ST.CHARLES COLLEGE OF EDUCATION

MADURAI-06

PSYCHOLOGY PRACTICAL RECORD

Introduction

Psychological tools and techniques help to uncover the latent aspects of an individual's behaviour. Thus they aid in understanding, predicting, and controlling the human behaviour, which is the fundamental aim of psychology.

Practical in psychology are intended to provide students with requisite knowledge and skills in psychological tools and techniques to gain an understanding of human behaviour. They attempt to provide hands-on experience to the students with both quantitative tools to measurement, such as standardized psychological tests and qualitative tools, such as interview and observation. Practical are based on the principle of learning by doing and thus they provide an opportunity to the students to put in to practice whatever psychological principles and theories they have learnt in the classroom.

Before under taking practical work, it is important to ensure that the students have knowledge about various methods of research in psychology and their merits and demerits, the behavioural characteristics being assessed, the nature and uses of psychological tests, and the ethical guidelines so as to avoid their misuse. Keeping in view the syllabus of psychology for B.Ed. course, the students would undertake practical's in psychological testing which would involve using standardized psychological tests in different domains, i.e. Test of creativity, Thematic Apperception Test, Muller lyer Illusion, Mirror drawing, Rorschach Ink-Blot test, Maze learning, Memory drum, Adjustment, Teaching competency, Leadership, Organizational Climate, Intelligence, Self-concept, Life skills and values. They would also prepare one case profile which will include developmental history of the individual (case), using both

qualitative and quantitative approaches.

Psychological Testing

Practical work in use of psychological tests must be carried out under the guidance and supervision of the teacher. As you have already studied, a psychological test is essentially an objective and standardized measure of a sample of behavior. You are also required to undertake practical training in order to develop the ability to conduct, score and interpret data generated by the administration of the psychological tests in these areas. In other words, practical training would help you in assessing various dimensions of human behavior.

Test Administration

The accuracy of psychological testing comes from standardization of testing conditions, materials, procedures, and norms which form an integral part of test development, its administration and interpretation. In this process, it is expected that students will develop skills to establish rapport with the test takers to make them comfortable in a relatively new and different context. Establishing Rapport involves the test administrator's efforts to arouse the test takers' interest in the test, elicit their cooperation, and encourage them to respond in a manner appropriate to the objectives of the test. The main objective of establishing rapport is to motivate the respondents to follow the instructions as fully and meticulously as they can. It may be noted that the nature of the test(e.g., individual or group, verbal or non-verbal, etc.), and the age and other characteristics of the test takers determine the use of specific techniques for the establishment of rapport. For example, while testing children from educationally disadvantaged backgrounds, the test.

Administrator cannot assume that they will be motivated to do well on academic tasks, therefore, in such conditions, the test administrator make special efforts to establish

rapport to motivate them.

When establishing rapport, the test administrator also informs the test takers about the confidentiality of test data. The test taker is informed about the purpose of the test, and how the test results will be used. The test taker is assured that such results would be kept strictly confidential and be made available to at third person (the other two being test administrator and test taker) only after knowledge and consent of the test taker. The test administration, therefore, is the task of a professionally trained and skilful person under controlled conditions.

Procedure for Test Administration

The following steps and guidelines are suggested to carry out practical work in psychological testing:

1. The teacher would introduce the test to the students along with the manual and the scoring key. The teacher would demonstrate the test to her class laying stress upon rapport building, imparting instructions, and the precautions that need to be taken care of. The test may then be taken by the entire class.

2. The students may be instructed not to write their names or to use fictitious names on the response/scoring sheets. The response sheets of the students may be collected by the teacher. In order to maintain confidentiality, it is desirable that the response sheets are reshuffled and/or fictitious numbers are given to each response sheet.

3. One response sheet each may then be given back by the teacher to students in the class for scoring. As per the instructions given in the manual, the students would be guided to do the scoring.

4. The response/scoring sheets should be kept with the teacher to be used later as hypothetical data for providing hands-on experience in interpretation of test scores.

5. The students will then be required to conduct the same

test on the selected participants with the teacher examining their rapport building skills, instruction imparting skills, etc.

6. The teacher may use the scores of the hypothetical data and demonstrate how to use the manual to interpret the raw scores with the help of norms.

