

APPENDIX B

TOOLS USED FOR THE MEASUREMENT

- B₁ - TAT - Thematic Apperception Test
- B₂ - PAAS - Pre-Adolescent Adjustment Scale
- B₃ - PACTS - Pre-Adolescent Classroom Trust
Schedule
- B₄ - PAIQ - Pre-Adolescent Initiative Question-
naire
- B₅ - PAALS - Pre-Adolescent Activity Level
Scale
- B₆ - TASC - Test Anxiety Scale for Children
- B₇ - PASS - Pre-Adolescent Sociometre Scale

B₁

TAT - Thematic Apperception Test*

Name: _____
Age: _____ Year: _____ Months: _____
School: _____
Standard: _____ Date: _____

Instructions

We want to know about your imagination. You will be given a booklet with six pictures, which you have to see one by one. Only 20 seconds will be given to observe the picture. You will be required to write a story based on this picture in four minutes only.

This story writing pamphlet has six pages. On each page four questions are given. You have to answer each question in a single minute so that you may complete the story in four minutes only.

You will be warned at the end of every minute. If you complete answering one question before a minute you may try to answer the next question. You need not write only simple answers.

* With courtesy of Mehta, NCERT, New Delhi.

These questions are suggested to help you in developing a nice story.

This has nothing to do with the correct or incorrect answers. You have to make a story of your own imagination. Try to make a story impressive and dramatic because we want to know how you develop a beautiful story. You will have to hurry up as you should complete the story only in four minutes. You need not pay any attention to your spellings and grammar. If you have not understood any instruction, you may ask me right now.

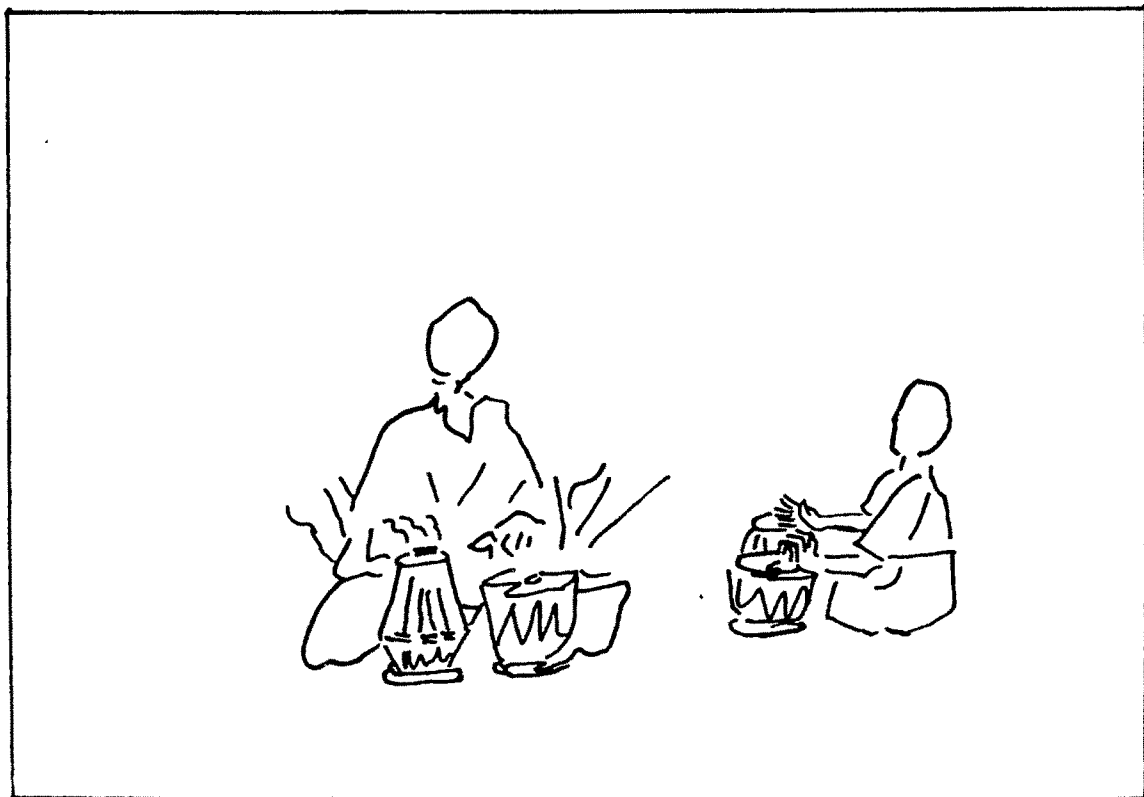
DO NOT TURN THE PAGE TILL YOU ARE ASKED TO DO SO.

