, interactions were directed by the structured frame of stimuli provided by the investigator. The salient features of these interactions were:

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 contributions of self and others in the group in carrying out the assigned activities.

3. Each member recognised the improvement in group participation of self and others.

4. At the end of each session stars were given to each member for group participation and for improvement in the performance on the basis of the opinion of the group. Each member was asked to indicate how others could improve their performance.

5. While writing the assignment, 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.

Each treatment had twenty four sessions with each session lasting 50-60 minutes.

While the similarities in the two treatments were as explained above, the differences may be summarized as below:

The TA sessions provided a cognitive frame of reference to understand and interpret the behaviour of self and others. Introductory statements regarding the concepts of TA were drawn from Freed and Freed (1977) Berne (1964), Goulding and Goulding (1979), and Steiner (1974). For the SSP sessions, exercises were provided to practice some of the skills of social competence in various areas such as participation in groups and group work, communication, empathy, assertion, social problem solving, fantasy training, taking responsibility for self and relaxation, which are often represented in social skills training programmes (sections 2.2.3 and 2.4.2.4.).

The objectives, procedures and home assignments of each session of the two treatment are explained below:
3.9.2. EXERCISES FOR THE GROUPS EXPOSED TO THE CONCEPTS OF TRANSACTIONAL ANALYSIS (Treatment Group No.1. T.A.)

3.9.2.1. SESSION ONE: LISTENING GAME:

Description of the Exercise: The game is played in three stages. In the first, children play roles of observers and participants. The observers (persecutors) count the number of mistakes the participants make in showing a required response to recitation of a rhyme. In stage two, the children reverse their roles. In stage three, the participants are penalised for their mistakes (victims). The observers may help participants in reducing the mistakes (Rescuers).

1. PURPOSE: To help the subjects understand the concepts - Victim, Persecutor and Rescuer in a TA game through a normal play situation.

2. CONCEPTS:

1. Victim - A person acting powerless and helpless.

2. Rescuer - A person who does something that he does not want to do in order to help another person.

3. Persecutor: A person who shows he is powerful by pointing out the weakness of others.
3. **SUPPLIES:** A rhyme of 10 lines in which numbers from one to ten occur frequently along with 2 to 3 words in between the odd and even numbers. A notebook, pencil and a stop-clock.

4. **PROCEDURE:** Children are made to stand in two rows facing each other. The first row is named as participants. For each participant, the person standing opposite to him becomes the observer.

Subjects are informed that the investigator recites a rhyme consisting of odd (like 1, 3, 5...) and even (2, 4, 6...) numbers. Participants are told to hold each others' hand and sit and stand immediately whenever an odd number appears in the rhyme. They are asked not to make this sitting movement for even numbers. The observers are asked to count the mistakes of their opponents. Sitting movement made for an even number and not made for an odd number is counted as a mistake.

The instructions are made clear and the game is demonstrated by reciting two lines of the rhyme.

With a 'ready' signal the rhyme is recited and the participants and observers follow the instructions given.
In the next stage the subjects exchange their roles: Observers become participants and participants become observers. Each observer is told that the participant opposite to him is to be observed. The participants are instructed to make a sitting movement to even numbers while the observers note the mistakes of the participants.

The last stage of the game is played as follows: One pair of children serve as victims to get in and out of a circle formed by the rest of the children. For every two mistake committed by them in the previous stages of the game, the pair has to get in and out of the circle once. After they complete their punishment they join the circle. At the same time two more children detach themselves from the circle and get set as victims to go in and out of the circle as punishment for their mistakes. Thus the game goes on with every child undergoing punishment by turns.

5. **DISCUSSION:**

A group discussion is held among the children for about 20 minutes to discuss the roles played by them. The discussion begins with three volunteers explaining how they felt during the game. The teacher (Investigator) explains the concepts and the children are asked to identify the Victims, the Persecutors and the Rescuers.
The next stage of the discussion involves helping the children to generalize the three concepts to everyday life situations. While half the number in the group is required to cite examples of a Victim, a Persecutor and a Rescuer from real situations, the other half is required to comment on these observations.

6. ASSIGNMENT:

The children are asked to prepare data sheets with three columns marked VICTIM, PERSECUTOR and RESCUER. Under the appropriate headings, they are required to mention the situations at home and school where they felt they were the Victims, Persecutors and Rescuers.

3.9.2.2. SESSION TWO: FAMILY ROLE-PLAY

Description of the Exercise: The exercise consists of four stages. First, each child narrates some common home situations. In the next stage, children form themselves into subgroups consisting of 3 to 5 members and select a common home situation by consensus. Each member of the group describes how his family members, including himself, behave in the situation normally. In the third stage, the group decides upon a sequence of events involved in the selected situation by mutual discussion and assigns roles among the members to act out the situation. The final stage involves the actual performance.
1. **PURPOSE:**
   To prepare children for learning the TA concepts, PARENT, ADULT and CHILD.

2. **CONCEPTS:**
   To be introduced in sessions 3 and 4.

3. **SUPPLIES:**
   Stop-clock, black-board and chalk piece.

4. **PROCEDURE:**
   The Investigator asks the children to narrate one by one some common home-situations. The situations are listed on a black-board. The group is then split into subgroups, each consisting of 3 to 5 members. Children are allowed to form groups by themselves. Each group has to choose a situation from the list on the black-board. Each member of the group has to describe how his family members, including himself, behave in the situation normally. The group prepares a sequence of events in the situation and members are assigned roles on the basis of a discussion. The group is given about 15 minutes for this purpose. Each group is given an additional time interval of 10 minutes duration to practice rehearsals. The Investigator selects one group for final performance on the basis of the rehearsals. The selected group acts out the sequence in five minutes.
5. **DISCUSSION:**

Nil

6. **ASSIGNMENT:**

Assignment of Session 1 continues. In addition, children are instructed to observe at home the various roles played by their family members and prepare themselves to enact these roles.

3.9.2.3. **SESSION THREE - FAMILY ROLE-PLAY (Contd.)**

*Description of the Exercise:* Subgroups enact the family situations described in session 2 (3.9.2.2).

1. **PURPOSE:**

To introduce the TA concepts Parent, Child and Parent tape.

2. **CONCEPTS:**

1. **Parent:** It is a state of ours in which we act very much like our mother, father, or any other elder. The Parent in each of us like our elders tell us to do 'what, how and when'.

2. **Child:** It is a state in which we feel excited, happy, angry, hurt or sad. We will be in a Child state when we sing, dance or play and enjoy acting like animals such as a cat or a dog.
3. Parent tape: This is what we hear often from our mother, father, teacher and other adults. What they say will be in our 'mind' and we hear them like tapes on the tape recorder. We learn to tell the same to ourselves or to others such as our friends, brothers or sisters. We learn from our father, mother and important others, most of the sentences like 'Respect Your Parents', 'Do not be stupid', 'Be nice to people' and so on. They have learnt it in turn from their elders.

3. **SUPPLIES:**

   Note book, pencil and stop-clock.

4. **PROCEDURE:**

   The session two is designed to prepare the children understand the concepts of 'Parent' and 'Child'. This session is utilized for the actual introduction of these concepts. In this session, the remaining subgroups act out their sequences as in the previous session.

   The children are again asked to list common home situations and report the behaviour of elders and children in these situations. They also make a list of what their parents keep telling them.
During the last fifteen minutes of the session, the meaning of the concepts of 'Parent', 'Child' and 'Parent tape' is explained to children.

5. **DISCUSSION:**
   Nil

6. **ASSIGNMENT:**
   Children are required to observe what their parents keep telling them and to make a list of parent tapes they have within themselves.

3.9.2.4. **SESSION FOUR - PARENT, ADULT AND CHILD (CONT'D.)**

**Description of the exercise:** Children are asked to recall how their parents teach them the rules of a game or use of tools.

1. **PURPOSE:**
   To recognise the Parent, Child and Adult in us.

2. **CONCEPTS:**
   Adult: The 'Adult' is the part of us which thinks, learns and figures things out, decides what is the right thing to do.

3. **SUPPLIES:**
   Note-book, pencil and stop-clock.

4. **PROCEDURE:**
   For ten minutes three children are required to read their assignment as in the earlier session. Corrections are made where necessary.
Attention of children is drawn to the ways in which parents help in solving their problems with lessons such as use of dictionary to know word meaning, learning rules of a game and use of tools. Then the meaning of Adult is explained to children.

5. DISCUSSION:

Functions of Adult are listed. In addition, the activities that Parent tapes help us to do or prevent us from doing and our reactions to these tapes are discussed.

6. ASSIGNMENT:

Children are required to write the meaning of Parent, Adult and Child with examples.

3.9.2.5. SESSION FIVE - EGO STATES

Description of the exercise: Children give the meaning of Parent, Adult and Child states and describe the behavioural correlates of these states. They observe these behaviour among members while preparing the sequence of an event.

1. PURPOSE:

To introduce the concept of Ego states and shift in ego states.

2. CONCEPTS:

1. Ego State - It is the state of self in us or in others. It is a kind of feeling and experience
corresponding to our external action. The three ego states are Parent, Adult and Child. We can know in which ego state a person is by the way he talks and what he talks. The words, voice, facial expression, posture and gestures are different in each ego state. We can know in which ego state we are by observing how others react to us or by comparing our behaviour with the behaviour of our elders in similar situations.

2. Shift in Ego State - Shift is change from one ego state to another.

3. **SUPPLIES**: 
   - Note book, pencil and stop-clock.

4. **PROCEDURE**: 

   Three children are required to read to the group the meaning they have written for Parent, Adult and Child. Concept of ego states is explained with reference to Parent, Adult and Child. Their attention is drawn to the change in ego states from one situation to the other and to the corresponding changes in voice, posture, speech content, intonation and action.

   During the last fifteen minutes, children form subgroups of 3-4 members. They are instructed to list events that normally occur in a class-room or in a playground. They are asked to select one event form the list and prepare a sequence. While preparing the sequence they should try to observe their
own ego states and the ego states of other members in the group.

5. **DISCUSSION:**

Nil

6. **ASSIGNMENT:**

Children are required to make a note of their different ego states and behaviour accompanying each state. They should observe the ego-states of another person (target person such as father or mother) and record them.

3.9.2.6. **SESSION SIX- PARENT EGO STATE**

**Description of the Exercise:** After the concepts are introduced, children form into subgroups, select one common event that happens in the playground or classroom and role play the situation by taking CP and NP roles.

1. **PURPOSE:**

To introduce the two types of Parent ego states.

2. **CONCEPTS:**

1. Controlling Parent (CP): The parent has two parts. One part criticizes us, controls us, protects us, punishes us and bosses over us. The CP is one who lets us know when we are doing something wrong and helps us to do what is right.
2. Nurturing Parent (NP): This is the loving and caring Parent of the Parent ego state. NP gives us what we need, allows us to have fun, protect us when we are in trouble or when we are afraid. In NP ego state we feel OK, love ourselves take care of our needs or we make others feel OK, love them and take care of their needs.

3. SUPPLIES:

Note book, pencil and stop-clock.

4. PROCEDURE:

Controlling and Nurturing Parent ego states are explained to the children. Examples are elicited from them to show when one has to express Controlling Parent and a Nurturing Parent. Their attention is drawn as to how a CP and NP will react in the same situation.

The group is formed into smaller groups consisting of 3-4 members. These sub-groups are required to think of events that normally occur in the playground or in the class room where one could be a Controlling or a Nurturing Parent. They are also required to give the reactions of others in these sequences where one child acts as a Controlling or Nurturing Parent. Two groups are allowed to enact these sequences and others are required to make their comments.
5. **DISCUSSION:**

Nil

6. **ASSIGNMENT:**

Children are asked to list the situations where they act as CP or NP and to report two instances where they act as Nurturing Parents instead of being their usual Controlling Parent.