7. The students are also told how to draw conclusions based on the analysis of data.

8. Based on the above guidelines, the students will be required to prepare a report of the testing undertaken.

FORMAT FOR WRITING A PSYCHOLOGICAL TESTING REPORT

Ex.No: Test administrator:

Date: Test taker:

1. **Title of the Study**

2. **Aim**

3. **Materials:**

4. **Brief description of the test**

5. **Procedure: (**Process of test administration, such as rapport formation, instructions, precautions, actual conduct of test, etc)

6. **Scoring of the test** (All tabular columns and calculations must be write in the left side of the record)

7. **Results and Conclusions** (Describing subject's scores in terms of norms and drawing conclusions)

8. **Preparation of graph**, (if required).

PSYCHOLOGY RECORD

ADJUSTMENT

Aim:

To measure the adjustment of an individual

Materials Required:

- ✓ Adjustment Inventory
- ✓ Key and norms
- ✓ Pencil and eraser

Adjustment Inventory:

"Adjustment inventory" was constructed by A.K.P. Sinha and R.P. Singh with items equally distributed on emotional, social, and educational adjustments was used. The adjustment inventory seeks to segregate well-adjusted students [18–24 years] from poorly adjusted students in three areas: social, emotional, and educational. The test consists of 60 items that the subject is required to answer in terms of `yes` or `no`. Each item in the test is scored as per the instructions. The subject can be classified into five categories in accordance with the raw scores obtained from the inventory. The five categories are: A (excellent), B (good), C (average), D (unsatisfactory), and E (very unsatisfactory). According to Sinha and Singh (1993), adjustment is the emotional stability and courage in social relationships, as well as the interest in education and school, which are seen as emotional adaptation, social adjustment, and educational adaptation.

Procedure:

The subject is seated comfortably. An atmosphere is created where the subject gives honest answers. The subject is given a copy of the adjustment inventory, and she is asked to go through the instructions carefully and give their response. There are some statements covering your problems that have two alternative responses: yes and no. Read every statement carefully and decide whether you want to answer it with yes or no. After the subject has understood what she is to do, she is allowed to answer the inventory for each and every item. If your answer is yes, then cross the cell under Yes, and if it is no, cross the cell under No. There is no right or wrong questions. Remember, your answer will not tell anyone. There is no time limit to finish, but try to finish it as soon as possible. At the end, the answers are checked with the help of the key.

Scoring:

After the test, the raw data collected was used for scoring. The tool consists of both positive and negative items. The responses of the subject were marked on the scoring sheet under the three dimensions. After allotting the marks, total all three dimensions and interpret the scores from the result sheet. Scores in each category were made, which were then analyzed, which helped in the interpretation of the subject regarding her adjustment in the respective category. Then, total marks were added to obtain total scoring for one area. The total score obtained was noted at the bottom of the data collection sheet in the scoring table.

Result:

✓ The subject's emotional adjustment score is... which means she has... emotional adjustment.

✓ The subject's social adjustment score is..., which means she has...

✓ The subject's educational adjustment score is... which means she has...

✓ The subject's overall adjustment score is... which means she has... adjustment.

✓ The group average scores of emotional adjustment are... which means the group has... emotional adjustment.

✓ The group average score of social adjustment is..., which means the group has... social adjustment.

✓ The group average scores of educational adjustment are... which means the group has... educational adjustment.

✓ The group has an overall adjustment score of... which means the group has...

Table – 1: Adjustment Scoring Sheet

Emotional Adjustment		Social Adjustment		Educational Adjustment	
Item No.	**Scores**	**Item No.**	**Scores**	**Item No.**	**Scores**
Total (A)		**Total (B)**		**Total (C)**	

Overall Total: ………….. (A+B+C)

Table – 2: Adjustment Level - Individual

Initial	Emotional Adjustment	Social Adjustment	Educational Adjustment	Total	Overall Interpretation

Table –3: Adjustment level- Group

Sl.No.	Initial	Adjustment Score	Adjustment level

MEMORY

Aim:

      To study the effect of cueing on recall of verbal material

Materials required:

1. Two lists of thirty words each
2. a) The words in list A are selected randomly.
3. b) The words in list B are selected in such a way that they fall into five categories with six words in each category.
4. A plain response sheet with the names of the five categories printed on them for the recall of the list
5. Stop clock.

