



**Centre of Advanced Study in Education (CASE)**  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda,  
Vadodara-390002

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**REQUEST LETTER TO PROVIDE STANDARDISED RAVENS MATRICES INTELLIGENCE TEST**

Date:

To,  
Head,  
Department of Psychology,  
Faculty of Education and Psychology,  
The Maharaja Sayajirao University of Baroda,  
Vadodara, Gujarat

**Subject: *Request to provide standardised Ravens Matrices Intelligence Test***

Respected Sir/Madam,

With all respect, I am Ruchi Dwivedi, Ph.D. student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. My Ph.D. topic is “**Development and Implementation of a Student Leadership Programme (SLP) for developing Leadership Skills at Secondary Level.**” The study is under the guidance of Prof. Sujata Srivastava, Professor, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

I developed and implemented the Student Leadership Programme for this study. Group to group matching is essential for the research so, I request you to provide me with a documented copy of the Ravens Matrices Intelligence Test.

As an investigator, I guarantee that the data will be utilized exclusively for research reasons.

Yours Sincerely,  
Ruchi Dwivedi (Ph.D. Student)



**Centre of Advanced Study in Education (CASE)**

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara-390002

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**LETTER FOR VALIDATION OF DATA COLLECTION TOOLS**

Date:

To,

Respected Sir/Madam,

My Ph.D. topic is “**Development and Implementation of a Student Leadership Programme (SLP) for developing Leadership Skills at Secondary Level.**” You are requested to validate both the tools given below in terms of language and relevance.

The objectives of the study are:

1. To develop a Student Leadership Programme (SLP) for the development of Leadership skills, namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem Solving Skill, Team Building Skill, and Conflict Management Skill.
2. To implement Student Leadership Programme (SLP) for development of Leadership skills, namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem Solving Skill, Team Building Skill, and Conflict Management Skill.
3. To study the effectiveness of Student Leadership Programme (SLP) for development of Leadership skills, namely Time Management Skill, Goal Setting Skill, Communication Skill Empathy Skill, Problem Solving Skill, Team Building Skill, and Conflict Management Skill in terms of conceptual knowledge, intended behaviour and the actual behaviour of leadership skills.
4. To study the reaction of students towards the Student Leadership Programme.

The sample experimental group consist of Standard IX students. The tools developed are the following:

5. **Leadership Conceptual Knowledge test:** This test has a total of 112 items (16 items for each skill) pertaining to the conceptual knowledge, definition, examples, component and explanation of 7 Leadership skills, namely Time Management Skill, Goal Setting Skill, Communication Skill Empathy Skill, Problem Solving Skill, Team Building Skill, and Conflict Management Skill.
6. **Leadership Intended Behavioural Scale:** This scale has 56 items pertaining to the 7 Leadership skills, namely Time Management Skill, Goal Setting Skill, Communication Skill, Empathy Skill, Problem Solving Skill, Team Building Skill, and Conflict Management Skill. The items under each leadership skill have been framed, keeping its characteristic components, strategies, etc. For each skill, eight items are formulated by the researcher. Each item has five situations. The five situations of each item range from strongly positive polarity (5), positive polarity (4), neutral polarity (3), negative polarity (2) and strongly negative polarity (1). Students have to tick mark (✓) in one appropriate situation out of the five situations.

The study is under the guidance of Prof. Sujata Srivastava.

Yours Sincerely,

Ruchi Dwivedi (Ph.D. Student)

**LIST OF EXPERTS FOR VALIDATION OF  
TOOLS**

<b>Sr. No.</b>	<b>Name of the Expert</b>	<b>Designation &amp; Official Address</b>
1	Dr. Priyanka Behlani	Associate Professor at School of Business and Law, Navrachana University, Vadodara, Gujarat
2	Dr. Rina Chaudhary	Assistant Professor, Department of Education, Central University of Rajasthan, Ajmer, India
3	Prof. Netranand Pradhan	Retd. Professor, Head of Department of Educational Administration Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat
4	Prof. Sunitha Nambiar	Professor, Faculty of Social Work, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat
5	Ms. Jyoti Solanki	Principal, Shree Ambe Vidyalaya, Waghodia Road, Vadodara



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**PERMISSION LETTER TO IMPLEMENT THE TOOLS FOR TEST-RETEST RELIABILITY**

Date:

To,  
Principal

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**Subject: *Grant permission to implement the tools for Test-Retest Reliability***

Respected Sir/Madam,

With all respect, I am Ruchi Dwivedi, Ph.D. student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. My Ph.D. topic is “**Development and Implementation of a Student Leadership Programme (SLP) for developing Leadership Skills at Secondary Level.**” The study is under the guidance of Prof. Sujata Srivastava, Professor, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

For this study, I had developed and implemented the Student Leadership Programme. The programme is intended to develop leadership skills at the secondary level. For the research, it is required to collect the data for establishing the Test-Retest Reliability for the below-mentioned data collection tools:

- 1. Leadership Conceptual Knowledge Test**
- 2. Intended Leadership Behavioural Scale**

Kindly grant permission to implement these tools. As an investigator, I assure you that the findings will be used solely for research purposes.

Yours Sincerely,  
Ruchi Dwivedi (Ph.D. Student)



**Centre of Advanced Study in Education (CASE)**

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara-390002

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PERMISSION LETTER TO CONDUCT RAVEN'S MATRIX INTELLIGENCE TEST

(For Experimental & Control Group)

Date:

To,  
Principal

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**Subject:** *Grant permission to conduct Raven's Matrix Intelligence test in standard IX.*

Respected Sir/Madam,

With due respect, I am Ruchi Dwivedi, Ph.D. student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. My Ph.D. topic is "**Development and Implementation of a Student Leadership Programme (SLP) for developing Leadership Skills at Secondary Level.**" The study is under the guidance of Prof. Sujata Srivastava, Professor, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

For this study, I seek to conduct Raven's Matrix Intelligence test (standardized test) on students of standard IX.