3.9.2.7. **SESSION SEVEN - CHILD EGO STATE:**

**Description of the exercise:** Children make a list of things they very much like and things they do not like to do. They estimate their expression of Child ego state.

1. **PURPOSE:**

To introduce the different Child ego states.

2. **CONCEPTS:**

1. Free Child (FC) or Natural Child: This part of the Child is free to laugh, cry, giggle, love, hate or play and to have fear or fun. In this state, we behave like small children no matter how old we are. Sometimes we speak or make sounds like a little baby or an animal just for fun. We demand whatever we want to be given immediately: we get scared or hurt; we cry or scream. All these are activities of the FC ego state.
2. Adapted Child (AC): In this ego state one may be a rebel, a sulk or a jerk. In this state the Child in us acts in response to other people. A rebel child says 'No' to what others ask us to do. To be a rebel child is also important sometimes. But we need not rebel all the time. Sulking is being angry inside and being afraid to say it out loud. Instead of sulking we can say, "I do not like it when you shout at me, boss over me or when you are angry with me". We are jerks when we always say 'Yes' and do what we are asked to do in order to please the important others even when we do not like to do so. The 'OK' AC learns to get along with others, be accepted, be polite and behave in ways that are appropriate. The 'Not OK' AC is always good or obedient without using his Adult.

3. Little Professor (LP): It is the thinking part in children to get what the Child wants. LP likes to imagine pictures, stories, play mates or oneself in action like an astronaut or superman. LP thinks how to make people in charge smile when they are angry or how to get from them what is wanted. The techniques come to the Child by intuition.
3. **SUPPLIES:**

Note book, pencil and stop-clock.

4. **PROCEDURE:**

For a period of 10 minutes, children are required to make a list of things they would very much like to do and also what they would not like to do. Based on illustrations from this list, the concept of Natural Child, Adapted Child and Little Professor are explained. The attention of the children is drawn to: 1. what they would do as a Rebellious Child for Controlling Parent messages and 2. what they can do in the same situation from their Little Professor. Children are instructed to do something other than sulking or revolting, such as, saying how they feel.

The list of words and actions of the Child ego state given by Freed and Freed (1978: page 36) are read out and children are asked to make a rough estimate of number of times they make similar expressions in the course of a week.

5. **DISCUSSION:**

Nil

6. **ASSIGNMENT:**

a. To list the activities carried out with different child ego states - Natural Child, Adapted Child, Rebellious Child and Little Professor.
b. To report two instances where they conveyed their feelings to their mother calmly.

3.9.2.8. SESSION EIGHT: ADULT EGO STATE

Description of the Exercise: Children observe a picture with several details and answer a set of questions of different types on the picture. Later they make a list of activities of their Adult ego state.

1. PURPOSE:

To identify the photographic and combining Adult and to find out how Adult is contaminated.

2. CONCEPTS:

1. Adult ego State: The state in which we think, figure out things and decide things is Adult. The Adult collects and stores facts, figures out answers to problems and learns about the world. More we use our adult, better we function. There are two functions in Adult. One is the photographic Adult in which all details are collected and stored. The other function is the Combining Adult in which all the details are put together to understand the relations and to solve problems.
2. Contamination: This is a condition in which Adult is mixed with the Child or the Parent. In this condition we will not see things or people as they are but as we wish to see them.

3. SUPPLIES:

A picture consisting of a number of items mounted on a card board, a list of questions, stop-clock, notebook and pencil.

4. PROCEDURE:

The group is split into subgroups of 3 to 5 subjects. Each group is required to come near the table and observe the picture for a period of one minute. After the groups complete observing the picture, they are asked eight questions about the picture. Of these, three pertain to memory of details, three about the relationship of items and inferences that can be drawn and two suggest a wrong answer.

The Combining and Photographic Adult ego states are described to children with the help of their answers to the questions given. Malobservations, non-observations and wrong answers to suggestive questions are used as illustrations to explain contamination of Adult ego state.
During the last 10 minutes of the session children are required to make a list of activities they do in their Adult ego state.

5. Discussion: NIL

6. Assignment:

A lesson from social studies is given for learning. Children are asked to frame questions and answer them from their Photographic Adult and Combining Adult. Subjects are told to make a list of things they decide to do every day. They are asked to find out why they decide to do it and whether or not their decision is contaminated by their Child or Parent ego states.

3.9.2.9. Session Nine - Changing Ego States

Description of the Exercise: The exercise consists of two stages. In the first stage children indicate the ego states they use very often and not very often. In small groups they think of an event in which they use their dominant ego state and role-play the situation. In the second stage, they use their rarely used ego states and role-play the same situation.
1. **PURPOSE:**

To suggest the alternate responses available from different Ego states.

2. **CONCEPTS:**

Nil

3. **SUPPLIES:**

Note book, pencil and stop-clock.

4. **PROCEDURE:**

Children are required to find out the ego states they use very often and not very often. The group is then split into subgroups. Each subgroup is required to think of a sequence of an event at home and a sequence at school in which they use their dominant ego state and how the sequences end. The group members distribute the roles and practice acting out the sequence. The groups are then required to think of how the sequence will be when they change their ego state and use the one they rarely put to use. The members have to plan the sequence, decide on their roles and act out accordingly.

During the last ten minutes of the session one of the groups enacts the two sequences with their natural and changed ego states.
5. **DISCUSSION:**

Children give their comments on the sequences in which natural and changed ego states are used.

6. **ASSIGNMENTS**

Children are asked to keep a record of situations where they are Victim, Persecutor and Rescuer. They should also record the ego states they use i.e., CP, NP, Photographic A, Combining A, FC, AC, RC and LP.

3.9.2.10. **SESSION TEN - CONTACT GAME**

**Description of the exercise:** The exercise consists of three stages. In the first stage children are asked to go round the room looking at the ground without lifting their eyes. In the second stage children are asked to go round the room looking at those who come across. In the third stage, as they go round the room, children smile at and touch with a friendly gesture those whom they come across.

1. **PURPOSE:**

To recognise how we feel about the presence or absence of contact of different kinds.
2. **CONCEPTS:**

Strokes: A stroke is any kind of act shown towards us by some one to let us know about their presence and the fact that they recognise us. The stroke may be a smile, a pat on the back, a word of praise or a present.

3. **SUPPLIES:**

Note book, pencil and stop-clock.

4. **PROCEDURE:**

Subjects are required to go round the room under three conditions. 1. They pace the floor looking at the ground for two minutes. They should not look at others or touch them. 2. While going round they look at the eyes of those who come across. Thus they go round for two minutes. 3. They make a friendly contact by stroking the back or arm and smile at those who come across as they go round the room for two minutes. The subjects write how they felt in the three conditions for a period of ten minutes.

5. **DISCUSSION:**

Four subjects are made to read what they have written. The reasons why they feel differently in the three conditions is discussed. Meaning of strokes
and the types of strokes are explained to the children.

6. ASSIGNMENT:

Subjects are instructed to give a physical stroke and say something nice to a classmate who is not their good friend; to a schoolmate who is not known personally; and to someone at home. Subjects are told to write in detail what happens in these situations.

3.9.2.11. SESSION ELEVEN - GIVING STROKES

Description of the exercise: Each child writes in the note book of every other child in the group one or two sentences indicating something nice and good he has observed in that child.

1. PURPOSE:

To demonstrate how to give strokes and accept them.

2. CONCEPTS:

Nil

3. SUPPLIES:

Note book and pencil.
4. **PROCEDURE:**

Children are asked to write their name in capital letters in their note-book. Each child should pass his note-book on to the child next to him on the right. The child who receives the book is instructed to write something nice and good about the child whose name is written on the top of the book. For having written the child should sign his name in the book at the end of the writing. Then he has to pass the book to the child on his right. Thus, the book of every child circulates collecting comments about the child as made by every other child. Each child gets back his book at the end. While writing statements, children are not allowed to read what others have written.

On receiving their note-book, children read all the statements made by others about themselves, and mark any two statements they think are best. The two statements so marked are read out aloud to the group by each child.

5. **DISCUSSION:**

Nil

6. **ASSIGNMENTS:**

1. Children are required to write how they felt reading through the statements about them.
2. Children have to select three target persons in the school, at home or in the neighbourhood, say something nice to them once every day and note their reactions.

3.9.2.12

SESSION TWELVE - BUILDING A STROKE BANK

Description of the exercise: Children state how they feel when they give and receive strokes. They make a list of common strokes they receive and the way they stroke themselves.

1. PURPOSE:

To recognise the need for strokes and how we manage to get them.

2. CONCEPTS:

1. Kinds of Strokes: There are three kinds of strokes: Physical (touching), Verbal (Talking) and non-verbal (Waving, Winking, Smiling etc.). In each case there may be two types: Strokes given for "being" (unconditional) and for "doing" (conditional). For example, a teacher may pat the boy as he passes through the corridor just because he happens to be there (unconditional) or may pat him when he gets the highest mark (conditional).
Strokes may be positive, as warm touch, praise or friendly smile or they may be negative, as slaps, scolds and angry looks.

2. Stroke Bank: It is the store of strokes that we have collected to stroke ourselves. We collect all the positive and negative strokes very often given to us by the people in charge of us and in their absence we stroke ourselves the same way. We can put in the stroke bank more positive strokes by feeling good about ourselves and by learning to appreciate our performance.

3. Supplies:

   Note book, pencil and stop-clock.

4. Procedure:

   Children's attention is drawn to how they feel when they give and receive strokes. They are asked to make a list of the common strokes they receive and another list of how they stroke themselves. Meaning of positive, negative, unconditional (free) and conditional (earned) strokes is explained.

5. Discussion:

   Members of the group are required to recall the positive and negative strokes they received often and the strokes they give to themselves. Their attention is drawn to the positive and negative strokes they
give to themselves. Their attention is drawn to the positive and negative strokes they have in their stroke bank and to the way they have developed the stroke bank. Children are required to make a list of things they would do in order to get positive and negative strokes.

6. ASSIGNMENTS:

Children are required to make a list of strokes they get and how they manage to get them. They are also required to make a list of positive and negative strokes they have stored for themselves in their stroke bank.

3.9.2.13. SESSION THIRTEEN - BASIC LIFE POSITIONS

Description of the exercise: The exercise consists of two stages involving two different children at each stage. In the first stage, child 'X' recalls all the positive strokes he receives and another member of the group strengthens the positive feeling of the child by giving more positive strokes. The child 'X' expresses how he feels about himself. In the second stage, child 'Y' recalls all the negative strokes he gets and this is strengthened by another member of the group by giving negative strokes. Child 'Y' explains later how he feels about himself.
1. PURPOSE:

To make children understand the basic life positions and how we develop them.

2. CONCEPTS:

Basic life positions: The positive strokes we receive make us feel good, feel OK, which means we are important, capable and worthy of things. The negative strokes make us feel that we are not capable of showing good performance, not worthy of anything and not important. When we have more of positive feelings about ourselves, we feel OK. When we have more of negative feelings we feel not OK. When we feel not OK, we tend to look at others also as not OK. We develop these feelings very early in life and these decisions we make about ourselves and others are known as basic life positions. There are four possible positions we take. These are:

- I am OK, You are OK.
- I am OK, You are not OK.
- I am not OK, You are OK.
- I am not OK, You are not OK.

Every body is born OK and we can change our not OK feelings to OK feelings. With OK feelings about self and others we perform well and enjoy happy
relationship with others.

3. **SUPPLIES:**

   Black Board, chalk piece, note-book, pencil and stop-clock.

4. **PROCEDURE:**

   The four basic life positions are written on the black-board.

   In the first stage of the exercise child 'X' is invited to make a list of all the positive and free strokes he gets. Another member child 'A', is invited to give all the positive qualities in child 'X'. Later, child 'X' is asked to say how he feels about himself and about child 'A'.