Procedure:

Series 1: Free recall:

      The subject is instructed to carefully listen to the list of words presented verbally by the experimenter and recall or write them as soon as possible. List A will be presented in an even tone of two seconds per word, and then the subject will be given a plain response sheet and asked to recall or write the list. After five minutes, passes will be given before the second serious.

Series 2: Free recall:

      Now list B is presented in the same manner as list A. Again, the subject is given another plain response sheet with the names of the five categories. The subject is now asked to write down as many words from the list as the subject can recall. A time span of 3 minutes shall be allowed to recall or write.

Instruction:

      Listen to the words attentively as I read them out, as you have to recall or write them as soon as possible.

Results:

1. The number of words correctly recalled from list A is...
2. The number of words correctly recalled from list B is...
3. The difference between the correctly recalled words from the list A, and list B is...

1. The average number of words correctly recalled by the group from List A is...
2. The average number of words correctly recalled by the group from List B is...
3. The difference between the correctly recalled words from the list A, and list B is...

Table -1: Response Sheet for List A

S.No	Recalled Words
1 2 3 . 30	

Number of words correctly recalled from list A is: …………

Table -2: Response Sheet for Series B

S.No	Shapes	Fruits	Colours	Metals	Flowers

Number of words correctly recalled from list B is: …………

Difference between List A and List B

Difference = Score in List B – Score in List A.

Table -3: Recalled words - Group

S.No	Subject	List A	List B	Difference
1				
2				
3				
Total				
Mean				

INSIGHT LEARNING (MAZE LEARNING)

Aim:

To Study the Learning Process of the Human Maze by Trial and Error Method

Materials:

- Human Maze Learning Apparatus
- Stopwatch and stylus.
- Paper and pencil

Hypothesis

- The subject will successfully learn the human maze through the trial-and-error method.

Variables

- Independent Variable: Trial and Error Method
- Dependent Variable: Human Maze Learning

Maze Learning Apparatus:

A maze is made of different patterns; usually, it consists of a wooden box with rows of metallic screw-heads on top. The box can be opened with a hinge arrangement. On the inside, the covered ends of some screws are connected with each other in two pathways, extending from the first two to the last row along the length of the box.

In one pathway, the screws are connected in a haphazard way; they may be the first two in a straight line, the next four to the left, the next two to the right, etc. The second pathway's connection follows a regular principle, which makes it easier to grasp, and therefore, the understanding is much easier.

The essence of the experiment is that the subject has to learn these two pathways when the maze is closed. The step maze is connected to a red bulb in the circuit through a battery and to the stylus.

Whenever the subject touches one of the connected screws with the stylus, the light will glow. This is an indication that he is touching the correct screw. If, however, he touches one of the screws not connected in the pathway, no light will glow. It is

sometimes advantageous to connect the wrong screws in another circuit with a buzzer so that whenever these screws are touched, the buzzer rings.

Procedure:

Make the connections, close the maze, and seat the subject close to the starting point. Give him the stylus and place his hand on the first screw of the path. Your stylus is at the starting point. The finishing point is at the other end. (Point out the finishing point.) You will have to trace the path with the stylus by touching a certain set of screws and bringing your stylus to this finishing point. Take care that the stylus touches only the correct screws. Whenever you touch the correct screw, the light will glow. If the light does not glow, it means you have gone off the right path.

The experimenter says ready and starts the stopwatch. He makes a careful note of the number of wrong screws that the subject touches. As soon as she reaches the finishing point, the time taken is noted, and the number of wrong screws touched is also noted. This procedure is repeated until the subject masters the path.

 Results:

As the result table indicates, the subject committed... errors in his first trial time for the performance was …….. Sec. Total... trials were taken, and in the last trial, the errors were reduced to 0, and the time taken also came down to... sec.

Interpretation

The hypothesis "The subject will successfully learn the human maze through the trial-and-error method" is ....

