APPENDICES
Appendix –I

VERBAL TEST OF CREATIVE THINKING

1. Name .................................................................
2. Age .................................................................
3. Sex (Male/Female) ...................................................
4. Father’s/Mother’s Name ...........................................
5. Father’s/Mother’s Education: ......................................
6. Occupation ..........................................................
7. Monthly Income ....................................................
8. Area (Rural/Urban) ..................................................
9. Place .................................................................
10. Date .................................................................
Instructions

1. Creative ability and originality play an important role in our life.
   All inventions are a result of our ability to think in novel ways.
   Everything in this world can be made more interesting and useful by the use of our imagination.

2. On the following pages you will find some interesting problems. You can use your imagination and enjoy doing these problems.

3. These activities relate to problems of your daily life they do not have right or wrong answers. Write whatever novel and interesting ideas, which come to your mind.

4. You have been given 4 activities to do so. For convenience sake each activity has been separately timed. Try to work as quickly as you can. If you finish an activity before the time for it is up, do not go to the next activity until you are told to do so. At the end, you will be give five minutes extra. If you get any new idea, you can write it them.

5. Attempt every task of the four activities. If you have any doubt, ask it now.
Activity I: "CONSEQUENCES TEST"

Instructions:

1. On the following pages you have been given some situation, which will appear, to you as impossible. You have to think what would happen if such situation actually arise.

2. Give as many ideas, which come to your mind but try to think as many novel ideas as you possibly can. Write your responses in the space provided.

3. You will be given 15 minutes for the three items of the activity. After every 5 minutes, you will be told the time so that you may move on the next item in the activity.

4. The example given below will help you to know what you have to do. Example: What will happen if birds and animals start speaking like man?

Some Possible responses:

(i) This world will change into a different kind of society.

(ii) New leaders will emerge from animals.

(iii) It is possible that a donkey will become Prime Minister.

(iv) Men may confide their secrets to their animal friends.
**TASKS**

1. What would happen if human being start flying like birds?

2. What would happen if your school has wheels?

3. What would happen if man does not have eat food?
Activity II: **“UNUSUAL USES TEST”**

**Instructions:**

1. On the following pages you have been given names of certain things, which could be used in many different and new ways. You have to think in how many such ways, the things may be used.

2. Write as many uses as you can but try to think those which are new. Try to answer all the items.

3. You will be given 12 minutes for the three items of this activity. After every four minutes, you will be told the time so that you may move on the next item in the activity.

4. The example given below will help you to know what you have to do.

   **Example:** New paper.

   Some possible responses:

   1. To read the News
   2. To make paper toys
   3. To get protection from sun
   4. To wrap something
   5. To cover a dirty place.
TASKS

1. A small stone

2. A small piece of wood

3. Water
Activity III: "CONSEQUENCES TEST"

Instructions:

1. On the following pages you have been given pairs of words, which can be related to each other in many different ways. You have to think in how many different and new ways are they related.

2. Write as many new relationships as you can.

3. You will be given 15 minutes for the three items of this activity. After every 5 minutes, you will be told the time so that you may move on the next item.

4. The example given below will help you to know what you have to do.

Example: Man and Animal.

Some possible responses:

i) Both have life ii) Both need food and water

iii) Both can fall ill iv) Both are afraid of enemy

v) Both have the experience of feeling cold and hot.
TASKS

1. Tree and House

2. Chair and Ladder

3. Air and Water
INSTRUCTIONS:

You must have seen a simple, toy horse. You have to imagine in what ways can you make it into an interesting toy. You can add any number of parts to make it really beautiful and useful. Do not bother about the cost of the new parts that you would like to use.

Write all the ideas that come to your mind in serial order in the space given below. You are given 6 minutes for this activity.
APPENDIX - II

Verbal Test of Creative Thinking
By Dr. Baqer Mehdi MA (Columbia), PhD. (Aligarh)
Reader, Psychology Department, Aligarh Muslim University.

(...content continues in the document...)

(Translation in Malayalam...)