Kindly grant the permission to conduct Raven's Matrix Intelligence test in standard IX. As an investigator, I assure you that the findings will be used solely for research purposes.

Yours Sincerely,  
Ruchi Dwivedi (Ph.D. Student)



*Appendix-VI*

**Centre of Advanced Study in Education (CASE)**  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda,  
Vadodara-390002

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PERMISSION LETTER TO IMPLEMENT THE STUDENT LEADERSHIP PROGRAMME

(For Experimental Group)

Date:

To,  
Principal

**Subject:** *Grant permission to implement the Student Leadership Programme in standard IX.*

Respected Sir/Madam,

With all respect, I am Ruchi Dwivedi, Ph.D. student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. My Ph.D. topic is “**Development and Implementation of a Student Leadership Programme (SLP) for developing Leadership Skills at Secondary Level.**” The study is under the guidance of Prof. Sujata Srivastava, Professor, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

For this study, I want to conduct an experimental study in standard IX. The programme is intended to develop leadership skills at the secondary level with the help of the Student Leadership Programme. As an investigator, I need to conduct the classes in the academic year 2017-18 to implement this programme. The detailed structure of the programme will be discussed, and as per the feasibility of the school, the investigator is going to implement the programme.

Kindly grant permission to implement the Student Leadership Programme. As an investigator, I assure you that the findings will be used solely for research purposes.

Yours Sincerely,  
Ruchi Dwivedi (Ph.D. Student)



*Appendix-VII*

**Centre of Advanced Study in Education (CASE)**  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda,  
Vadodara-390002

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PERMISSION LETTER TO IMPLEMENT THE TOOLS FOR DATA COLLECTION

(For Experimental Group)

Date:

To,  
Principal

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**Subject:** *Grant permission to implement the data collection tools in Standard IX for evaluating the Effectiveness of Student Leadership Programme*

Respected Sir/Madam,

With all respect, I am Ruchi Dwivedi, Ph.D. student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. My Ph.D. topic is “**Development and Implementation of a Student Leadership Programme (SLP) for developing Leadership Skills at Secondary Level.**” The study is under the guidance of Prof. Sujata Srivastava, Professor, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

For this study, I had developed and implemented the Student Leadership Programme . The programme is intended to develop leadership skills at the secondary level (Standard IX). As an investigator, I need to collect the data for observing the effectiveness of the programme with the help of the below-mentioned data collection tools:

- 1. Leadership Conceptual Knowledge Test**
- 2. Intended Leadership Behavioural Scale**
- 3. Reaction Scale**

Kindly grant permission to implement these tools after the implementation of the Student Leadership Programme. As an investigator, I assure you that the findings will be used solely for research purposes.

Yours Sincerely,  
Ruchi Dwivedi (Ph.D. Student)





**Centre of Advanced Study in Education (CASE)**

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara-390002

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**PERMISSION LETTER TO IMPLEMENT THE TOOLS FOR DATA COLLECTION**

**(For Control Group)**

Date:

To,  
Principal

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**Subject: *Grant permission to implement the tools for evaluating the Effectiveness of Student Leadership Programme***

Respected Sir/Madam,

With all respect, I am Ruchi Dwivedi, Ph.D. student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. My Ph.D. topic is “**Development and Implementation of a Student Leadership Programme (SLP) for developing Leadership Skills at Secondary Level.**” The study is under the guidance of Prof. Sujata Srivastava, Professor, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

For this study, I had developed and implemented the Student Leadership Programme. The programme is intended to develop leadership skills at the secondary level (Standard IX). As an investigator, I need to collect the data for observing the effectiveness of the programme with the help of the below-mentioned data collection tools as:

- 1. Leadership Conceptual Knowledge Test**
- 2. Intended Leadership Behavioural Scale**

Kindly grant permission to implement these data collection tools. As an investigator, I assure you that the findings will be used solely for research purposes.

Yours Sincerely,  
Ruchi Dwivedi (Ph.D. Student)

## Leadership Conceptual Knowledge Test

Name \_\_\_\_\_ Roll no. \_\_\_\_\_

Date \_\_\_\_\_ Std \_\_\_\_\_ Marks Obtained \_\_\_\_\_

### Instruction:

Give your answer for each question mentioned below. All questions are compulsory.

### **PART-1**

**Q-1 Each question is of 1 mark (answer in one sentence or one word) (4)**

- i. What is Communication?

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- ii. Write any one principle for interpersonal communication.

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- iii. "You might use hand gestures to indicate the size or shape of an object." Which type of gesture is this?

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- iv. Our tone of voice can be controlled somewhat with pitch, volume, and emphasis, but each voice has a distinct quality known as a

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**Q-2 Each question is of 2 marks. (Answer in 2-3 lines) (8)**

- i. Write any two importance of communication.

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- ii. Differentiate Personal Space vs Territoriality.

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- iii. Write any two barriers to listening skills.