Table – 1: Time taken and No. of Errors - Individual

Trial No	Total Errors	Time Taken (Sec)
1		
16		

Analysis

Time : Mean of 1st and 2nd trail = T1+T2/2

The mean of the 8th and 9th trails is

The mean of the 14th and 15th trails is

Error: The mean of the 1st and 2nd trails is E1+E2/2.

Mean of the 8th and 9th trails =

The mean of the 14th and 15th trails is

Table – 2: Time taken and No. of Errors

Conditions	Mean of Time	Mean of Error	Saving time due to practice	Deduction of Errors
First two Trials				
Last two Trails				

Observation Table – 3: Time taken and No. of Errors - Group

S.No	Subject	Trial No	Time	Errors
		16		

BILATERAL TRANSFER OF LEARNING

Aim:

    To prove the phenomenon of bilateral transfer of learning in the subject

Materials:

1. A mirror drawing apparatus
2. Stopwatch
3. Response sheet

Mirror Drawing Apparatus:

    The apparatus operates on A.C. mains. It consists of a metallic plate with a star-patterned groove placed on the wooden board of the apparatus and a mirror in front and perpendicular to the board. It can be adjusted in front of the subject in such a way that the subject can view the star pattern through the mirror. An adjustable plate is also provided in front of the metallic plate in order to obstruct the direct view of the star to the subject, i.e., the plate is adjusted in such a way that the subject can see the star by only looking through the mirror. The metallic plate and a stylus are connected to electric current in such a way that whenever the stylus touches the metal plate, the electric circuit pathway is closed and a light burns. The grooved area of the metallic plate is hollow, and it is placed over the wooden board so that if the stylus travels through the groove, it does not conduct electricity as long as it does not touch the metal plate. The apparatus is connected to a digital error counter and a digital timer. As soon as the subject places the stylus at the starting point of the grooved path of the star, the digital timer immediately starts recording time in seconds and its decimal parts. And whenever there is an error, the digital error counter automatically records one error in digital form.

Procedure:

    The subject is seated in front of the mirror drawing apparatus so that he has a good view of the mirror. A candidate is instructed to trace or draw a picture while observing their work in a mirror. It gives an inverse view of what is being drawn, and new learning needs to occur for effective tracing and drawing to occur. It may be evaluated according to the speed and accuracy of drawing or tracing the picture.

The experiment will be done under three conditions.

1. In the first **pre-test condition,** the subject will be given three trials in which he will trace the star pattern by viewing its image in the mirror with his left hand in the clockwise direction.

2. In the second **test condition,** the subject will learn to trace the star pattern with his right hand in an anti-clockwise direction. In this practice or learning condition, he will be given as many trials still reach the pre-set criteria three errorless consecutive trials.

3. In the third **post-test** condition, the subject again traces the star pattern three times with his left hand in the clockwise direction.

Instructions:

I shall put the stylus (handing over) in your (left or right) hand and place it at the starting point on the star pattern. On hearing "START," you will start moving the stylus in the groove in the pre-indicated direction (clockwise or anticlockwise), tracing the pattern, viewing it in the mirror, taking care that you do not touch either of the boundaries (inner or outer) of the star pattern, and taking the least amount of time. As soon as you reach the starting point again, the trail will be complete, and you will stop hearing "STOP. Touching the boundaries will be an Error. Your performance will be of high quality if it is errorless and quick. Please pay attention to your feelings and thoughts too; you will be required to give an introspection report.

The average of errors and the time taken are computed separately for all three experimental conditions. The difference between the average time and average errors in two experimental conditions, upright between the pre-test and post-test conditions, gives the result of the transfer of learning or bilateral transfer experiment.

Result:

1. The mean value of time for the pre-test is...
2. The mean value of time for the post-test is...
3. The mean value of error for the pre-test is...

4. The mean value of the error for the post-test is...

5. The differences in the average time in both the experimental conditions (post-test and pre-test) are...

6. The differences in the average errors in both the experimental conditions (post-test and pre-test) are...

7. This _improvement_ is exhibited in terms of _a decrease_ in the average errors and time in post-test experimental conditions as compared to the pre-test experimental conditions.

8. This implies that there is an effect of the learning of the subject with her right hand on her performance with her left hand, which means that after the learning of mirror drawing with her right hand, there was a certain improvement in the mirror drawing with her left hand.