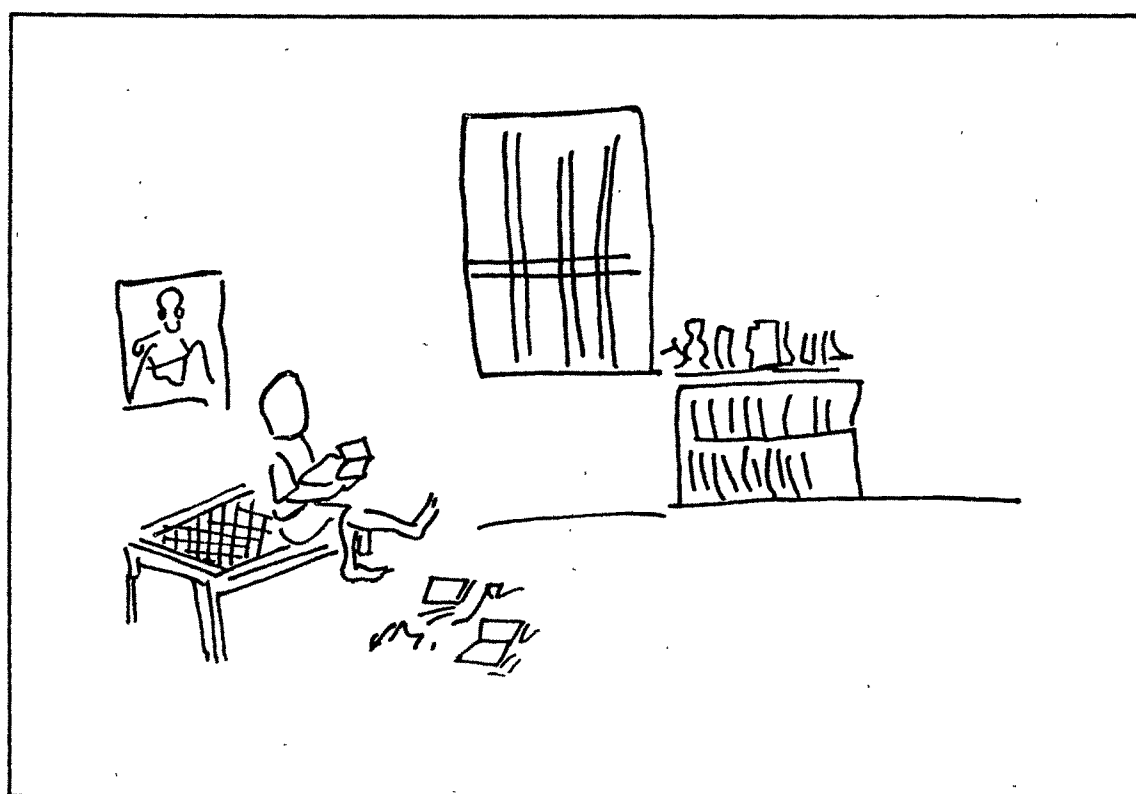
What is happening? Who are the persons?

What has led up to this situation? That is what has happened in the past?

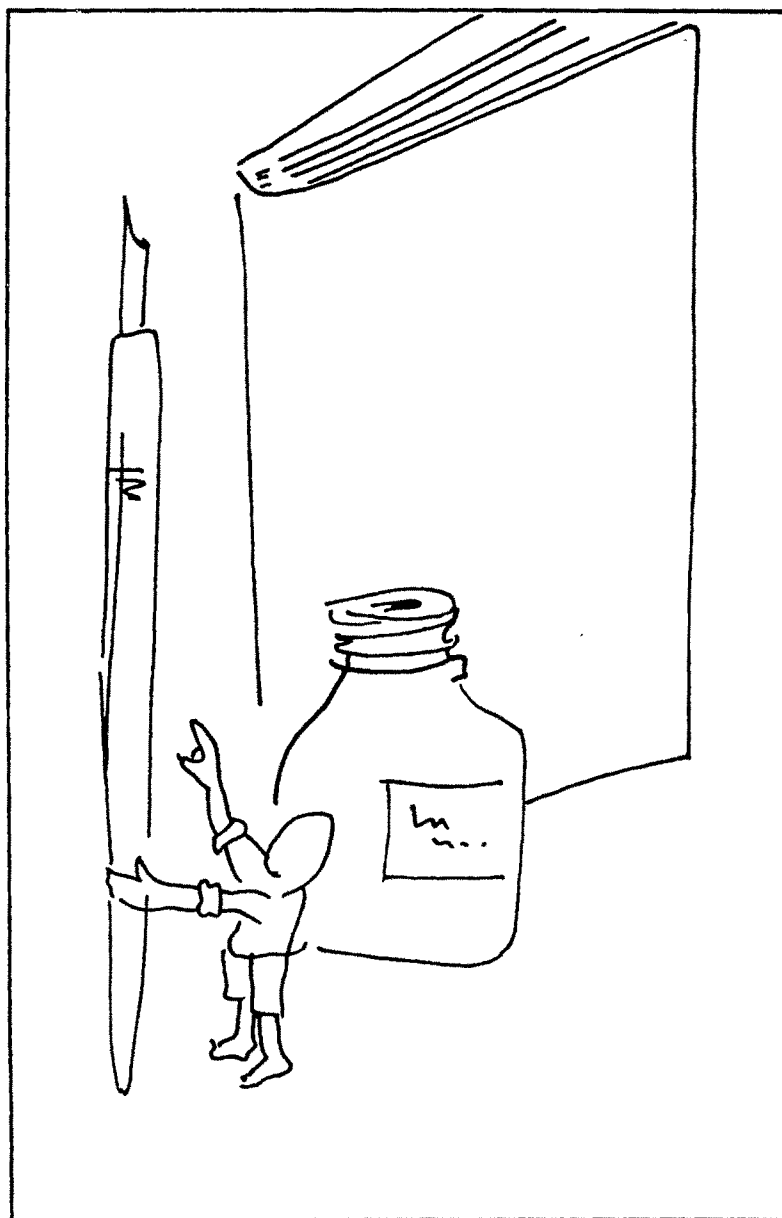
What is being thought; what is wanted? By whom?

What will happen? What will be done?

