

# **PRACTICAL EXPERIMENTAL PSYCHOLOGY -II**

**M.Sc., Psychology First Year**

**Semester – I, Paper-VI**

**Lesson Writers**

**B. Prumeela Raani**

Faculty of Department of Psychology  
Acharya Nagarjuna University

**Editor**

**Prof. T.D. Vimala**

Department of Psychology,  
Acharya Nagarjuna University

**Director, I/c**

**Prof. V.VENKATESWARLU**

*MA., M.P.S., M.S.W., M.Phil., Ph.D.*

**CENTRE FOR DISTANCE EDUCATION**

**ACHARAYANAGARJUNAUNIVERSITY**

**NAGARJUNANAGAR – 522510**

***Ph:0863-2346222,2346208,***

***0863-2346259(Study Material)***

***Website: [www.anucde.info](http://www.anucde.info)***

***e-mail:anucdedirector@gmail.com***

# **M.Sc., PSYCHOLOGY - Practical – Experimental Psychology – II**

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## **FOREWORD**

*Since its establishment in 1976, Acharya Nagarjuna University has been forging ahead in the path of progress and dynamism, offering a variety of courses and research contributions. I am extremely happy that by gaining 'A<sup>+</sup>' grade from the NAAC in the year 2024, Acharya Nagarjuna University is offering educational opportunities at the UG, PG levels apart from research degrees to students from over 221 affiliated colleges spread over the two districts of Guntur and Prakasam.*

*The University has also started the Centre for Distance Education in 2003-04 with the aim of taking higher education to the doorstep of all the sectors of the society. The centre will be a great help to those who cannot join in colleges, those who cannot afford the exorbitant fees as regular students, and even to housewives desirous of pursuing higher studies. Acharya Nagarjuna University has started offering B.Sc., B.A., B.B.A., and B.Com courses at the Degree level and M.A., M.Com., M.Sc., M.B.A., and L.L.M., courses at the PG level from the academic year 2003-2004 onwards.*

*To facilitate easier understanding by students studying through the distance mode, these self-instruction materials have been prepared by eminent and experienced teachers. The lessons have been drafted with great care and expertise in the stipulated time by these teachers. Constructive ideas and scholarly suggestions are welcome from students and teachers involved respectively. Such ideas will be incorporated for the greater efficacy of this distance mode of education. For clarification of doubts and feedback, weekly classes and contact classes will be arranged at the UG and PG levels respectively.*

*It is my aim that students getting higher education through the Centre for Distance Education should improve their qualification, have better employment opportunities and in turn be part of country's progress. It is my fond desire that in the years to come, the Centre for Distance Education will go from strength to strength in the form of new courses and by catering to larger number of people. My congratulations to all the Directors, Academic Coordinators, Editors and Lesson-writers of the Centre who have helped in these endeavors.*

**Prof. K. Gangadhara Rao**

*M.Tech., Ph.D.,  
Vice-Chancellor I/c  
Acharya Nagarjuna University*

## **M.Sc. – Psychology Syllabus**

### **SEMESTER-I**

#### **106SY24 : Practical – Experimental Psychology – II**

1. Free Association test.
2. Sentence completion test.
3. Murry personality need inventory.
4. Rorschach ink blot test.
5. Thematic Apperception test.
6. Eysenck personality inventory.
7. Bell adjustment inventory.
8. 16 P F personality inventory.
9. Neurosis Measurement Scale + NSQ
10. General health questionnaire (GHQ).

**Note:-** Any six of the above experiments to be conducted.

- Prof E.G.Parameshwaran, Prof. K.Ravi Chandra, Experimental Psychology – Neelkamal Publication.
- Prof S.P. Chanbe, Prof AkhikeshCaube, Experimental Psychology, Neel Kamal Publications.
- Telugu Academy – Practical manual – Psychology.

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## Psychoanalysis – Introduction

Sigmund Freud, an Austrian neurologist active in the late 19th and early 20th centuries, laid the foundations for psychoanalysis—a groundbreaking approach to understanding human thought, behavior, and mental disorders. His journey began when he explored treatments for patients suffering from what was then labeled as hysteria. During his studies, particularly under influential figures like Jean-Martin Charcot in Paris, Freud encountered early ideas about the unconscious mind and the therapeutic potential of hypnosis. These formative experiences set him on a path toward developing his unique method of exploring the mind.

Upon returning to Vienna, Freud shifted his focus to techniques such as free association and dream interpretation, which allowed him to tap into the hidden layers of the human psyche. In 1900, he published *The Interpretation of Dreams*, a seminal work that detailed his theory that dreams are a window into the unconscious—a repository for repressed desires, unresolved conflicts, and deep-seated emotions. This publication marked a turning point, positioning psychoanalysis not only as a method for understanding mental processes but also as a form of therapy aimed at resolving the internal conflicts that shape our behavior.

Freud's ideas quickly sparked both keen interest and significant controversy. His theories—especially the notions of the id, ego, and superego, along with his emphasis on the role of sexuality in psychological development—challenged the prevailing norms and ignited debates across psychology, philosophy, and even art. Although many of Freud's ideas have been critiqued and refined over time, they laid the groundwork for modern psychotherapeutic techniques and significantly influenced the fields of psychiatry and cultural studies.

The history of psychoanalysis is one of evolution and adaptation. As Freud's initial theories spread throughout Europe and eventually to North America, subsequent thinkers and clinicians either expanded on or revised his work. This dynamic development has ensured that while some aspects of his original formulations have been questioned, the core idea—that our unconscious mind plays a crucial role in our behavior—remains a central tenet of modern psychological theory.

### INTRODUCTION: PROJECTIVE TECHNIQUES:

Projective techniques date back to the 19th century, Galton [1879] developed the first projective technique - A Word Association Test. Frank [1938, 1948] introduced the term projective method to describe a category of tests for studying personality with unstructured stimuli. Some personality tests are deliberately designed to evoke highly individual responses. In a projective test the examinee encounters vague, ambiguous stimuli and responds with his or her own constructions. They call for the test taker to respond to stimuli such as ink-blot or pictures but provide few guidelines as to what the response should be. Projective methods are based on the projective hypothesis derived from "Freud Psychoanalytic theory of personality. The basic idea is that the way people respond to a vague and ambiguous situation is often a projection of their underlying unconscious feelings and motives.

A relative assumption about projective tests is that the test taker responds to the relatively constructed test stimuli in ways that give meaning to the stimuli much of that measuring comes from within the person. Projective methods are intended to provide access

to unconscious impulses and other aspects of personality of which the test takers themselves may not be aware. Projective methods are many and varied. Some are, for example, completion techniques and expressive techniques.