   In the second stage of the exercise, child 'Y' is invited to make a list of all the negative strokes he gets. Another member of the group, child 'B', is required to give all the negative qualities about child 'Y'. Later, child 'Y' is asked to say how he feels about himself and about child 'B'.

5. **DISCUSSION:**

   Children are required to state how they feel about themselves and why they have developed the OK
or not OK feelings about themselves. Their attention is drawn to the early decisions we make about ourselves of being OK or Not OK and the possible reasons for the same.

6. ASSIGNMENT:

Children are required to list the situations in which they feel OK and not OK about themselves and the reasons for feeling so.

3.9.2.14. SESSION FOURTEEN - BASIC LIFE POSITIONS (Contd.):

Description of the exercise: Children list the qualities they like and do not like in themselves. One member of the group strengthens the positive qualities in a child by giving positive strokes and another member strengthens the negative qualities by giving negative strokes to the child. Later the child expresses how he feels about the two members.

1. PURPOSE:

As in Session thirteen (3.9.2.13).

2. CONCEPTS:

As in Session Thirteen (3.9.2.13).

3. SUPPLIES:

Black-board, chalk piece, stop-clock, notebook and pencil.
4. **PROCEDURE:**

Four basic life positions are written on the black board. Children are asked to make a list of qualities in them which they like and the ones they do not like. Three of the children are invited to read their lists to the group.

Two more members of the group are invited, one to give all the positive qualities in a given child 'X' and praise him, the other to give all the negative qualities in child 'X' and accuse him. The child 'X' is required to report how he feels about these two members.

5. **DISCUSSION:**

The reason for Not OK and OK feelings toward self and others is discussed in the light of positive and negative strokes received and the Critical Parent messages of how one should be or should not be. The outcome of 'OK' and 'not OK' feelings are listed. The need for developing 'I am OK – You are OK' position is explained.

6. **ASSIGNMENT:**

Children are required to observe the 'not OK' feelings when it occurs; to record why it happens, how it happens and what is done to overcome those
feeling or to experience those feelings.

3.9.2.15. SESSION FIFTEEN - STAMP COLLECTION:

Description of the exercise: Children are told about a series of events involving child 'X'. These events are most likely to happen in a school everyday for any child. The reactions of children in these situations are obtained. Children role-play the series of events with their typical reactions.

1. PURPOSE:

To demonstrate how we accumulate the Not OK feelings or collect TA Brown stamps and later exchange it for the expression of a different emotion.

2. CONCEPTS:

Stamp Collection: Stamps are enduring non-genuine feelings such as sadness, anger or guilt which a person wants to experience repeatedly. The Child in us gets feeling of being hurt, afraid or angry sometimes unnecessarily or with minor disturbances and keeps these feelings close to self without expressing them. Storing these feelings is collection of stamps (brown). When sufficient amount of feelings is thus bottled up, the child reacts intensely even with a slight provocation. Yet the child does not feel guilty of expressing the wide proportion of emotion. For example, the
child's fear of loss of mother's affection makes him feel hurt whenever mother attend to the younger baby although the feeling is not expressed. When sufficient number of these hurt feelings (brown stamps) are collected, the child exchanges these stamps for outburst of anger towards the small baby just because the baby moves towards him or touches him.

Stamps are collected by people who feel 'not OK' about themselves and others and who want to avoid taking responsibility for their behavior.

3. SUPPLIES:

Black board, chalk piece, stop-clock, note book and pencil.

4. PROCEDURE:

A role play sequence is explained to children. In this sequence the target child 'X' greets children 'Y' and 'Z' who are engrossed in an interesting conversation and fail to notice 'X'. As he enters the gate the school bell rings. Another child 'P', who is in a hurry to get in, pushes 'X'. As children form the line for prayer 'X' looks back to see where 'P' is and teacher shouts at him. In the maths class 'X' gets a wrong answer and 'Y' smiles at him. After the class as children run towards the door 'Z' dashes 'X' and his bag falls down.
Children are required to give the reaction of 'X' to 'Z'. They are assigned different roles to act out the sequence.

5. **DISCUSSION:**

After the role play children are asked about how 'X' was feeling throughout, why he was silent and what proportion of his reaction at the end is justified. This is followed by an explanation of TA brown stamps.

6. **ASSIGNMENT:**

Children are required to watch themselves and make a list of the situations in which they feel hurt, worried, helpless, afraid or angry without expressing it and to record what happens as a result of saving these feelings.

3.9.2.16. **SESSION SIXTEEN - AVOIDING COLLECTION OF STAMPS:**

**Description of the exercise:** Children discuss the responses given and situations described for assignment of session 15 (3.9.2.15) and list how collection of stamp may be avoided.
1. **PURPOSE:**

To make the group understand how to avoid collecting stamps.

2. **CONCEPTS:**

Need to avoid collecting stamps: The consequences of nurturing 'not OK' feelings about self and others are not desirable. In the process we unnecessarily become unhappy and make others also unhappy. The feelings of 'not OK' prevent us from doing our best. We worry over the past or future and fail to concentrate on or think clearly about the work on hand. We can avoid collecting stamps. We can decide to throw all the stamps we have collected every morning and develop a new relationship of friendliness with people we know.

3. **SUPPLIES:**

Note book, pencil, black-board and chalk piece.

4. **PROCEDURE:**

Discussion on assignment given in session 15 (3.9.2.15) is taken up to understand:

1. Why children feel angry, hurt, helpless or afraid.
2. The ego states in power in these situations and the statements they can make from different ego states.

3. How much of their feeling is necessary, and

4. Other alternatives for controlling these feeling or throwing away the brown stamps.

The alternatives given by the subjects to avoid collection of stamps are listed on the black-board.

5. DISCUSSION:

The need to avoid collecting stamps is discussed. In addition, children are asked to explain how 'X' in the role play sequence of session 15 (3.9.2.15) can avoid collecting stamps.

6. ASSIGNMENT:

For the next two days children are required to note the situation where they are likely to collect stamps and why they collected them. Children are required to note how many times they do not print the stamp and avoided collecting them and how they managed to do so.
Description of the exercise: Children are asked to first recall the early childhood experience, the feelings associated with it and the reaction of others (strokes) expressed during that experience.

In the next stage they are asked to recall those emotions that are expressed by them frequently.

1. PURPOSE:

To make the children understand how the 'not OK' child repeatedly manages to get hurt.

2. CONCEPTS:

Rackets: These are our efforts to get at unpleasant feelings through transactions. By being sad or angry, we can make people do what we want. Racket is learnt by us when our genuine feelings are not stroked or discontinued. Racket feelings are artificial and stereotypic (some type of feeling repeated again and again). These are a means to get strokes. We collect stamps through rackets.

There are two types of rackets: Protective racket and Family racket. An example of protective racket is the case of older children feeling happy
when they make the younger obey them. But to cover the happy feeling they show anger.

Family rackets are found when a parent repeatedly tells his child how the latter is responsible for his feelings. But in reality parents show the hurt feelings they already have by getting angry at the younger ones, although they feel sorry for the same later. The same process is learnt by the child. The child who is hurt shows anger on a victim. As a result the victim will not be sympathetic to the child's hurt feelings and rejects his current feeling of anger. Consequently, the child again feels hurt and rejected.

3. SUPPLIES:

Stop-clock, black board, chalk piece, note book and pencil.

4. PROCEDURE:

1. Children are asked to recall their first early childhood experience and four of the children are asked to narrate them. Their attention is drawn to the feelings they had in those situations and the consequences of these events.
2. Children are asked to mention that emotion which they repeatedly experience. They are asked to explain how they express this emotion and how others react when they express it. The four children involved in the discussion also narrate their experiences.

5. DISCUSSION:

The emotional feeling expressed frequently by the four target children, how they express it, what happens when they express it and how they feel later are noted.

This is followed by the description of rackets linking the earliest and the present feelings.

6. ASSIGNMENT:

Children are asked to make a self-observation of what a racket is, and to note two instances of playing a racket. Children are required to write a description of the situation in which they show their frequent emotional feeling, reaction of others to these feelings and their own feeling during and after the situation.
3.9.2.18. **SESSION EIGHTEEN - CONTROL OF RacketS**

**Description of the exercise:** Children read their assignment of session 17 (3.9.2.17). They try to identify the genuine feelings in these situations and recognise ways of expressing the same.

1. **PURPOSE:**

   To derive procedures to counteract the expression of racket feelings.

2. **CONCEPTS:**

   Nil

3. **SUPPLIES:**

   Black board, stop-clock, chalk piece, note book and pencil.

4. **PROCEDURE:**

   The exercise is conducted in four stages as given below:

1. Four children are asked to read their assignments.
2. Children in the group are asked to identify the genuine feelings in each of the situation narrated to them by their group members.
3. Methods of expressing the genuine feelings are listed. These include talking to others,
constructing stories, giving permission to self to express the feelings and assuring oneself that 'it is OK to express any feeling'.

4. Methods of building-up positive stroke bank (Golden stamps) relevant to these feelings as well as methods of using Adult are listed.

5. DISCUSSION:

Nil

6. ASSIGNMENT:

Children are asked to describe how in two situations they avoided the expression of racket feelings.

3.9.2.19. SESSION NINETEEN - TRANSACTIONS

Description of the exercise: Children in pairs imagine the conversation that is likely to occur as they return home from the play ground in the evening. The conversation is analysed to see the types of transactions.

1. PURPOSE:

To demonstrate how different types of transactions take place between members.
2. **CONCEPTS:**

1. **Transaction:** Transaction is the conversation or communication that goes on between the ego states of two people.

2. **Types of Transactions:** When we speak from an ego state we speak to a particular ego state of the listener, such as

   1. from our Adult to the listener's Adult,
   2. from our Child to the listener's Child,
   3. from our Parent to the listener's Parent, and
   4. from our Child to the listener's Parent.

In these transactions conversation continues. Such transactions are called Parallel (1 and 2) and Complementary (3 and 4).

A transaction has two strokes. One is the 'Stimulus stroke' given by the first speaker, the other is the 'response stroke' given by the second speaker. Sometimes the stimulus stroke is given to hurt the other person, as is the response stroke. At times, even when the intention of the first speaker is not to hurt the other person, the receiver gets hurt and reacts to the stimulus stroke. The conversation is cut and such transactions are
called 'Crossed transactions'. With crossed transaction we no longer communicate.

Sometimes the communication is hidden. We say something and mean something else (when we talk of our friends or enemies). We speak from our Adult to the Adult of our friend but in reality we will be speaking from our Child to the Child of our friend. This is 'double transaction' (Duplex) or 'Ulterior transaction.' Example - At the end of the class, we may ask 'Did you hear the bell?' (Adult to Adult); but we mean 'I wish the class to be over soon' (Child to Child).

3. **SUPPLIES:**

   Black board, chalk piece, stop-clock, note book and pencil.

4. **PROCEDURE:**

   Children are made to sit in pairs. They are asked to imagine a series of conversations that is likely to occur as they are returning home in the evening from the play ground. Ten minutes are allowed for the children to imagine the conversation and finalise it. At the end of this interval two children are asked to narrate the conversation that went on between them during the last ten
minutes. The narrative is noted on the black board. The ego states of the speaker and the ego state to which the speech is addressed are marked. The data is used to explain the meaning of 'transaction' and the type of transactions.

The content of the transactions of two more children is also analysed.

5. DISCUSSION:

Nil.

6. ASSIGNMENT:

Children are asked to make a note of their conversation with their friends and parents for about ten minutes. They have to write down each statement, the ego state from which it is made and to which it is addressed (Stimulus stroke) and the ego state of the listener from which a replay is given (response stroke).