(X)
1. രാജ്യത്തിന്റെ വില്ലൊക്കെ ആരംഭിക്കുന്ന പ്രധാനപ്പെട്ട പ്രശ്നങ്ങൾ പ്രകാരത്തിലുള്ള സ്ഥിതിയിലേക്ക പ്രായോഗിക സംരംഭങ്ങളെ നടത്തുക. ചുരുക്കിൽ നിന്നും പ്രായോഗിക സംരംഭങ്ങളെ നടത്തുന്ന പ്രക്രിയകളെ കൂട്ടിച്ചേർക്കുക. വിദ്യാഭ്യാസ സമയമെടുക്കുന്നതിന് പ്രണയത്തിന്റെ പ്രധാനപ്പെട്ട പ്രശ്നങ്ങൾ പ്രകാരത്തിലുള്ള സ്ഥിതിയിലേക്ക പ്രായോഗിക സംരംഭങ്ങളെ നടത്തുന്നതിന്റെ പ്രധാനസ്ഥാനവും അതിന്റെ പ്രധാനസ്ഥാനവും ആയിരിക്കുക. പ്രായോഗിക സംരംഭങ്ങളെ നടത്തുന്നതിന്റെ പ്രധാനസ്ഥാനവും അതിന്റെ പ്രധാനസ്ഥാനവും ആയിരിക്കുക.

2. കൃഷി രൂപകല്പനകൾ പ്രത്യേകിച്ചും അനുമോദനത്തിന്റെ സ്വാധീനം ഉയരുന്ന പ്രക്രിയയാണ്. പ്രതിരോധം എടുക്കുക എന്നതാണ് സ്വാധീനം. ദൈനമായി പ്രക്രിയയാണ് അനുമോദനത്തിന്റെ സ്വാധീനം (നിൽക്കുക). എന്നെല്ലാമായാണ് സ്വാധീനം പ്രസ്താവിക്കുന്നത്. അഭിജ്ഞതയും മനോഹരമായിത്തന്നെ നടപടിപ്പുകളും ആത്മീയമായി സ്വാധീനം പ്രസ്താവിക്കുന്നു. അനുമോദനം സാധനം നട്ടെ കൊണ്ടുള്ള പ്രക്രിയയാണ് അനുമോദനത്തിന്റെ സ്വാധീനം.

3. സാംസ്കാരിക കൃഷി പ്രവാചനങ്ങളും പ്രത്യേകിച്ചും അനുമോദനത്തിന്റെ സ്വാധീനം ഉയരുന്ന പ്രക്രിയയാണ്. 'ഉയരുന്ന' എന്നതാണ് പ്രവാചകക്കുള്ള പ്രക്രിയയെന്നതാണ്. പ്രവാചകന്റെ സാംസ്കാരികവൃത്തിയെന്നതാണ് പ്രവാചകന്റെ സാംസ്കാരികവൃത്തി. പ്രവാചകന്റെ സാംസ്കാരികവൃത്തിയെന്നതാണ് പ്രവാചകന്റെ സാംസ്കാരികവൃത്തി. പ്രവാചകന്റെ സാംസ്കാരികവൃത്തിയെന്നതാണ് പ്രവാചകന്റെ സാംസ്കാരികവൃത്തി.

4. ചൂടു പ്രരംഭിക്കുന്ന പ്രതിരോധം അനുമോദനത്തിന്റെ സ്വാധീനം ഉയരുന്ന പ്രക്രിയയാണ്. പ്രവാചകന്റെ സാംസ്കാരികവൃത്തിയെന്നതാണ് പ്രവാചകന്റെ സാംസ്കാരികവൃത്തി. പ്രവാചകന്റെ സാംസ്കാരികവൃത്തിയെന്നതാണ് പ്രവാചകന്റെ സാംസ്കാരികവൃത്തി.