**Completion Techniques**

These tests call for the subjects to finish some products perhaps a sentence stem or a story presented to them in fragmentary form. For example, Sentence Completion Test, Rotter Sentence Blank, Rosenzweig Picture Frustration study, etc.

**Expressive Techniques**

These tests call on the subjects to express themselves via play, drawing or drama, etc.

Many Psychologists question the validity of the projective hypothesis, the projective methods themselves and the inference about personality that are made on the basis of these method in most cases the evidence for validity is quite modest. On the other hand many psychologists in clinical practice rely heavily on projective methods to enrich their understanding of the clients. The most frequently used projective tests are the following:

1. Rorschach Ink Blot Test
2. Thematic Apperception Test [TAT]
3. Rosenzweig Picture Frustration Test [RPFT]
4. Draw-a-Person Test [W.H.Urban]

## Experiment 1

### Jung word Association Test

Date.....	Free Association Day.....	Time...
Duration of Experiment.....		
Name of the Subject.....	Age.....	Sex.....
His General Condition.....	Class.....	
Name of the Institution.....		

**Aim.** To understand the chain of thoughts in the mind of the subject and those things which generally influence him.

#### **Instruments and Materials**

Stop-watch, pieces of paper, pen, a list of stimulus-words which must not be shown to the subject in advance,

#### **Method: Instruction to the Subject**

"Sit comfortably on the chair, Close your eyes and do not try to control your mind, that is, let your mind be as free as possible. Do not harbour any tension or fear. I shall pronounce certain words before you. On hearing the words, you should speak out within a minute whatever comes in your mind as a response to that word. Do not mind whether your response-word is related to the stimulus-word or not. You have to start speaking out your incoming words after you are given a signal to do so by a ring of bell from me and you should stop on hearing the second ring. You have not to think for speak-ing out any particular word. You have just to speak out whatever comes to your mind at the moment. You will be given three chances for some exercise in advance. After that the real experiment will be started."

After giving the above instruction the subject is given the stimulus word and the experimenter goes on writing out the response-words and the chain of thoughts as coming out from the subject within a minute. Then, the response-words are read out to the subject one by one. At this the subject, through his introspection, tries to show the relationship between his various words and ideas. In other words, he is encouraged to reveal the reasons of the coming of certain words and ideas in his mind. The experimenter goes on writing down the introspection report of the subject very carefully. This method will be followed with each response-word or thought. After every two response-words the subject and the experimenter inter-change their seats.

#### **Precautions**

1. The atmosphere of the experiment should be peaceful.
2. The stimulus-words should be pronounced distinctly.
3. While the subject is giving the response-word he should not be disturbed in any way.



**Observation**

SI No.	Stimulus-word	Response-word	Introspection
1.	Lamp	Meetu Lali	Meetu was standing near It. Lali was looking at her from the window.
		Bipu  Tea  Table Vishwesh	Afer hearing Bipu's noise, Meetu went away from the lamp. The servant was preparing tea.. The tea fell on the table, Vishwesh advised not to prepare tea again.

**Conclusion:**

The above observation indicates that there is continuity in the thoughts of the subject. The thoughts came into the mind because of the association between time and place. Audio-visual memories may be mixed in his imagination

## Experiment 2

### SENTENCE COMPLETION TEST (SCT)

#### INTRODUCTION:

In the Sentence Completion Test the subject is asked to complete a sentence of which the first word or words are given. The tester encourages the subjects to write the responses as quick as possible, though the quickness of response is encouraged, there is no attempt to measure speed of reaction. The response tends to provide information that the subject is willing to give, not that which he cannot help giving. Analysis is usually more similar to that used with the Thematic Apperception Test to Word Association Method. As in other project devices, it is assumed that the subject reflects his own wishes, desires, fears and attitudes in the sentences he composes, but this method differs in the subject's production does not depend so much upon his interpretation of the standard stimulus as upon what he is able and willing to write under the test conditions

In contrast to the usual objective tests, the sentence completion method has the distinct advantage of providing freedom of response instead of forcing the subject to answer "Yes' or 'No' or '?". He can response the stimulus as he wants. In addition, the nature of the test is somewhat designed and it is less clear to the subject, what constitute 'good' or 'bad' answer He cannot manipulate the answers.

Sentence beginnings vary. It may start from third person such as 'He', 'She' or the use of common names such as Mary James, personal pronoun is also frequently used in relation to verbs, e.g. I like, I wish, I think; neutral stimuli in which no pronouns are used are also presented. The sentence beginnings may be highly structured such as "The most fun we had last summer....." or highly unstructured such as, in the sentence beginning "Sometimes....." In a recent study Sacks constructed two forms of the Sentence Completion Test in order to compare the value of items stated in the first person with items stated in the third person. Six of seven psychologists participating in the rating found the form of the test employing the first person to be superior. Generally, sentence starting from first person or with the situation in which the subject feels his own, involvement, he reveals his inner feelings.

In this test most of the sentences are starting with first person or situation is kept in such a way that his personal involvement is necessary He expresses his own feeling, liking, attitude etc.

#### Aim

To understand the unconscious thoughts in the mind by using Sentence Completion Test.

#### Material

Sentence completion test Developed by L.N Dubey National Psychological Corporation.  
Agra

#### Objectives

The objectives of this test is to measure certain personality traits. An attempt has been made to measure three personality characteristics through the responses of the subjects. These traits are (1) Sociability, (2) Self Confidence, and (3) Ambitious. All the sentences are so framed that they lead to reveal the position or negative aspect related to one of the traits.

### Administration

There is no special training required for a person administering the test. It is easily administered in a group of 30 students like other objective tests.

### Instruction

In the Sentence Completion Test the instructions are simple. The subjects are to be told that it is a simple sentence completion test. In this test incomplete sentence are given, and they have to complete the incomplete sentences as quickly as possible with the first thought that comes in their mind. They are expected to write the sentences that carry full meaning. There is no time limit in this test, but the subjects should be asked to complete the test as quickly as they can. No sentence is to be left incomplete.

### Scoring

Every sentence can be placed into the following three categories:

1. Positive - That shows the positive aspect of one of the traits. -Award 2 Marks
2. Negative - That shows the negative aspect of one of the traits. -Award 1 Marks
3. Neutral - That shows neither positive nor negative aspect traits.-Award 0 Marks

All the marks should be added trait wise as well as of total test.

Categories	Mark Awarded
Positive	2
Negative	1
Neutral	0

### Explanation

All the sentences are kept in such a way that either they reveal the Positive or Negative aspect of any one of the given traits. There is possibility of such responses which may not reveal either positive or negative aspect of the trait.