Table – 1: Transfer of Learning

S.No	Subject	Test	Clockwise/ Anticlockwise	No. of Times	Time Taken (Sec)	Errors	Mean
1		Pretest	Anticlockwise	1 to 3			Time
2							Error
3							
4 To		Test Condition	Clockwise	1 to 10			
13		Post Test	Anticlockwise	1 to 3			
14							Time
15							Error
16							

Table – 2: Bilateral Transfer of Learning

Averages	Experimental Conditions		Differences
	Pre-test(I)	Post-test(II)	
Time (in sec.)			
Errors			

Difference in Average Errors = Average No. of Errors in Pre-test Conditions – Average No.of Errors in Average No. of Errors in Post-test Conditions

DifferenceinAverageTime=AverageTimeinpretestconditions-AverageTimein post-test conditions.

INTELLIGENCE

Aim:

To assess the level of mental ability of the subject

Materials:

- Advanced Progressive Matrices, Prepared by JC Raven,
- Answer Sheet,
- Scoring Key,
- Pencil and Eraser.

Raven`s Standard Progressive Matrices:

The test was originally developed by John C. Raven in 1936. It is a multiple-choice intelligence test of abstract reasoning. This is a test that consists of a booklet containing 5 sets; each set has 12 items, which sums up to 60 items in total. The advanced progressive matrices are listed in order of difficulty; that's why they're called progressive. The difficulty level of the test increases progressively. Items are presented in black ink on a white background, increasing difficulty as progress is made through each set. These items are appropriate for adults and adolescents of above-average intelligence. This test measures the abstract intelligence of an individual.

Procedure:

Rapport was established between the subject and the tester prior to the test so that she could feel comfortable and at ease. In such a state, she should answer the questions in a calm manner, and any doubts should be cleared before starting the test. After the instructions were given, the subject was asked to fill in the necessary details. The tester ensured that the instructions were clear and understood. The test consists of 60 items about thinking and intellectual abilities. Each item has eight options as a response, and

among them is the correct answer to the question. The informant is asked to be seated comfortably and given the following instructions: "Observe each item carefully and give your responses. Just put the number of the figure that you think is the suitable answer for the above-given item and complete the picture." There is no time limit for this test. So, you can take your time to find the correct answer. Try to finish it as early as possible. Do not ponder for long over any item. You are expected not to skip any items. Answer all questions to the best of your ability; if you have any doubts, you can stop and ask me. You have to give your answer in the order given in the booklet. Your answers will be used for academic purposes only, and the results will be kept confidential.

Scoring

The total number of problems solved correctly was scored, which was calculated with the help of the answer key. Thereafter, a single score is obtained by adding the total scores of the five columns. The percentile score and grade corresponding to this are noted down from the manual for analysis. Each question carries one mark; the correct response to the question will get one mark, and the wrong response will get no marks. The test consists of 60 items, so a maximum of 60 marks can be scored. 12 in set 1 and 48 in set 2. The raw scores are interpreted from the manual.

Result

1. The subject`s raw score is... which corresponds to... percentile, which is interpreted as... level of intelligence.
2. The raw score of a group is... which corresponds to... Percentile, which is interpreted as the group's level of intelligence,.

Table – 1: Scoring Sheet - Standard Progressive Matrices (Sets A, B,C, D, E)

Test Begun: **Test ended:**

Item no.	A		Item no.	B		Item no.	C		Item no.	D		Item no.	E	
Total			Total			Total			Total			Total		

Overall Total =

Table – 2: Intelligence Level - Individual

Name	Scores					Total Raw Score	Percentile	Interpretation
	Set - A	Set - B	Set - C	Set - D	Set - E			

Table – 3: Intelligence Level –Group

S.No	Name	Scores					Total Raw Score	Percentile	Interpretation
		Set - A	Set - B	Set - C	Set - D	Set - E			

Total score: **Percentile:**   **Grade:**

LEADERSHIP

AIM:

- To identify the leadership style preference of an individual

MATERIALS:

- Leadership Skills Questionnaire
- Scoring key
- Pencil and paper

Leadership Skills Questionnaire:

The questionnaire consists of 16 items to be related on a four-point scale given for each statement. All statements are positive in nature. Each item of the leadership effectiveness scale describes a specific way in which a leader may behave. In this scale, four major areas were finalized, such as authoritative, democratic, facilitative, and situational leaders, which cover almost all aspects of leadership effectiveness. The scale can be administered to an individual.