5. വിദ്യാഭ്യാസ പ്രവാചകന്റെ സാംസ്കാരികവൃത്തിയെന്നതാണ്. കൃഷിനിരീക്ഷണം പ്രവാചകന്റെ സാംസ്കാരികവൃത്തി. പ്രവാചകന്റെ സാംസ്കാരികവൃത്തിയെന്നതാണ് പ്രവാചകന്റെ സാംസ്കാരികവൃത്തി.
1. പക്ഷി വിഭാഗത്തിൽ നിന്നും എന്ത് പക്ഷികൾ ഉണ്ട്? 
2. നിർദ്ദേശം കൊണ്ട് എന്ത് പക്ഷികൾ ഉണ്ട്? 
3. പക്ഷികൾ എന്ത് പോലെ പ്രാണികൾ പോലെ നിർത്താ പ്രകാശം നേടും? 
4. പക്ഷി വിഭാഗത്തിൽ നിന്നും എന്ത് പക്ഷികൾ ഉണ്ട്?

സൂചനാമാർ - 2

1. താഴെ താഴെ എത്ര പക്ഷികൾ കാണുക? 
2. പക്ഷികൾ കാണുന്നതിനു പരമ്പരയായ വിശദീകരണം അർജിക്കുക. 
3. നിർദ്ദേശം കൊണ്ട് എന്ത് പോലേക്കും നിർത്താ? 
4. വിഭാഗം എന്ന് താഴെ എത്ര പോലെ പക്ഷികൾ ഉണ്ട്?
1. ക്രമീകരണം എന്നതിന് എല്ലാ സ്ഥലങ്ങളിലും പ്രചാരമായി എഴുതിയിരിക്കുന്നു. 

2. തിരിച്ചിരിക്കുന്ന ദൃശ്യമായ പ്രചാരത്തിൽ പ്രേരണ തുടങ്ങുന്നു. 

3. 3. പ്രധാനപ്പെട്ട പട്ടിക വിവരണം.

4. പ്രധാനപ്പെട്ട പട്ടിക വിവരണം.


d. പ്രധാനപ്പെട്ട പട്ടിക വിവരണം.

1. ആദ്യം രേഖപ്പെട്ടിരിക്കുന്നു.

2. ആദ്യം രേഖപ്പെട്ടിരിക്കുന്നു.

3. ആദ്യം രേഖപ്പെട്ടിരിക്കുന്നു.

4. ആദ്യം രേഖപ്പെട്ടിരിക്കുന്നു.
APPENDIX - III

NON VERBAL TEST OF CREATIVITY - BAQUER MEHDY

ACTIVITY 1

Instruction:

You are given a particular shape. Using your imagination, construct a picture in such a way that the shape becomes a part of your picture. Make the picture as unique as possible. Turn the page in any direction to construct it. You can add any number of things to it in order to make the picture complete and unique. After completing it, give it a suitable caption.

Example.

Caption- A man looking after a pig  Caption- A bird's nest in the hollow of a Tree
Use the following shapes to draw two different pictures. Take 5 minutes for each picture.

1. [Half-circle diagram]

Caption:

2. [Diamond diagram]

Caption:
**ACTIVITY 2.**

**Instruction:**

You are given 10 incomplete figures in the following pages. To complete each figure you can add as many lines as possible so that it becomes a definite and complete picture. Give a suitable title to it. Try to make the picture and the caption as attractive as possible.

The incomplete figures are as shown: You can use 15 minutes for the enterer activity.

Example:

\[ \begin{align*}
\text{Caption- } & \quad \text{Flags} \\
\text{OR} & \\
\text{OR} & \\
\text{A Flying Kite} & \\
\text{Leaves}
\end{align*} \]

1. 

2. 

Caption-
**ACTIVITY 3.**

**Instruction:**

Give below and in the following pages are some triangles and circular shapes. Use each triangle and circle to make different complete and unique pictures. Each picture, however, should convey a complete thought. You can add as many lines as you want to the interior and exterior areas of the triangle and the circle in order to make the picture complete. Give an appropriate title for each picture. It is not necessary to make pictures for all the given number of triangles. Once your triangle-based-thought gets over, skip over to the circles. Try to make each picture and title unique and attractive as possible-use 10 minutes for the entire activity.

1.  

   ![Triangle 1](image1.png)

   Caption-

2.  

