

<b>Name of the Test</b>	<b>School Environment Questionnaire (SEQ)</b>
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<b>Availability</b>	Jnana Prabodhini's Institute of Psychology, Pune For research
<b>Training Levels</b>	Level A (No Specific Training)
<b>Uses</b>	To assess the school climate
<b>Year of standardization/adaptation</b>	1994
<b>Year of revised edition</b>	-----
<b>Description of the test</b>	
<b>Language</b>	Marathi and English
<b>Level</b>	Part I and II secondary school teachers Passed std. XII and above Part III secondary school students
<b>What is measured?</b>	School environment
<b>Type of Test</b>	Open-ended and forced choice combined, paper-pencil, questionnaire, verbal
<b>Total no. of Items with parts if any</b>	Part I 28 items Part II 6 items Part III 20 items
<b>Item type</b>	Part I – combination of multiple choice and open-ended Part II – open-ended Part III – multiple choice
<b>Kind of Response</b>	Choosing the alternative most applicable, free answers
<b>Areas</b>	Part I covers teachers opinions regarding satisfaction support and learning facilities available in the school Part II covers facilities and activities offered by the school for the development of five areas – physical, intellectual, social, emotional and moral and three levels of activities – introductory, moderate/regular and in-depth. Part III covers students opinions regarding satisfaction support and learning facilities available in the school
<b>Time</b>	Part I – 30 min. approx. Part II – 1 -2 hrs. approx. Part III – 25 min. approx.

<b>Scoring procedure</b>	Manual scoring. For part I - Objective scoring key for some questions and scoring guide for the remaining questions is available. For part II – scoring guide for preparing frequency table according to the areas of development and levels of activities is available. For part III – objective scoring key is available
<b>Statistics studied while standardizing the test</b>	
<b>Sample (for standardization and norms)</b>	N = 50 schools
<b>Reliability</b>	-----
<b>Validity</b>	Face validity and content validity was ascertained.
<b>Norms</b>	Range of raw scores obtained from the small sample is used.
<b>Standardization category</b>	Teacher made
<b>More about the test</b>	-----
<b>References</b>	Dr. Usha Khire, a longitudinal study of patterns of development of gifted as related to school climate, UGC project, June 2004 Dr. Usha Khire, effect of school climate on intellectually gifted students, UGC project, 1993-96 Dr. Usha Khire, in-service training programme for teachers for improving their effectiveness', submitted to NCERT, N. Delhi, 2004.