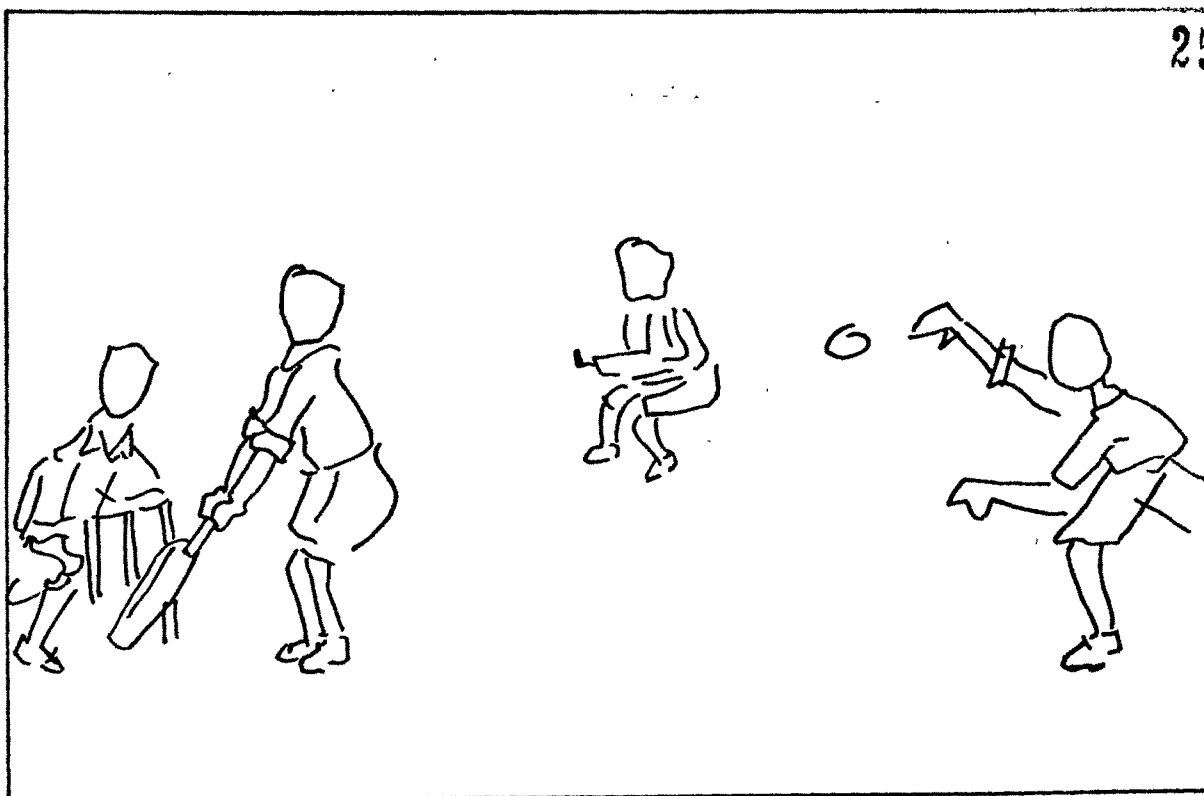
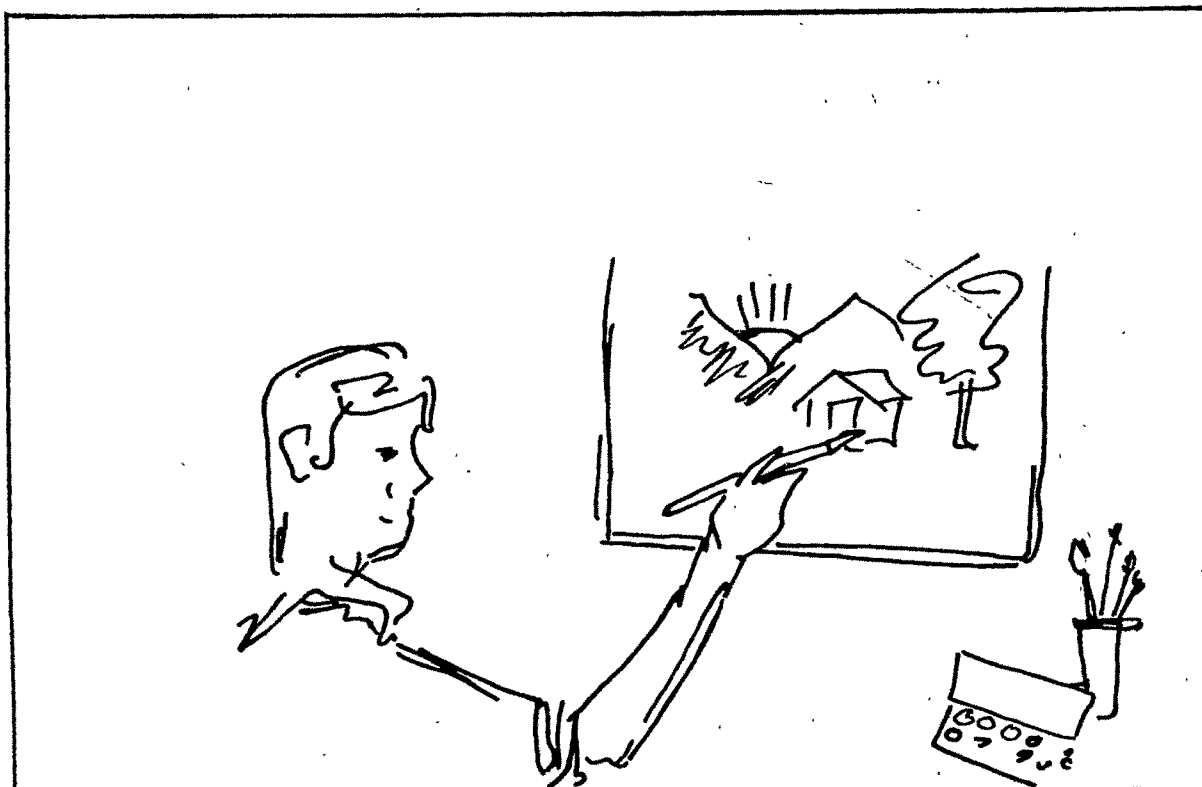
NO. 1NO. 2



NO. 3



NO. 4

NO. 5NO. 6

SCORING MANUAL FOR NEED ACHIEVEMENT

(1) AI - Achievement Imagery

(a) Success in competition with others: It is present in a story when the goal of some individual in the story is to be successful in terms of competition with some standard of excellence.

(b) Unique accomplishment: One of the characters is involved in accomplishing other than daily task which will mark him out as a personal success. Inventions, artistic creation and extra-ordinary accomplishments fulfil this criterion.

(c) Long-term involvement: One of the characters is involved in attaining a long term achievement goals being a success in life, becoming a doctor, a businessman and so on. Such stories were scored as AI stories and then were scored for sub-categories.

(2) TI - Doubtful Achievement Imagery
or Task Related Imagery

Stories which show some reference to achievement but fail to meet one of these criteria for achievement imagery are scored as doubtful achievement imagery.

(3) UI - Unrelated Imagery

Stories in which there is no reference to achievement

goal are scored as unrelated imagery. The TI and UI stories are not scored further for sub-categories.

(4) N - Need

Any statement in the story shows desire, wish or want is scored for need.

(5) Bp - Bw

Stories are scored for obstacles when the progress of goal directed activity is blocked or hindered in some way. If one obstacle is located within the individual (lack of confidence, inability to make decisions, some past failures), it is scored as a personal block (Bp). When the block to be overcome is part of the environment, when it may be located in the world at large or when there is some doubt about whether it is located in the individual or in the world, environmental obstacle is scored.

