PSYCHOLOGICAL TESTING -II

M.Sc., Psychology First Year

PRACTICAL

Semester – II, Paper-VI

Lesson Writer

Smt. S. Anupama
Faculty of Dept. of Psychology
Acharya Nagarjuna University

Editor
Prof. T. D. Vimala
Dept. of Psychology
Acharya Nagarjuna University

Academic Advisor

Prof. G. Chenna Reddy
Dept. of English
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
e-mail:anucdedirector@gmail.com

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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^{+}' 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 - II

206SY24: PSYCHOLOGICAL TESTING -II

1 : Passi test creativity

2: Reasoning

3: Muller – Iyer illusion

4: Suggestion

5: Clifton Youth Strength Explorer

6: Happiness Scale

7: State Trait anxiety

8: Orientation

9: Prosocial behaviour

10: Youth problem inventory

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

Reference: Prof E.G. Paramesswaran, Pror K. Ravichandra. Experimental Psychlogy. Neel Kamal Publications. Prof S.P. Chaube, Prof Akhilesh chaube .Experinmental Psychology. Neel Kamal Publications

CONTENTS

EXPERIMENT -1

PASSI TEST OF CREATIVITY

INTRODUCTION

Like many other concepts in education, there is hardly any definition of creativity which could be accepted by all researchers in the field. Related to intelligence, a great deal of research has been completed, yet it has not led to any universally accepted definition.

Creativity is relatively a new area of research and has not been explored as thoroughly as intelligence and personality. The definition of creativity which was used as the basis of these tests (PTC) is as below:

Creativity is a multidimensional (verbal and non-verbal) attribute 'differentially' distributed among people and includes chiefly the factors of seeing problems, fluency, flexibility, originality, inquisitiveness and persistence.

MEASUREMENT OF CREATIVITY

The measurement of creativity poses complex problems. According to Guilford (1950), the difficulties are mainly related to: (a) establishing the practical criterion, (b) frequent fluctuations in creative performance, (c) types of items and their contents, and (d) complexity and subjectivity involved in the scoring problems. Getzels and Jackson (1962) and Cropley (1966) also pointed out the difficulties, such as: (a) securing the creative subjects. (b) obtaining the co-operation of especially, the younger children, and (c) evaluating young children's responses.

Inspite of various complications involved in the measurement of creativity. efforts have been made to measure it by employing different types of media and methods of investigation depending upon specific situations. Taylor and Holland (1962) submitted the classification of prevalent measures: firstly, traditional measures, such as school grades, accumulation of knowledge and intelligencs tests, and secondly, multidimensional approach covering the cognitive factors recognized through the factor analytical studies of Thurstone (1952), Guilford e al., (1951, 1952) and Wilson et. al., (1954). The second category also involves non-intellectual measures, such as motivational, biographical, sociometric and other personality characteristics. The third measure is a single test approach followed by many researchers in different parts of the world.

A variety of tools such as checklist, the word association test, interest and temperament inventories, personality inventories, self-rating, supervisor's ratings, peer nominations or rankings, problem-solving test etc. have largely been used to measure creativity. The creative behaviour has also been predicted and assessed by taking into account the factors of home and school environment. The assessment of creativity through the PTC includes verbal and non-verbal test situations.

MATERIAL

Passi test of Creativity by Dr. B.K Passi published by National Psychological Corporation Agra

DESCRIPTION OF THE TEST.

The PTC (both in English and Hindi) are developed for the purpose of measuring creativity in school children. In all six tests, namely: (i) The seeing Problems Test, (ii) The Unusual Uses Test, (iii) The Consequences Test, (iv) The Test of Inquisitiveness, (v) The Square Puzzle Test and (vi) The Blocks Test of Creativity, are included in the test battery. These tests are classified on the lines of Torrance (1962) as follows:

(a) *Tests consisting of verbal tasks, namely, the Seeing Problems Test, the Unusual Uses Test and the Consequence Test.*
(b) *Test with verbal response tasks using mostly non-verbal stimuli, namely, the Test of Inquisitiveness.*
(c) *Test consisting of non-verbal tasks comprising the Square Puzzle Test and the Blocks Test of Creativity.*

The nature of the Tests of Creativity permitted freedom of responses, both qualitative and quantitative, within specified time limits, thus ensuring suitability of the tools for measuring divergent thinking. Instructions and practice items are provided before the actual commencement of the administration of the different tests. The subjects are supposed to write their responses in the answer book provided for the purpose. All the tests are available both in Hindi and English. Responses are acceptable in any one of the known languages like English-Hindi etc. A brief and specific outline of all the six tests of creativity is given in the following captions.

(I) The Seeing Problems Test-It is a verbal, and an individual and group administered test. The Seeing Problems Test was developed by adopting the pattern followed by Guilford, et. al., (1952). It is designed to measure a factor of sensitivity to problems, which is a component dimension of creativity as described by Guilford. The test is proposed to measure the ability to comprehend problems concerning the working of simple and handy articles of common use. The test of Seeing Problems includes four items, namely, Shoes, Pen, Chair and Post-card. The maximum time limit for the test is kept eight minutes so that two minutes could be devoted to each of the items. Instructions to this effect are specifically mentioned in the instruction booklet.