3.9.2.20. SESSION TWENTY - ANALYSIS OF TRANSACTIONS

Description of the exercise: The transactions given for the assignment of session 19 (3.9.2.19) are analysed.
1. **PURPOSE:**

To analyse the transactions with reference to:
1. the ego states involved, 2. types of transactions,
3. basic life positions, and 4. the Victim, Rescuer, Persecutor game positions.

2. **CONCEPTS:**

Nil

3. **SUPPLIES:**

Black board, chalk-piece, note book, pencil and stop-clock.

4. **PROCEDURE:**

The assignments of four students are taken up for discussion. In each case PAC diagrams of transactions are drawn and the types of transactions are identified. Content of transactions is analysed to see which of the four basic life positions are expressed by the speaker and from which game position each is transacting.

5. **DISCUSSION:**

Variation in transactions with different basic life positions and game positions are discussed.
6. **ASSIGNMENT:**

As in Session 19 (3.9.2.19).

In addition, children are required to analyse the transactions by drawing the PaC diagrams and identify their types. They must also mention the basic life positions and the game positions expressed in the transactions.

3.9.2.21. **SESSION TWENTY ONE - GAMES CHILDREN PLAY:**

**Description of the exercise:** TA game plan is given to children to identify the games they play and TA games are explained.

1. **PURPOSE:**

To introduce the TA games children often play.

2. **CONCEPTS:**

**TA game:** It is a series of complementary transactions of a duplex or ulterior type. In TA game the pattern of conversation and what follows at the end can be predicted. The games are played to get negative strokes when positive strokes cannot be obtained. It is one way of spending time together. Game strengthens negative self-feelings and negative feelings toward others. In the game the real feelings and the ability of the Adult ego state are discounted.
A TA game is usually played over and over again and it begins, continues and ends the same way. The steps are: A stimuli - a social message from Adult to Adult, a Psychological Secret message (Con); a response to the secret message (Gimmick) which is followed by a series of social messages (Response); switching of ego states holding positions of a Rescuer, Victim and Persecutor in which secret messages become apparent; a moment of confusion or cross up; and pay off during which hurt, sad, angry or guilty feelings are experienced by each player. At the end each confirms statements about self and others.

For example, three students often forget to complete their home work. One of them may think, 'others manage to do things better than I do'. Another may think, 'what kind of friends are these, they are not helpful, let me be alone'. Yet another may think, 'I wonder whether I will be able to complete it next time'. In this game, not completing the task repeatedly and giving explanations for that is a social message. The secret psychological message is - 'scold me' (kick me) and the pay off is what each feels and believes about self and others. Why the subjects repeatedly do the same thing is outside their Adult awareness. The players do not know that
they are recreating a scene in the present that is a repetition of unfinished scene in the past.

3. **SUPPLIES**:

   Stop-clock, black board, chalk piece, note book and pencil.

4. **PROCEDURE**:

   Information is elicited by the students with regard to what fun games they play, how they make a score or hook their opponents, how they feel when they win or loose a game and why they play fun games (get strokes, spend time, feel happy etc.).

   The attention of the subjects is drawn from these fun games to the TA games, the games played by the Child in us without bringing it to the notice of the Adult.

   To know whether or not one is playing a TA game, information with regard to the following points of a game plan is elicited:

1. Children are asked to think of and report the situations which keep happening over and over that leave them and the other persons in the situations with unpleasant feelings - something that often goes on between the child and his sister/
2. How does it begin? What will the child do or tell the other person or what the other person does that makes the child start a conversation in these situations.

3. What happens next? What are the statements made by each of them?

4. How does the situation ends?

5. How do they feel after it ends?

6. What do they think about how the other person feels?

For a period of ten minutes, children are allowed to think of their experiences on the above points. At the end of the period two of them are made to talk about their experiences to the group. With this, the concept of TA game is introduced to the group.

5. **DISCUSSION:**

Nil.

6. **ASSIGNMENT:**

Children are asked to write down two sequences which they experience in accordance with the six steps of the game plan given to them.
3.9.2.22. SESSION TWENTY TWO - TA GAMES

Description of the exercise: The TA games of children given for assignment twenty one (3.9.2.21) are analysed to see the common games children play and its dynamism.

1. PURPOSE:

As in Session 21 (3.9.2.21).

2. CONCEPTS:

Some TA games - 'Mine is better than yours, 'Tattle tale', 'Why don't you - yet but', 'Name a game', 'See what you made me do', 'If it weren't for you', 'Now I've got you', 'kick me', 'stupid', 'Why does it always happen to me', 'wooden leg', 'uproar', 'Blemish', and 'Schlemiel'. Each game has a slogan or motto by which it is recognised. The names of the games are either what the game begins with or ends with. The ulterior motive of the game is to try hard to maintain the existing position with regard to self and others and to collect trading stamps (pay off). However, the basic need is to get the opposits of the responses asked for in the psychological messages given to the other person. The games begin with the 'I am not OK' feelings developed early in life.
3. **SUPPLIES:**

   Black board, chalk piece, note book, pencil.

4. **PROCEDURE:**

   One sequence described by each child from the assignment of session 21 (3.9.2.21) is taken up for group discussion. The sequence is analysed in terms of con, gimmick, switching of ego states and game positions, apparent messages, cross up and pay off. The dynamics of game and the possible titles are explained. The underlying needs for playing the games like the need to get reassurance, forgiveness or acceptance and the need to feel OK are brought to the foreground.

5. **DISCUSSION:**

   Situations described for assignment 21 (3.9.2.21) by two more children are discussed with reference to the details given in the procedure.

6. **ASSIGNMENT:**

   Children are asked to identify the TA games they and their close friends play and describe how they manage to play these games.
3.9.2.23. SESSION TWENTY THREE - HOW TO AVOID TA GAMES

Description of the exercise: In the course of the discussion children give details of TA game and need for avoiding them. Methods of avoiding the game are listed.

1. PURPOSE:

   To understand how to avoid playing TA games.

2. CONCEPTS:

   Nil.

3. SUPPLIES:

   Stop clock, black board, chalk piece, note book.

4. PROCEDURE:

   Information is elicited by the group members with regard to the names of the TA games, its sequence, the dynamics and the genuine needs underlying the games. Attention of the children is drawn to why games should be avoided (non-productive, interfere with genuine relationships, decrease our efficiency and well being).

   Steps are listed to avoid games or to cut the pay off. These include:

1. Stop the game as soon the repeated sequence is recognized.
2. Try to find out the genuine strokes being asked for and make a direct request.

3. Strengthen the feeling of 'I am OK and so are you'.

4. Take the responsibility for the actions and feelings of the self.

5. When the hook is recognised avoid the response that leads to the game. Three ways to avoid such responses are:
   a. Ignore the hook and try to talk about something else.
   b. Give positive strokes of reassurance by talking about the abilities of the person.
   c. Directly encounter the person by saying what behavior of the person leads to what feeling in you and what is expected of the person. (When you do/say things like..... I feel..... (hurt, get angry, afraid) I would like you to.....)

6. The direct encounter may lead to the opposite of the effect we desire. Therefore it is also necessary to tell people what we like in them.
5. **DISCUSSION:**

Nil.

6. **ASSIGNMENTS:**

Children are asked to write about how they avoid a game.

3.9.2.24. **SESSION TWENTY FOUR - SUMMARY**

**Description of the exercise:** Children are asked to list all the concepts and rules they have learnt in the course of the twenty three sessions.

1. **PURPOSE:**

To recapitulate the concepts of TA and the tips given to derive benefit through TA.

2. **CONCEPTS:**

All the concepts dealt with in the earlier sessions.

3. **SUPPLIES:**

Black board, chalk piece, note book and pencil.

4. **PROCEDURE:**

The concepts of TA are listed on the black board. Each child is required to describe one concept with an example. Methods of overcoming exclusion,
contamination, collection of stamps, rackets and games are listed.

The need to strengthen Nurturing Parent, Adult, Free Child and positive feelings about self and others is emphasized.

Children are informed to develop feelings of 'OK ness' about self and others, be responsible for their feelings, give themselves permission to express all their feelings, ask for what they want directly and develop the habit of giving positive strokes to self and others.

5. **DISCUSSION:**

   Nil.

6. **ASSIGNMENT:**

   Children are required to make a list of what they have learnt during the TA sessions and how TA has helped them.
3.9.3. **EXERCISES FOR THE GROUPS PRACTICING SOCIAL SKILLS (Treatment group No.2 - SSP)**

### 3.9.3.1. SESSION ONE - RELAXATION

**Description of the exercise:** This is a group exercise for children. Oral instructions to relax each part of the body is given by the investigator while children stand centered with eyes closed. After relaxation children narrate their experience to the group (Adapted from Hendricks, G and Roberts, T.B., 1977, p.16).

1. **PURPOSE:**

   To enable children maintain a relaxed state.

2. **CONCEPTS:**

   **Relaxation:** It is a state in which all the parts of the body are free from pressure, pain and tension. In the relaxed state fear and anxiety is reduced. We feel fresh after relaxation and we can do things better.

3. **SUPPLIES:**

   Instructions to relax each part of the body.

   **Stop-clock.**

4. **PROCEDURE:**

   A group exercise of 'Standing Centered' is used for relaxation. This technique is selected
in view of the limited space and facilities available in a class room.

Children are asked to stand in a semi circle two feet away from each other and are instructed as follows:

"Keep the 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 following 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 forearms is going down. Your
stomach is light and relaxed. Your forearms 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."

being

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

"Slowly open your eyes and feel relaxed."
Children are asked to go back to their seats after all of them open their eyes. They are invited to report to the group how they felt during the exercise and after that.

The statements are dictated to the children for self-instruction. Children are allowed to practice relaxation again by mentally repeating the statements.

5. **DISCUSSION:**

After the self-practice of relaxation four of the children are invited to report how they felt, which statements were easy to remember and which were not remembered. The sequence of the statements is repeated again.

6. **ASSIGNMENT:**

Children are informed to do this exercise after a wash in the evening. They are told that the exercise would help them to concentrate on and to understand and remember their lessons.

3.9.3.2. **SESSION TWO - YOGA MUDRA**

**Description of the exercise:** Children sit relaxed in 'Padmasana' with their hands at the back. As they exhale, they are instructed to slowly bend forward to touch the ground with the forehead. Rest a while
and slowly move the head upwards to the original position as they inhale. (adapted from Swamy Satyananda Saraswathi, 1969, p.127).

1. **PURPOSE:**

   To relax and to regulate the breathing.

2. **CONCEPTS:**

   Yoga Mudra is a simple Yogasana. It helps to regulate breathing, relaxes, soothes the back and abdomen and releases energy for mental activity. The asana is claimed to tone and stretch the spinal nerves gently. These nerves connect the entire body with the brain and so their improved tone can have extensive benefit on health.

3. **SUPPLIES:**

   A carpet, stop-clock.

4. **PROCEDURE:**

   Carpet is spread on the ground. The children are made to sit on the carpet and are instructed as follows:

   "Sit in Padmasana (or Sukhasana) and close your eyes. Relax the body for sometime breathing normally. Put your hands back and hold the right
wrist with your left palm. Relax the body and inhale slowly and deeply. While exhaling, slowly bend the trunk forward until the forehead touches or nearly touches the ground. In this position relax the whole body as much as possible and breath deeply and slowly. Inhale slowly, exhale slowly, hold your breath out for three counts. Now slowly inhale as you move your head upwards slowly to the starting position."

"Now repeat the exercise five times as you concentrate on your breathing."

After five repetitions children are made to sit in the relaxed position for a minute before sending them back to their seats.

The steps are dictated to the children and they are instructed to do this exercise at home along with the relaxation exercise of the earlier session (3.9.3.1.).

In the later part of the session, children do the relaxation exercise as the instructions are given by the investigator and try yoga mudra on their own. They also repeat the steps of yoga mudra orally.
5. **DISCUSSION:**

Nil.