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- iv. Write the steps of the communication process

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**Q-3 Choose the correct alternatives.**

**(4)**

- i. \_\_\_\_\_ which refers to the study of communication by touch.
- |                   |            |
|-------------------|------------|
| A. Gestures       | B. Haptics |
| C. Personal space | D. Kinesis |
- ii. \_\_\_\_\_ are touching behaviours and movements that indicate internal states typically related to arousal or anxiety
- |            |                  |
|------------|------------------|
| A. Emblems | B. Illustrators  |
| C. Pro     | D. None of these |
- iii. Vocalic is the study of \_\_\_\_\_ which includes the vocal qualities that go along with verbal messages, such as pitch, volume, rate, vocal quality, and verbal fillers.
- |                 |                          |
|-----------------|--------------------------|
| A. Language     | B. Communication process |
| C. Paralanguage | D. All of these          |
- iv. Chronemics refers to the study of how time affects
- |                  |           |
|------------------|-----------|
| A. Communication | B. Speech |
| C. Behaviour     | D. Work   |

**Q-4 Tick True/False**

**(4)**

- i. Effective listening involves opening your mind to the views of others and attempting to feel empathetic. T/F
- ii. Attacking (interrogating, criticizing, blaming) is a form of verbal communication barrier. T/F
- iii. Flashing or rolling eyes or Quick or slow movements is a form of written communication. T/F
- iv. Unorganized and Haphazard thoughts also lead to ineffective communication. T/F

**Q-5 Each question is of 1 mark (answer in one sentence or one word)**

**(4)**

- i. What is conflict? Give one example.

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- ii. Define Collaborating Strategy.

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- iii. Define Interpersonal Conflict.

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- iv. Conflicts within an individual is known as

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**Q-6 Each question is of 2 marks (answer in 2-3 lines).**

**(8)**

- i. Give an example of a positive and negative aspect of conflicts. (2 examples each)

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- ii. Write about any two characteristics of conflict.

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- iii. Differentiate intergroup and intragroup conflicts (any two differences).

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- iv. Define accommodating style by example.

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**Q-7 Choose the correct alternatives.**

**(4)**

- i. \_\_\_\_\_ is a means to an end in the process of solving conflict.
- |                |                 |
|----------------|-----------------|
| A. Negotiation | B. Resolution   |
| C. Strategy    | D. All of these |
- ii. Which of the following is not an Avoidance style?
- |                |               |
|----------------|---------------|
| A. Resignation | B. Withdrawal |
| C. Diffusion   | D. Compromise |
- iii. \_\_\_\_\_ refers to the process of using preferred strategies to handle a conflict with goals of limiting negative impact and enhancing positive impact.
- |                        |                  |
|------------------------|------------------|
| A. Conflict            | B. Compromise    |
| C. Conflict management | D. None of these |
- iv. In \_\_\_\_\_ stage, one team perceived the others to be likely to prevent or frustrate their goals.
- |              |             |
|--------------|-------------|
| A. Perceived | B. Latent   |
| C. Felt      | D. Manifest |

**Q-8 Tick True/False**

**(4)**

- i. Emotional intelligence is a process by which individual members of a group unit are encouraged to develop a more cooperative and efficient working environment.  
T/F
- ii. The existence of two or more competing goals that could cause conflict in an individual is called role conflict. T/F
- iii. Identify the problem is the first stage of conflict management strategies. T/F
- iv. What we perceive and think affects our behaviour, attitudes, and communication.  
T/F

**Q-9 Each question is of 1 mark (answer in one sentence or one word)**

**(4)**

- i. Write to anyone about the importance of empathy.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- ii. Write the concept of genuine recognition in empathy.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- iii. Give one example of rational thinking.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- iv. Empathy is related to human \_\_\_\_\_ in the society.

**Q-10 Each question is of 2 marks. (Answer in 2-3 lines)**

**(8)**

- i. Mention the components of empathy.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- ii. Write about any two characteristics of empathy.

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- iii. Differentiate sympathy vs empathy

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- iv. Write a short note on silent empathy.

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**Q-11 Choose the correct alternatives.**

**(4)**

- i. \_\_\_\_\_ is one of the most effective ways you can demonstrate empathy to other people.
- |               |                 |
|---------------|-----------------|
| A. Listening  | B. Negotiation  |
| C. Withdrawal | D. All of these |
- ii. \_\_\_\_\_ is sharing some of your fears as well as your joys and aspirations.
- |               |               |
|---------------|---------------|
| A. Friendship | B. Sympathy   |
| C. Empathy    | D. Compromise |
- iii. Helping others is an important part of \_\_\_\_\_.
- |                        |                  |
|------------------------|------------------|
| A. Relationship        | B. Empathy       |
| C. Conflict management | D. None of these |
- iv. If you want to motivate others, first you have to be \_\_\_\_\_.
- |              |                 |
|--------------|-----------------|
| A. Confident | B. Smart        |
| C. Motivated | D. All of these |

**Q-12 Tick True/False**

**(4)**

- i. Empathy is a process by which group members are encouraged to develop a more cooperative and efficient working environment. T/F
- ii. People who lack empathy do not find difficulty creating solid relationships with their friends, classmates, or family. T/F
- iii. Empathy is not a two-way street. T/F
- iv. Respecting diversity can also be called Leveraging diversity. T/F



## **PART-II**

**Q-1 Each question is of 1 mark (Answer in one sentence or one word) (4)**

- i. Define Goal.

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- ii. What is SMART (complete form) in goal setting?

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- iii. Write one example of a long-term goal.

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- iv. How lack of focus is a barrier to goal setting?

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**Q-2 Each question is of 2 marks. (Answer in 2-3 lines) (8)**

- i. Write any one technique of effective goal setting.

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- ii. Write about long term goals.

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- iii. Write any four importance of goal setting.

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Write about goal setting in school life.