(II)The Unusual Uses Tests It is a verbal, and an individual and group administered test. This is designed on the lines of the Brick Uses Test by Guilford et al. (1952) and Torrance's (1962) the Unusual Uses Tests. This test includes the names of things which could be used for numerous pruposes. It includes only those items which have proximity with the psychological and physical environment of the subjects. The test of Unusual Uses includes two items, namely, Piece of Cloth and Bottle. The subjects are expecte to write down as many interesting and unusual responses to each stimulus article (item) as they can. The maximum time limit for the test is kept eight minutes so that four minutes could be devoted to each of the items. Instructions to this effet are specifically mentioned in the instruction booklet

(III) The Consequences Tests-It is a verbal, and an individual and group administered test. The pattern of the test is based on the test of Guilford, et. al. (1952) and Torrance (1962). The test measures the dimensions of fluency, originality and creativity (creativity score in the sun of the scores of fluency and originality). The Consequences Test includes four items, namely, "If human beings start flying like birds.", "If all houses start flying", "If all people become mad"; and "If all females become males". The maximum time limit for the test is kept eight

minutes so that two minutes could be devoted to each of the items. Instructions to this effect are specifically mentioned in the instruction booklet.

(IV) The Test of Inquisitiveness-It is a verbal, and an individual and group administered test. In order to provide an unfamiliar and novel situations, the test includes a relatively less familiar object providing sound and movement as the test content, a metronome. In order to provide a situation for greater inquisitiveness a playcard bearing in capital letters "A FEW CHILDREN CANNOT TOUGH IT," is displayed along with the metrorome in a working condition.

The subjects are expected to imagine and write as many questions as possible within six minutes. They are told that the questions should be mutually exclusive to one another in contents and meaning. The test, thus, presents the non-verbal stimuli but the responses are to be accepted in writing in any of the languages-English, Hindi or Mother tongue. Instructions to this effect are specifically mentioned in the instruction booklet.

(V) The Puzzle Test (Test of Persistency)-It is a non-verbal and an individually administered test. The rationale, for including the dimension of persistency in creativity was, firstly based on the comments made by Eysenck (1947) about the significance of persistency for the effective use of a person's ability and secondly, on the plea of Fernald (1912) that "The success or failure of an individual depends largely on the ability to endure an continue to strive for the sake of achievement inspite of fatigue and discouragement."

The present test aims at measuring persistency with the help of a performance test. A difficult situation is set-up for the subjects with the help of a puzzle-The Puzzle Test.

The Puzzle Test consists of five identical right-angled triangles and five identical quadrilaterals made-up of plastic. Instructions are clearly laid down for constructing a square by using all the ten given plastic pieces without leaving any gap for overlay in between the pieces. The response square can be constructed in more than one way so that if any subject happened to construct the square before the maximum time of 40 minutes, he is asked to take a chance to rearrange the pieces in different combination to get a squar again. The score of persistency is considered as the time taken in complete minutes on the task. Instructions to this effect are specifically mentioned in the instruction booklet.

(VI) The Blocks Test of Creativity-It is a non-verbal and an individually administered test. The Blocks Test of Creativity is a performance test and is administered individually. This test chiefly follows the pattern of the Lowenfeld Mosaic Test LMT (1952) which was described by Ames and Frances (1962) as useful tool for providing greater opportunity to observe individuals engaged in performing dynamic designs.

The Blocks Test of Creativity consists of nineteen Identical cubes (1" x 1" x 1") and twelve diagonally cut semicubes (cut from six cubes of 1" x 1" x 1" dimensions). The material provided two types of blocks and three types of surfaces namely, squares, rectangles and right-angled triangles. The six surfaces of the cubes are painted in Red (top), Blue (bottom),

Yellow (face), Green (back), White (leftside) and Black (right side). The twelve diagonally cut semi cubes have in all twentyfour right-angled triangular surfaces twentyfour squared surfaces and twelve rectangular surfaces. These twelve semi cubes are so cut that the four triangular faces of each colour can be obtained. The rectangular faces obtained as a result of

cutting the cubes diagonally are painted brown colour. In this way, the test material employed a colour scheme consisting of seven different colours. The subjects have the option of using two types of blocks, three types of surface, and seven types of colours in different combinations simultaneously. Besides this, a wooden board covered with a while paper is also provided to be used as a base for assembling the blocks to make designs or structures.

PROCEDURE

The subjects have to produce as many interesting and unusual designs as can be possible in ten minutes. They are further required to write down the headings (titles) of designs. While students are busy in constructing designs, the investigator is simultaneously drawing the figures of these designs, so that this record may be used for scoring and analysis of the responses at a later stage. The scores of fluency, flexibility, originality and creativity (creativity score is the sum of the scores of fluency, flexibility and originality) are proposed to be scored from the designs and structures developed by the students. Instructions to this effect are specifically mentioned in the instruction booklet.

The material for non-verbal tests of the Puzzle Test and the Block Tests of Creativity is separately available with the publisher. But in case of the test of Inquisitiveness the metronome may be available from any laboratory of Psychology.

For the purpose of standardization of the PTC, the usual steps of preparing the preliminary draft, item analysis, reliability, validity, norms, etc. were undertaken and are being described below.

RESULTS

The PTC include six tests, namely: (i) The Seeing Problems Test, (ii) The Unusual Uses Test, (iii) The Consequences Test, (iv) The Test of inquisitiveness, (v) The Puzzle Test, and (vi) The Blocks Test of Creativity. The first three tests are verbal in nature. The last three tests can be classified as partially non-verbal for the simple reason that the test materials of these three tasts present the non-verbal type of stimuli. The first four tests can be administered individually as well as in convenient groups of nearly thirty subjects at a time. The fifth test of Square Puzzle can either be administered individually or in groups not exceeding six students per administration. The sixth test, namely, the Blocks Test of Creativity can be administered individually. The sequence of testing is obseved as follows:

Sl.No	Test	Group/Individual	Time in Minutes
1	The Seeing Problems	Group (N = 30) and individually	8
2	The Unusual Uses	Group (N = 30) and individually	8
3	The Consequences	Group (N = 30) and individually	8
4	The Test of inquisitiveness	Group (N = 30) and individually	8
5	Puzzle	Group (N = 30) and individually	40
6	Blocks Test of Creativity	Individually (N = 1)	10

SCORING

The responses to the six tests of the PTC are of divergent nature. It is not possible to employ ordinary stencil scoring system because the content and nature of responses are not known in advance. Consequently, for each tool of measurement, a separate system of scoring had to be devised with the help of a panel of judges comprising eleven post-graduate students of the Department of Education. They were asked to give their opinions about relevance and categorization of responses to different tests or items wherever and whenever necessary.