### Number of Statements indicating the trait

Trait Area	Serial. No of Statements	Total
Sociability	1, 3, 4, 7, 10, 11, 12, 23, 28, 29, 31, 32, 34, 36, 48	15
Self-confidence	2, 8, 9, 16, 17, 18, 21, 22, 25, 27, 38, 39, 40, 41, 42, 44, 45, 46, 49, 50	20
Ambitious	5, 6, 13, 14, 15, 19, 20, 24, 26, 30, 33, 35, 37, 43, 47	15
	Total	50

### Interpretation of Raw Scores

Classification	Sociability	Self-confidence	Ambitious	Total
Very High	28 and above	36 and above	28 and above	90 and above
High	25-27	32-35	25-27	82-89
Average	22-24	28-31	22-24	74-71
Low	19-21	24-27	19-21	66-73
Very Low	Below 18	Below 23	Below 18	Below 65

**Results:**

**Table –I Individual Data**

Sociability Score	Interpretation	Self-confidence Score	Interpretation	Ambitious Score	Interpretation

**Table –II Group Data**

Sl.no	Subject Name	Sociability	Self-Confidence	Ambitious

**Conclusion:**

The Scores obtained in table-1 & table-11 are described and analysed. The conclusions are drawn based on the scores.

## **Experiment 3**

### **Murray Personality Need Inventory**

**Aim**

To assess the personality needs of the subject

**Material**

Personality Need Inventory (PNI),  
Constructed and standardised by,  
Dr. C.P.Sharma,  
Department of Psychology,  
N.RE.C. College, Khurja (UP)  
And published by,  
Agra Psychological Research Cell  
Tiwari Kothi, Belanganj, Agra

**Description**

This inventory consists of 26 pairs of statements. Each question has two statements (a) and (b) The subject has to choose one between (a) & (b).

The statements describe the needs of the people. The association with the statements indicates the particular need of the personality of the subject

This test assess 4 (four) personality needs of the subject, Affiliation, Achievement, order and change

**Affiliation:**

A need to draw near and enjoyably cooperate with an allied other to please and win affection. To remain loyal to a friend Many described affiliation need.

**Achievement:**

A need to accomplish something difficult, to master, to manipulate or organize ideas or people. To surpass others to increase self regard by the successful exercise of talent.

**Order:**

A need to put things in order to achieve cleanliness, arrangement, organization, balance neatness, tidiness and precision.

**Change**

A need of the individual to work in different situations, different ways and i.e. change proneness.

The knowledge of the above personality needs of the employees helps the authorities in allotting the work as well as planning the incentive systems.

**Scoring Key**

**Affiliation:** 1b, 2a, 6a, 7b, 9b, 11a, 12b, 14a, 15b, 18a, 19a, 20a, 23b, 26b.

**Achievement:** 1a, 4b, 5a, 8b, 10a, 11b, 15a, 16a, 17a, 22b, 25b, 28b.

**Change:** 2b, 3a, 48, 5b, 8a, 9a, 13b, 14b, 16b, 19b, 21a, 22a, 23a, 24a, 27b, 28a.

**Procedure:** The subject is seated comfortably. The personality need inventory book let was hand over to the subject and the following instructions are given.

"In this test some pairs of statements have been given which related to your needs In each pair (a) and (b) two statements have been given Put v mark (V) against the item which you like more. It is possible you may like both the statements but you have to put the (V) mark only one which you like more or fit to you

'I' mark is given in the 'Need area where his answer coincide.

Eg: If the subject put mark on 1 (a) He scores one mark in Achievement-need.

If he puts mark on 1 (b)

He scores one mark in Affiliation need. The total marks in each area to be calculated For example

(a) I want to achieve a good place in the society (v)

(b) I want more rights on others ()

In the above example the tick mark has been put against the item (a), which means (a) statement is better liked in comparison to (b) You will find some pairs of statements in the next pages of the test. Do not leave any pair without ticking mark. Now please turn the page. There is no time limit.

Thus the instructions were given to the subject and clarified his doubts regarding the instructions Then the subject is asked to complete the inventory and collected back after he finished it.

**Results:** The filled personality inventory of the subject is scored as per the scoring given in the manual. The scores are given in the following table

**Table- 1:**

Need	Maximum Score	Total Score
Achievement	12	
Affiliation	12	
Change	12	
Order	12	

While scoring put a tally mark in the area where he scored marks in the 'column' - "obtained marks" and total marks scored in each area in the total column.

### Discussion

\_\_\_\_\_ The scores obtained in each area

\_\_\_\_\_ The rank positions of the each need and disturb

\_\_\_\_\_ Describe the rank I need of the subject and discuss how this knowledge can be utilized by the organisation. (8-10 lines)

\_\_\_\_\_ Describe the rank IV need of the subject and discuss how this knowledge can be utilized by the organization (8-10 lines)

### Conclusion:

\_\_\_\_\_ The highest personality need of the subject is

\_\_\_\_\_ The lowest personality need of the subject is

Uses: ---- Personal counselling of employees

\_\_\_\_\_ Work allotment of employees

\_\_\_\_\_ Incentive planning system of the organization.

## Experiment 4

### Measurement of Personality by Rorschach ink blot Test

#### INTRODUCTION:

This is a well known and widely used ink blot test named after Herman Rorschach, a Swiss Psychiatrist who begun his experimentation with ink blots in experimental Psychology.

He was not the first investigator to perceive, although his work was the most extensive work commencing from 1911 to 1921. He is credited with being the first to develop the technique for use in personality diagnosis. Rorschach developed his test and methods as a practical tool to be applied to clinical cases in the study of unconscious factors of behaviour and personality. He proceeded on the principle that every performance of a person is an expression of his total personality. In responding to inkblots, the subject is generally unaware of what he reveals by the reports of what he sees. Yet the feeling what he perceives provides insight into his personality

The Rorschach test can be used from the nursery school levels to adulthood. It consists of 10 cards on each of which is one bisymmetrical inkblot. Five cards are in black and white with differently shaded areas. Two contain black, white and colours in varying amounts. There are various colours. [For scoring details refer manual]

**Aim.** To study the personality traits of the subject through the Rorschach test

#### Instruments and Materials

Rorschach Ink-blots, stop-watch and a screen.

#### Procedure

**(a)** Establishing Rapport. At first, an attempt should be made to establish a rapport with the subject. This may be done by talking to him in a familiar tone. The topic of the talk may be his (subject's) father, mother, brothers, sisters, teacher, playmates, his studies and difficulties about the same, the kinds of games he is interested in, his present problem and his future goals etc. The subject should be seated comfortably and his back should be on the side of the experimenter. After this, the following instructions should be given to him.