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(4)

- i. \_\_\_\_\_ is an indicator established to determine how successful you are achieving an objective.
  - A. Target
  - B. Goal
  - C. Strategy
  - D. All of these
- ii. One barrier of goal setting is when you are afraid to \_\_\_\_\_.
  - A. Traffic
  - B. Commit
  - C. Light
  - D. Exams
- iii. Effective goal setting should not be
  - A. Specific
  - B. Always short
  - C. Challenging
  - D. Time bounded
- iv. Be \_\_\_\_\_, is one of the principle of goal setting.
  - A. Personal
  - B. Clear
  - C. Beautiful
  - D. Soft

(4)

- i. Goals serve as an energizer T/F
- ii. Building self-confidence is not mandatory for goal setting. T/F
- iii. Besides setting well-defined and challenging goals, the two closely related elements, viz. monitoring and feedback, are also essential to complete the process of goal setting. T/F
- iv. Setting the goals in writing is not an effective goal setting technique. T/F

**Q-5 Each question is of 1 mark (answer in one sentence or one word) (4)**

- i. Define the problem.

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- ii. Define the non-routine problem.

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- iii. How denial is a barrier to problem-solving skill?

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- iv. Define creative thinking.

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**Q-6 Each question is of 2 marks. (Answer in 2-3 lines) (8)**

- i. Write any four characteristics of problem solvers.

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- ii. Write any two crucial problem-solving skill.

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- iii. Write any four strategies for problem-solving skills.

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- iv. Write the name of six steps of problem-solving skill.

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**Q-7 Choose the correct alternative.**

**(4)**

- i. All problems have two features in common: \_\_\_\_\_ and barriers.
- |              |              |
|--------------|--------------|
| A. Goals     | B. Decision  |
| C. Viewpoint | D. Solutions |
- ii. A problem-solving \_\_\_\_\_ is something that stops people from finding a successful solution to a problem.
- |              |                |
|--------------|----------------|
| A. Condition | B. Effectively |
| C. Barrier   | D. Compromise  |
- iii. In SWOT analysis, S stands for
- |             |             |
|-------------|-------------|
| A. Simple   | B. Same     |
| C. Strength | D. Standard |
- iv. \_\_\_\_\_ Skill is an ability to use problem solving procedure to resolve a problem in an efficient manner
- |                    |                    |
|--------------------|--------------------|
| A. Goal setting    | B. Problem solving |
| C. Decision making | D. None of these   |

**Q-8 Tick True/False**

**(4)**

- i. Problem-solving requires two distinct types of mental skill, analytical and creative. T/F
- ii. When the action is completed, it is necessary to measure its success. It is related to estimate its usefulness for solving problems. T/F
- iii. Timeline for any work is not important in problem-solving skill. T/F
- iv. Problem-solving is an ongoing activity in which we take what we know to discover what we don't know. T/F

**Q-9 Each question is of 1 mark (Answer in one sentence or one word)**

**(4)**

- i. What is consensus?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ii. *What are Collaborative skills?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iii. Define adjuring stage of team development.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iv. Normally, the effective team has how many members?

\_\_\_\_\_

**Q-10 Each question is of 2 marks. (Answer in 2-3 lines)**

**(8)**

i. How the effective discussion plays an essential role in team building?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ii. Differentiate between Work team and Work Group in terms of Leadership quality.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iii. Describe the importance of the team role.

- iv. Write the name of four stages of Tuckman's Stages of Team Development.

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**Q-11 Choose the correct alternative. (4)**

- i. \_\_\_\_\_ is a process by which individual members of a group are encouraged to develop a more collaborative working relationship.
- A. Communication B. Team building  
C. Group formation D. None of these
- ii. The \_\_\_\_\_ category includes the things that relate to how a team should be staffed- the ability and personality of the team members, allocation of roles and diversity, size of the team and member preference for the teamwork.
- A. Team composition B. Team effectiveness  
C. Team role D. Team development
- iii. New teachers take the place of older teachers and do the job which previous teachers handled. It can be considered as
- A. Problem solving team B. Self-managed work teams  
C. Cross-functional team D. Virtual teams
- iv. Which of the following is not the part of Team effectiveness model?
- A. Context B. Composition  
C. Process D. Experience

**Q-12 Tick True/False (4)**

- i. A team same as group of individuals. T/F
- ii. Unclear Goal does not lead to successful teamwork T/F
- iii. When individuals give priority to their interests than work, the team suffers. T/F
- iv. Teams that contain members who are not working for the general benefit of the group have a difficult time developing into an effective unit .T/F

**Q-13 Each question is of 1 mark (Answer in one sentence or one word) (4)**

- i. What is a time management skill?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
ii. Define procrastination.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
iii. Write one use of timetable with regards to time management skill.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
iv. It is essential for individuals to allocate specific time slots to tasks as per their importance and \_\_\_\_\_

**Q-14 Each question is of 2 marks. (Answer in 2-3 lines)**

**(8)**

i. Give examples of time savers and time wasters. (2 examples each)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
ii. Describe in brief quadrants 1 and 2 of the task matrix.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
iii. Explain the rescheduling technique of time management.

- iv. Name any two skills which are part of time management skills.

