A P P E N D I X   F

SEMI - PROJECTIVE TEST FOR MEASURING

COPING STRATEGIES

This Appendix presents :

1. The instructions provided to the learners, when administering the test;

2. The set of six pictures used for the test; and

3. The system for scoring learner responses on the test.

INSTRUCTIONS TO LEARNERS

This is a test of your imagination. You will be shown

six pictures about situations in everday life. Your task

is to write a short story about each picture; your story

should answer the following questions:-

1. What has happened before this?

2. What is the situation at the momemt ?
   (What are the thoughts and feelings of the characters?

   what are the relationships between the characters?)

3. What will happen after this?

   You will be given six minutes to write each story. This

   is not a test of your ability in English; you may write

   the stories either in English, or in Hindi, Gujarati

   or Marathi.

Notes: 1. The total time taken for administering the test
          was approximately 40 minutes.
       2. The three regional languages ("indi,Gujarati, and
          Marathi) represented the L1 of the learners to whom the
          test was administered.
       3. For picture 3 (Apart from the rest) and picture 6
          (Roadside incident) in which there was more than one
          character with whom the learners could identify, the
          "central character" was pointed out to the learners,
          in order to ensure uniformity of responses.

       4. All instructions were repeated in the regional language,
          to ensure comprehension; learners were encouraged to seek
          clarification, if necessary.
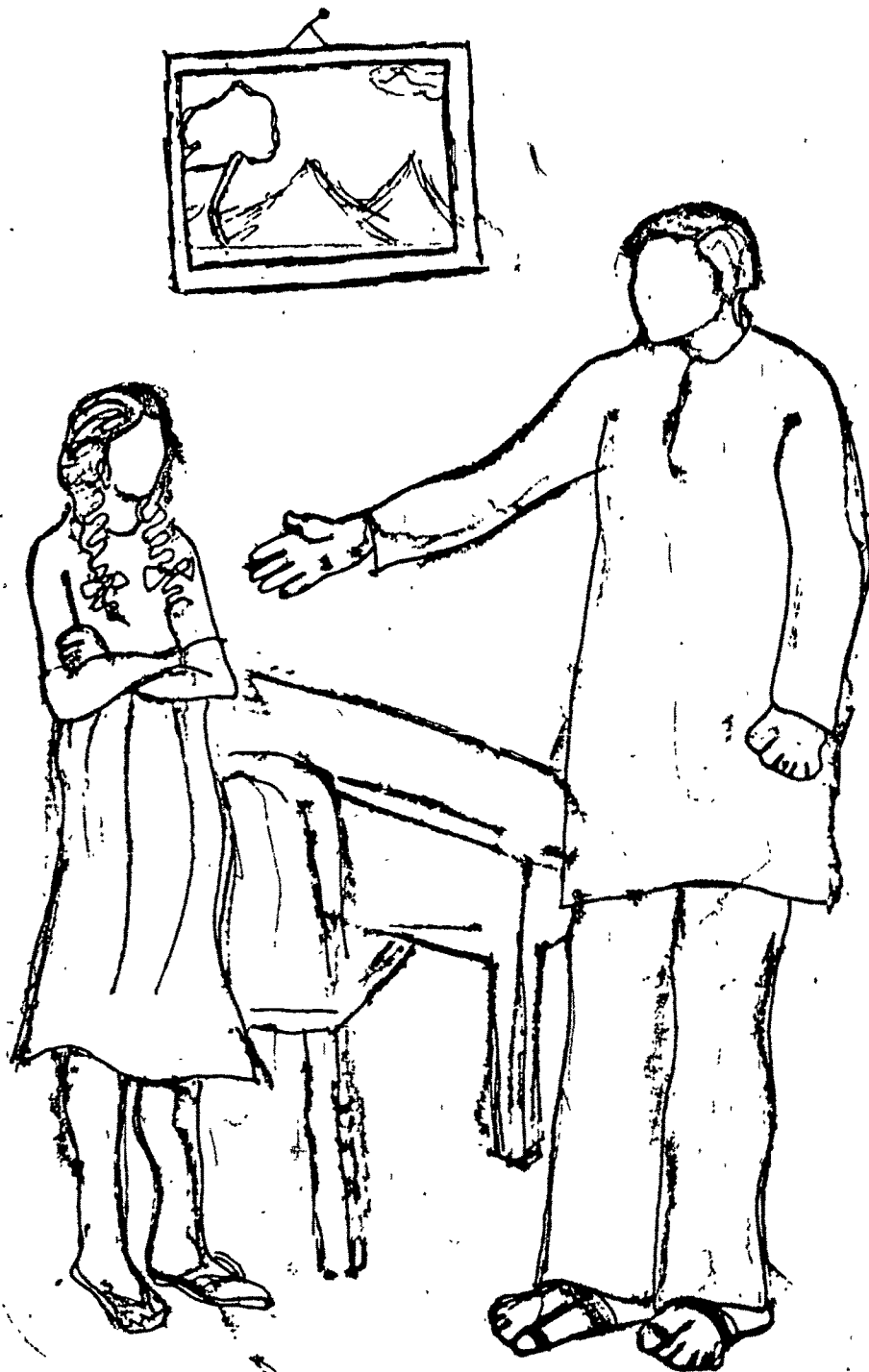
PICTURE 1 : CONFLICT WITH THE FATHER
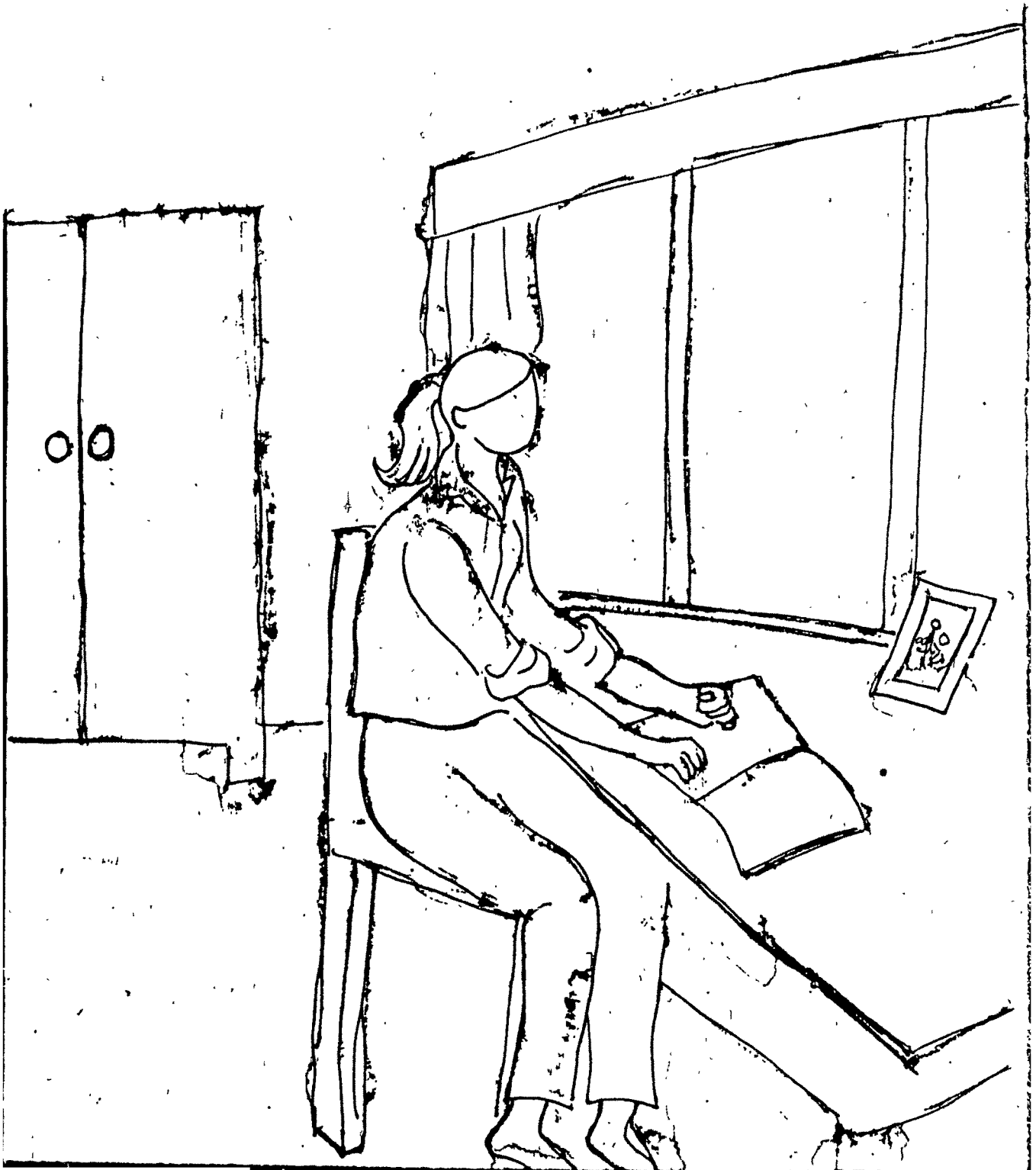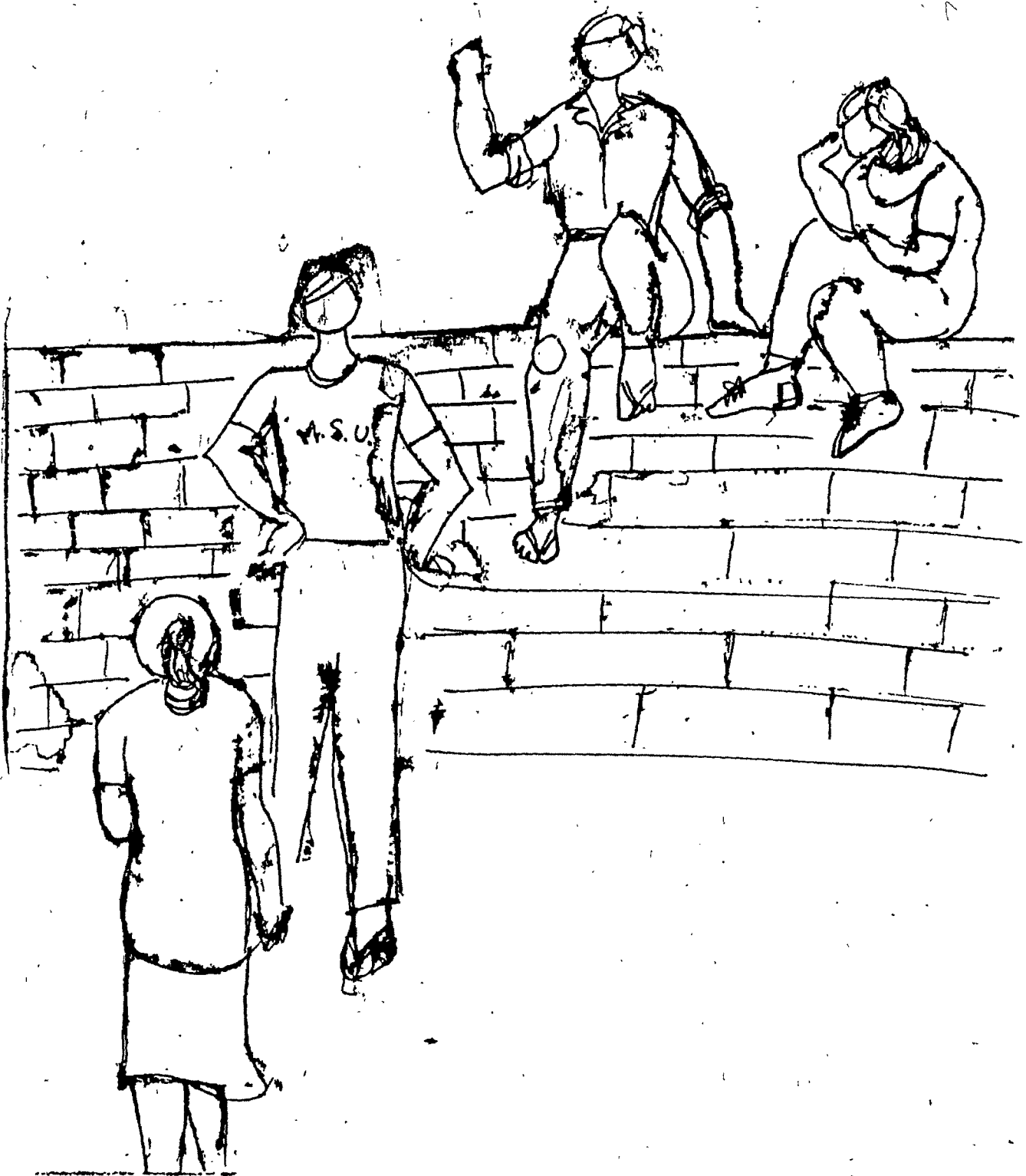
PICTURE 2 : ALONE