   ![Triangle 2](image2.png)

   Caption-
APPENDIX - IV

SOCIOMETRIC TEST OF MEASURING INTERPERSONAL RELATIONSHIP

Name of Student : ..........................................................
Name of School : ..........................................................
Class : .................................................................
Age : .................................................................

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<th>No.</th>
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<th>Friendly</th>
<th>Just Friendly</th>
<th>Less Friendly</th>
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xxiii
## APPENDIX – V

### SOCIOMETRIC TEST OF MEASURING INTERPERSONAL RELATIONSHIP

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APPENDIX – VI

SCiOMETRIC TEST OF MEASURING INTERPERSONAL RELATIONSHIP
BETWEEN STUDENTS AND TEACHERS

Name of Student : ..........................................................
Name of School  : ..........................................................
Class           : ..........................................................
Age            : ..........................................................

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XXV
### APPENDIX - VII

**SOCIOMETRIC TEST OF MEASURING INTERPERSONAL RELATIONSHIP BETWEEN STUDENTS AND TEACHERS**

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xxvi
APPENDIX –VIII

COMMUNICATION SKILLS TEST

1. When trying to explain something, I ask my listeners if they are following me.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time

2. People don't get what I am saying.
   O. Almost never true  O. Rarely true  O. Sometimes true  O. Quite often true
   O. Most of the time true

3. I manage to explain my ideas clearly.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time

4. I find it difficult to express my opinions when others don't share them
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time

5. When I don't understand a question, I ask for additional explanation.
   O. Almost never true  O. Rarely true  O. Sometimes true  O. Quite often true
   O. Most of the time true

6. I don't understand what other people are getting at.
   O. Almost never true  O. Rarely true  O. Sometimes true  O. Quite often true
   O. Most of the time true

7. I find it easy to see things from someone else's point of view.
   O. Almost never true  O. Rarely true  O. Sometimes true  O. Quite often true
   O. Most of the time true

8. I pretend to listen even if my mind drifts away.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time

9. I find it hard to express my feelings.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time

10. If I have something relevant to add, it's OK to interrupt what someone else is saying.
    O. Almost never true  O. Rarely true  O. Sometimes true  O. Quite often true
    O. Most of the time true
11. I can detect the mood of others by looking at them while we are conversing.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often true  O. Most of the time

12. When I know what the other person is going to say, I answer right away instead of waiting for them to finish.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time

13. I get so caught up in what I have to say that I am unaware of the expressions and reactions of my listeners.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time

14. My weaknesses are no one else's business and I am better off hiding them.
   O. Almost never true  O. Rarely true  O. Sometimes true  O. Quite often true  O. Most of the time true

15. When I am wrong, I am wrong and not afraid to admit it.
   O. Almost never  O. Rarely true  O. Sometimes  O. Quite often
   O. Most of the time

16. The best way to help others understand me is to tell them what I feel, think and believe.
   O. Almost never true  O. Rarely true  O. Sometimes true  O. Quite often true  O. Most of the time true

17. When the conversation turns to feelings, I tend to change the subject.
   O. Almost never true  O. Rarely true  O. Sometimes true  O. Quite often true  O. Most of the time true

18. When I have the impression that I might have hurt someone's feelings, I apologize.
   O. Almost never true  O. Rarely true  O. Sometimes  O. Quite often
   O. Most of the time

19. I become defensive when I am being criticized.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often
   O. Most of the time