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**Q-15 Choose the correct alternatives.**

**(4)**

- i. \_\_\_\_\_ is a means to an end in the process of solving conflict.
- |                |                 |
|----------------|-----------------|
| A. Negotiation | B. Resolution   |
| C. Strategy    | D. All of these |
- ii. In time management skill, it is required to do regular \_\_\_\_\_ Analysis.
- |             |               |
|-------------|---------------|
| A. Checking | B. SWOT       |
| C. Time     | D. Regularity |
- iii. \_\_\_\_\_ is guideline for effective time management
- |                           |                 |
|---------------------------|-----------------|
| A. Keep Tidy              | B. Be specific  |
| C. Use all available time | D. All of these |
- iv. \_\_\_\_\_ focus on a task they are performing, but often fail to accomplish the important ones because they fail to prioritize.
- |          |                  |
|----------|------------------|
| A. Doers | B. Perfectionist |
| C. Snobs | D. None of these |

**Q-16 Tick True/False**

**(4)**

- i. 80:20 rule of time management is also known as the Pareto Principle. T/F
- ii. Self-Limiting Beliefs (Negative self-concept) is a barrier to time management skill. T/F
- iii. The quit gate model can help be punctual. T/F
- iv. Time is not constant and irreversible. T/F



## **Intended Leadership Behavioural Scale**

Name \_\_\_\_\_

Roll no. \_\_\_\_\_

Date \_\_\_\_\_

Std: \_\_\_\_\_

Marks \_\_\_\_\_

Obtained \_\_\_\_\_

**Tick only on one option you feel most appropriate for each question. Please be honest in your response. It is compulsory to give a response to all the questions.**

### **PART-I**

**1. Your principal has instructed you to bring the sponsorship for the “donate blood rally.” For the sponsorship, you will**

- a. Contact all nearby hospitals personally with your team
- b. Give a call to all nearby hospitals to which a few don't respond
- c. Email to all hospitals where maximum emails bounce back
- d. Give a notice in the local newspaper
- e. Make a banner and put it outside the school for hospitals to see

**2. During your exam, one question is not in your syllabus but is an option. You will**

- a. Request the invigilator to call your subject teacher to clarify your doubt.
- b. Request the invigilator to clarify it with other classmates.
- c. Wait for the subject teacher to come and clarify the doubt.
- d. Try to ask your classmate who is sitting next to you.
- e. Not communicate with anyone but solve the given optional question.

**3. Suppose you own a bookstore and a customer has been looking for a book for about 15 minutes. You find that the book is out of stock. You will**

- a. Apologize that the book is unavailable and try to find it online or in other stores
- b. Request him to find it somewhere else
- c. Tell him you can't do anything about it
- d. Listen to him partially, ignore him and continue with your work
- e. Not listen to him at all, ignore him and continue with your work

**4. You are not able to understand the vocabulary of the new teacher. You will**

- a. Stand up and convey your problems to your teacher

- b. Discuss your problems with your friends
- c. Sit quietly
- d. Make fun in the class
- e. Try to go out of class by giving excuses

**5. You are attending one seminar on career counselling in your school. It's hot in the hall. However, you will**

- a. Listen to it with concentration and try to relate it to your life
- b. Listen to it with concentration
- c. Sit quietly and listen without attention
- d. Whisper to your friends nearby
- e. Go out of the hall

**6. You opened the door and found that your father's friend has come. You don't recognize him. You will**

- a. Greet with a smile and make a gesture to him to sit down
- b. Just greet with a smile
- c. You greet without a smile
- d. Look at him without greeting or a smile
- e. Look at him and go inside immediately

**7. While presenting your project report, you will**

- a. Try to maintain eye contact with all
- b. Try to maintain eye contact with the more significant part of the audience
- c. Look at anyone randomly as you please
- d. Look only at the teacher & present the report
- e. Look at the wall and present the report

**8. You are reading a book review in the auditorium, and suddenly the mike stops working. You will**

- a. Increase the volume of your voice so that the last row can hear it properly
- b. Increase the volume of your voice so that the majority can hear it
- c. Increase the volume of your voice without caring that it reaches the audience
- d. Keep the same volume as it was at the mike
- e. Stop the reading

**9. While playing with your sister, you find that she has started cheating and was not paying attention even after telling her once. You will**

- a. Try to make her realize that cheating is wrong
- b. Call your mother and complain about her
- c. Not pay attention to it
- d. Scold her harshly
- e. Stop playing with her

**10. You have always been the first ranker, but suddenly a newcomer secures the first position in Term Examination, and this makes you unhappy. Everybody congratulates her. You will**

- a. Go to her personally and congratulate her with a smiling face
- b. Go with everybody and congratulate her
- c. Go with your friends who are congratulating her, but you only give her a smile
- d. Congratulate her only if you meet her on the way
- e. Ignore her and proceed with your work

**11. You are selecting the cast for a skit, and suddenly two participants start fighting for the lead role. You will**

- a. Try to resolve the issue with the help of other participants
- b. Try to resolve the issue on your own
- c. Wait for others to come and resolve the issue
- d. Just go and inform the higher authority to solve the issue
- e. Not pay any attention to it

**12. There is a fight between the class monitor and your friend on selecting a project. You were asked to settle the matter. You will**

- a. Listen carefully to both of them, request them to give you some time for your answer
- b. Ask them both for an alternative project
- c. Not say anything
- d. Give your ideas without bothering about their opinion
- e. Accept the ideas of your friend without bothering about the monitor

**13. You are participating in the inter-school quiz competition. You feel that your teammate is not up to the mark, and you have better members than him. You will**

- a. Tell your team member that he needs more preparation for the quiz and then help him also for the same.
- b. Tell your team member to prepare well for the quiz
- c. Ignore and concentrate on your work
- d. Say to your team member that he is not up to the mark
- e. Tell your higher authority to change the team member

**14. You are the monitor of the class. In P.E. (Physical Education) period, few students in your class want to play cricket, whereas others want to play table tennis. They started fighting. You will**

- a. Explain to them that one game can be played today and another game can be played next time
- b. Consult with your teacher for solving this issue
- c. Not involve yourself in their conflict
- d. Support your friends and play whatever game they want to play
- e. Inform your class teacher about their fight