**(b)** Instructions. "I will show you a number of cards one by one. There will be several ink-blots on each of these cards. These blots may be black, white or of any other colour. These blots do not represent any form of any object or animal, but generally many people see them as some particular form or shape of some animal or incomplete part of a human figure.

Therefore, please look at the cards carefully and let me know what form or shape you see in them. You may look at the cards as long as you want and explain what you understand about them. It is also possible that some of these ink-blots may remind you of some event in the past, if so, you have to state that vividly and frankly. You may turn the card this way or that way and you may look at it in any direction you like. A 'ready' caution will be given to you at the time of giving you each card."

**(c)** The Experiment. Now a 'ready' signal is given and a card is handed over to the subject. After taking the card, the time that the subject takes in expressing his first reaction (or response) may be called the reaction time and this 'reaction time' should be recorded with the help of the stop-watch. After this the 'reaction time' pertaining to each card (that is, looking at each card and describing what he notices in it) should be noted down. But this noting down should be so secretly made that the subject is not at all aware about it. The time taken in

describing any portion of any card should be carefully recorded. The position in which the subject keeps the card while looking at it should also be noted by a particular sign. If the upper part of the card is kept at the upper position, then it may be indicated with the sign, if it is downward, the sign to be used may be 'V', if to the left and if to the right the sign may be 'W'. When the subject finishes his responses pertaining to a card then he may be asked about the 'what', 'where' and 'how' of certain aspects of his responses in a polite manner. In this manner, all the cards should be given to the subject and he should be enquired about the various aspects of his responses and the same should be recorded down briefly and the time taken for each response (on a particular card) should be recorded. The data thus obtained may be recorded in the following tabular form:

Card No.	Response Number	Responses	Time		Position of the card	Enquiry
			First Responses	Total Time		
1	1					
	2					
	3					
	.					
	.					
2	1					
	2					
	3					
	.					
	.					
3	1					
	2					
	3					
	4					
	.					
4	1					
	2					
	3					
	4					
	.					
.						
.						
8	1					
	2					
	3					
	4					
10	1					
	2					
	3					
	4					
	5					



### The Scoring Method

After obtaining the data, we have to find out the meanings of the various responses. For this, separate scores are awarded for different responses which have to be found out on enquiry from the subject. In the determination of the scores, we have to take into consideration the following four factors:

- (1) Location of the responses.
- (2) Content of the responses.
- (3) Determinant of the responses,
- (4) Popular and original nature of the responses. We shall understand these below.

#### (1) Location

Under this head we have to find out the particular portion of the card in which he (subject) happens to see a particular object or picture. His responses may be of several types and they may be referred to a certain portion of the card. So after finding out the location of each response, the same should be recorded in a table by a sign. We are indicating below the possible location, significance and sign pertaining to a response.

Location	Significance	Sign
Whole Response	If the response pertains to the entire picture as a whole.	W
Part Response	When the response is concerned only with a part of the picture.	D
Usual large detail	When the response is related with some big part of the card picture.	d
Tiny detail	When the response is related with a very small part of the card picture.	dd
Edge detail	When the response is related with some small part of some edge of the picture.	de
Inside detail	When the response is related with some small part of the centre of the card picture.	di
Rare detail	When the response is an elaborate description of some small part of the card picture.	d

**(2) Content**

Content stands for the material or object such as a goat, a snake, a cow, a tiger, a girl, a boy, some natural scene that the subject claims to see, We give below the sign which is used in depicting this content. The experimenter should write only the sign meant for the content in the relevant column:

<b>Content</b>	<b>Significance</b>	<b>Sign</b>
Human figure	When the subject claims to see a human figure in a part of or the whole card picture.	H
Part of human body	When the subject sees only some part of a human figure.	Hd
Animal figure	When the subject reports about the figure of some animal.	A
Part of animal figure	When the subject speaks about some part of the animal figure as visualized by him in the card picture.	Ad
Nature	When the subject sees some natural thing, such as hills, river, mountain, tree, valley, desert etc.	N
Geographical figure	When the subject sees some geographical figure, such as, map of some country or place etc.	Geo
Plants	When the response stands for some tree, Pl flower or fruit, etc.	Pl
Abstract Concept	When the response pertains to some ideas.	Abs
Artistic Concept	When the response refers to some piece of art.	Art

**(3) Determinant**

The subject expresses a certain response due to some cause or reasoning or logic within his mind. It is so because the card itself does not represent anything directly. The subject only conjectures about a particular item in the card which reminds him of a certain object or some

living thing. Under the 'determinant' we mention only the 'cause', 'reasoning' or 'logic' in the mind of the subject responsible for his response. This is ascertained through enquiry from the subject. There may be four types of determinants, viz., 1. form, 2. movement-human or animal, 3. shading, and 4. colour.

When the subject's response is related with the construction of the figure, then it comes into 'form'. When the card-figure represents to him some human or animal movement, it is classed under movement. When the response is due to some surface impression of the card figure, it comes under shading. When the response is due to the colour of the card figure, then colour becomes the determinant of the response. It is needless to remark that each subject will give his own unique response on the basis of his particular personality. Below we give all these points in a tabular form:

Determinant	Significance	Sign
Form	When the subject responds to the particular form, shape or structure of the figure.	F
Movement Human Movement	When the subject perceives the move-ment of some organ of the human body, such as, beating some one, exercising some part of the body etc.	M
Animal movement	When the subject reports about seeing some movement of an animal.	FM
Minor movement		M
Standing	When the subject gives an impression of a definite shade, colour of the back-ground.	Fc
Shading as depth		K
Shading as defusion		Kf
Shading as distance		FK
Colour Chromatic	When the subject in his response indi cates some coloured background.	C
Achoromatic		C
Colour-form	When the colour produces a response.	CF
	When the response is also	

Form-colour	due to form, but it is mainly because of the colour.  When in the response the main factor is form, but the colour is also partly responsible for it.	Fc    CSym
Colour Symbolism		

#### (4) Popular and Individual

Responses. The responses ordinarily shown by most of the people are called as popular. Such responses are indicated by P. Those responses of the subject for which there appears to be no explicit evidence is known as 'Original' and it may be indicated by the letter 'O'.

Thus each response in the four classifications as given in the ding pages may be indicated in signs. After this the same may be

S. N. of Cards	Reaction Number of each card	1 Location		2 Content		3 Determination		Popular and Individual Responses	
		Main	Additional	Main	Additional	Main	Additional	Popular	Individual
1	1								
.	2								
2	1								
.	2								
3	1								
.	2								
9	1								
10	1								
	2								

systematized in a tabular form as on the preceding page. Thus, the scores for all the ten cards may be determined.