20. When I am angry and someone asks if I am, I admit it.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time
26. I tend to jump to conclusions.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time
22. When I talk to someone, I try to put myself in the other person's shoes.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time
28. When someone has difficulties finding the proper words. I gladly help by suggesting what I think the person wants to say.
   O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time
24. People tell me I raise my voice, even thought I am not aware of it.
   O. Almost never O. Rarely O. Sometimes O. Quite often O. Most of the time
26. I naturally take more space in a conversation.
   O. Almost never O. Rarely O. Sometimes O. Quite often O. Most of the time
26. I have the impression that people are intimated by my presence.
   O. Almost never O. Rarely O. Sometimes O. Quite often O. Most of the time
24. I find interest in what others have to say.
   O. Almost never O. Rarely O. Sometimes O. Quite often O. Most of the time
26. It upsets me if someone disagrees with me, especially if that person doesn't have my experience.
   O. Almost never O. Rarely O. Sometimes O. Quite often O. Most of the time
24. When I make a criticism, I make sure I refer to the person's actions and behaviour, rather than to the person. For example, I would say, "I agree with the way you talk to your elders", rather than; "you are an arrogant boy".
   O. Almost never O. Rarely O. Some times O. Quite often O. Most of the time
30. I am able to resolve problems without losing control of my emotions.
   O. Almost never O. Rarely O. Sometimes O. Quite often O. Most of the time
34. I am aware of my emotional reactions to what is being said in a conversations
   O. Almost never O. Rarely O. Sometimes O. Quite often O. Most of the time
32. I tend to postpone discussing touchy topics.
   O. Almost never O. Rarely O. Sometimes O. Quite often O. Most of the time
38. I am able to confront someone who has hurt my feelings
   O. Almost never O. Rarely O. Sometimes O. Quite often O. Most of the time
I avoid expressing my disagreement with people because they might get angry with me.

O. Almost never  O. Rarely  O. Sometimes  O. Quite often  O. Most of the time
APPENDIX - IX

COMMUNICATION SKILLS TEST-REVISED

1. "Communicate effectively in..."  
   a) "Communication..."  
   b) "Effective way..."  
   c) "Art of..."  
   d) "Persuasion..."  
   e) "Convincing..."

2. "Attitudes..."  
   a) "Attitude..."  
   b) "Positive..."  
   c) "Negative..."  
   d) "Emotional..."  
   e) "Energetic..."

3. "Leadership..."  
   a) "Leadership..."  
   b) "Effective..."  
   c) "Popular..."  
   d) "Influential..."  
   e) "Authoritative..."

4. "Conflict..."  
   a) "Conflict..."  
   b) "Resolution..."  
   c) "Dispute..."  
   d) "Negotiation..."  
   e) "Compromise..."

5. "Writing..."  
   a) "Writing..."  
   b) "Effective..."  
   c) "Clear..."  
   d) "Coherent..."  
   e) "Organized..."

6. "Research..."  
   a) "Research..."  
   b) "Thorough..."  
   c) "Comprehensive..."  
   d) "Diligent..."  
   e) "In-depth..."

7. "Presentation..."  
   a) "Presentation..."  
   b) "Clear..."  
   c) "Engaging..."  
   d) "Persuasive..."  
   e) "Professional..."

8. "Interview..."  
   a) "Interview..."  
   b) "Preparation..."  
   c) "Confidence..."  
   d) "Communication..."  
   e) "Engagement..."

9. "Public Speaking..."  
   a) "Public Speaking..."  
   b) "Preparation..."  
   c) "Confidence..."  
   d) "Communication..."  
   e) "Engagement..."
10. एक वर्तन्याच्या प्रकारातील अत्यन्त विस्तारशील स्मृतिक्रमाची धमाकेदार गोष्ट निर्माताने औपचारिक निर्देशाने सामान्यतः निम्नप्रकारचे विश्लेषण व वर्णन करून वर्णित केलेले आहे:
   a) अनुसारपासून ओळखणु.
   b) अनुसारपासून आंकणु.
   c) मानव कार्यकलापात सामने केलेले.
   d) वाचनभाषा कार्यकलापात.
   e) नृत्यभाषा कार्यकलापात.

11. दोनदोन डावकर्मांत वाचनातील अनेक अर्थांचा विश्लेषण व वर्णन करून वर्णित केलेले आहे का:
   a) अनुसारपासून ओळखणु.
   b) अनुसारपासून आंकणु.
   c) मानव कार्यकलापात सामने केलेले.
   d) वाचनभाषा कार्यकलापात.
   e) नृत्यभाषा कार्यकलापात.

12. त्रिंदा वाचनातील अर्थांच्या क्रमांकात वाचनातील अर्थांचा विश्लेषण व वर्णन करून वर्णित केलेले आहे का:
   a) अनुसारपासून ओळखणु.
   b) अनुसारपासून आंकणु.
   c) मानव कार्यकलापात सामने केलेले.
   d) वाचनभाषा कार्यकलापात.
   e) नृत्यभाषा कार्यकलापात.