Procedure:

The subject is seated comfortably, and the leadership performance scale is given. The subject should not be allowed to know the item, which should be focused on the various types of leadership styles. Only after completing the test will the item be discussed on the basis of leadership style. Here is a list of items that may be used to describe the leadership preference. The subject should be asked to rate the response to each and every item on the rating scale as exactly like me, much like me, a bit like me, or not me at all. There are no right or wrong answers, but you may work as fast as you can and give the correct response as you feel. The information will be kept highly confidential.

Scoring:

After the completion of the test, it should be collected and the marks allotted. The tool consists only of positive items. The score for the responses to each item was 3—exactly like me, 2—much like me, 1—a bit like me, and 0—not me at all. The total score of a respondent could range from 0 to 48. The maximum score of the subject reveals the leadership style of the subject.

Result:

- The subject has a major leadership style score of... which means she has...
- The group's major leadership style score is... which means the group members have... leadership style

Table - 1: Scoring Table – Leadership Styles

Authoritative		Democratic		Facilitative		Situational	
Item No.	Scores	Item No.	Scores	Item No.	Scores	Item No.	Scores
Total (A)		Total (B)		Total (C)		Total (D)	

Overall Total (A+B+C+D) =

Table 2: Leadership Style Preference – Individual

Name of the subject	Leadership style	Scores		Leadership style preference
		Max	Obtained	
	Authoritative			
	Democratic			
	Facilitative			
	Situational			

Table 3: Leadership Style Preference - Group

S.No	Name	Major Leadership style	Interpretation

MULLERLYERILLUSION

Aim:

To determine the extent of Muller-Lyer illusion by the method of average error of the subject

Materials:

1. The Muller-Lyer illusion board
2. Writing materials

Hypothesis

The extent of the illusion varies with the direction of movement (ascending and descending).

Muller Lyre Illusion Apparatus:

This instrument is generally used to study the phenomenon of optical illusion. This is a board with a fixed line, an arrowhead, a feather head for a specific length, and a movable feather head. The length of the line with the feather heads can be varied, sliding front and back. A metric scale is provided to measure the extent of the estimation.

Procedure:

The subject is made to sit comfortably. The apparatus is placed at a distance of two feet from the subject, and the Muller Lyer illusion board is adjusted to the eye level of the subject. The subject is shown the standard and variable lines.

Experimental controls:

✓ The experimenter should make sure that the subject has understood the instructions.

✓ The distance between the subject and the apparatus is kept constant. The distance between the subject and the apparatus should be two feet.

✓ The starting point of a variable line should vary from trial to trial to avoid habituation. The ascending and descending trials are given alternately to eliminate the practice effect.

Ascending series:

Keep the variable line definitely shorter than the standard line in the ascending series. Instruct the subject to slowly increase the length of the variable line until he or she feels it is equal to the standard line. When the subject stops moving, the length of

the variable line adjusted to be equal to the standard line is noted down with the help of the scale provided behind the apparatus by the experimenter. Ten trials are given.

Descending series:

The length of the variable line is definitely longer than the standard line in the descending series. The subject is instructed to slowly decrease the length of the variable line until he or she feels it is equal to the standard line. The length of the variable line adjusted as equal to the standard line is noted down with the help of the scale behind the apparatus by the experimenter. Ten trials are given here also.

Result

1. The illusion level of the subject for ascending series is... and the nature of the illusion of the subject for ascending series is...
2. The illusion level of the subject in descending series is... and the nature of the illusion of the subject in descending series is...
3. Illusion level of the group for ascending series is... and the nature of the illusion of the group ascending is...
4. Illusion level of the group for descending series is... and the nature of the illusion of the group in descending series is...

Interpretation

The hypothesis **"The** extent of the illusion varies with the direction of movement (ascending and descending)) is ....