Besides this, the investigator himself analysed the relevance and categorization of responses and, in case of conflicts, discussions with the judges were held in order to take a final decision. The detailed scoring procedure for each test is given in the separate Booklet namely Scoring Key for PTC. The Passi Test of Creativity (PTC) provides fifteen different types of variables related to creativity. These are Seeing Problems (SP); Unusual Uses Fluency (UF); Unusual Uses Flexibility (UX); Unusual Uses Originally (UO); Unusual Uses Creativity (UC); Consequences Fluency (CF); Consequences Originality (CO); Consequences Creativity (CC): Inquisitiveness (INQ); Persistency (PER); Blocks Fluency (BF); Blocks Flexibility (BX): Blocks Originally (BO); Blocks Creativity (BC) and Total Creativity (CY).

CONCLUSION

The creativity scores of the various aspects of _____.

EXPERIMENT-2
REASONING

INTRODUCTION
Psychology experiments and aptitude tests use various types of reasoning questions to assess cognitive abilities, problem-solving skills, and fluid intelligence. These typically fall into **verbal, numerical, abstract, inductive, and diagrammatic reasoning** categories.

Here are examples of the types of questions found in reasoning experiments and tests:

ABSTRACT AND INDUCTIVE REASONING
These tests require you to identify patterns and logical rules in unfamiliar, non-verbal content, typically sequences of shapes or matrices, to determine a missing item or the next item in the sequence.

Sequence Completion: Which of the boxes comes next in the sequence? (The user would be presented with a sequence of 4-5 images and options A-E for the next one). The task is to identify the underlying rule governing the changes in the sequence (e.g., rotation, color inversion, addition of elements).

Matrix Completion: A 3x3 grid of figures is shown with one missing square. You must determine the pattern across rows and down columns to select the correct missing figure from the options. (Ravens Progressive Matrices is a well-known example of this type of assessment).

Verbal Reasoning
Verbal reasoning questions assess your ability to understand and interpret written passages and use the information provided to evaluate statements.

True/False/Cannot Say: You are given a short passage of text, followed by a statement. You must decide if the statement is True (must be true based only on the passage), False (must be false based only on the passage), or Cannot Say (cannot be determined without further information). The key is to use only the provided information.

Numerical Reasoning
These tests evaluate your ability to deal with mathematical problems and data presented in tables or graphs.

Word Problems: "In a restaurant, there are 7 choices for dresses, 8 choices for shoes, and 7 choices for necklaces. How many different outfit combinations are possible?".

Data Interpretation: You might be presented with a graph showing sales figures over several months and asked a question that requires calculation or interpretation of the data (e.g., percentage increase, average sales).

Deductive Reasoning
Deductive reasoning involves using given facts or premises to reach a logically certain conclusion.

Syllogisms: A classic example involves a major premise, a minor premise, and a conclusion.

Premise 1: All famous sports players are footballers.

Premise 2: All footballers are fit and healthy.

Conclusion: Therefore, all famous sports people are fit and healthy.

The task is to determine if the conclusion is logically valid based only on the premises provided, even if the premises themselves aren't true in the real world.

The Psychology reasoning test use questions like "odd one out, analogies, series, blood relations, coding – decoding, cause – effect data sufficiency, assessing critical thinking analytical skills and lateral thinking to find patterns and logical conclusions under timed conditions with examples from the Aptitude test".

Common reasoning topics includes blood relation calendars clocks etc.

The sample logical reasoning test is given below.

Directions for questions 1 to 5: Read the following passage below and solve the questions based on it.

There are seven professors A, B, C, D, E, F and G teaching seven subjects History, Geography, Physics, Chemistry, Maths, Biology and English from Monday to Friday at Gaya College. Each professor teaches a different subject and not more than two subjects are taught on any one of the days.

(i) Chemistry is taught by professor B on Tuesday.
(ii) Professor D teaches on Friday but neither Geography nor Physics.
(iii) Professor F teaches History but neither on Thursday nor on Friday.
(iv) Professor A teaches English on the day on which History is taught.
(v) Professor C teaches Maths on Monday.
(vi) Geography and Chemistry are taught on the same day.
(vii) Professor G teaches on Thursday.

1. On which of the following days is English taught?
   (a) Wednesday
   (b) Monday
   (c) Tuesday
   (d) Cannot be determined

2. Which of the following subjects is taught by professor G?
   (a) Biology (b) Geography
   (c) Physics (d) Chemistry

3. On which of the following days is Geography taught?
   (a) Monday (b) Tuesday
   (c) Wednesday (d) Thursday

4. Which subject is taught on Friday?
   (a) Physics (b) History
   (c) Geography (d) Biology

5. Which of the following pairs of professors teaches on Tuesday?
   (a) B and D (b) A and B
   (c) B and F (d) None of these

Directions for questions 6 to 10: Read the information given below and solve the questions based on it.

K, L, M, N, P, Q, R, S, U and W are the only ten members in a department. There is a proposal to form a team from within the members of the department, subject to the following conditions:

- A team must include exactly one among P, R, and S.
- A team must include either M or Q, but not both.
- If a team includes K, then it must also include L, and vice versa.
- If a team includes one among S, U, and W, then it must also include the other two.
- L and N cannot be members of the same team.
- L and U cannot be members of the same team.
- The size of a team is defined as the number of members in the team.