6. **ASSIGNMENT:**

Children are informed to do the two exercises after a wash in the evening before they sit for studies.

3.9.3.3. **SESSION THREE - DYADIC INTERVIEWS AND INTRODUCTIONS**

**Description of the exercise:** The exercise consists of two stages. In the first stage children interview each other in pairs and in the second stage they introduce their partners to the groups. (Adapted from Johnson, K.G., et.al., 1974, p.5).

1. **PURPOSE:**

To make the group members know each other.

To provide a transition from being alone to being in the group by means of pairing.

2. **CONCEPTS:**

Nil.

3. **SUPPLIES:**

Note book, pencil and stop-clock.
4. **PROCEDURE:**

Subjects are instructed as follows:

"Form yourselves into pairs, preferably with someone you do not know well. For the next 10 minutes interview each other and collect relevant information to introduce your partner to the group in the best way you can. Try to know about who your partner is, his interests, hobbies and aspirations, what type of a person he is and the like. For two more minutes organise how you wish to introduce your partner taking not more than a minute."

With the above instructions, fifteen minutes are allowed for the members to interview each other and to prepare the introduction. Each pair is asked to come forward and introduce each other to the group. A period of one minute is allowed for each person to introduce his partner.

5. **DISCUSSION:**

After every one is introduced to the group, children answer the following questions:

1. How did you feel
   a. When you interviewed your partner,
   b. When you were introduced to the group,
   c. When you were introducing your partner to the group.
2. Given a chance again, can you do the job better? If yes, how?

3. Do you think your partner could have done the job better? How?

4. How did you feel about the group when you came here?

5. How do you feel about the group now?

6. Who did the best introduction? What makes you think so?

6. **ASSIGNMENT:**

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

3.9.3.4. **SESSION FOUR – PARTICIPATION IN GROUP DISCUSSION**

*Description of the exercise:* Children rank 10 characteristics of a teacher individually and in subgroups. They complete an observation questionnaire to assess the performance of the group. (Adapted from Johnson, K.G., et al., 1974, p.9).
1. **PURPOSE:**

   To stimulate a discussion that can be examined by the group.

   To focus on the spontaneous structuring of unstructured groups.

2. **CONCEPTS:**

   Nil.

3. **SUPPLIES:**

   Note book, pencil, stop-watch, black-board, chalk-piece, a list of characteristics of teachers, and an observation questionnaire.

4. **PROCEDURE:**

   Subjects are instructed as follows:

   "You see a list of qualities of teachers written on the black board. Note down these qualities one below the other in your note book. Compare these qualities and give first rank to the one you think is most important for teachers. Give second rank to the one you think is next in importance. Continue ranking this way till you give last rank to the quality which you think is least important of the ones given. Write the number of the rank you give against each quality in your notebook. Do not talk to others and do not try to see the ranks given by others. Finish
ranking within another five minutes. Try to be clear about why you put the qualities in that order."

For the next fifteen minutes subjects are allowed to copy the qualities and rank them. At the end of this period the next set of instructions is given as follows:

"Form into small groups of 3-4 members and as a group discuss and decide together the rank order of the qualities depending on how important it is for a teacher. You have to complete ranking within ten minutes."

Subjects respond to the observation questionnaire after the group rankings.

5. DISCUSSION:

Nil.

6. ASSIGNMENT:

Children are required to observe in two instances how group decisions are taken in school.
Materials used in the session:

1. Characteristics of a teacher given for ranking:

<table>
<thead>
<tr>
<th>Your Group Characteristics Ranking</th>
<th>Group Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>He understands how students grow, develop, learn</td>
<td>-</td>
</tr>
<tr>
<td>He encourages discussion</td>
<td>-</td>
</tr>
<tr>
<td>He plays no favourites</td>
<td>-</td>
</tr>
<tr>
<td>He never scolds a student in front of others</td>
<td>-</td>
</tr>
<tr>
<td>He is a warm, friendly person</td>
<td>-</td>
</tr>
<tr>
<td>He knows how to enforce discipline</td>
<td>-</td>
</tr>
<tr>
<td>He knows his subject thoroughly</td>
<td>-</td>
</tr>
<tr>
<td>He has a good speaking voice</td>
<td>-</td>
</tr>
<tr>
<td>He accepts and is tolerant of individual differences</td>
<td>-</td>
</tr>
<tr>
<td>He encourages his students to think for themselves</td>
<td>-</td>
</tr>
</tbody>
</table>

2. Observation Questionnaire:

1. How did your group do the job? Was there a leader? If so, how was the leader chosen?

2. How was the work distributed among the members of the group?
3. Did your group try to finish the work quickly? Or gave importance to the opinion of each member?

4. Was everyone in your group trying to give the rank or was there some left out? If so who and why?

5. Which member influenced the group most and how did he do it?

6. How many of the ranks you gave were agreeable to the group?

7. Do you agree with all the ranks given by the group?

8. Who did not agree with the ranks given by the group and why?

9. How did you solve the disagreement?

10. If similar exercises are given do you think there will be a change in your approach? If so how?

Note: In two of the schools, children found it difficult to rank the characteristics of teachers. In these cases, a list of ten sweets was prepared by the children and they gave the order of preference for distribution of these sweets on a school day.
Description of the exercise: Children rank a set of items depending on their importance, while they are lost on moon. Ranks are given to these items individually and in sub-groups. Later children evaluate the performance of their group. (Adapted from Johnson, K.G., et.al., 1974, p.57).

1. PURPOSE:

To help participants develop 'participant-observer' awareness and skills of group participation in problem solving task.

2. CONCEPTS:

Nil.

3. SUPPLIES:

Note book, pencil, stop-clock, black board and chalk piece. Decision form of the exercise 'lost on moon' (Johnson, K.G., et.al., 1974, p.57), and observation questionnaire.

4. PROCEDURE:

As in session four (3.9.3.4):

Instead of 'characteristics of a teacher' given for ranking in the earlier session, the items of decision form of 'lost on moon' exercise are
written on the black board. Subjects are instructed as follows:

"Imagine you are a part of the space crew. Your space ship is forced to land on the surface of the moon due to some mechanical trouble and you are about 200 km away from the scheduled place of meeting the mothership. Much of your space craft is damaged and reaching the scheduled place is important for your survival. You are left with a few things all of which you cannot carry. A list of these things is given on the black board. Your task is to rank them in the order of their importance for transport to the scheduled place of reaching the mothership. Place the number 1 against the most important item, 2 against second most important and so on till 15, against the least important. Write in your note book the ranks you give to each item. Do not talk to others. Do not try to see the ranks given by others. Try to be clear about why you put the materials in that order and finish giving ranks within another ten minutes."

After children rank the items given on the blackboard, they are formed into sub-groups and rank the items again in consultation with the group members. Later they respond to the observations questionnaire (as in 3.9.3.4).
One member from each group is made to read his observations on group participation.

5. DISCUSSION:

Members discuss about how they felt in the group, organized themselves, resolved their disagreements, and how they managed to participate in the group performance and observed the same simultaneously.

6. ASSIGNMENT:

Subjects are instructed to write a detail report of the discussion part of the session.

3.9.3.6. SESSION SIX - LISTENING GAME

Description of the exercise: As in session 1 of TA exercises (3.9.2.1.).

1. PURPOSE:

To demonstrate the errors we make in a simple situation of listening and following instructions.

2. CONCEPTS:

Nil

3. SUPPLIES:

As in 3.9.2.1.
4. PROCEDURE:

As in 3.9.2.1. One exception in this session is the omission of terms Victim, Persecutor and Rescuer. These TA concepts are not used in the present session.

5. DISCUSSION:

Children are 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 has made.

6. ASSIGNMENT:

Children are asked to make a list of all the situations in which they are likely to go wrong in listening and following instructions. They are also required to describe the reasons for such errors.

3.9.3.7. SESSION SEVEN - SERIAL TRANSMISSION OF INFORMATION

Description of the exercise: A statement is circulated among the members by means of oral communication and the distortions made during the relay
are analysed (Johnson, K.G., et.al., 1974, p.67).

1. **PURPOSE:**

   To demonstrate the loss and distortion of information as it is passed from one person to another.

   To demonstrate that interpretation of what we hear depends on our knowledge and experience.

   To develop suggestions for reducing information loss and distortion during serial transmission.

2. **CONCEPTS:**

   Nil.

3. **SUPPLIES:**

   10 sentences of varying difficulty and length each written on a separate card clearly, note book and pencil.

4. **PROCEDURE:**

   Children are made to sit in the last row and are instructed as follows:

   "This is a simple exercise in which you have to repeat the sentence you hear to your neighbour. The sentence will be told to you only once. So listen carefully and repeat the sentence once in
your neighbour's ear in a low tone clearly so that only your neighbour and no body else will be able to hear you. One by one come to the front corner with your note book and a pencil, listen to the sentence, call your neighbour, repeat the sentence in his ears, go to the front bench and write down in your note book whatever you told your neighbour."

With these instructions the first child in the row is called. He is given the card and is asked to read the sentence once in a low tone. The card is then taken back and the first boy is asked to call his neighbour and repeat the sentence to the latter once. He is then required to sit in the first bench and write down in his note book the sentence he repeated to his neighbour. The procedure continues till the last boy gets his turn to listen and write down whatever he listened to.

The subjects are then required to read the sentence they have written in their note book one by one starting from the last person to the first. Their attention is drawn to the distortions made in the course of transmitting a message.

The exercise is continued with the remaining sentences and each time the serial order of the listener is changed.
5. **DISCUSSION:**

Subjects discuss about the conditions where it was easier/or difficult for them to repeat the sentences correctly. The reasons for difficulty in understanding the sentences and the type of distortions are also analysed. Members of the group making maximum and minimum errors are identified.

6. **ASSIGNMENT:**

Subjects are required to make a list of suggestions for reducing the loss of information when messages have to be communicated.

3.9.3.8. **SESSION EIGHT - LISTENING AND COMMUNICATION**

**Description of the exercise:** Children are made to speak about Bangalore City for three minutes. In doing so the second speaker gives a summary of whatever the first speaker has told and then proceeds to his points. The points made by the second speaker are recalled by the third speaker and so on. Remaining subjects of the group make an evaluation of the speech and the recall of different participants.

1. **PURPOSE:**

To provide an exercise to improve listening and communication skills.
2. **CONCEPTS:**

Nil.

3. **SUPPLIES:**

A topic of common interest on which subjects can speak for two minutes, stop-clock, note-book, pencil, black board and chalk piece.

4. **PROCEDURE:**

The exercise consists of two stages. In the first stage five subjects from the group are asked to speak on the topic 'Bangalore City' for a period of three minutes. During the first minute each speaker is required to recall the points made by the earlier speaker. During the last two minutes he is required to tell the group as many interesting things as possible on the topic given. The remaining members of the group are instructed to make a note of the number of points recalled and the number of new points given by each speaker.

In the second stage the observers are asked to report their observations. In doing so they are required to repeat the points made by the previous speaker before proceeding to the points they wish to report.
5. **DISCUSSION:**

The group members discuss on what they feel about the present exercise, and how it is useful for them. They recall how they felt when they listened to others and when they communicated their ideas to the group. The group also makes a list of the skills involved in listening and communication.

6. **ASSIGNMENT:**

Children are required to write about two instances in which they made an effort to show their improved skills of listening and communication.

3.9.3.9. **SESSION NINE - ATTITUDINAL CHAIRS**

**Description of the exercise:** In this exercise two children holding opposite views on a controversial topic are made partners. Each argues in favour of his position and tries to convince his partner. These views expressed by their partner are reported to the group by each participant. (Adapted from Grove, T.C., 1976, Exercise-5; and Johnson, K.G., et.al., 1974, Exercise-18).