(6) Ga+, Ga- - Anticipatory Goal

The anticipatory goal state is scored positive (Ga+) when someone is thinking about the success he will achieve, or expects that the invention will work. The anticipatory goal is scored negative (Ga-) when someone is worried about the failure or is wondering whether or not he will succeed. Both Ga+ and Ga- may be scored in the same story but each may be scored only once. The doubtful statements are scored Ga-

(7) G+, G- - Affective States

Affective emotional states associated with goal attainment, active mastery or frustration of the achievement directed activity are scored G. G+ indicates successful instrumental activity. Positive affect G+ would be scored only when a statement of positive affect was included. Positive affect may occur within the story, or it may be associated with the outcome of the story. When someone experiences a negative affective state, associated with failure to attain an achievement goal it is scored as G-.

(8) I+[?] - Instrumental Activity

Overt or mental activity by one or more characters in the story indicating that something is being done for attaining an achievement, goal is considered as an instrumental activity. I+, I[?] or I- indicate whether the outcome of the instrumental activity is successful, doubtful or unsuccessful.

(9) H - Help

People with a high need to achieve like to do things for themselves, but often they seek advice and aid of experts to help them to work better and to overcome personal obstacles and world obstacles.

(10) Ach. Th. - Achievement Thema

Achievement Thema is scored when the achievement imagery is elaborated in such a manner that it becomes a central plot or theme of the story.

PRE-ADOLESCENT ADJUSTMENT SCALE
(PAAS)*

Name _____ Class _____
School _____ Date _____

Instructions

Some sentences are given below. Please read each sentence carefully. Draw a small circle round those sentences which are applicable to you:

1. My parents get annoyed with me easily.
2. The school is a burden for me.
3. My neighbours are not good people.
4. My parents give me full freedom to play.
5. My teacher encourages me very much in my study.
6. I do not want to make many friends.
7. My friends do not allow me to do my school work.
8. I don't get frightened in the presence of my teacher.
9. The teacher takes lot of work from us in the school.
10. I hesitate to speak before others in the school.
11. My friends in the school tease me.
12. My teacher listens to me.
13. My parents take care of my amusements.
14. I live very happily with my brothers and sisters at my house.

* With courtesy of Pareek, U. and Rao, T.V.

15. My parents interfere with me in every affair.
16. I feel inferior to others.
17. I am very happy in the company of my friends.
18. I am not friendly with my companions.
19. I want more holidays.
20. Very few friends help me.
21. I don't like my friends at all.
22. I go to school daily.
23. I do not feel hesitant in asking questions to the teachers.
24. We have got sufficient freedom in the class.
25. Everybody pays attention to whatever I say.
26. My teacher does not make me understand anything properly.
27. I shall be happy if my teacher is transferred.
28. The rules of the school seem to be senseless to me.
29. I do not get angry easily.
30. I like my parents very much.
31. My parents do not allow me to go out alone.
32. Nobody at home helps me in my school work.
33. I like to study very much.
34. I don't have the habit of quarreling with others.
35. I don't like frivolous jokes.
36. Some of my friends are good.
37. I can't express myself properly.
38. I trust my friends.
39. I remember everything at home, but forget in the teacher's presence.
40. My teacher is very strict.

SCORING KEY FOR PAAS

The Pre-Adolescent Adjustment Scale gives a total of 6 scores. These include scores on adjustment towards Home, School, Peers, Teacher, General and Total Score which is a measure of the total adjustment.

1. Score on Adjustment Towards Home (H-Score)

The following are the items pertaining to this area. Corresponding to the items are the scale values of items given. The H score is obtained by adding the scale values of items checked (✓) among those given below:

<u>Item No. in the scale</u>	<u>Scale value</u>
1	-4
3	-1
4	+1
13	+2
14	+3
15	-2
30	+4
31	0
32	-3

Use the sign while adding the items. The H score may range from -10 to +10. Scores nearer to +10 indicate high adjustment towards home while scores nearer to -10 indicate high maladjustment towards home. Scores nearer to 0 indicate

mild adjustment or maladjustment depending on the magnitude and direction of score.

2. Score on Adjustment Towards School (S-Score)

Like the H score, the S score is obtained by adding the scale values of the items checked from those given below:

<u>Item No.</u>	<u>Scale Value</u>
2	-4
10	-1
11	-2
22	+3
23	+2
24	0
25	+1
28	-3

The S scores may range from -10 to +6. Use the signs while adding the scale values. Scores nearer to +6 indicate high adjustment towards school while scores nearer to -10 indicate high maladjustment towards school. Scores nearer to 0 indicate mild adjustment or maladjustment depending on the magnitude and direction of the score.

3. Adjustment Towards Peers (P-Score)

The P score is obtained by adding the scale values of those items checked from the items given below:

<u>Item No.</u>	<u>Scale Value</u>
6	-1
7	-2
17	+3
18	-3
20	0
21	-4
36	+1
38	+2

The P score may range from -10 to +6. Use the signs while adding the scale values. Scores nearer to +6 indicate high adjustment towards peers while scores nearer to -10 indicate high maladjustment towards peers. Scores nearer to 0 are indicative of mild adjustment or maladjustment depending on the magnitude and direction of the score.

4. Adjustment Towards Teachers (T-Score)

The T-score is obtained by adding the scale value of those items checked from the items given below:

<u>Item No.</u>	<u>Scale value</u>
5	+3
8	+1
9	0
12	+2
26	-3
27	-4
39	-1
40	-2

The T score may range from -10 to +6. Use the signs while scores nearer to -10 indicate high maladjustment towards the teacher. Scores nearer to 0 are indicative of mild adjustment or maladjustment depending on the magnitude and direction of the scores.

5. Adjustment in General (G-Score)

The G score is obtained by adding the scale values of those items checked from among those given below:

<u>Item No.</u>	<u>Scale value</u>
16	-3
19	-2
29	+1
33	+3
34	+2
35	0
37	-1

The G score may range from -6 to +6. Use the signs while adding the scale values. Scores nearer to +6 are indicative of high adjustment and scores nearer to -6 of high maladjustment. Score near 0 are indicative of mild adjustment or maladjustment depending on the magnitude and direction of the score.