Table– 1: Illusion Level Measurement- Individual

Sl.No.	Subject	Extent of error in Ascending Series (cm)	ExtentoferrorinDescendingSeries (cm)
Total			
Mean			

Table – 2: Illusion Level Measurement- Group

Sl.No.	Subject	Extent of error in Ascending Series (cm)	ExtentoferrorinDescendingSeries (cm)

Total			
Mean			

SELF-CONCEPT

Aim:

To assess the level of self-concept of an individual

Materials Required:

- Robson Self-Concept Questionnaire
- Scoring key
- Pencil and paper

Robson Self-Concept Questionnaire:

This questionnaire is great for any individual who struggles with self-concept and who has low self-esteem or low self-image in particular. The Robson Self-Concept Questionnaire consists of 30 statements relating to different areas of self-concept. Participants rate their responses to the statements on a scale of zero to seven, with zero being 'Completely Disagree,' and seven being 'Completely Agree.' A higher score means a higher sense of self-concept.

Procedure:

The subject is seated comfortably on the chair with a pencil. Rapport was established between the subject and the tester prior to the test so that she could feel comfortable and at ease. In such a state, she should answer the questions in a calm manner, and any doubts should be cleared before starting the test. And the Robson Self-Concept questionnaire is given. The subject is asked to read all the test items carefully and give their response to the tool. The subject should be asked to give a response to each and every question. Read the questions carefully and indicate whether you agree or disagree with each statement with a `√` mark for whichever option suits you the best. There are no right or wrong answers. Give the first natural answer as it comes to you. When in doubt, give the best possible answer. Don't leave any questions, and try to complete them as soon as possible. There is no time limit for this test.

Scoring:

The respondent is provided with five alternatives to give her responses, ranging from the most acceptable to the least acceptable description of her self-concept. The responses are in such a way that the scoring system for all the items, starting from 0 to 7, is positive, and vice versa for negative statements. Now all the scores of each item will be added to get the total score of an individual. The summated score of all the items ranged from 0 to 210. The score of the subject will be tabulated. And finally, group responses should also be tabulated.

Result:

- The subject's self-concept score is..., which means the subject has... self-concept.
- The self-concept scores of the overall group are..., which means the group has... self-concept.

Table - 1: Scoring Table – Robson Self-Concept

Item No.	Scores	Item No.	Scores	Item No.	Scores
Total		Total		Total	

Total: _____

Table – 2: Individual Self-Concept level

Name of the Subject	Self-Concept Score	Interpretation

Table – 3: Self-Concept level - Group

S.No	Name of the Subject	Self-Concept Score	Self-Concept level	Interpretation
1				
2				
3				
4				

SPAN OF ATTENTION

Aim

To determine the span of attention of an individual

Materials:

- Tachistoscope
- Cards - Meaningful words and non-meaningful words
- Paper and Pencil

Tachistoscope Apparatus:

A falling door Tachistoscope was used for the measurement of span of attention. Tachistoscope is an apparatus having a window in its middle portion that is called a screen. The window is covered by an aluminium plate, which is connected with the lever. When the lever is pressed, the screen opens for 1/10 Sec or 100ms. In that short period, the subject reads the number of alphabets and says the same. Nine cards with alphabets (ranging from 3 to 11) were used. The alphabets were made with black ink on a white background. The size of the cards was 12×8 cm. The subject was provided with a chair and the apparatus was placed on a stool in front of the subject so that the subject easily saw the alphabet through the window. This time has been found to allow the subject a good glance at the exposed material and at the same time short enough to prevent him from reading it or memorizing it.

Procedure:

The subject is seated in front of the Tachistoscope so that he has a good view of the exposure window. The experimenter sits on the other side of the apparatus with the cards and gives the following instructions: "Observe the window carefully. I will say ready and open the window. You will see a card with a number of alphabets. Try to find out how many alphabets there are. The card will be exposed only for a short time." The experimenter then shuffles the set of cards with certain syllables and exposes them one after the other, each time giving the ready signal. After presenting each card, she makes a note of the actual number of syllables as well as the subject's response to that. The complete set is thus exposed, and the whole set is repeated a second time. Each card is thus exposed twice, and therefore there are 6 stimuli for each level, i.e. 6 exposures for 3 dots, 6 exposures for 4 dots, etc. After exposing all

the cards, the experimenter corrects them and finds out how many times the subject has responded correctly for each level out of the possible 6 times. For the Meaningful Words: The procedure is the same for meaningful words except for the instructions: "In this series you will find on each card a familiar and meaningful word. Try to write down the word you see on each card as correctly as possible."