13. नौवेळा वाचनातील अर्थांच्या क्रमांकात वाचनातील अर्थांचा विश्लेषण व वर्णन करून वर्णित केलेले आहे का:
   a) अनुसारपासून ओळखणु.
   b) अनुसारपासून आंकणु.
   c) मानव कार्यकलापात सामने केलेले.
   d) वाचनभाषा कार्यकलापात.
   e) नृत्यभाषा कार्यकलापात.

14. दसवेळा वाचनातील अर्थांच्या क्रमांकात वाचनातील अर्थांचा विश्लेषण व वर्णन करून वर्णित केलेले आहे का:
   a) अनुसारपासून ओळखणु.
   b) अनुसारपासून आंकणु.
   c) मानव कार्यकलापात सामने केलेले.
   d) वाचनभाषा कार्यकलापात.
   e) नृत्यभाषा कार्यकलापात.

15. एक वर्तन्याच्या प्रकारातील अत्यन्त विस्तारशील स्मृतिक्रमाची धमाकेदार गोष्ट निर्माताने औपचारिक निर्देशाने सामान्यतः निम्नप्रकारचे विश्लेषण व वर्णन करून वर्णित केलेले आहे:
   a) अनुसारपासून ओळखणु.
   b) अनुसारपासून आंकणु.
   c) मानव कार्यकलापात सामने केलेले.
   d) वाचनभाषा कार्यकलापात.
   e) नृत्यभाषा कार्यकलापात.

16. कार्यकलापांतील असंशोधकोपाद्याविश्लेषणाच्या क्रमांकात वाचनातील अर्थांचा विश्लेषण व वर्णन करून वर्णित केलेले आहे का:
   a) अनुसारपासून ओळखणु.
   b) अनुसारपासून आंकणु.
   c) मानव कार्यकलापात सामने केलेले.
   d) वाचनभाषा कार्यकलापात.
   e) नृत्यभाषा कार्यकलापात.

17. एक वर्तन्याच्या प्रकारातील असंशोधकोपाद्याविश्लेषणाच्या क्रमांकात वाचनातील अर्थांचा विश्लेषण व वर्णन करून वर्णित केलेले आहे का:
   a) अनुसारपासून ओळखणु.
   b) अनुसारपासून आंकणु.
   c) मानव कार्यकलापात सामने केलेले.
   d) वाचनभाषा कार्यकलापात.
   e) नृत्यभाषा कार्यकलापात.

18. एक वर्तन्याच्या प्रकारातील असंशोधकोपाद्याविश्लेषणाच्या क्रमांकात वाचनातील अर्थांचा विश्लेषण व वर्णन करून वर्णित केलेले आहे का:
   a) अनुसारपासून ओळखणु.
   b) अनुसारपासून आंकणु.
   c) मानव कार्यकलापात सामने केलेले.
   d) वाचनभाषा कार्यकलापात.
   e) नृत्यभाषा कार्यकलापात.

xxxii
XXXIV
APPENDIX -X

OPINIONNAIRE FOR ASSESSING THE ATTITUDE OF TEACHERS

1. The time bounded, structured, school curriculum for the period of 10 years is the most appropriate way of educating our children
   Agree/Disagree
   Why?........................................................................................................................................
........................................................................................................................................

2. The curriculum should be transacted strictly on the basis of governmental policies
   Agree/Disagree
   Why?........................................................................................................................................
........................................................................................................................................

3. The infrastructural facilities that are compulsory mentioned by the authorities can suit the transaction of curriculum.
   Agree/Disagree
   Why?........................................................................................................................................
........................................................................................................................................

4. The teaching learning process in your school must be in pace with the process followed in other schools.
   Agree/Disagree
   Why?........................................................................................................................................
........................................................................................................................................

5. The time table should be strictly followed as in the other schools.
   Agree/Disagree
   Why?........................................................................................................................................
........................................................................................................................................