6. The total adjustment score is obtained by adding the H score, S score, P score, T score and G score. It may range

from -46 to +34. Positive scores indicate good adjustment to the extent the magnitude of the score is nearer to 34 and negative scores indicate lack of adjustment or maladjustment to the extent it is away from 0.

PRE-ADOLESCENT CLASSROOM TRUST SCHEDULE (FACTS)*

Name _____ Class _____

School _____ Date _____

Instructions

Some situations are given below. One pupil is involved in each situation. Read each situation carefully and then think what that pupil who is involved in that situation, will think or do. Indicate your answer by encircling any one of the alternatives given below each situation.

1. The teacher praised Raman as a very good student and pointed out that he got the highest percentage of marks in Mathematics. Venu also got the same percentage of marks, but the teacher forgot to mention his name. What does Venu think?

Encircle any one of the statement:

- A. The teacher is partial towards Raman.
- B. The teacher should praise me too.
- C. I should see the teacher after class and show him my marks.
- D. I hope some other day the teacher will praise me.

2. Pran was dozing in the class. He had gone to a late film show the previous evening. The teacher warned him for sleeping. What will Pran do? Encircle one of the following

* With courtesy of Pareek, U. and Rao, T.V.

statements:

- A. He will tell his friends that the lesson was boring and so he was sleeping.
- B. He will feel ashamed and cry.
- C. He will explain to the teacher why he was feeling sleepy.
- D. He will feel that he should not have slept in the class.

3. Subhash lost his pen. So he was not taking down the notes dictated by the teacher. The teacher scolded Subhash. What will Subhash do? Encircle one of the following statements:

- A. He will feel that the teacher should have found out why he was not taking the notes.
- B. Will grumble against the teacher for dictating notes.
- C. Will think that the teacher scolded him because the teacher does not know why he is not written.
- D. Will try to explain his predicament to the teacher and will request him to lend a pen.

4. There was a function in the school. An outside speaker was addressing the children. The children could not follow the speech and were feeling bored. They were whispering

among themselves. The class teacher scolded the children. Vineet was one among the children. What will Vineet do? Encircle one of the following statements:

- A. He will join others and make noise whenever the class teacher was not looking at them.
- B. Will think that it is his duty to obey the teacher and not bring a bad name to the school.
- C. Will tell the teacher afterwards that the speech was boring and uninteresting.
- D. Will blame himself and will think that he should not have done so.

5. The teacher praised Ramesh for having solved a difficult sum which was given as a part of home assignment. Ramesh had actually taken help of his elder brother in solving that sum and felt that the teacher should know this. What will Ramesh do? Encircle one of the following statements:

- A. He will go to the teacher and tell him that he had taken the help of his brother.
- B. He will like to tell the truth to the teacher, but somehow feels shy.
- C. He will feel that as he had completed his homework, he deserves praise.

- D. The teacher has not realized his trick. There is no reason for him to go and tell him.

6. A team from Mohan's school went to play a match against another school. During the match, there was a quarrel between the two teams and Mohan took a leading part in the fight that ensued. The teacher from other school sent a complain that one boy from this school had made a row. The teacher enquired about the cause of fight and wanted to know who had taken the leading part in the fight. What will Mohan do? Encircle one of the following statements:

- A. Mohan will explain to the teacher and will admit that it was he who took the leading part.
- B. Will think that the teacher will scold him, so he will keep quiet.
- C. He will feel sorry that he participated in the fight and will hope that the teacher will not find out.
- D. Will feel that it is teacher's duty to enquire about the happening to prevent them in future.

7. In the class they were having elections for the post of the monitor. Ramesh was one of the two candidates contesting election. However, he lost. How did Ramesh feel? Encircle/one of the following statements:

- A. Felt sorry, but took the result in a sporting way.
- B. Felt cheated by his friends and suspected that they did not give him their votes.
- C. Felt that he should ^{not} have stood for the election.
- D. Felt that his friends had done their best and that it is just his ill-luck that he lost it.

8. The teacher wanted to hold a private class on a Sunday to finish the course before the examination. Ramesh did not like the idea of going to school on a holiday. What will he do? Encircle one of the following statements.

- A. He will think that the teacher was trying to show off by asking them to come to class on a Sunday.
- B. He will think that the teacher should have finished his course without resorting to extra class.
- C. He will explain to the teacher his difficulties and suggests they should meet some other day.
- D. He will feel that the teacher is trying to help them by giving extra coaching.

SCORING KEY - PACTS -----

Given below are the score values of the response alternatives of each item:

Item No.	Alternatives			
	A	B	C	D
1	1	2	4	3
2	1	2	4	3
3	2	1	3	4
4	1	3	4	2
5	4	3	2	1
6	4	1	2	3
7	3	1	2	4
8	1	2	4	3

Total score of eight questions represent classroom trust score of a student. Maximum possible score of PACTS is 32 and minimum 8. If a person answers less than 8 items calculate his total score for 8 items.

$$\text{Formula} = \frac{\text{His total on the answered} \times 8}{\text{Number of items answered}}$$

Thus, if a person answers only 6 items and gets a score of 18 on 6 items, his total score would be $18/6 \times 8 = 24$.
Reject those in which less than 6 items have been answered.

B₄

PRE-ADOLESCENT INITIATIVE QUESTIONNAIRE
(PAIQ)*

Name _____ Class _____

School _____ Date _____

Instructions

Some situations are given below, in which some pupils are involved. Please read those carefully, then think. What that student will do in that situation. No answer is right or wrong. Write your answer in the given space after each situation.

1. David obtained very low scores in his monthly test. He felt very sorry for this. He wanted to get highest marks next time. This required him to work hard. He could not study at home because firstly there was lot of noise in the room and secondly there was not enough space. Under these circumstances what did David do?
2. Abdul was very fond of playing hockey. He wanted to build up a good team. There was no playground in the school. What did he do?
3. Krishna found a child crying on a street. He was

* With courtesy of Pareek, U. and Rao, T.V.

crying bitterly and was not able to say anything.
What did Krishna do?