**Note:** In each group there are two kinds-one for 'main' and the other for 'additional'. The responses obtained for the first time are recorded in the main column. If time permits, the experiment should be repeated after a day or two in order to see to what extent he repeats his former responses or gives new ones. This time his new responses should be recorded in the 'additional' column. The 'additional' responses may indicate whether they are due to some particular present situation or not. But such an inference will depend upon the time and convenience of the subject.

#### Treatment of Data

Total Time = T

Total Responses = R

Mean of Reaction Time =  $T/R$

Total Form % or Tx 100 R

Similarly, each sign (as indicated for a certain idea or concept above) should be treated in relation to R (i. e., total responses). For rounding up, the score may be multiplied by 100.

### Discussion and Conclusion

Through the scores obtained (by the treatment of data) many inferences may be drawn about certain personality traits of the subject. But the experimenter should keep in mind that his job in this context is not clinical. So his interpretation has to be just structural, that is, he has to refer to the structural organisation of the personality of the subject in view. The experimenter may hint at the following aspects of the personality of the subject on the basis of the data obtained

1. To what extent there appears to be imbalance in the personality?
2. What is the intellectual level of the subject?
3. What is the nature of his thinking process?
4. What is the emotional condition of the subject?
5. Does the subject have a creative ability?
6. What is the nature of his imaginative capacity?
7. To what extent does the subject try to solve his problems?
8. In what way does the subject try to control his feelings?
9. To what extent does the subject have a mature personality?

In order to form an idea about the above personality traits, we may interpret the data in the following manner or in any other way considered suitable.

If the responses of the subject are not very much related to the 'form' (determinant), it means that the subject is a person of emotional imbalance. If the percentage of the reaction time with regard to the coloured cards is higher than that of the uncoloured cards, this may imply that the subject is of emotional nature. If the percentage of the whole response (i. e., W) is between 20 and 30, this means that the subject is more theoretical than practical. If part responses (i. e., D) are within 45-55% or his responses to usual small details (i. e., 'd') are within 5-15%, this means that the subject attaches great importance to small events of life and he is generally very much influenced by the same. If the original responses (i. e., 'O') are in greater number than popular responses (i. e., 'P'), this implies that the subject is creative as well as intelligent. But if his original responses are generally wrong (i. e., 'O-'), this may indicate that he is suffering from some mental disorder. But before reaching this conclusion, the number of popular responses (i. e., 'P') should be noted. If these responses (i. e., 'P') are quite satisfactory, then it may be inferred that the subject is not very much away from the realities of life at the moment. If the number of responses regarding 'Human movement' (i. e., 'M') responses is lower than of those pertaining to chromatic or coloured background, this may mean that the subject is more extrovert than introvert. If responses pertaining to 'Human movement' (i. e., 'M') are lower than the whole response (i. e., 'W' pertaining to the total or whole picture), this shows that in inner life the subject lacks satisfactory integration. If the number of responses pertaining to Human Figure (H) and Animal Figure (A) appears to be balanced, this may indicate a greater amount of adjustability and maturity in the subject.

If the responses of the subject are almost according to the succession (i. e., order) as given in tabulation sheet or completely opposite to the given succession in the tabulation sheet, this means that the subject has a rigid personality and development of any new personality trait in him will be extremely difficult. If his responses do not follow any order

(or succession) this may mean that his modes of behaviour may be easily changed for development of some new more desirable personality traits.

In the above manner, the experimenter may give his interpretation based on objective data as obtained through the test. In the interpretation, it has to be seen that no hasty and categorical inferences are drawn. In fact, the inferences should refer to probabilities only, as no one can put any limit to the growth of the personality traits of an individual.

## **Experiment 5**

### **Thematic Apperception Test (TAT)**

**INTRODUCTION:**

Thematic Apperception Test commonly referred to as the TAT was developed by Murray and Morgan. The projective method consists of 30 pictures plus one blank card. The cards are used in various combinations depending upon the sex and age of the subject. Some are used with all subjects while others are used with only one sex group or age group. The maximum number of pictures that can be used with any subject is twenty, usually administered in two sessions, ten each time. In actual clinical practice, however, examiners frequently use only 10 cards, selected for the particular case.

The person being examined is told that this is the test of the imagination, that he is to make up stories to suit himself and that there is no right or wrong responses. The pictures are shown one at a time. The subject is informed that each card shows a scene. He is asked to make up a story based on the following questions. The subject is also asked not to provide mere answers to these questions but build up a story on these points.

1. To tell what he thinks led up to the scene, how it has come about?
2. To give an account of what is happening and the feelings of characters in the picture, and
3. To tell what the outcome will be?

There is no time limit for any picture, however, the subject is encouraged to continue for a long time as five minutes on a picture.

The subject accounts not only are the products of his inner personality traits but may be a superficial reflection of cultural factors on forces [Radio, TV, etc.]. The frequent or compulsive utilization of recent environmental experiences, however, is considered significant interpreting the subject's reports because the person has utilized them as representing a conflict on the preconscious level or as a symbol on the unconscious level. Although the TAT pictures are not unstructured to the same degree as ink-blot, they are sufficiently ambiguous to permit wide latitude for individual differences in responses. The test is based on the principle, that when a person interprets an ambiguous situation he is apt to reveal aspects of his own personality [Refer Manual for scoring details.).

**Problem:**

To determine the personality of the subject by using TAT

**Plan:**

The cards are given one by one to the subject and the stories narrated by the subject are interpreted.

**Materials:**

1. Thematic Apperception Test
2. Manual of instructions
3. Stop clock
4. Writing materials

**Procedure:**

The subject is seated comfortably. After the subject develops confidence in the experimenter, information about him such as his name, age and other details are collected. He is given the following instructions;- " I wil show you some pictures one by one. It is a test of imagination. I want you to tell stories about these pictures. Your story should include the present, past and future of the persons involved in the picture. You are free to tell any kind of story". After the instructions are given card number 1 is given and the story narrated by the subject is recorded. If the subject is not comfortable in telling a story he can write the story himself. The same procedure is followed upto the card number 10. At the end the 11th card (a blank card) is given and the subject is asked to imagine a picture and write a story on that (imaginary picture).

**Precautions:**

1. The cards have to be given in the serial order only.
2. Only one story has to be written for each card.

**Analysis of Results:**

As TAT is a projective test the rationale is that the hero of the story is the subject himself. The needs, presses of the hero will be invariably the needs and presses of the subject. The family relationships, motivation, inner fantasies level of aspiration of the subject are analzed

**Discussion:**

Discuss what type of personality the individual has or what problems he is facing. Decide his area of conflict. Discuss group results

**Conclusions:**

The problem areas of the subject and the group are identified.