6. Who cannot be a member of a team of size 3?
   (a) L (b) M
   (c) N (d) P
   (e) Q

7. Who can be a member of a team of size 5?
   (a) K (b) L
   (c) M (d) P
   (e) R

8. What would be the size of the largest possible team?
   (a) 8 (b) 7
   (c) 6 (d) 5
   (e) cannot be determined

9. What could be the size of a team that includes K?
   (a) 2 or 3 (b) 2 or 4
   (c) 3 or 4 (d) Only 2
   (e) Only 4

10. In how many ways a team can be constituted so that the team includes N?
    (a) 2 (b) 3
    (c) 4 (d) 5
    (e) 6

11. If X is the brother of the son of Y's son, how is X related to Y?
    a) Grandson b) Son
    c) Cousin d) Cannot be determined

12. Amit introduces Rahul as the son of the only brother of his father's wife. How is Rahul related to Amit?
    (a) Cousin (b) Son
    (c) Uncle (d) Son-in-law

13. A + B means A is the mother of B A – B means A is the brother B
    A @ B means A is the father of B and A × B means A is the sister of B,
    Which of the following shows that P is the maternal uncle of Q?
    (a) Q – N + M × P (b) P + S × N – Q
    (c) P – M + N × Q (d) Q – S @ P

14. A + B means A is the sister of B A – B means A is the brother of B

    A × B means A is the daughter of B.
    Which of the following options show that E is the maternal uncle of D?
    (a) D + F – E (b) D – F × E
    (c) D × F + E (d) None of these

15. Introducing a boy, a girl said, "He is the son of the daughter of the father of my uncle." How is the boy related to the girl?
    (a) Cousin (b) Nephew
    (c) Uncle (d) Son-in-law

16. Neha Kavi moved a distance of 75 metres towards the north. She then turned to her left and walked for 25 metres, turned left again and walked 80 metres. Finally, she turned to the right at an angle of 45º. In which direction was she moving finally?
    (a) North-east (b) North-west
    (c) South (d) South-west

17. One day, Dileep left his home and walked 10 km southwards, turned right and walked 5 km, turned right and walked 10 km, walked left and then walked 10 km. How many kilometres will he have to walk to reach his home straight?
    (a) 10 km (b) 15 km
    (c) 20 km (d) 25 km

18. Tanay is standing facing north. Turning to his right, he walks 25 metres. He then turns to his left and walks 30 metres. He, further, walks 25 metres to his right. He then walks to his right again and walks 55 metres. Finally, he turns to the right and walks 40 metres. In which direction is he now from his starting point?
    (a) South-west (b) South
    (c) North-west (d) South-east

19, Kaveri walks 10 km towards North. From there she walks 6 km towards South. Then, she walks 3 km towards East. How far and in which direction is she with reference to her starting point?
    (a) 10km Northwest (b) 6km Southwest
    (c) 5km Southwest (d) 5km Northeast

20. Gyan Prakash left for his college in his car. He drove 15 km towards north and then 10 km towards west. He then turned to the south and covered 5 km. Further, he turned to the east and moved 8 km. Finally, he turned right and drove 10 km. how far and in which direction is he from his starting point?
    (a) 2 km West (b) 5 km East
    (c) 3 km North (d) 6 km South

Directions for questions 21 to 25: Read the following passage and solve the questions based on it.

Amit, Bharat, Chandan, Dinesh, Eeshwar and Ferguson are cousins. None of them are of the same age, but all of them have birthdays on the same date. The youngest of them is 17 years old and Eeshwar, who is the eldest, is 22 years old. Ferguson is somewhere between Bharat and Dinesh in age. Amit is elder to Bharat and Chandan is older than Dinesh.

21. Which of the following is not possible?
    (a) Dinesh is 20 years old
    (b) Ferguson is 18 years old
    (c) Ferguson is 19 years old
    (d) Ferguson is 20 years old

22. If Bharat is 17 years old, then which of the following could be the ages of Dinesh and Chandan respectively?
    (a) 18 and 19 (b) 19 and 21
    (c) 18 and 20 (d) 18 and 21

23. If two of the cousins are between Chandan and Ferguson in age, then which of the following must be true?
    (a) Amit is between Ferguson and Dinesh in age
    (b) Bharat is 17 years old
    (c) Bharat is younger than Dinesh
    (d) Ferguson is 18 years old

24. If Amit is one year elder to Chandan, the number of logically possible orders of all six cousins by increasing age is
    (a) 2 (b) 3
    (c) 4 (d) 5

25. If Chandan is 19 years old, which of the following must be true?
    (a) Amit is 20 years old and Dinesh is 21 years old
    (b) Bharat is 18 years old and Amit is 20 years old
    (c) Bharat is 20 years old and Amit is 21 years old
    (d) Dinesh is 17 years old and Bharat is 21 years old

Directions for questions 26 to 29: Read the following passage and solve the questions based on it.

The Hotel Leela in Goa has two wings, the East wing and the West wing. Some East wing rooms, but not all, have an ocean view. All the West wing rooms have a harbor view. The charges for all the rooms are the same, except:

(i) There is an extra charge for all harbour view rooms on or above the third floor.
(ii) There is an extra charge for all ocean view rooms, except those without a balcony.
(iii) Some harbour view rooms on the first two floors and some East wing rooms without an ocean view have kitchen facilities, for which there is an extra charge.
(iv) Only the ocean view and the harbour view rooms have balconies.

26. A guest can avoid an extra charge by requesting:
(a) a West wing room on one of the first two floors
(b) a West wing room on the fourth floor without a balcony
(c) an East wing room without an ocean view
(d) an East wing room without a balcony

27. Which of the following must be true if all the conditions are as stated?
(a) all rooms above the third floor involve an extra charge
(b) no room without an ocean or a harbour view or kitchen facilities involves an extra charge.
(c) there is no extra charge for any East wing room without an ocean view
(d) there is no extra charge for any room without kitchen facilities.