1. **PURPOSE:**

1. To develop sensitivity towards a point of view different from our own and to understand others through listening.
2. To demonstrate information loss and distortion in listening to the view points opposite to ours.

2. CONCEPTS:

Nil.

3. SUPPLIES:

Five controversial topics, note book, pencil, stop-clock, black board and chalk piece.

4. PROCEDURE:

Five controversial topics are written on the board. Children are asked to choose one of these topics and to find a partner who disagrees with them on the topic. Thus the dyads in the group are identified.

Each dyad toss a coin and decides on who the first person to speak will be. For two minutes the first person puts forth his strong arguments and tries to convince the other. For two more minutes, the second person puts forth his counter arguments and tries to convince the first regarding his views. For one more minute both partners recollect the point of view of the opponent and the reasons for holding that view. Following this, each member has to report to the group the views and arguments of their opponent for a period of one minute.
The exercise is continued with different dyads and during the last fifteen minutes group discussion is held.

5. **DISCUSSION**:

The focus is on the following aspects:

1. how effective one was in communicating his ideas,
2. how one views the opposite opinions,
3. whether the opponent was able to grasp the point of view of his partner,
4. which points were easy or difficult to remember,
5. whether one tends to repeat his views while speaking about the opponent's views, and
6. whether the exercise has any effect on one's point of view.

6. **ASSESSMENT**:

Children are required to prepare a detail report of the group discussion.

3.9.3.10. **SESSION TEN - THE LABELING GAME**

**Description of the exercise:** Children look at the circle drawn on the black board in a relaxed state and follow their thoughts. Each of the activity carried out in this state for a period of ten minutes
is labeled and later subjects report their experiences to the group (Adapted from Hendricks, G., and Roberts, T.B., 1977, pp.2-7).

1. **PURPOSE:**

   To provide the experience of 'here and now'.
   
   To emphasise the need for keeping track of our thoughts or actions.

2. **CONCEPTS:**

   Nil.

3. **SUPPLIES:**

   Black board, chalk piece, note book, pencil and stop clock.

4. **PROCEDURE:**

   Subjects are instructed as follows:

   "Sit comfortably, take a deep breath and feel fully relaxed. Focus your eyes on the circle drawn on the black board. Just allow your eyes to rest on that point and begin watching your thoughts, as they go through. Follow your thoughts. When you are seeing something, tell yourself, 'I am seeing...', I am seeing'. When you hear something, tell yourself 'I am hearing... I am hearing'. When you
remember something, tell yourself, 'I am remembering about...' Similarly, whenever a thought or fantasy occurs tell yourself 'I am thinking about...' 'I am dreaming about...' etc. Whenever an idea occurs, tell yourself what it is. Be alert to all the thoughts and be in a relaxed state."

Subjects are then instructed to look at the circle and are allowed to follow their thoughts for ten minutes. Later they have to report their thoughts to the group in the order in which it occurred and tell the group how they felt during the labeling exercise.

5. **DISCUSSION:**

   Nil.

6. **ASSIGNMENT:**

   Children are asked to repeat the exercise every day for 10 minutes and imagine giving the report to the group for two more minutes. They are asked to write one report of the labeling exercise in order to present it to the group.
SESSION ELEVEN - FANTASY EXERCISE

Description of the exercise: Children in pairs follow instructions to form different types of clear images. (Adapted from Hendricks, G, and Roberts, T.B., 1977, pp. 81-86).

1. PURPOSE:
   To stimulate imagery.
   To make students sensitive to their imagination and feelings.

2. CONCEPTS:
   Nil.

3. SUPPLIES:
   Instruction list to form images and stop clock.

4. PROCEDURE:
   Subjects form into pairs and sit facing each other in a comfortable position. They are instructed as follows:

   "Slowly close your eyes and be aware of your breathing, notice the physical sensations and feelings that are present, notice the thoughts that occur. Be fully aware of yourself, all the sensations, feelings, thoughts and all the changes going on within you."
"Now open your eyes slowly and look at your partner. Do not talk, but notice how you feel bring with this person. Close your eyes and get a clear picture of your partner. If you do not get one, open your eyes, look carefully and try to get the picture again."

"For the remaining period you can close or open your eyes. Simply notice what images come to you when you are given a suggestion. Just notice the images as if you are dreaming."

"Imagine what type of animal would it be if this person were an animal?" pause 30 seconds.

"If this person were a plant, what type of plant would it be? - pause 30 seconds.

"If this person were a picture of nature, how would it be? - pause 30 seconds.

"If this person were a water container, how would it be" - pause 30 seconds.

"If this person were a light, what colour and brightness would it be?"

"If this person were a geometrical figure, what would it be?"
"If this person were a character in history, who would it be?"

"Can you see your partner as a little child?", pause 30 seconds.

"As an old person?"

"Imagine the person to be whatever image you get, and see what story comes to you."

"Talk about the images and the story you got with your partner."

After this exercise the two partners tell about their experiences to each other.

5. DISCUSSION:

Three students are required to narrate their experiences to the group. Attention of the subjects is drawn to differences in the experiences in similar situations. Subjects are told about how our images and associations are influenced by our bias, desires, immediate experiences and fears. The need to expand our associations and imaginations beyond these influences and be more creative is stressed taking examples from music, literature, paintings, drama and scientific inventions.
6. **ASSIGNMENT:**

Children are asked to try this exercise every-
day for about 10 minutes and notice the changes in
their imagination. They are asked to prepare a
detail report of one such experience and present it
to the group.

3.9.3.12. **SESSION TWELVE - PROBLEM SOLVING**

**Description of the exercise:** A dot puzzle is given
for the subjects to solve individually and in sub-
groups. The errors committed in the process are
analysed.

1. **PURPOSE:**

   To demonstrate the bias in problem solving.

   To demonstrate how our rigid habits and past
experiences interfere with solving the present
problem.

2. **CONCEPTS:**

   Hurdles in problem solving.

3. **SUPPLIES:**

   Dot puzzle, pencil, stop clock, black board,
chalk piece and a note book.
The puzzle is connecting nine dots arranged in three rows of three dots each by four connected straight lines drawn at a stretch without lifting the hand.

4. **PROCEDURE:**

The dot puzzle and the conditions for solving it are written on the blackboard. Subjects are asked to solve the problem independently for five minutes. After this period, subjects form into groups of three members. In these groups each member suggest a solution, others examine the suggested solution and make a note of these suggestions and the fallacy in the suggestion either before or after they attempt the solution. At the end of ten minutes solution to the problem is given on the blackboard.

5. **DISCUSSION:**

The focus is on how the subjects feel about the given solution and the reasons for their not getting the given solution. The type of errors that occur repeatedly and the reasons for the same are also discussed.
6. **ASSIGNMENT:**

Subjects are required to make a list of the problems they come across every day and the typical attempt they make to solve them. They are asked to try a completely different type of solution and to report their experiences.

**3.9.3.13. SESSION THIRTEEN - IDENTIFICATION OF THE PROBLEM AND THE ALTERNATE SOLUTIONS**

*Description of the exercise:* Five subjects read their response to the assignment of session twelve (3.9.3.12) and state the problem and the solution. Two subjects from the group give their comments on the statement of the problem and its solution.

1. **PURPOSE:**

To explore the social problems of members and the alternate solutions for these problems.

To focus on identification of the problem and ways of looking at the problem.

2. **CONCEPTS:**

*Statement of the problem:* Very often we fail to recognise the exact nature of the problem. Describing the problem clearly is the first step in solving it.
3. **SUPPLIES:**

Black board, chalk piece, stop clock, note book and pencil.

4. **PROCEDURE:**

The assignment given in session 12 (3.9.3.12) is used in the present session to state the problems and to identify the alternate solutions for the same.

One subject from among those sitting in the first bench is asked to present to the group his assignment of the previous session. After the subject completes his reading he is asked to state the problem clearly and describe how and why it is a problem. Two subjects from the second bench are asked to comment on the statement of the problem and to state how they would respond to the situation.

Four more subjects present their assignments one after the other and two observers from the group assess each subject.

5. **DISCUSSION:**

Group members discuss the statement of the problem and the criterion for the problem. They also discuss the criterion for selection of an effective solution.
ASSIGNMENT:

Children are asked to 1. prepare a list of events or situation which upset them in the course of a day. 2. Select two of the events and write what exactly upset them. 3. Decide on their goal in the situation. 4. List as many solutions as they can, and 5. Write what happens after trying the solution.

SESSION FOURTEEN - SOCIAL PROBLEM SOLVING

Description of the Exercise: The exercise consists of six stages. In the first stage children decide on a problem and state it. In the second stage they state the goal clearly. In the third stage they give as many alternate solutions as possible. In the fourth stage they consider the consequences of each solution. In the next stage state the best solution and in the final stage they role play the sequence.

PURPOSE:

To explore the alternative solutions for social and interpersonal problems.

To make students aware of the consequences of their actions from other's point of view.
To practice necessary skills in social problem solving, including gestures, proximity to be maintained, eye contact, voice, choice of words etc., through role play.

2. **CONCEPTS:**

Factors in effective problem solving: Our happiness and adjustment depends on how we tackle the situations. In interpersonal situations, it is necessary to think of solutions which cause minimum displeasure to others and maximum benefit to us. When a solution is thought of it is necessary to consider the manner in which a solution should be negotiated and implemented as these are important processes in problem-solving. Skills of approaching the persons, being relaxed, listening to the other person and considering his points of view, and being assertive are other important factors in problem-solving.

3. **SUPPLIES:**

Stop-clock, black board, chalk piece, note book and pencil.
4. **PROCEDURE:**

The exercise consists of six stages. In the first stage three subjects are invited to present their assignment of session 13 (3.9.3.13). Rest of the children state their problems. On the basis of their narratives three common problems are listed on the board and one of these problems is considered for discussion. To begin with the problem is stated. In the second stage, children give the alternative goals of the problem which are listed. The final goal is clearly stated on the basis of the consensus of the group.

In the third stage children give the alternative solutions one by one and these are listed. They proceed to consider the consequences of each solution in the fourth stage and evaluate the solution in terms of its consequences, and time and effort involved in implementing the solution. The best solution is arrived at in the next stage and details about working out the solution are described. This is followed by a description of the factors in effective problem solving.

In the final stage, the group is split into three subgroups. Each group works out the details of the solution and practices the role play for
fifteen minutes. During the last ten minutes one of the groups role play the situation.

5. DISCUSSION:

Nil.

6. ASSIGNMENT:

Children are asked to think of a problem and suggest various ways of solving it. After evaluating these, they are asked to select what they think is the best solution and write a skit. The theme of the skit should centre around the problem and the best means of solving it. The way each character plays his role should also be described in detail.

3.9.3.15. SESSION FIFTEEN - ROLE PLAY IN SOCIAL PROBLEM SOLVING

Description of the exercise: This exercise consists of three stages. In the first stage children settle on a social problem situation for role play. In the second stage they develop the sequence involving the best solution and distribute the roles. In the next stage they role play the sequence. The group discusses the performance of participants in role-play and suggests changes for better performance.
1. **PURPOSE:**

   As in session 14 (3.9.3.14).

2. **CONCEPTS:**

   As in session 14 (3.9.3.14).

3. **SUPPLIES:**

   Stop clock, black board, note book and pencil.

4. **PROCEDURE:**

   In the first stage of the exercise three members of the group are invited to present their assignments of session 14 (3.9.3.14) to the group. The best sequence of the three is selected for role-play.

   In the next stage children develop the sequence and think of the best solution in small groups of 4 subjects. In each group one plays the director, one the observer and two as the actors. The sequences are rehearsed for 10 minutes and acted out.

5. **DISCUSSION:**

   Members discuss the sequences and decide who was most natural and effective. Each member suggests how the two roles could be improved upon.
6. **ASSIGNMENT:**

Children write five of their personal problems and explain why they consider them as problems.