4. A football match was going on. Wariyam was watching the game. One player was hurt. The match was stopped. All the players were embarrassed and frightened. What did Wariyam do?
5. There was no chalk and duster on the table of the teacher in Kishor's class. How could the teacher teach without these things? What did Kishor do?
6. Shyam was very fond of toys. But he did not have any. He knew that his parents would not give him money for toys. What did he do?

SCORING KEY - PAIQ

Responses showing high initiative are those in which the character is busy searching new and several alternative solutions. All these explorations are done quite independently, without the help of other person. Some examples are:

Examples

- Item 1 - Going to the park for study.
- Item 2 - Searching for a playground.
- Item 3 - Managing any how to reach him home or giving his photo in the newspaper. Giving his description in the radio.
- Item 4 - Giving him first aid.
- Item 5 - Going to the office and bringing chalk and duster.
- Item 6 - Digging out the clay and preparing toys with it.

Give 3 marks to highly initiated responses.

Responses showing moderate initiative are those in which the character is seeking the help of others in solving the problems. The subject is trying to overcome the block with the help of some external factors. Give two marks for

this type of responses.

Examples

- Item 1 - Going to a friend/relative's house for study.
- Item 2 - Going out a jungle for playing or playing nearby in an open field or playing at his friend's house in an open courtyard.
- Item 3 - Enquiring from others the child's address.
- Item 4 - Calling the doctor or sending him to the hospital through somebody.
- Item 5 - Asking someone to bring chalk or duster.
- Item 6 - Borrowing money from friends for the toys.

The responses indicating low initiative are scored 1. These responses show that the children is engaged in doing his best, or putting in best efforts intensely, but is limited by the situation. The character shows his concern for solving the problem. Give 1 mark for this type of responses.

Examples

- Item 1 - Studying hard at home to get through the examination.
- Item 2 - Playing in his own park.

- Item 3 - Taking the child to his house and providing him something to eat.
- Item 4 - Sending the injured to his house and getting worried about him.
- Item 5 - Taking out the chalk or duster from the almirah and giving it to the teacher and giving his own kerchief to the teacher.
- Item 6 - Taking money from father/mother/friend.

Response which indicate no initiative are given 0 score. Such responses show that the character does nothing for solving the problem, or shows indifference to the problems. All unscorable responses also fall with this category. Give zero marks to this type of responses.

Examples

- Item 1 - All the responses showing the repetition of the situation.
- Item 2 - Socially disapproved responses, e.g. copying (item 1).
- Item 3 - Illegible response (not understandable)
- Item 4 - Asking the teacher to prepare a playground (item 2).

Item 5 - Simply waiting for his friends a weeking
(Items 3 and 4).

Item 6 - Getting frightened and embarassed etc.
(all items).

Total number of obtained marks on all the items
represents initiative of a student.

On PAIQ, a pupil can get the highest score of 18 and
the lowest score of 0.

PRE-ADOLESCENT ACTIVITY LEVEL RATING
SCALE (PAALS)*

Form for Teachers

1. There are seven sheets attached with this paper. Each sheet represents an activity level, sheet one representing the highest activity level and sheet seven representing the lowest activity level.
2. Please read the descriptions of behaviour given in all the sheets.
3. Then read the descriptions on each sheet, and write down the names of those pupils in your class, who are like any one or more of those kinds described on that sheet. If necessary, you may make changes in the names before finally returning the papers.
4. Please include the names of all the pupils as far as possible.
5. Some sheets may have more names and some may have less. A name, however, should not be written on more than one sheet.

PAALS - Sheet 1

Extraordinarily High Level

Is the first to answer questions asked by the teacher. Always first to interrupt or to ask questions in class. Works very fast, always finishes first in class. Shouts, or always chatters. Always volunteers to do things for the class and tries to do more than he has offered to do. Often is involved in fight or brisk sports.

PAALS - Sheet 2

Very High Level

Very eager to answer questions asked by the teacher; can hardly wait for his turn.

Persistently interrupts, or asks questions in class.

Works very fast, and is often among the first few to finish.

Talks loudly or frequently.

Volunteers to do things for the class and does well whatever he has undertaken.

Likes fights or brisk sports.

PAALS - Sheet 3

High Level

Usually eager to answer.

Often asks questions.

Works fast.

Speaks clearly but has to be asked.

Volunteers eagerly but slows down after a little while.

Occasionally fights or participated in brisk sports.

PAALS - Sheet 4

Neither High nor Low Level

Occasionally shows eagerness to answer questions.

Occasionally asks questions or offers comments.

Works at an average speed.

Speaks clearly but has to be asked.

Does not volunteer but if entrusted with a task does well.

Does not initiate fight, but does not avoid one.

PAALS - Sheet 5

Low Level

Answers only when asked, does not raise his hand.

Ask questions once in a while, but follows the discussion with lively interests.

Is rather slow.

Feels shy and mumbles.

Does not offer to do things for the class.

Avoids fights and brisk sports.

PAALS - Sheet 6

Very Low Level

Answers only when repeatedly asked and probed.

Does not ask questions, but shows interest in what other say.

Very slow.

Stammers or mumbles when talked to.

Difficult to get him to do extra things for class.

Likes to play quieter games.

PAALS - Sheet 7

Exceptionally Low Level

Difficult to get an answer out of him.

Is quiet and does not show active interest.

Always last to finish the work.

Never speaks unless he is forced to.

Never does anything for the class. If asked, refuses to take responsibility.

Does not participate in any kind of outdoor activity.

SCORING KEY - PAALS

The highest level group is assigned a score of 9 and the lowest 1 and those between these two extremes are assigned scores of 7, 6, 5, 4 and 3.