28. Which of the following must be false if all the conditions are applied?
(a) some ocean view rooms do not involve an extra charge
(b) all rooms with kitchen facilities involve an extra charge
(c) some West wing rooms above the second floor do not involve an extra charge
(d) some harbour view rooms do not involve an extra charge

29. Which of the following cannot be determined on the basis of the information given?
I. whether there are any rooms without a balcony for which an extra charge is imposed
II. whether any room without a kitchen or a view involves an extra charge
III. whether two extra charges are imposed for any room
(a) I only
(b) II only
(c) I and III only
(d) II and III only

30. The CEO of a company must appoint a committee of 5 persons from different fields to serve as committee members. He must select two MBAs from A, B and C and three Engineers from F, G and H.
I. Both B and H, cannot be appointed in the committee.
II. Both G and F, cannot be appointed in the committee.
III. Both E and H, cannot be appointed in the committee.

If C is not selected in the committee then any of the following could be in the committee except
(a) D (b) H
(c) E (d) G

Directions for questions 31 to 32: Read the following passage and solve the questions based on it.

(i) Seven friends P, Q, R, S, T, U and W have gathered at the Patna airport. However, only five of them are scheduled to go to five different places Delhi, Chennai, Lucknow, Bangalore and Kolkata.
(ii) Five of them are executives with specializations in Administrative (Admn), Human Resource Management (HRM), Marketing, Systems and Finance.
(iii) T is an executive and he is going to Chennai and his specialization is neither Finance nor Marketing.
(iv) W is a system specialist and is going to Delhi. U is an executive but is not going anywhere.
(v) Q is an executive with specialization in HRM but has come at the airport to see his friends only.
(vi) P is an executive but not from Marketing and is going to one of the destinations but not to Bangalore or Kolkata.

31. Who among the following specializes in Marketing?
(a) S (b) P
(c) U (d) Cannot be determined

32. What is the specialization of R?
(a) Finance
(b) Marketing
(c) Either Marketing or Finance
(d) None of these

Directions for questions 33 to 34: Read the following passage and solve the questions based on it.

(i) Six men B, D, C, M, J and K are split in two groups of three each and are made to stand in two rows, such that a man in one row is exactly facing a man in the other row.
(ii) M is not at the ends of any row and is to the right of J, who is facing C. K is to the left of D, who is facing M.

33. Which of the following groups of men are in the same row?
(a) BMD (b) MJK
(c) BDC (d) None of these

34. Who is to the immediate left of B?
(a) M (b) D
(c) J (d) Data inadequate

Directions for questions 35 to 37: Read the following passage and solve the questions based on it.

A, B, C, D, E, F and G are seven persons who travel to office everyday by a particular train which stops at five stations 1, 2, 3, 4 and 5 respectively after leaving its base station.

(i) Three among them get on the train at the base station.
(ii) D gets down at the next station at which F gets down.
(iii) B does not get down either with A or F.
(iv) G alone gets on at station 3 and gets down with C after having passed one station.

(v) A travels between only two stations and gets down at station 5.
(vi) None of them gets on at station 2.
(vii) C gets on with F but does not get on with either B or D.
(viii) E gets on with two others and gets down alone after D.
(ix) B and D work in the same office and they get down together at station 3.
(x) None of them get down at station 1.

35. At which station does E get down?
(a) 2 (b) 3
(c) 4 (d) Cannot be determined

36. At which station do both C and F get on?
(a) 1 (b) 2
(c) 4 (d) None of these

37. At which of the following stations do B and D get on?
(a) 1 (b) 2
(c) 3 (d) Cannot be determined

Directions for questions 38 to 40: Read the following passage and solve the questions based on it.

A business school publishes three issues of their research Journal in a year. The editor decided that the upcoming three issues April, August and December would carry articles written by seven of the most reputed professors of the school. Each of the seven authors (T, U, V, W, X, Y and Z) will have at least one article published but some may have more than one article published. The following restrictions apply to the publication of the articles:

(i) Each of the issues being prepared must contain at least two articles.
(ii) Only these seven professors' articles can appear in the upcoming April, August and December issues.
(iii) No author may publish in each of the two consecutively published issues or twice in the same issue.
(iv) If an article written by T appears in an issue, then an article written by U must also appear in that issue.
(v) If an article written by W appears in an issue, then an article written by Y must appear in the immediately preceding issue.
(vi) An article written by Y cannot be published in an issue that contains an article written by Z.

38. If the April issue consists exclusively of articles written by T and U, then the August issue can consist exclusively of articles written by which of the following group of authors?
(a) V and X (b) V and Y
(c) W and Z (d) V, Y and Z

39. If the April issue consists exclusively of articles written by U, V and Z, then the August issue must contain an article written by which of the following authors?
(a) W (b) X
(c) Y (d) Z

40. If the December issue consists exclusively of articles written by U, V and W, then the August issue must have consisted of articles written by which of the following groups of authors?
    (a) T and Z (b) U and Y
    (c) X and Y (d) X and Z

ANSWERS

1.	(a)	**2.**	(c)	**3.**	(b)	**4.**	(d)	**5.**	(d)
6.	(a)	**7.**	(c)	**8.**	(d)	**9.**	(e)	**10.**	(e)
11	(a)	**12.**	(a)	**13.**	(c)	**14.**	(d)	**15**	(a)
16.	(d)	**17.**	(b)	**18.**	(d)	**19.**	(d)	**20.**	(a)
21.	(d)	**22.**	(b)	**23.**	(d)	**24.**	(a)	**25.**	(c)
26.	(d)	**27.**	(b)	**28.**	(c)	**29.**	(a)	**30.**	(b)
31.	(c)	**32.**	(d)	**33.**	(d)	**34.**	(a)	**35.**	(c)
36.	(d)	**37.**	(d)	**38.**	(b)	**39.**	(c)	**40.**	(c)

EXPERIMENT -3
MULLER- LYER ILLUSION

The stimuli coling from the environment are not sensed in the way exactly prescribed by the sensory stimulus Every stimulus produces an experience which has a meaning in the context of its own background and the psychological background of the perceiver. The same stimuli are perceived in different ways by different observers. The orga-nism therefore organises and interprets the stimuli in line with the external environment and its own interual environment.