Result:

- ✓ The span of attention for non-meaningful words is... and its percentage is ……………

- ✓ The span of attention for meaningful words is ………….. and its percentage is ……………

- ✓ The span of attention for non-meaningful words is... and its percentage is ……………

- ✓ The span of attention for meaningful words is ………….. and its percentage is ……………

- ✓ The subject's span of attention is...…………. Than the span of attention of the group for the non meaningful words

- ✓ The subject's span of attention is...…………. Than the span of attention of the group for the meaningful words.

Interpretation

The hypothesis "The Span of Attention for meaningful words is greater than that of non-meaning words" is ………..

Observation Table - 1: Span of Attention – Non-Meaningful words (Individual)

S. No.	Non-meaningful word Shown	No. of Correct Response	Result (/X)	Percentage (%) of correct response

Span of attention (%) = Words correctly repeated X 100

Words shown

Observation Table - 2: Span of Attention – Meaningful words (Individual)

S. No.	Meaningful word Shown	No. of Correct Response	Result (/X)	Percentage (%) of correct response

Span of attention (%) = $\underline{\text{Words correctly repeated}}$ X 100
                              Words shown

Table – 3: Span of attention - Group

S.No	Name of the Subject	Span of Attention (Non-Meaningful words)	Span of Attention (Meaningful words)
	Average		

TEACHING COMPETENCY

Aim:

To study the teaching competency level of the subject

Materials Required:

- General Teaching Competency Scale
- Scoring Key
- Paper, pencil, and eraser

General Teaching Competency Scale:

The General Teaching Competency Scale for Teachers has a total of 35 items that assess the ability of teachers. The general teaching competency scale consists of 35 items with eight dimensions: planning, lessons, classroom management, knowledge of the subject, interpersonal relationships, development of teaching learning material, time management, evaluation process during teaching learning, and competencies related to working with parents, the community, and other agencies. All 35 items were on five-point scales, such as most of the time, often, rarely, sometimes, and not at all. The statement of the scale consists of major aspects of classroom teaching: interest in the profession, classroom behavior, attitude towards students, and instructional strategy.

Procedure:

The subject is seated comfortably on the chair with a pencil. Rapport was established between the subject and the tester prior to the test so that she could feel comfortable and at ease. In such a state, she should answer the questions in a calm manner, and any doubts should be cleared before starting the test. The General Teaching Competency Rating Scale is given. The subject is asked to read all the test items carefully and give their response on the scale. The subject should be asked to give a response to

each and every question. Read the items carefully and indicate whether you agree or disagree with each statement with a `√` mark for whichever option suits you the best on a five-point scale ranging from most of the time to not at all. The subject has to respond to all 35 statements without skipping any. There are no right or wrong answers. There is no time limit for this test. The information will be kept highly confidential.

Scoring:

After the completion of the response, the experimenter should collect the given tool and allot marks to the subject's response. Each item on the scale was rated on five consecutive points: if the answer to a positive item means most of the time, the score is 5, to often, the score is 4, to rarely, the score is 3, to sometimes, the score is 2, and to not at all, the score is 1. In the case of negative items, the above scoring procedure is completely reversed in the manner that an unfavorable item is Most of the time, the score is 1; often, the score is 2; rarely, the score is 3; sometimes, the score is 4; and not at all, the score is 5. The range of scores that one can get on the general teaching competence scale is from 35 to 175. The responses of the subjects were scored as per the above-mentioned procedure. And finally, group responses should also be tabulated.

Result:

- The subject has a Teaching Competency score is ………..which means the subject has …………. Teaching Competency.
- The teaching competency scores of a group are... which means the group has... teaching competency.

Table – 1: Scoring Table – Teaching Competency

Item No.	Scores
1	
2	
3	
Total	

Table – 2: Teaching Competency Level - Individual

Name of the Subject	Teaching Competency Score	Interpretation

Table – 3: Teaching Competency Level - Group

S.No	Name of the Subject	Teaching Competency scores	Teaching Competency Level	Interpretation
1				
2				