**15. You are working as the discipline in charge of the inter-school social-science project competition in your school. You find that the other two members of the two groups started fighting for the place. You will**

- a. Try to find out the problem by asking them indirect questions and observing their behaviour
- b. Talk to your team members directly and ask them about the problem
- c. Allow the things to go on as it is
- d. Inform your higher authority about their behaviour
- e. Leave the project

**16. You are playing chess with your friend, and you are about to win, but suddenly without any reason, your friend starts blaming you that you had done cheating earlier. You will**

- a. Ask her from where the cheating started and convince her to again play from that point only

- b. Try to convince her that you didn't do any cheating
- c. Tell her to play the whole game
- d. Accept it and play it the way she wants
- e. Leave the game

**17. Suddenly, one of your team members got injured in the relay race event and felt upset. She wants to participate in a relay race. You will**

- a. Tell her to take proper rest, so that she can play in the next game
- b. Tell her that she is a good athlete, but her health is more important.
- c. Tell her not to feel bad and be happy
- d. Tell her to go
- e. Take another team member and pay no attention to her

**18. You are getting late for school, and on the way, you see an accident. You will**

- a. Look and see the person who met with an accident. Asks whether somebody has called for an ambulance or not
- b. Go nearby and ask someone about the accident
- c. Ask someone what happened and then go to school
- d. Look in that direction for some time and then leave
- e. Go to the school directly

**19. You enter the class, and you see one of your classmates is sitting alone and crying. You will**

- a. Go and ask her directly and politely that why she is crying
- b. Discuss with your friends, if all agree, then go with everyone to ask her
- c. Wait for some time, and then go and ask her
- d. Discuss with your friends what has happened to her
- e. Not pay any attention to her

**20. You enjoy your brother's birthday party and suddenly get a message from your friend that he is not feeling good as his parents have scolded him. You will**

- a. Give a call immediately to ask what happened
- b. Give me a call after some time to know what happened
- c. Message them and tell them to remain cool and calm

- d. Talk to her later after you get free from the party
- e. Ignore the message

**21. You get the information that your friend's father has died. You will**

- a. Call her immediately to know what happened and convey that you are by her side.
- b. Call her to say that you can feel and understand the pain
- c. Call her to know what happened to him
- d. Send a condolence message
- e. Talk to her after you are free

**22. You have presented your points effectively in the debate competition in favour of the topic. But another student has also presented her points effectively against the topic. You will**

- a. Appreciate her effort in words
- b. Give a smile to show appreciation
- c. Not say anything
- d. Identify the mistakes in her speech and tell her
- e. Not pay any attention to her speech

**23. Your friends are teasing the new student. You will**

- a. Take the help of your other friends and try to make them (who are teasing) understand that they should not tease.
- b. Tell them not to tease; otherwise, you inform the teacher
- c. Ignore it
- d. Enjoy teasing yourself
- e. Join your friends to tease the new student

**24. You didn't score well in the last two exams, and your parents scolded you a lot. You will**

- a. Consult with your parents and teachers to find the solution
- b. Try to analyze the problem with the help of teachers
- c. Leave the problem as it is
- d. Try to analyze with any classmate
- e. Try to analyze yourself

## **PART-II**

### **1. You are feeling sleepy, and your homework is still pending. You will**

- a. Put an alarm to wake you early by one hour and then complete the work in the morning
- b. Complete your homework in a sleepy condition and then go to sleep.
- c. Sleep and complete your work in school
- d. Go to school with incomplete homework and give excuses to the teachers that you were not well
- e. Go to school without completing your homework

### **2. You have completed 30% of the project, and now you have to submit it ten days before the deadline. You will**

- a. Make a plan of the remaining project and complete it with other important work
- b. Leave all other important work and concentrate on project completion
- c. Try to finish it as much as you can, without the Goal of completing it
- d. Try to complete only some parts of the project
- e. Discontinue working on the project after hearing the new deadline

### **3. You were at a function, and suddenly you realized that you have to submit two projects with more weightage, and the second one is easy to score. You will**

- a. Leave the function, make the strategy of the work in mind, and after returning home, do the easy work as early as possible and then do the project with more weightage
- b. Leave the function as early as possible, then after returning home, do the easy work as early as possible and then do the project with more weightage
- c. Attend the function, return home, then think about the work
- d. Attend the function and then finish the project with more weightage and if time permits, proceed to the easy one
- e. Attend the function and then do the easy one, and if time permits, proceed with the project with more weightage

### **4. You have a final examination next week. The syllabus of one subject is lengthy. You will**

- a. Make a systemic plan to cover the maximum syllabus of the subject

- b. Give more time for this lengthy subject after completing other subjects
- c. Start preparing for this subject without any plan
- d. Go at your own pace without thinking about the lengthy subject
- e. Leave the difficult portions of the lengthy subject

**5. You are in the middle of completing one project of Formative Assessment (F.A.). Your teacher gives you an urgent task which takes the rest of the week. If you work on an urgent task, you are not able to complete your F.A. project. You will**

- a. Complete the F.A. project in small but scheduled components every day by giving extra time to it and do the task given by the teacher
- b. Complete the task given by the teacher as early as possible and then complete your project
- c. Complete the task given by the teacher and then do the project as much as possible
- d. Give the excuse to the teacher that you can't do the work alone on time and need helping hands for the same
- e. Give an excuse to the teacher that you can't do it

**6. Your teacher keeps on scolding you for not completing the task on time. One day your teacher gives your friend an urgent task and wants you to do it as she is busy with other important work. You will**