PICTURE 3 : APART FROM THE REST

PICTURE 4 :   TROUBLE AT THE LIBRARY

PICTURE 5 : HESITATION

PICTURE 6 : ROADSIDE INCIDENT

1. Scores were assigned to each learner for each story, on a five point scale, for each of the three categories (Solution, Activity, Favourableness), as follows:

Category I : Solution

Grade Level	Numerical value	Description
A	5	Resolution is specifically and clearly conclusive or definite, in relation to the main character
B	4	Resolution is qualified by doubt, uncertainity, tentative or probable statements
C	3	Ambiguous, ambivalent, indeterminate resolution
D	2	Unclear or indefinite resolution, probably none
E	1	Definitely no resolution, frozen plot, no movement toward outcome

Category II: Activity

Grade Level	Numerical Value.	Description
A	5	Activity in direction of resolution is clearly materful, full of vigorious asse. iveness, directed effort·
B	4	Activity is fairly effortfull and forceful, but not clearly masterful
C	3	Activity dubiously suggested, not clearl present or absent

SYSTEM FOR SCORING LEARNER RESPONSES (Continued)

Category II : Activity

Grade Level	Numerical Value	Description
D	2	Activity relatively low, negligible in producing effort.,
E	1	Principal character unmistakably passive, helplessly immobilised or frozen, producing no effort in direction of resolution

Category III :Favourableness

Grade Level	Numerical Value	Description
A	5	Specific and definite favourable outcome (for central character, in relation to resolution)
B	4	Favourable outcome is somewhat vague, less definite
C	3	Ambivalent, neutral, ambiguous, indeterminate outcome
D	2	Outcome unfavourable, but not strongly so, not to an extreme or conclusive degree
E	1	Fatal, depressive, pessimistic outcomes, clearly and definitely established to be so

2. The total score for each learner, on each of the three categories (Solution, Activity, Favourableness) was the sum of the scores on each category, for each of the six pictures.

3. The final score for each learner was obtained by computing
    the average of the total scores on the three categories.
    (Solution, Activity, Favourableness)

Note: This system for scoring learner responses was used in the
      studies from which the tool has been adopted (Coelho et al.,
      1963; Sharma, 1979).