## Experiment 6

### Eysenck Personality Inventory

#### INTRODUCTION

The unique features of a person comprise his personality. No two individuals have the same personality. An individual is characterized and distinguished from others by his personality. Personal appearance, Intelligence, Temperament, Character, Stability and persistence are some of the essential traits of personality. Assessment of personality is one of the important contributions of psychology to human society. There are three broad categories of assessing personality. a) Self report measures b) Projective methods and c) Behavioral assessment.

Self report measures or personality Inventories ask people about a sample range of their behavior. Eysenck personality Inventory is the briefest and the most popular Inventory among all the personality Inventories. It has 57 questions out of which 24 questions measure Introversion Extroversion, 24 questions measure Stability-Instability and 9 questions measure the tendency to lie. An extroverted person is carefree, easygoing and optimistic. An introverted person is a quiet, retiring sort of a person who keeps his feelings under control. A stable person is even tempered, calm and lively whereas an unstable person is anxious, moody, touchy and restless. An understanding of the child's personality helps in vocational and educational guidance

#### Problem:

To study the personality of the individual using Eysenck Personality Inventory.

#### Plan:

The Eysenck Personality Inventory is administered to the subject and his personality is assessed.

#### Materials:

- 1) Eysenck Personality Inventory
- 2) Key and norms
- 3) Writing materials.

#### Procedure:

The subject is seated comfortably. An atmosphere is created where the subject gives honest answers. The subject is given a copy of the Eysenck Personality inventory and he is asked to go through the instructions. After the subject has understood what he has to do he is allowed to answer the Inventory. At the end the answers are checked up with the help of the key. The place of the subject on Introversion-Extroversion and Instability stability is identified..

#### Scoring

Answers are checked up with the help of the key in the Introversion-Extroversion dimension if the score is more than 17 the subject is an extrovert. If he gets less than 7 he is an Introvert. If he gets between 8 and 16 he is ambivert. In the Instability stability dimension if he gets more than 14 he is unstable and if he gets less than 4 he is stable. If the score is between 5 and 12 he is normal. If he gets 5 and more on lie scale it indicates a tendency to lie.

#### Result

**Table 1. Showing the 'S' scores in their dimension.**

'E' Score Interpretation	'N' Score Interpretation	'L' Score Interpretation	Interpretation

**Table 2. Group Data**

S.No	Name of the Subject	‘E’ Score Interpretation	‘N’ Score Interpretation	‘L’ Score Interpretation
1.				
2.				
3.				

**Discussion:**

The results obtained the Table I and table II are discussed.

**Conclusions:**

The Subject,

1. ‘E’ Score _____	Interpretation _____
2. ‘N’ Score _____	Interpretation _____
3. ‘L’ Score _____	Interpretation _____

## **Experiment 7**

### **Bell Adjustment inventory**

**INTRODUCTION:**

Adjustment is the main component part of human life. Living is a process of adjustment and it is a process of unique importance in human life. It is a satisfactory and harmonious relationship of an organism to its environment. Thus, the term adjustment may be defined as, "the process of finding and adopting modes of behaviour suitable to the environment or to the changes in the environment".

The present Adjustment Inventory has been prepared on the basis of Bell's Adjustment Inventory (Student Form) With an aim to measure adjustment of students, Bell published his Adjustment Inventory in 1934. He pointed out specifically, "the Inventory has been successful when used with the students of High School and Colleges. It is suitable for the use with both sexes". He calculated the reliability by "odd-even" technique and test-retest method. It was validated against Bemreuter's Personality Inventory

The Bell's adjument inventory devised by H.M. Bell, is a popular personality Inventory used to measure the adjustment level of the individual. It gives information about adjustment in four areas - a) Family adjustment b) Social adjustment, c) Social adjustment and d) Emotional adjustment. There are 140 questions in this Inventory which have to be answered as 'Yes' or 'No' or? The individual getting a low score is supposed to be well adjusted. This inventory is simple, self administering and very useful in assessment of children's adjustment problem and could be used as a primary tool in school counselling

**Aim:**

To study the adjustment of the subject to different areas using Bell Adjustment Inventory

**Materials:**

1. Bell adjustment inventory
2. Scoring Key and manual
3. Writing materials

**Description**

The present Adjustment Inventory was prepared in 1968, when one of the Ph.D. students was conducting his research work under the guidance of the author. This inventory includes four parts-Home, Health, Social and Emotional. Each part has 35 statements, which are answered in 'Yes' and 'No'. The Inventory has been developed in three stages.

**Procedure:**

The subject is seated comfortably. He is given a copy of the Bell's Adjustment Inventory. He is asked to read the instructions and answer the questions in the Inventory as per the instructions. The answers are checked up with the help of the key

**Precautions:**

1. The test has to be administered only after the subject has understood the instructions.
2. While interpreting the scores the group on which the norms are based should be known.
3. Whenever the subject wants the meaning of any question the objective meaning has to be given.

**Analysis of results:**

1. The answers are checked up with the help of the key.
2. The level of adjustment in each area and the over all adjustment is determined

**Table Showing the results of the subject and the group on Bell's Adjustment Inventory**

Sl. No	Subject	Score in different Adjustment Areas				Total	Interpretation
		Family	Health	Social	Emotional		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
TOTAL							
MEAN							

**Discussion:**

The adjustment in different areas and the overall adjustment has been divided into 5 levels by H.M. Bell. They are 1) Excellent, 2) Good, 3) Average, 4) Unsatisfactory, 5) Very unsatisfactory. Discuss the results of the subject and the group keeping these points in mind. Discuss individual differences.

**Conclusions:**

Find out areas of good adjustment and areas where adjustment is unsatisfactory or very unsatisfactory.

## Experiment 8

### Sixteen Personality Factor Questionnaire [16PF]

#### INTRODUCTION:

Although the term "personality is sometimes employed in a broader sense, in conventional Psychometric terminology "personality tests' are instruments for the measurement of emotional, motivational, interpersonal, and attitudinal characteristics, as distinguished from abilities.

In the development of personality inventories, several approaches have been followed in formulating, assembling, selecting, and grouping tests. The trait approach is probably the oldest and the most popular approach. It resembles the common sense approach. For example, if we want to describe a person we use a number of adjectives like sociable, helpful etc. We assure that the personality of a person can be understood by listing the qualities he/she possesses. The trait approach is based on this premise. Psychologists who subscribe to this approach make the following assumptions.