**3.9.3.16. SESSION SIXTEEN - DEALING WITH PERSONAL PROBLEMS**

**Description of the exercise:** Two members present their personal problems. One problem of each member is taken up for discussion. The group decides in each case the goal, the right solution and the strategy.

**1. PURPOSE:**

To provide opportunities for the following:

a. to think of the problems of personal nature involved in interpersonal situations;

b. to speak out one's personal problems;

c. to discover how a group reacts to personal problems of a member.

**2. CONCEPTS:**

Objectivity (in dealing with personal problems) and Encounter: In situation like bullying others or being bullied upon, fighting with the siblings or classmates, being a victim of others' mischief, etc., we often yield to the situation because of our
own weakness. We get disturbed and react emotionally to these situations.

Objectivity here means detaching oneself from a situation mentally and viewing the behaviour of one's self and of others as if from outside the situation without being emotionally disturbed.

It is also necessary to question ourselves why we do as we do. We encounter ourselves when we begin to question our activities and try to get an appropriate answer.

3. **SUPPLIES:**

Stop clock, black board, chalk piece, note book and pencil.

4. **PROCEDURE:**

Subjects are instructed as follows:

"In some of the earlier assignments you were asked to list the different problems you have with your friends, sisters and brothers, teachers, parents and others. In the sessions held so far you were not asked to tackle your own problems. Only common situations were taken to see how we can solve them. Now you should try to see them as your problems and as problems of your friends and suggest how each one
of you would solve the problems of yours and of your friends."

"One of you please come forward and tell us about the problems you have listed in your previous assignment. Others please listen to him. Put yourself in his position, try to see why it is a problem and what you would have done in that situation. First you allow him to speak, later you can ask him your questions, give him your suggestions or make your comments."

A subject is required to come forward to list his problems and to explain the group for about five minutes why he considers them as problems. The problem which he views as the most important is taken up for discussion. One more subject is given a chance to present his problems. The problem which he considers as important is also taken up for discussion.

5. DISCUSSION:

This stage begins with restating the problem. The group is allowed to put questions in order to make the problems clear. The group discusses what goals are to be achieved. Each member in the group is asked to indicate what he hopes to achieve in the
problem situation which he considered as his goal. Thus, the boy who poses the problem is required to state what his goal is, why he adopts it and what his alternate goal would be. In addition, the boy has to state the strategies he has used before in similar situation and why.

The subject is required to give all the details of the problem situation and role play it with the volunteers. Then the group gives its suggestion with regard to the strategy to be adopted. At this stage concepts of 'objectivity' and 'encounter' are introduced by the investigator. The subject is required to formulate the best strategy for him in that situation. He is also allowed to express his doubts to the group and the group attempts to clear them. The details of the strategy is worked out and the sequence is role-played again by the subject and the volunteers.

A similar procedure is followed for the second subject also.

6. ASSIGNMENT:

For the next three days the subjects are required to imagine that they are talking about
their problems to the group early in the morning when they are still in bed. They report to the group how they felt doing this and whether it was helpful.

3.9.3.17. SESSION SEVENTEEN - RECOGNIZING THE NICE THINGS IN OTHERS

Description of the exercise: As in TA Session 11 (3.9.2.11).

1. PURPOSE:

To practice telling something nice about others. To demonstrate the consequences of saying something nice about others and listening to something nice in us.

2. CONCEPTS:

Positive reinforcement (verbal rewards): Any reward, whether verbal or material, is likely to strengthen behaviour. We are enthusiastic to participate in situations which have rewarded us before. We like being praised and show interest in doing those acts that are praised. Praise helps us to know our strength and we feel happy gaining it.
We can make people happy by encouraging them and by saying something nice to them. We do not lose anything by doing so. On the other hand, we gain friends and well wishers.

3. SUPPLIES:

Note book and pencil.

4. PROCEDURE:

As in TA session 11 (3.9.2.11).

5. DISCUSSION:

Students give their reactions to the nice things written about them and state how they felt while writing about the nice things in others.

6. ASSIGNMENT:

As in TA session 11 (3.9.2.11).

3.9.3.18. SESSION EIGHTEEN - EMPATHY EXERCISES

Description of the exercise: The exercise consists of two parts. In the first part subjects form into two groups. Each member writes down the names of all the members in his subgroup including his own. He has to rate each member on the basis of his preference for being with them in the group. These preferences are entered in the first column.
He should also enter in the second column the rating he is likely to get from every other member. In the third column, he enters the actual rating given to him by other members.

In the second part, members form into groups of three. Each member acts out how the remaining two would react in a given situation. His acting is evaluated by another member in the group. Then the students join in group discussion. (Adapted from Johnson, K.G., et al., 1977: 121-124).

1. PURPOSE:

1. To gain some insight into working of Empathy.

2. To experience what it is to put oneself into others' position and feel and think as others do.

2. CONCEPTS:

Empathy: It is a process through which we arrive at expectations . . . and anticipations of the internal psychological states of others. We come to know of others' 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 relationships. Communication tends to be better when we empathize with others.

3. **SUPPLIES:**

Empathy form, note book, pencil and stop clock.

4. **PROCEDURE:**

To begin with, the meaning and importance of empathy is explained to the group. Subjects are then asked to form two sub-groups to try some empathy exercises. They are instructed as follows:

"Take your note books. Draw a vertical line at the centre to divide the pages into two parts. Make three columns on the right side by drawing two more lines. On the left side write the names of all the members in your subgroup one below the other. Include your name also."

A duration of five minutes is allowed for the subjects to carry out the instructions before proceeding to the next set of instructions.

"Now imagine you form the groups again. See how much you like each member to be with you again and give marks to each member accordingly in the
first column you have made. The marks for the different
degrees of liking are written on the black board. Give
'5' marks if you very much like the member to be in
your group again. Give '4' marks if you like him to
be in your group again. Give '3' marks if you like
a little. Give '2' marks if you think it is alright
if he has to be and '1' mark if you do not want the
member to be in your group. You can give the same
marks to more than one person." Five minutes time
is given for the subjects to mark the ratings. And
the subjects are instructed again as follows:

"Think of the marks each member might have given
you and enter the same in the second column." A pause
for three minutes. "Now ask each person what is the
marks he has given you and put them in the third
column." An interval of five minutes is given for
the subjects to call out the ratings they have given
to each member one by one.

In the second part, the subjects are required to
split into groups of three members each and are
instructed as follows: "Now your names are A,B, and
C. Decide who is 'A', who is 'B' and who is 'C'.
Listen carefully to what I am going to tell you.
Imagine 'B' takes out a pencil from the bag of 'C'
in his presence without asking him. 'A' should show
what will 'C' do or how he reacts. 'C' should note down whether or not A's acting was like his behavior, how it was like his and how it was not like his reaction. Then 'A' will show how 'B' reacts if 'C' takes away the pencil and 'B' will note down whether or not 'A' acted like him, what part of A's action was like or not like his action."

Like this each person must act how the remaining two react in a similar situation and the person concerned must note down whether or not the actor acted like him, what part was like his action and what part was not. Ten minutes time was given for each person to act. Observations of others' actions are recorded before all the members join for group discussion.

5. **DISCUSSION:**

Two or three students are asked to comment on each of the following points:

1. Whether or not the marks they have anticipated are similar to the marks given to them by others.

2. Whether an actor's behavior was similar or different from that of their own behavior and in what way.

3. As an actor did he make an attempt to act like the other person or did he show his own reaction.
6. ASSIGNMENT:

Children are 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.

3.9.3.19. SESSION NINETEEN - SOCIO DRAMA

Description of the exercise: Children develop a broad outline of what happens in their lives in the course of a day, distribute among themselves the roles of people in their surroundings and play their roles in a sequence of events. They later discuss about how they felt while playing their roles and why they acted as they did.

1. PURPOSE:

1. To know how the members of the group perceive their social environment.

2. To provide an opportunity for the members to empathize with different people in their surroundings.

3. To bring to the fore the importance of the characteristic modes of behavior shown by people in different roles.
2. CONCEPTS:

People and their roles: Often we expect people to behave in definite ways in different situations. For eg. our expectations of what a teacher should do when two children start fighting and what children should do when the teacher asks them to stop fighting. These are social expectations which are in accordance with the actions prescribed for each role. We anticipate what is expected of us in different roles and try to act accordingly. We fail in our duties if we cannot do so. We learn what is expected of us in different roles from our experience, by reading books, by what is taught to us by our elders or by seeing others.

3. SUPPLIES:

Stop-clock.

4. PROCEDURE:

Members form into two sub-groups. Each group is required to construct a sequence of events that happen every day in their life. They identify the roles in this situation and decide on the role to be taken by each member. A duration of fifteen minutes is allowed for them to develop the sequence of events and distribute the roles. For another twenty minutes they are allowed to act their roles. At the end of twenty minutes all the members join for a group discussion.
5. **DISCUSSION:**

One member from each group is asked to present the sequence of events and three members from each group explain how they felt while playing their roles and why they acted as they did. At the end of the discussion, the concept of people and their roles is introduced.

6. **ASSIGNMENT:**

Children are asked to observe what happens around them and how each person behaves in different situations. They are instructed to imitate the different roles so that they are ready to take any role in the next session.

3.9.3.20: **SESSION TWENTY - SOCIO DRAMA** (Contd.)

**Description of the exercise:** As in session nineteen (3.9.3.19).

As in session nineteen (3.9.3.19).

2. **CONCEPTS:**

Nil.

3. **SUPPLIES:**

Stop clock, black board, chalk piece, note book and pencil.
4. **PROCEDURE:**

Two groups of subjects develop a sequence of events from their daily life, share the roles among themselves and rehearse the same as in session nineteen (3.9.3.19) for a period of thirty minutes.

5. **DISCUSSION:**

As in session nineteen (3.9.3.19). Those who were not able to share their reactions with the group in the previous session are asked to explain to the group how they felt while playing their roles and why they acted as they did.

6. **ASSIGNMENTS:**

Children are asked to make a list of situations where they wanted to speak or express themselves but failed to do so.

3.9.3.21. **SESSION TWENTY ONE - ASSERTIVENESS TRAINING**

**Description of the exercise:** Children are made to write down situations where they wanted to say something, ask for something, show their anger and other feelings or express themselves but could not do so. These situations are listed on the black board. Children are assigned to groups of three and each group is given a situations to work with. Guidelines are given to them as to how to deal with these
situations. Children are then asked to develop a sequence of these events and role play the situation. In each group two children play the roles and one acts as the director.

1. **PURPOSE:**

   1. To make children - a. ask for what they want, b. say what they want to say and c. express their real feelings appropriately.

   2. To explore the differences in passive, aggressive and assertive reactions.

2. **CONCEPTS:**

   Assertion - It is not always possible for us to tell others what we want them to do, say 'no' to their demands, express our anger or disgust, or ask for what we want. Most often we fail to understand how to proceed or how to ask and at times we are a little afraid. In the process we may tell the opposite of what we want to say, show more of anger unnecessarily or we may just keep quite. If we unnecessarily show anger throw things or hurt ourselves without saying clearly what we want, it will be an aggressive reaction. At times we may get what we want by being angry, but our actions cause a lot of displeasure to others and they will not be happy with us. If we keep quite without saying or doing anything, it is a
passive reaction. Here we are unnecessarily afraid of the situation or the reactions of others. As a result we do not get what we want. At the same time we also do not make the other person happy. An effective reaction is to express ourselves freely and clearly and directly get what we want. This type of reaction of ours in any situation is called Assertive behavior.

3. **SUPPLIES:**

   Stop clock, note book, pencil, black board and chalk piece.