TASC - TEST ANXIETY SCALE FOR CHILDREN

Name _____ Standard _____

Number _____ Date _____

Some questions are given. These questions are different from other questions that you are asked in school. These questions are different because there are no right or wrong answers. You are to listen to each question and then put a circle around either "yes" or "no". These questions are about how you think and feel, and therefore, they have no right or wrong answers. People think and feel differently. The person sitting next to you might put a circle around "yes" and you may put a circle around "no". For example, if I asked you this question: "Do you like to play ball?" Some of you would put a circle around "yes" and some of you would put it around "no". Your answer depends on how you think and feel. These questions are about how you think and feel about school, and about a lot of other things. Remember, listen carefully to each question and answer it "yes" or "no" by deciding how you think and feel. If you don't understand a question, ask me about it.

Now let's start by everybody putting their finger on Number 1.

These tests are originally prepared by Sarason and adopted for Indian children by H. K. Nijhawan.

These tests are used with the courtesy of authors of these tests.

TEST ANXIETY SCALE FOR CHILDREN (TASC)

1. Do you worry when the teacher says that she is going to ask you questions to find out how much you know?
2. Do you worry about being promoted, that is, passing from the.....to the..... class at the end of the year?
3. When the teacher asks you to get up in front of the class and read aloud, are you afraid that you are going to make some bad mistakes?
4. When the teacher says that she is going to call some boys and girls in the class to do arithmetic problems, do you hope that she will call someone else and not to you?
5. Do you sometimes dream at night that you are in school and cannot answer the teacher's questions?
6. When the teacher says that she is going to find out how much you have learned?, does your heart begin to beat faster?
7. When the teacher is teaching you arithmetic, do you feel that other children in the class understand her better than you?
8. When you are in bed at night, do you sometimes worry about how you are going to do in class the next day?
9. When the teacher asks you to write on the blackboard in front of the class, does the hand you write with sometimes shake a little?
10. When the teacher is teaching you about reading, do you feel that other children in the class understand her better than you?
11. Do you think you worry more about school than other children?
12. When you are at home and you are thinking about your arithmetic lesson for the next day, do you become afraid that you will get the answers wrong when the teacher calls upon you?
13. If you are sick and miss school, do you worry that you will do more poorly in your school work than other children when you return the school?

14. Do you sometimes dream at night that other boys and girls in your class can do things you cannot?
15. When you are home and you are thinking about your reading lesson for the next day, do you worry that you will do poorly on the lesson?
16. When the teacher says that she is going to find out how much you have learned, do you get a funny feeling in your stomach?
17. If you did very poorly when the teacher called you, would you probably feel like crying even though you would try not to cry?
18. Do you sometimes dream at night that the teacher is angry because you do not know your lessons?

In the following questions the word "test" is used. What I mean by "test" is any time the teacher asks you to do something to find out how much you know or how much you have learned. It could be by your writing on paper, or by your speaking aloud, or by your writing on the blackboard. Do you understand what I mean by "test" - it is any time the teacher asks you to do something to find out how much you know.

19. Are you afraid of school tests?
20. Do you worry a lot before you take a test?
21. Do you worry a lot while you are taking a test?
22. After you have taken a test do you worry about how well you did in the test?
23. Do you sometimes dream at night that you did poorly in a test you had in school that day?
24. When you are taking a test, does the hand you write with shake a little?
25. When the teacher says that she is going to give the class a test, do you become afraid that you will do poorly?

26. When you are taking a hard test, do you forget some things you knew very well before you started taking the test?
27. Do you wish a lot of times that you didn't worry so much about tests?
28. When the teacher says that she is going to give the X class a test, do you get a nervous or funny feeling?
29. While you are taking a test do you usually think you are doing poorly?
30. While you are on your way to school, do you sometimes worry that the teacher may give the class a test?

ANSWER SHEET FOR TASC

Name _____ School _____
 Standard _____ Date _____

	Yes	No		Yes	No
1.			16.		
2.			17.		
3.			18.		
4.			19.		
5.			20.		
6.			21.		
7.			22.		
8.			23.		
9.			24.		
10.			25.		
11.			26.		
12.			27.		
13.			28.		
14.			29.		
15.			30.		

SCORING KEY

The sum of the positive score on test gives the total score on test anxiety. Each item has +1 score.

I

PASS - Pre-Adolescent Sociometre Scale

Name _____ Standard _____

Number _____ Date _____

Three questions are given below. You have to write three names of pupils you like to study with, to play with, and to make friendship with.