- A) Thy personality of an individual can be analyzed into basic units or traits;
- b) the personality of an individual is in a way, a combination or sum total of these units,
- c) Traits can be described in behavioural terms;
- d) People differ in the degree to which different traits are present in them. It is possible to measure traits in people and arrange them in order ranging from a low degree to a given trait.

Raymond Bernard Cattell's has advocated the trait approach to explain personality and employed more sophisticated quantitative and mathematical analysis called factor analysis in arriving at certain number of basic traits that can explain different types of behaviour on the basis of the factorial research. Cattell's and his co-workers have constructed a number of personality inventories of which the best known is the sixteen personality factor questionnaire [16 P.F.] designed for ages 16 and over. This inventory yields 16 scores in such traits, as reserved Vs outgoing, humbler Vs assertive, trust vs. suspicious, etc. These sixteen dimensions are essentially independent. That is to say the correlation between one and another is usually negligible, and having certain position one does not prevent the person having any position whatever on another. Thus each of the sixteen scales brings on entirely new piece of information about the person, a condition not found in many multi-dimensional scales.

#### Aim

To identify the primary traits of an individual.

#### Materials

16 PF Questionnaire, answer sheet, Pencil, handbook and form C of 16 PF Test.

#### Procedure

The subject is seated comfortably and the 16 PF booklet and answer sheets are given. Subject is asked to fill his/her personal information required on the answer sheet and go through the instructions given and then he is instructed as follows.



		Sten Scores on 16 PF Test														
S.No	Name of the Subject	A	B	C	E	F	G	H	I	M	N	O	Q1	Q2	Q3	Q4

### Discussion

Discuss the individual traits on the scale. Plot the group profile and compare it with your subjects data. Discuss the exceptional scores obtained by any individual in the group.

### Conclusions

1. The subject's status on personality traits.
2. The group status on personality traits

### References

Cartell R.B. (1962) "Handbook supplement for form 'C' of the sixteen personality factor test, I PAT, Illinois, USA

## Experiment 9

### Neurosis Measurement Scale + NSQ

**Aim:**

To assess subjects level of Neuroticism by using Neuroticism Scale Questionnaire. (NSQ)

**Material:**

Neuroticism Scale Questionnaire and manual.

Published by

The Institute for personality and ability testing, Illinois, USA, printed in India.

Authors

Dr. IH Scheier and RB Cattle.

**Description of the questionnaire.**

The NSQ is a brief questionnaire with 40 items. It is easy to administer and score. It measures the degree of neuroticism and neurotic tendency. It is suitable for normal and abnormal adults and adolescents.

The factors measured by NSQ are,

1. Over protection, Tender -minded, cultured, protected emotionally sensitive Vs -Tough mindedness.
2. Depressiveness, inhibited, sober, seriousness Vs happy and goal lucky cheerfulness)
3. Submissiveness, suggestibility, dependence Vs Dominance
4. Anxiety, worry, guilt proneness, ego weakness, frustration.

There are 40 items in the questionnaire. Each item has three response alternatives, scores 0,1,2, from lower to higher level neuroticism.

**Scoring Key:**



Distribution of Items in the 4 Components of NSQ.

Q. No	Response			Q. No	Response		
1	2	1	0	21	2	1	0
2	0	1	2	22	0	1	2
3	0	1	2	23	0	1	2
4	0	1	2	24	0	1	2
5	2	1	0	25	2	1	0
6	0	1	2	26	0	1	2
7	2	1	0	27	2	1	0
8	2	1	0	28	2	1	0
9	0	1	2	29	0	1	2
10	0	1	2	30	0	1	2
11	0	1	2	31	0	1	2
12	0	1	2	32	0	1	2
13	2	1	0	33	2	1	0
14	2	1	0	34	2	1	0
15	2	1	0	35	2	1	0
16	2	1	0	36	2	1	0
17	0	1	2	37	0	1	0
18	0	1	2	38	0	1	2
19	2	1	0	39	0	1	2
20	2	1	0	40	2	1	0

NSQ Factor – Component	Question Numbers in the test Booklet	Number of Items	Raw Score Range
Over protected, Tender – Minded, Sensitivity (I)	1 – 5 21 – 25	10	0 - 20
Depressive, Over Seriousness (F)	6 – 10 26 – 30	10	0 – 20
Submissiveness and Dependence (E)	11 – 15 31 - 35	10	0 – 20
Anxiety (An)	16 – 20 36 – 40	10	0 – 20
Total Composite Score		40	0 - 80

Each item has 3 alternative & scores 0, 1, 2. Any single item in the test contributes only one of the four components.

#### NSQ – STEN VALUES

Raw Score	I Tender mindedness	F Depression	E Submissiveness	An Anxiety
0	1	1	1	1
1	1	1	1	1

2	1	1	1	1
3	1	1	1	1
4	2	2	1	2
5	2	2	1	3
6	3	3	2	3
7	3	4	2	4
8	4	4	3	4
9	5	5	4	5
10	5	6	4	6
11	6	6	5	6
12	6	7	5	7
13	7	8	6	7
14	7	9	7	8
15	8	9	7	9
16	9	10	8	9
17	9	10	8	10
18	10	10	9	10
19	10	10	10	10
20	10	10	10	10

Total NSQ Score		NSQ Record	
Raw score	Sten	Sten	Descriptive
0 – 26	1	1, 2, 3, 4	Low in the trait
27 – 30	2	5, 6	Moderate
31 – 34	3	7, 8, 9, 10	High in the trait
35 – 38	4		
39 – 42	5		
43 – 45	6		
46 – 49	7		
50 – 53	8		
54 – 57	9		
58 – 80	10		

**Procedure/Method:**

5 The subjected is seated comfortable. The NSQ questionnaire booklet was given to the subject and the following instructions are given

"The test booklet consists of 40 items, each items has 3 options to choose Yes, In-between and No, select one of the options which suits you the best and put a 'V' mark on that option. There is no right or wrong answers, please use undecided box rarely only if you can't say. There is no time limit to this test. Answer all the items be honest in answering.