4. **PROCEDURE:**

   Four children from the group are invited to read the situations they have listed for the assignment given in session twenty (3.9.3.20). The situations where children wanted to do or say something but could not do so are listed on the black board. From among the situations listed on the black board four are selected on the basis of the number of group members experiencing difficulty in these situations. Some of the common situations are:

1. when children wish to request their parents or teachers to be nice to them;
2. when they do not want to give their notebooks to some of their classmates;

3. when children have to ask their teachers or classmates to explain a lesson again as they have not followed it; and

4. when they wish to fight with their seniors who make fun of them.

With reference to these situations, the teacher (investigator) explains the passive, aggressive and assertive reactions. For each situation the goal in terms of an appropriate and acceptable behavior one wishes to express is determined. A few general instructions are given to children. These include:

1. To use specific statements instead of general statements (instead of saying 'be nice to me', children may say 'I want you to talk to me, to smile at me', 'not to get angry with me always', 'tell me what pleases you and what you want me to do').

2. To use more of feeling talk - Instead of getting into an argument or criticizing the other person, children are encouraged to state how they feel by saying

"I feel angry when you..."
"I feel hurt when you..."
"I feel happy when you..."

3. To say one thing at a time and to tackle the problem in graded steps.

4. To speak slowly and clearly looking at the eyes of the person who is being addressed.

5. To control the anxiety or anger and to be clear about what one wishes to say and how to say that. Children can tell themselves. "I need not over react, I can express my anger by telling...", "My task now is not to fear but to say... or do...". They can breath deeply thrice before they begin to talk.

With these instructions, the subjects form small groups, each consisting of three members, and they are assigned a situation to work with. They are required to decide how the two parties involved in a situation behave (student and parent, student and teacher, student and another student). Two children are asked to role play the behavior of the persons involved while the third member directs them. They are asked to decide on the desirable behavior of the student in question. They discuss all the details regarding the appropriate words to be spoken and when and how to speak. The director is required to give instructions
as to how the student in question should react, what changes he must show in his position, tone, way of speaking and speech content. The two subjects role play the situation. They reverse their roles and rehearse the situation again.

5. **DISCUSSION:**

Nil.

6. **ASSIGNMENT:**

Children are required to write how they felt during the role play. They are asked to continue listing of situations in which they fail to assert and to state why they fail.

3.9.3.22. **SESSION TWENTY TWO - ASSERTIVENESS TRAINING**

(Contd.)

**Description of the exercise:** As in session twenty one (3.9.3.21).

1. **PURPOSE:**

As in session twenty one (3.9.3.21).

2. **CONCEPTS:**

Nil.

3. **SUPPLIES:**

Stop clock, note book, pencil, black board and chalk piece.
4. **PROCEDURE:**

In this session, members form into groups of three. Each group is given two situations. Members are required to work-out the details of non-assertive and assertive behavior in these situations. They have to distribute among themselves the roles of the target person, the person involved and the director and role play the situation once with non-assertive behavior and once with assertive behavior. Each subject will have his turn to play all the three roles. The best performers of the three roles noticed in the different groups are made to play a situation for the benefit of the group.

5. **DISCUSSION:**

Each child in the group explains how he feels about the exercise and how he is benefited by the exercise.

6. **ASSIGNMENT:**

Children are asked to change their usual reaction and show more assertive behavior on two occasions and to write what happens in these situations.
3.9.3.23. **SESSION TWENTY THREE - TAKING RESPONSIBILITY FOR THE THINGS WE DO**

**Description of the exercise:** This exercise consists of two stages. In the first stage, children form small groups and make a list of all the activities they have to do in the course of a day stating each activity as "I have to...". When the list is complete, they read five of the items to their group members stating "I choose to..." instead of "I have to..."

In the second stage children underline the activities in their list which they do not like to do. As each child reads five of the things he does not like to do, remaining children give him the alternatives or suggest him ways of making the task interesting. (Adapted from Hendricks, G., and Roberts, T.B., 1977, pp.92-99).

1. **PURPOSE:**

   To experience self-confrontation of passivity.

2. **CONCEPTS:**

   Passivity and Responsibility: In any situation the way we take our roles determines what we do and how we do it. We do even the simple daily activities, like brushing our teeth or learning a poem, because we are asked to do it by our parents or teachers and not
because we want. Therefore, we are not bothered about how we do it and do it, just for the sake of doing it. This type of passive attitude reduces our efficiency and we fail to put our best efforts. As a result, the work will be of poor standard and we will not be happy with our performance. Further, we will not get any recognition or praise for such activities.

We may develop the passive attitude because of various reasons like being not interested in the work, having to do many things at the same time, or being not rewarded properly. But we must also remember that doing something is our own choice and we consider it as the best thing to do. We can always do something else if we choose to do so and it is in our hands to make the task interesting. We are responsible for our activities and we choose to do them.

3. **SUPPLIES:**

   Note book, pencil and stop clock.

4. **PROCEDURE:**

   The exercise is carried out in two stages. In the first stage, children are instructed to form small groups of 3-4 members. They are asked to remember all the activities they do during the course of a day and list them in their note books one below the other.
Each activity should be written in the form of a statement beginning with "I have to...". Children list the activities for a period of twenty minutes. At the end of this interval each child is asked to read five of these activities for the group. While reading, they are asked to begin the statement with "I choose to..." instead of "I have to..." Each child is given approximately two minutes time to read the statements.

In the second stage children continue to stay in their small groups. They are asked to go through the list of activities they have written and underline five of the activities which they do not like. Each child is allowed to discuss about the statements he has underlined with the remaining children in his group for about five minutes. As each child reads a statement, rest of the children are required to give alternatives for these activities or suggest ways of making the activity interesting. While the children discuss about the activities they do not like, the Investigator makes a list of these common activities and the alternatives suggested for these on the black board.

During the last fifteen minutes of the session, the Investigator explains the need for taking responsibility for ones activities and overcoming passivity.
5. **DISCUSSION:**

Nil.

6. **ASSIGNMENT:**

Children are asked to write down the changes they notice in their performance when they take responsibility for the activities they do. They are asked to write all the activities they do in the course of a day stating "I choose to..."

3.9.3.24. **SESSION TWENTY FOUR - SUMMARY**

**Description of the exercise:** Children list all the concepts and the skills they have learnt in the course of the twenty three sessions.

1. **PURPOSE:**

To make a list of the benefits the subjects have derived from the SSP sessions.

2. **CONCEPTS:**

All the concepts dealt with in the earlier sessions.

3. **SUPPLIES:**

Black board, chalk piece, note book and pencil.
4. **PROCEDURE:**

Each child is required to describe two of the exercises he has learnt during the Social Skills Practice sessions and the purpose of introducing these exercises. Children are asked to list the techniques of relaxation, group participation, communication, social problem solving, understanding others point of view and empathy, self-assertion, checking one's thought, developing imaginative thinking and taking responsibility for the activities of self. Each child is required to state the benefits he has derived from the SSP sessions.

5. **DISCUSSION:**

Nil.

6. **ASSIGNMENTS:**

Children are required to make a list of what they have learnt during the SSP sessions and how these sessions have helped them.

3.94. **EXERCISES FOR THE PLACEBO ACTIVITY CONTROL GROUPS** (Treatment group No.3 - PC)

The activities in which the members of PC groups were engaged during the sessions are normally carried out in all the schools. However, for most of these activities teachers usually select children who exhibit the necessary skills and ability. But in this programme
along with the students selected by their teachers, all the children assigned to the PC groups were involved irrespective of their abilities or previous performance. These activities were carried out in small groups of 10-20 members of which fifty per cent of the subjects were those assigned to the PC group. Two teachers from each school who were in charge of the physical education and crafts were requested to conduct these sessions in their respective schools.

The children assigned to the PC groups were engaged in four types of activities:

1. In the first eight weekly sessions they participated as a team in one of the group games like Cricket, Kabbadi, throw ball and Kho-Kho.

2. In the second eight weekly sessions they practiced one of the activities like group singing, drama, and school band.

3. In the third four sessions held twice a week they were engaged in one of the activities like arranging materials for school exhibition and preparing models of a port or an irrigation plant or a chart of animals from different regions.

4. In the remaining four sessions held twice a week, children participated in the group exercises suggested
by the Investigator. These exercises are: question quiz, listening game, tug of war and chocolate game. A brief description of these exercises is as follows:

1. **Question Quiz**

   Children form into two groups, team A and B. Each team is instructed to develop a question bank. Each member is required to write ten questions on a separate sheet of paper and indicate the team to which he belongs to on the top of the sheet. The questions should pertain to issues like general information in the areas of science, literature, history and geography, important personalities and their contributions, state capitals and heads of states and tourist attractions in the different states. Children are informed to write questions which are not likely to be repeated by others. They are told that a team gets bonus marks for difficult questions and loose marks for repetition of questions. They are allowed to write the questions for fifteen minutes. The list of questions are then collected. While the teacher in charge of the group goes through the lists selecting one list from each team at a time to mark the inappropriate and repeated questions, the Investigator explains the rules of the game to the students. The rules are:
1. At a time two children, one from each team, are called to answer a group of questions.

2. The chance to answer first is given alternately to the two teams. A score of 'two' is given if the team answers the question correctly during its first turn. A score of 'one' is given to the second team if it answers a question which the first team has failed to answer.

3. If children other than the two participants answer the question, one mark is subtracted from the total score of their team.

4. Two lists of questions, one from each team, are put to each pair. The first chance to answer is given to the team other than the one to which the question belongs.

   The exercise is carried out as per the rules mentioned above. Twenty appropriate questions are put to each pair and the questions left unanswered are tried on other pairs. The score of each member of the pair is announced after they complete their turn and at the end of the quiz the scores of the two teams are announced.

2. Listening game:

   As in 3.9.2.1.
3. **Tug of War:**

The group is divided into four teams and two teams at a time participate in the game. A strong rope of five meters is given and the two teams hold the two ends of the rope. The members of the team stand in a line one behind the other holding the rope and try to pull the other end of the rope towards them. The two teams which succeed in getting the rope play the game again.

4. **Chocolate game:**

Children are made to sit in a circle. A die is circulated among them. Each child is required to give the number he intends to get by rolling the die. If the same number appears when the die is rolled, the child is required to go to the corner where a chocolate with a tight wrapper is kept on a table along with two little forks. He must try to remove the wrapper with the help of forks without touching the chocolate. The remaining children continue to play die. If another child gets the desired number, he should run to the corner and the first child should join the group leaving the chocolate on the table. One who removes the wrapper of the chocolate gets it and the game is continued with another chocolate kept on the table.
3.10. **Summary:**

To sum up, the details of the research design and the procedure were dealt with in the present chapter. In this study a multiple group, single intervention design was adopted with provision for comparison of pre and post intervention test scores. A pilot study was conducted to arrive at the details of the intervention programme and for selection of suitable dependent variable measures.

Sample for the study was selected in two stages. In the first stage, twenty schools were randomly drawn from among the English medium schools of Bangalore South range. Of these, eight schools, where maximum cooperation for the study was extended, were selected. All the children of these schools in sixth and seventh standards were then administered sociometric scales. The sample in the second stage was drawn on the basis of sociometric scores of these children. Four groups of children - the Accepted, Rejected, Isolates and Mixers were selected for the study. Two homogeneous blocks of subjects, one of boys and another of girls, were drawn from each section. These blocks were randomly assigned to four treatments: the Transactional Analysis, Social Skills Practice, Placebo Activity Control and No-contact.
Control. The subjects in these groups took a self-concept scale, pre-adolescent test battery consisting of measures of adjustment, classroom trust, dependency and initiative and a children personality questionnaire. Teacher rating on sociability and aggressive behavior were also obtained. These measures were administered along with the sociometric questionnaire prior to and after the intervention programmes for comparison of pre and post intervention test scores in the four treatment groups.