- a. Not pay attention to your teacher's scolding and help your friend in completing the task
- b. Tell your friend that your teacher always scolds you so you can't do the whole task on your own
- c. Tell her that your teacher always scolds you for not completing the task, so you can't help her and suggest she take the help of others
- d. Give excuses to her that you can't help her
- e. Directly say no to her

**7. You were given a list of five tasks to complete in three days. You want to work fast and efficiently. You will**

- a. List down the work in terms of priority and then work according to priority
- b. Work according to the priority without listing the work
- c. Work on any task which comes in the way



- d. Try to complete a few of the tasks
- e. Not bother with the completion of any task

**8. You have already got tired in school, but you have to complete your tuitions' homework. After returning home, you will**

- a. Take a short nap and then start doing the work
- b. Do the work in sleepy condition
- c. Start doing the homework immediately
- d. Do a small portion of homework
- e. Ignore the homework and sleep

**9. You are participating in a role play, and you have a creative idea for the storyline of the role play. You will**

- a. Discuss it with your team members and ask them for their review
- b. Tell your team members that you have a creative idea for the role play
- c. Tell about your idea to your friends who are in the role play
- d. Talk about your idea only with one or two close friends of yours
- e. Tell it only to your respective teacher

**10. You are participating in a drama, and suddenly there occurs a problem between two team members for the storyline. You will**

- a. Tell them to be quiet, ask them to present their views individually and involve the teacher also for his suggestion
- b. Tell them to present their views in front of the team
- c. Let the things be as it is
- d. Wait for some time; if not resolved, leave the drama
- e. Leave the drama

**11. Your teacher instructed you to create an awareness programme on student's elections. First of all, you will**

- a. Make a group where each member is being assigned different roles according to the different abilities
- b. Make a group keeping the ability of the few members in mind
- c. Make a group randomly without concerning about their abilities
- d. Make a group with similar ability criteria

- e. Make a group without any ability criteria

**12. You want to have a meeting on school discipline with the school authority.**

**You will**

- a. Inform the school's head boy and head girl, students & teachers of school committee members for a meeting
- b. Inform only the teachers and the school's head boy and head girl
- c. Wait for the school authorities to convey the information of the meeting to whomsoever they want
- d. Inform only the teachers
- e. Not take care of who attend the meeting

**13. You are a school committee member, and one of your team members wants to anchor. She has a stammering problem, but she wants to announce it. You will**

- a. Ask her again whether she can do it and then think to give her a chance after consulting with other team members
- b. Give her a chance to anchor
- c. Wait for other team members to respond
- d. Ignore her by saying that it can hurt her more
- e. Ignore her without saying anything

**14. You and your friend have made a presentation on a science project. At the time of submission, you know that the facts your friend wrote are wrong and have many mistakes. You will**

- a. Explain to the teacher about the mistakes. Ask for extra time to rectify the mistake with the help of your team member
- b. Explain to the teacher about mistakes and ask for extra time to rectify them yourself
- c. Don't tell about the mistake to the teacher and let it be as it is
- d. Tell the teacher that your team member has made mistakes
- e. Scold your friend and tell him to talk to the teacher himself

**15. You are working on an inter-school Maths project. Two of your team members are on leave and realize that they have made errors. You will**

- a. Solve the problem with the help of the other remaining members
- b. Wait for the other two members to come and review it again and then submit it.
- c. Inform the teachers about the error made by the members
- d. Fix the problem by yourself as much as possible and submit it again
- e. Let it be and submit it as it's not your fault

**16. You are assigned to organize an exhibition where participation is voluntary.**

**One of your team members has been working for 5 years but is not hard working. You will**

- a. You politely talk to your team member about the work and help him in working
- b. You tell your team member that he should work properly
- c. Accept the situation and do the maximum work yourself
- d. Do your work without bothering about anything else
- e. Immediately complain to your teacher

**17. You got the sample papers for Science Olympiad Exam just before the day of the exam. You will**

- a. Discuss with teachers, analyze the whole syllabus and then try to solve 2-3 questions of all patterns
- b. Ask the teacher to give brief information on how to solve it and then do as per instruction
- c. Try to solve the paper by yourself as much as possible
- d. Just look at the questions without solving any papers.
- e. Not solve the papers

**18. You got an opportunity to arrange a farewell to your seniors, and you are stuck somewhere. You will**

- a. Consult with higher authorities and ask them how to work on it
- b. Consult with other students who had worked in such fields.
- c. Work as per your thoughts
- d. Ask senior students who are your friends
- e. You leave it as it is.

**19. Maximum students are absent in your class, and you are given the duty to select the place for an educational trip for students and inform them about it on the same day. You will**

- a. Consult with higher authority to give you time as other classmates are absent
- b. Talk with the group representatives
- c. Discuss the place to whoever is present in the class
- d. Consult only with your friends
- e. Give your own decision

**20. You are arranging the programme of sports day function. One of the committee members is absent for a long time, and at the last moment, your Principal has assigned you that task that was assigned to him. You will**

- a. Try to convince the Principal for providing you with more members to do it in a better way
- b. Take the help of your friends and other committee members to assist you informally
- c. Try to do it as much as possible
- d. Convince your Principal to give that work to someone else
- e. Directly say no to the work

**21. You have an exam tomorrow. While studying till late at night, the electricity goes off. You will**

- a. Use emergency light for some time and then sleep and wake up early to study
- b. Use emergency light for your study
- c. Wait for the electricity to come
- d. Wait for half an hour and then sleep
- e. Not study anymore and go to sleep

**22. Your friend is hospitalized, and you forgot to see her in hospital. Your mother is outside, and she has instructed you to be at home to receive the courier. You called your mother, but she didn't reply. You will**