This involves a considerable amount of psychological and physiological organisation. This process of organisation is called the perceptual process. The process of perceptual organisation takes very little time. This process accompanies all cognitive experiences. Every sensory dilation passes through the perceptual process before the organism experiences it. Illusions character examples of this process.

The perceptual process has a number of important characteristics, some of these are.

1. It is selective-this means we sense only some of the many stimulus that are grouped in patterns and then experienced.
2. It involves grouping of stimuli, the various elements of the stimulus condition are grouped in patterns and then experienced.
3. Its influenced by the individual's past experience.
4. It is influenced by the present set or mental condition of the individual.

Because of these facts our perceptions often go wrong. Typically there are two types of perceptual errors. These are illusions and hallucinations. In illusions a stimulus act rally present is perceived wrongly. This is due to wrong grouping of stimuli, past experience and mind-set. To quote a classic example, a rope lying on the floor in darkness is often mistaken for a snake. In hallucinations on the other hand, an individual has experiences of stimuli which have no existence at all. This is due to some deep seated psychological abnormalities like fear and anxiety.

ILLUSIONS:
An illusion is a mistaken or wrong perception where a stimulus is perceived or interpreted wrongly. It is a normal phenomenon eg. Perceiving a snake as the rope. Illusions occur generally because of the stimuli, context and sometimes even due to inner state like feat, hunger, etc. The important thing is an illusion is that for the wrong perception there must be a stimulus present. Geometric Illusions are the illusions which are created by a different Geometrical pattern like closed and open arrows, horizontal and vertical lines etc.

Problem: To demonstrate the occurrence of error or illusion effect in perceiving lines.

Materials Required: The Muller-Lyer illusion apparatus, pen and paper, screen

Description of Apparatus: The Muller-Lyer illusion board consists of two straight lines, side by side. One of the lines 'A' has its extremities flanked by two open arrowheads, the other one 'B' has at its extremities two closed arrowheads. By means of a mechanical arrangement it is ible to vary the lengths of either of these lines.

Participation of the subject:

Name:

Age:

College:

Procedure: For the present experiment the arrow-head line may be regarded as the standard (Ss) and the feather-headed lime as the variable (Sv). Adjust the arrow-head line at a suitable length say 15 cm. and give the subject following instructions. "Look at this line enclosed by these two arrow-heads. Now look at the other portion of the line enclosed by these feather-heads. The second line can be varied in length by rotating this handle. You have to adjust the length of the feather-headed line until you find it equal to the arrow-head line. The length of the feather-head line can be increased or decreased. Stop when you feel the two lines are equal

This experiment is done in two conditions 1. standard to right, 2. standard to left and under each of this condition Ascending and Descending series are conducted.

CONDITION 1:
Standard to the Right: the apparatus is kept in front of the subject at two feet at an eye level against white back ground wall. The arrow headed line A is kept on the Right side of the subject and the feather headed line B is kept on the left side. The following instructions to the sub-ject were given: "Look at this board, there are two lines. These two lines as you see are unequal in size. I will keep the length of this line 'A' constant and go on varying the length of line 'B' in small units, either increasing or decreasing. At every trail you should tell me whether B' is equal to line A. When you feel them to be equal, ask me to stop
Under this condition as we have already mentioned, there are two series:

(a) Descending series:
Here the experimenter after fixing the length of 'A' starts with 'B' perceptibly longer than 'A' and gradually reduces it step by step (steps of 5 cm.) until the subject says both the lines are equal. Then the actual lengths of 'A' and 'B' are measured and the difference is noted down. Note how much shorter or long-er 'B' line is to A line. In this series 10 trails are given to the subject.

(b) Ascending series:
Here the experimenter starts with line "B' perceptibly shorter than 'A' and goes on increasing until Subject' says 'B line is equal to A line. The errors are noted as above

CONDITION 2:
Standard to the Left: The procedure here is exactly the same except that the line "A' is kept to the right side of the subject and line B is varied. The subject is instructed to compare 'A' and 'B' and indicate when the two appear equal. As before ascending and descending series are carried out. Under each of the two conditions there will be ten ascending and ten descending series alternately. Thus there will then be a total of 40 trials.

RESULTS

The results are tabulated as follows:

Length of Standard line = 15cms	**Standard to lift**		**Standard to right**	
Sl.No	**Ascending Descending**		**Ascending Descending**	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
MEAN	M1	M2	M3	M4

Gross Error = $\frac{M1+M2+M3+M4 \text{ cms}}{4}$

Space Error = $\frac{(M1+M2) - (M3+M4) \text{ cms}}{2}$

Movement Error = $\frac{(M1+M3) - (M2+M4) \text{ cms}}{2}$

Point objective equality (PSE) = Actual length of standard line – gross error

DISCUSSION

1. Calculate gross error, whether positive or negative? Positive gross error indicates over estimation and negative gross error indicate under estimation.
2. Discuss the space and movement error
3. Discuss PSE. It indicated over all underestimation or the over estimation of the actual line.

CONCLUSION:

The extent and the direction of illusion is determined.

Practical application: Useful to architectures, designers to create desired effects.