6. The duty of the school is to transact the syllabus as per the common procedure and to prepare the children for academic excellence.
   Agree/Disagree
   Why?........................................................................................................................................
........................................................................................................................................
7. The style of teaching, the methods of teaching, the teaching-learning materials etc used for a topic in one year should be the same for the coming years also.  

Agree/Disagree

Why?

8. The aim of education is to achieve academic excellence.  

Agree/Disagree

Why?

9. The child should be given freedom for learning according to his/her pace and learning style.  

Agree/Disagree

Why?

10. The education process should inculcate competition spirit in the pupils.  

Agree/Disagree

Why?

11. A free interaction between the teacher and the pupil can disrupt the total system.  

Agree/Disagree

Why?

12. Instead of residing with the parents, it is effective in the process of learning, to reside with teachers as in the Gurukula system of education  

Agree/Disagree

Why?

13. It is a difficult task to teach the weaker students within the school time.  

Agree/Disagree

Why?

14. The curricular, co-curricular and extra-curricular activities should go hand in-hand for effective learning.  

Agree/Disagree

Why?
15. In some schools they provide the opportunity to interact with students from other schools through student exchange programmes. This is an effective method for allround development of the children.

Agree/Disagree

16. Some people comments that children should learn how to earn money than to live. Do you agree?

Agree/Disagree

17. There is a general tradition that undergraduates teach only high school students, TTC holders teach primary classes. If we allow undergraduates to teach in both section it will be effective. Do you agree?

Agree/Disagree

18. Good punishment is inevitable for excellent academic performance.

Agree/Disagree

19. The evaluation system should give equal preference to formative and summative evaluation.

Agree/Disagree

20. Compulsion to practice vocational skills can affect the academic excellence of pupils.

Agree/Disagree
APPENDIX –XI

Check list on physical facilities

1. Class room:
   (a) Number of class rooms
   (b) Number of classes and sections in the school
   (c) Is it possible for students to sit comfortably in the classroom?

2. The school is bounded by:
   (a) Compound  b) Fence
   (b) Any other  d) None

3. Ventilation: (a) Whether the rooms are properly ventilated.

4. Lighting:
   (a) Natural light b) Electrical light

5. Fan in the class room

6. Sanitary facilities: For both girls and boys

7. Drinking water: Quality of drinking water and surroundings

8. Staff rooms:
   (a) Number  b) Arrangement  c) Facilities

9. Library:
   (a) Have a library or not
   (b) Number of books available in the library
   (c) How do they use the books?
   (d) Teacher’s and student’s using behaviour of library
10. *Teaching aids*

(a) What are the teaching aids available?

(b) Teacher's resourcefulness of making teaching aids other than the structured one

(c) Where do they keep the materials?

11. *Laboratory:*

(a) How many labs are there?

   (i) Physics  
   (ii) Chemistry  
   (iii) Biology  
   (iv) Mathematics  
   (v) Language  
   (vi) any other

(b) How useful it is?

(c) What are the equipments available in the laboratory?

(d) What are the condition of the labs?
APPENDIX – XII

Photographs of Innovative State School

The Innovative State School

The play ground and Indoor Stadium
Outdoor open class rooms

Outdoor open class rooms
Students attending training in tailoring

Students attending training in embroidery work
Students preparing coir mats

Students engaged in spinning works
Drawing class

Students doing agricultural works
Cultural programmes in the open air theatre

The campus
APPENDIX –XII

Photographs of Innovative Flexible Curriculum School

Traditional huts of tribals in innovative flexible school in Kerala (The director and family lives in this hut)

The main building. The solar panel for the power supply is on the top of the building

xlvii
The library

Children at discussion in touch with nature
A scene from the classes taken by the visitors

Teaching by visited students on the banks of Narasi near the forest
Classes taken by senior students

Classes taken by senior students
Paintings by students

Handicrafts made by students
Evening musical programme in the school

Evening dance programme in the school
Scene from schools Kalari academy

Students with their director at a public music programme
Students from Bangalore working along with students of Kerala in paddy field

Students working in paddy field