- a. Message to your mother, leave for the hospital and request your neighbours to receive the courier
- b. Leave for the hospital and inform your neighbour about the courier
- c. Wait for your mother to come

- d. Keep on calling her and leave for the hospital
- e. Leave for the hospital

**23. You are not able to concentrate on your work and are feeling sad. Your parents have also started scolding you a lot. You will**

- a. Critically think about your problems and honestly explain to your parents about your problems
- b. Talk to your friends about it
- c. Sit quietly for some time
- d. Wait for others to ask you about it
- e. Ignore it and leave everything to destiny

**24. You have got two days to complete your assignment, but your health is not good. You will**

- a. Take proper rest and accomplish the work on time
- b. Take a rest for some time and then complete your work
- c. Take a rest and then try to complete the work
- d. Ignore the health issue and try to complete the work
- e. Ignore the work

**25. Your favourite sports/serial is about to come. Your mathematics assignment is still pending, which is needed to be finished by the following day. You will**

- a. Do your assignment first without paying attention to serial/sports
- b. Watch your favourite sports/serial and simultaneously complete your assignment also
- c. Watch your favourite serial/sports, then if time permits, do the assignment
- d. Give excuses to your teacher that your health was not good
- e. Watch your favourite serial/sports without bothering about the assignment

**26. You have secured fewer marks in the first term exams, and now you want to secure among the top five ranks in your class. You will**

- a. Make a master plan and prepare for your exams much in advance
- b. Start preparing for the exams in advance but without any plan
- c. Study at your own pace without any timeline and plan
- d. Start your study during preparation leave

- e. Prepare just before the exams

**27. You are preparing for NTSE (National Talent Search Exam), and you got the course and five sample papers one month beforehand. You will**

- a. Prepare for NTSE after having a discussion with your teacher regarding the course and paper patterns of NTSE
- b. Prepare for NTSE by reading the books and course material
- c. Solve only the sample papers
- d. Start preparation for NTSE just before the exam
- e. Not study as the course is very vast

**28. You are planning a visit to the planetarium with your friends. Your friend told you to check all the details and purchase the tickets three days before to avoid the last moment rush. You will**

- a. Check all the details of shows and purchase tickets in advance
- b. Ask for someone else about the details and buy the tickets in advance
- c. Tell your friend that they can directly go to the planetarium and see the details
- d. Tell your friend that you are busy so you can't check the details and can't purchase tickets
- e. Ignore what your friend has told you to do

**29. You got a chance to present a proposal for a "science project." You will**

- a. Write down your ideas, discuss them with your science and other expert teachers in detail
- b. Discuss with your friends your ideas
- c. Start doing your work without consulting anyone
- d. Ask your friends about their ideas to get some ideas for yourself
- e. Start searching the project on the internet, which is similar

**30. Your P.E (Physical Education) teacher has just given you an assignment that would require you to work over the weekend. You will**

- a. Discuss with your teacher and put your maximum effort to complete it fully and efficiently
- b. Put your maximum effort to complete it fully and efficiently
- c. Try to complete it as much as possible

- d. Tell your teacher that you are not comfortable working on the weekend
- e. Directly say no to the assignment to the teacher

**31. You have exams in three days, and your friend wants you to join him for a movie and a party. You will**

- a. Not go to the movie and the party and concentrate on your study
- b. Try to complete your maximum study and then go only for the movie
- c. Go to the movie and the party, and try to come back as early as possible and then study
- d. Study a bit and then go to the movie and the party
- e. Go to the movie and the party without bothering for studies

**32. You are a good dancer and participating in the group dance competition, and you have two weeks to prepare. You will**

- a. Advise and insist other members to start preparing from the first day
- b. Start preparing at your level
- c. Wait for others to start practice
- d. Practice dance with them in the last few days
- e. Prepare in the last two days

## Reaction scale

- There are total of 20 statements.
- For each item, the student had to tick (✓) anyone alternative out of 5 alternatives. These alternatives range from 1 to 5 as **Strongly Agree, Agree, Not Decided, Disagree, And Strongly Disagree.**

Sr. No.	Statement	SA	A	UD	DA	SD
T-1	The SLP (Student Leadership Programme) was different from other academic programmes.					
T-2	The various concepts taught on leadership skills had clarity.					
T-3	The concepts taught of different leadership skills were relevant to day-to-day life.					
T-4	The overall explanation on leadership skills were according to the level of students.					
T-5	The stories used during the interaction were very interesting.					
T-6	The examples used to explain different leadership skills were interesting and relevant to day-to-day life.					
T-7	The activities used to develop different leadership skills were interesting and could be done in the classroom.					
T-8	The games used to develop different leadership skills were interesting					
T-9	The questions asked at different stages of the programme were relevant.					
T-10	The time provided for various activities was adequate.					
T-11	The time duration for each session was appropriate.					
T-12	The time duration for the whole programme was appropriate.					
T-13	The sessions on different leadership skills were interactive.					
T-14	I participated actively in all the activities done in the classroom.					
T-15	There was more interaction among peer group due to programme.					
T-16	The SLP made learning of leadership skills joyful.					
T-17	Learning of leadership skills become interesting due to SLP.					
T-18	This SLP was helpful in increasing my conceptual knowledge about the different leadership skills.					
T-19	The SLP developed different leadership skills in me.					
T-20	I will practice these leadership skills in my daily life.					



## **Observation (Field Diary)**

### **Field Note for Observation**

Date & Day:

Time:

Number of Students involved:

Name of the skill:

### **Observation**

<b>Sr. No.</b>	<b>Descriptive</b>	<b>Comments/Remarks</b>