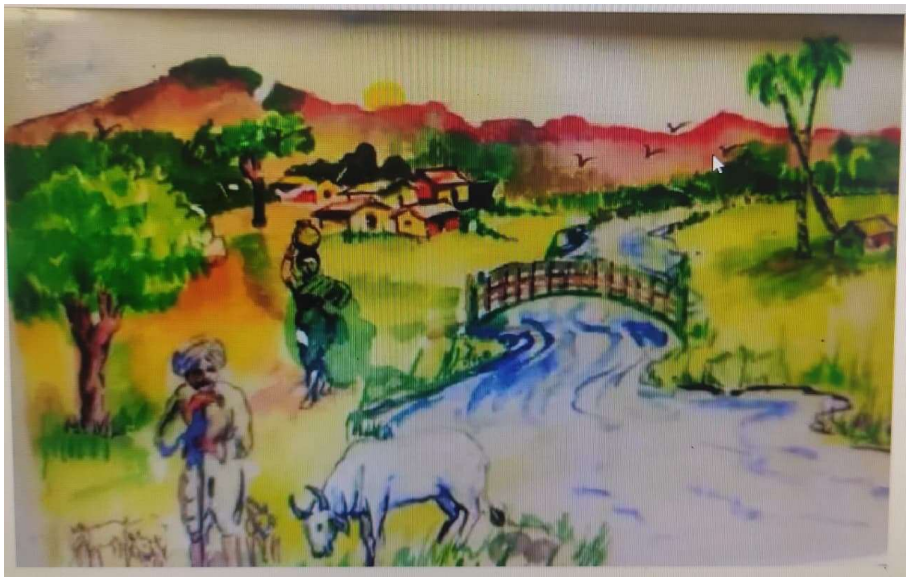
EXPERIMENT-4
SUGGESTION

Aim: To decide the ability to grasp the suggestion.

Definition: The acceptance of others thoughts in absence of sufficient logical reason is known as suggestions.

Procedure

1. The experimenter first gave the information regarding experiment.
2. Then showed scenery for 2 minutes.
3. Experimenter asked to observe the drawing (scene).
4. Subject observed the scene.
5. Experimenter asked questions related to the drawing.
6. The questions had none suggestion questions.
7. From the no. of questions accepted and suggested questions, the subject calculated the co- efficient of ability to accept suggestion.



OBSERVATION

Sl.No	Questions	Suggested Questions	Accepted Question
1	How many tall trees are there in picture?		✓
2	Five houses are there in the picture?	✓	

3	**Blue colors of flowers are there in the picture?**	✓	
4	**Couples of swan are there in the pond?**	✓	
5	**A person is standing beside the pond?**		✓
6	**Three peoples sitting on the horses?**	✓	
7	**Orange color of sun is in the picture?**	✓	
8	**How many birds are there in picture?**		✓
9	**Are swans head on same direction?**	✓	
10	**Is their lady standing with the baby in their hand?**	✓	
11	**Is their lotus in the pond?**	✓	
12	**Two persons sitting in the bullock cart?**	✓	
13	**Dog is crossing the pool?**	✓	
14	**The man is wearing turban on his head?**		✓
15	**The horse cart is beside the bullock cart? Yes/No**	✓	

INTROSPECTION

1. Initially curiosity was increased.
2. The distinct things were remembered.
3. Initially while remembering the subject was confused.
4. While accepting the suggestions individuals' differences were observed.
5. The writing was done after repeated recalling.
6. It was difficult to describe in absence of the picture(scene)

INFERENCE

1. To understand the grasping ability
2. Teacher should take into account the students' mental state, age, atmosphere etc.

3. Individual difference is observed.

4. effect of surrounding was observed on the observation.

EDUCATION IMPLICATION

1. Self-suggestion: Self instructions are important in building the confidence in them (Students). Students should have self confidence or should give self-suggestions that I can solve every question and prepare well be easy.

2. Negative suggestions: Teacher should not give negative suggestion and should guide the student properly.

3. Suggestion questions: Teacher should not ask the suggestion questions as students accept the suggestions and then answer instead the teachers should ask the questions that initiates the thinking process.

4. Atmosphere: If the classroom environment is good then suggestions are accepted easily and fastly, but in crowd & in state of cohesion it is hard to understand and accept the suggestion.

5. Class interval: If the students are not paying attention and are whispering continuously, they remain in state of confession through distant and clear suggestions are provided by the teacher, hence class control while teaching is must for effective learning.

CONCLUSION:

Experimental psychology is concerned with testing theories of human thoughts, feelings, and actions and beyond any aspect of being human that involves the mind. This is a broad category that features many branches within it.

EXPERIMENT -5

THE CLIFTON YOUTH STRENGTHS EXPLORER ASSESSMENT: IDENTIFYING THE TALENTS OF TODAY'S YOUTH

INTRODUCTION

The aim of many educators is to help youth reach their maximum potential. The Clifton Youth Strengths Explorer gives teachers a tool to help identify the talents of their students, as well as actionable suggestions for utilizing those talents. Such information can help teachers to individualize the ways in which they respond to youths, and the manner in which they can teach most effectively. In addition, it provides teachers and parents a common language, goals, and sets of action, all based on the unique talents of youth.

In recent years, researchers have increasingly focused on youth development in relation to talents and strengths. Substantial advances in research have been made on topics under the positive psychology framework, such as prosocial and moral development, altruism, volunteerism, and youth civic engagement (Eisenberg and Fabes 1998; Lerner et al. 2005; Park 2004). Underlying the focus on talents and strengths is the idea that in conceptualizing normative development, it is not sufficient to understand and address the deficits, challenges, and problems that youths face. Rather, for youths to succeed and fulfill their maximum potential, it is essential that their assets, capabilities, talents, and strengths are also recognized. In this article, we describe a new Webbased tool for identifying the best in youth.