This test can be administered as an individual test or as a group test. The test booklet was collected from the subject after he completed all the items of the test. The scoring of the NSQ was conducted as per the manual

**Results:**

The completed NSQ was scored as per the manual in the following steps

1. The responses of the subject on NSQ are awarded 2, 1 or 0 marks as per the scoring key. All the 40 items in the test are given marks based on their responses and the scoring key.
2. The total marks obtained for factor I (over protected, tender minded, sensitivity) is the total marks of the responses to Q1-Q5 and Q21-Q25. i.e., for 10 items total.
3. The total marks obtained to the factor (F) (depressive, over seriousness) is the total score of Q6-Q10 & Q26-Q30, i.e., total score of 10 items.
4. The total marks obtained to the factor (E) (submissiveness and dependence) is the total score of Q11-Q15 and Q31-Q35, i.e., total score of 10 items.
5. The total marks obtained to the factor (An) anxiety is the total score of Q16-Q20 & Q36-Q40, i.e., total score of 10 items.
6. The total composite score i.e., (Factor I+F+E+An) was calculated.
7. Based on the raw scores of I, F, E and An the NSQ-Sten values are obtained by using the scoring key.
8. The NSQ sten values for I, F, E and An are plotted on the NSQ Record sheet printed in the last page of NSQ test booklet.
9. Based on the total raw score the sten score is obtained by using the scoring key table.
10. This total NSQ raw score and sten scores were also entered in the record sheet.

**Discussion**

The neurotic tendency of the subject was discussed based on the scores obtained in various factors of neuroticism

As per the manual

- If the sten score of the subject lies between 14, it is interpreted that the subject level is that factor is "low".
- If the sten score of the subject lies between 7-10, it is interpreted that the subject's level is "high" in that factor.
  1. The subject's I score was \_\_\_\_\_ and sten was \_\_\_\_\_. (Discuss the interpretation in 4-5 lines).
  2. The subject's F score was \_\_\_\_\_ and sten was \_\_\_\_\_.
  3. The subject's E score was \_\_\_\_\_ and sten was \_\_\_\_\_.
  4. The subject's An score was \_\_\_\_\_ and sten was \_\_\_\_\_.
  5. The subject's NSQ score was \_\_\_\_\_ and sten was \_\_\_\_\_.

**Conclusion:**

1. NSQ-Low/Average/High neuroticism
2. Factor I of NSQ Low/Average/High neuroticism
3. Factor F of NSQ-Low/Average/High neuroticism
4. Factor E of NSQ Low/Average/High neuroticism
5. Factor An of NSQ-Low/Average/High neuroticism

## **Experiment 10**

### **Psycho-Physiological State Inventory**

#### **INTRODUCTION:**

Non-psychotic psychiatric illness also referred to as Common Mental disorders was a term coined by Goldberg and Huxley to describe "disorders which are commonly encountered in community settings, and whose occurrence signals a breakdown in normal functioning Common Mental Disorders, the new incarnation of neurosis, have been classified in ICD 10 in two main categories: Neurotic, Stress-related and Somatoform Disorders with a number of subcategories and Mood Disorders (with specific reference to unipolar depression). Thereby, Common Mental Disorders comprise psychological and physiological symptomatology.

The General Health Questionnaire 28 (GHQ-28) is a widely used instrument to assist in the detection and estimation of non-psychotic psychiatric illness. The questionnaire aims to provide normative data about the symptoms and signs that define non psychotic psychiatric illness. The questionnaire is easy to administer, acceptable to respondents, fairly short, and objective

The main value of the General Health Questionnaire is its utility as a screening device in epidemiological research. Screening is the presumptive identification of unrecognized disease or defect by the application of tests, examinations or other procedures, which can be applied rapidly. Screening tests sort out apparently well persons who probably have a disease from those who probably do not. The important point is that screening is not a diagnostic procedure but a pre-diagnostic filtering process, which selects individuals with highest probability of having the disorder for subsequent specific diagnostic evaluation.

The GHQ may therefore be thought of as comprising a set of questions which form a lowest common multiple of symptoms which will be encountered in the various differentiated syndromes of mental disorder, consisting as it does of symptoms which best differentiate psychiatric patients as a general class from those who consider themselves to be well.

Since we are concerned with severity of disturbance in the present and not with the lifelong possession or otherwise of neurotic traits, the items consist of symptoms like abnormal feelings and thoughts, and aspects of observable behavior. The emphasis is not on what the individual is usually like, but always on how the present state differs from the usual state.

In GHQ-28 four seven-item scales had been established: A-Scale consisting of somatic symptoms, B-Scale dealing with anxiety and insomnia, C-Scale consisting of Social dysfunction, and D-Scale comprising items on severe depression. The multi-dimensional properties of the GHQ may prove useful in situations where additional information about the components of disorder is required, rather than a single severity score.

#### **AIM**

To detect the psychological components of ill health in terms of Somatization, Anxiety and Insomnia, Depression and Social Dysfunction of the Subject.

**Material:**

GHQ-28 Questionnaire

**Scoring:**

A binary scoring method was applied to identify whether the subject is reporting a number of symptoms that exceeds the predetermined threshold, here 1 and 2 options te, not at all and no more than usual indicates the non possession of the symptom in the question, 3 and 4 l.c., rather more than the usual and much more than the usual indicate the possession of the symptom

**Scoring**

The discrimination between cases and normal's is determined by the number of possessions of the symptoms identified.

Respondents with 3 or less symptoms are considered as normals respondents with 4 or more are considered as clinical psychological cases.

**Procedure:**

The subject is seated comfortably and GHQ (General Health Questionnaire - 28) is handed over. The following instructions are given and the subject is asked to complete the questionnaire.

**Results:**

The following scoring procedure is followed:

- Count the number items the subject has given 3 and 4 is "Worse than usual and much worse than usual in each area of GHQ-28. i.e..  
(A) Somatization, (B) Anxiety, insomnia, (C) Depression, (D) Social dysfunction

- Put the scores in the table given below:

Somatization	Anxiety, Insomnia	Depression	Social Dysfunction	Total GHQ-28

**Interpretation:**

- If the total GHQ-28 score is 3 or less the subject is normal.
- If the total is more than 4, he is symptomatic of a common mental disorder
- The area where you find more is identified as problem area

**Discussion:**

The subject obtained a total score of \_\_\_\_\_ on GHQ-28 (Describe it in 2 or 3 lines). Also he obtained a score of \_\_\_\_\_ in somatization; \_\_\_\_\_ anxiety and insomnia; \_\_\_\_\_ in depression, \_\_\_\_\_ in social dysfunction  
(Describe each score with its appropriateness)

**Conclusion:**

The total score \_\_\_\_\_ hence, \_\_\_\_\_  
(A) Somatization score \_\_\_\_\_ hence \_\_\_\_\_  
(B) Anxiety & Insomnia score \_\_\_\_\_ hence \_\_\_\_\_  
(C) Depression score \_\_\_\_\_ hence \_\_\_\_\_  
(D) Social Dysfunction score \_\_\_\_\_ hence \_\_\_\_\_.

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**B. Prumeela Raani**

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