1. With whom do you like to study?

a. _____

b. _____

c. _____

2. With whom do you like to play?

a. _____

b. _____

c. _____

3. With whom do you like to make friendship?

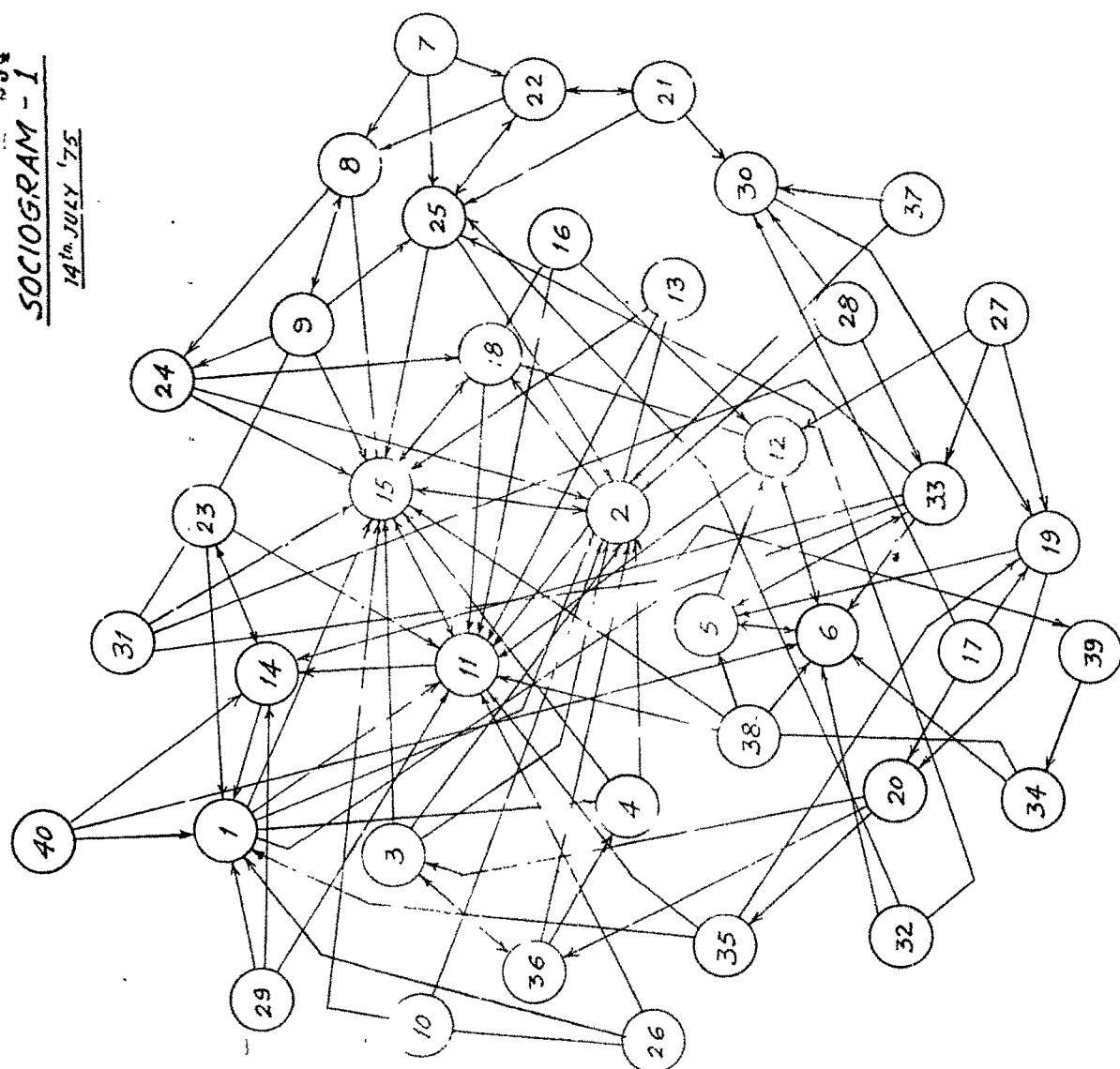
a. _____

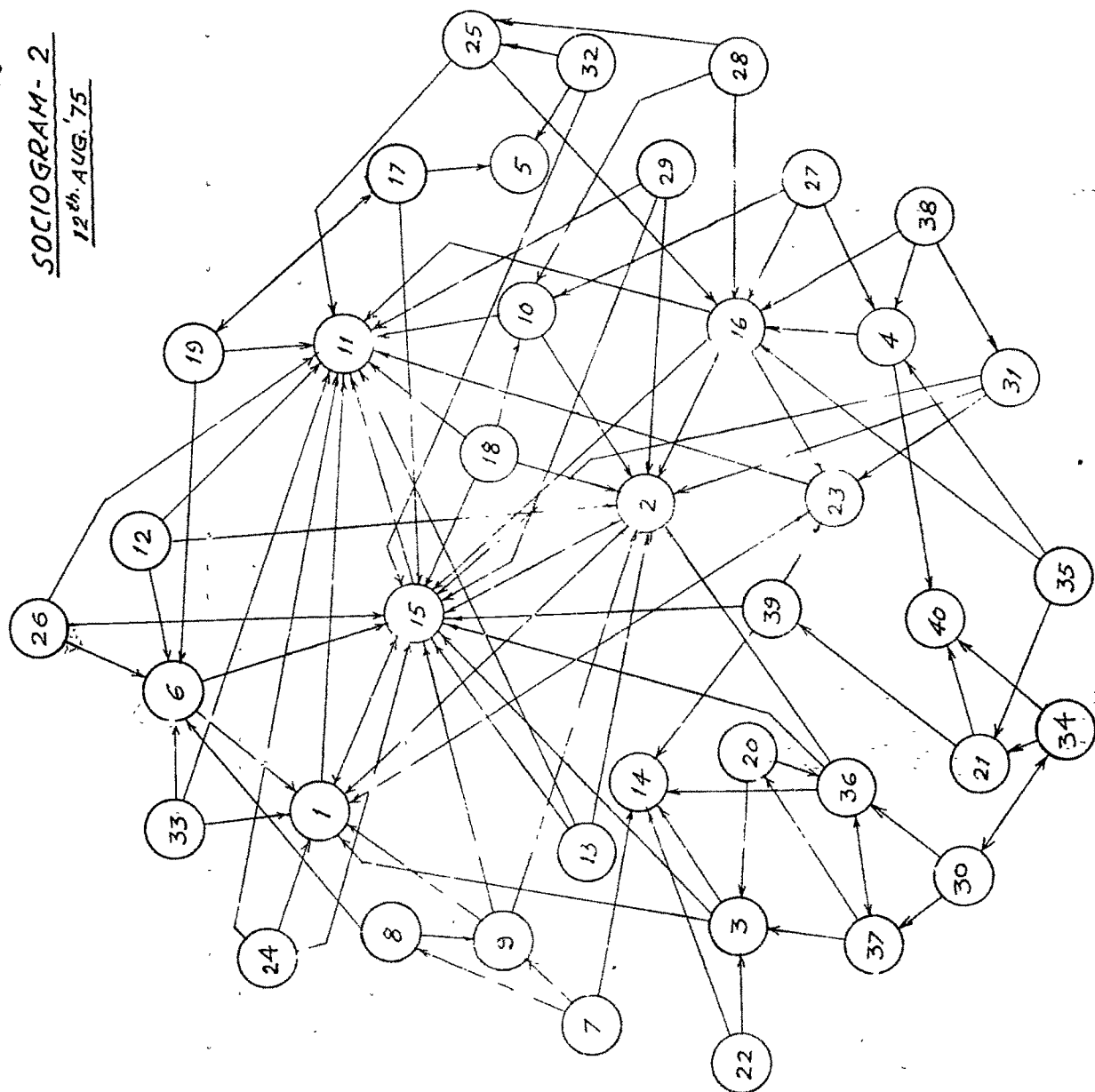
b. _____

c. _____

SOCIOGRAM - I

14th JULY '75



SOCIOGRAM - 212th. AUG. '75

296
SOCIOGRAM-3
24th. SEPT. '75