THE CLIFTON YOUTH STRENGTHS EXPLORER

The Gallup Organization, best known for its polls, has been involved in the measurement of human talents for several decades. Under the leadership of educational psychologist Donald O. Clifton, Gallup developed the Clifton StrengthsFinder, a Web-based talent assessment for 183 adults. To facilitate the development of strengths, the Clifton StrengthsFinder measures the presence of talents in thirty-four general areas, or "themes." While talents (recurring patterns of thought, feeling, or behavior that can be productively applied) naturally exist, strengths (the ability to provide consistent, near-perfect performance in a specific task) must be developed and are the product that results when one's talents are refined with acquired skills and knowledge. As of December 2005, more than 1.7 million people worldwide had completed the Clifton StrengthsFinder assessment.

CLIFTON YOUTH STRENGTHS EXPLORER DEVELOPMENT

The Gallup Organization also has been involved in the measurement of talent among youth. The first assessment tool used by Gallup in this regard was the Youth Perceiver—a structured interview developed by Dr. Clifton that has been used since 1975. The interview consists of eighty-one open-ended questions and measures the presence of talent in sixteen themes (e.g., Accommodation, Success, Gestalt). Gallup experts as well as more than 1,000 trained teachers and administrators across the country have given the interview and talent feedback to people ages eight to twenty.

With advancements in Web-based testing technology, Dr. Clifton began to work on an online assessment that would provide a faster and less-costly method of helping youths discover their talents. After Dr. Clifton passed away in 2003, his efforts to develop an online assessment tool were continued by a team of Gallup researchers and strengths experts. The

finalized Web assessment, the Clifton Youth Strengths Explorer (CYSE), became a key component of Strengths Explorer—a package consisting of a workbook with activities that help youths understand and apply the results of their talent assessment as well as parent and instructor manuals that provide additional activities to assist youths in further building upon their talents. The goals of Strengths Explorer are to:

- Help youths identify their positive characteristics
- Help youths improve their understanding of self
- Help youths develop from their areas of greatest talent
- Improve parents'/instructors' understanding of their children/students
- Provide an opportunity for an important kind of communication between parents and their children (i.e., discussion of one's unique nature, the positive characteristics/gifts that one has, and how those can be developed)
- Provide the theme-based language that youths and parents/ instructors could use to discover and describe positive characteristics

In the initial stage of the assessment development, using Gallup's talent framework, the researchers examined the range of talents ("patterns of thought, feeling, and behavior") of children in the target age (ten to fourteen) and established a list of constructs to be measured in the pilot version of the assessment. Based on analysis of the interviews with the youths and focus groups with parents, teachers, and strengths experts, twenty-one categories of talent called "themes" were hypothesized and included in the Pilot 1. Two hundred ninety-two items were carefully written or selected from the Gallup item bank to measure talent within these themes. Additionally, cognitive interviews with youths ages ten to fourteen were conducted to investigate their understanding of different types of scales being considered for use in the assessment. Based on the analysis of those interviews, a three-point scale and a four-point scale were tested in Pilot 1. Forty-seven youths completed a version of the assessment with a three-point scale, and fifty-eight youths completed the version with a four-point scale. Data gathered from the pilot instrument were used to evaluate the psychometric properties of each item and the instrument as a whole. The evaluations included analysis of item characteristics and appropriateness. Analysis of the data from Pilot 1 resulted in reduction of the number of themes and items. Further, Pilot 1 data were used as the basis for selection of the four-point scale (1. Almost Always or Always; 2. Often; 3. Sometimes; 4. Almost Never or Never) to be used in the final version of the assessment. Pilot 2, completed by 535 students from geographically, ethnically, and socioeconomically diverse school districts in the country, consisted of 154 items hypothesized to measure talent in 18 themes.

The data gathered from Pilot 2 were factor analyzed. The resulting ten-factor instrument, measuring ten themes with seventy eight items, was created.

The assessment measures talent in the following talent themes:

Presence: Youths especially talented in the Presence theme like to tell stories and be at the center of attention.

Confidence: Youths especially talented in the Confidence theme believe in themselves and their ability to be successful in their endeavors.

Competing: Youths especially talented in the Competing theme enjoy measuring their performance against that of others and have a great desire to win.

Relating: Youths especially talented in the Relating theme are good at establishing meaningful friendships and maintaining them.

Achieving: Youths especially talented in the Achieving theme like to accomplish things and have a great deal of energy.

Future Thinker: Youths especially talented in the Future Thinker theme tend to think about what's possible beyond the present time, even beyond their lifetime.

Caring: Youths especially talented in the Caring theme enjoy helping others.

Discoverer: Youths especially talented in the Discoverer theme tend to be very curious and like to ask "Why?" and "How?"

Organizer: Youths especially talented in the Organizer theme are good at scheduling, planning, and organizing.

Dependability: Youths especially talented in the Dependability theme keep their promises and show a high level of responsibility.

A preliminary test-retest study shows satisfactory stability, with the median correlation between theme scores of two test administrations (over a five- to seven-week interval) above 0.60. Convergent and divergent validity studies are planned.

CYSE Feedback

Assessment takers receive a unique numeric code that provides access to the Clifton Youth Strengths Explorer (CYSE) tool. The assessment consists of seventy-eight items (e.g., "I study hard") to which respondents indicate (on the four-point Likert scale) the degree to which they feel the statements do or do not apply to them. An additional option allows respondents to indicate that they do not know the meaning of the statements by selecting "This item does not make sense to me."

The CYSE assessment uses individual responses to measure talent in ten themes, then rank orders the themes. Immediately after the assessment is completed, respondents receive a report of their top three talent themes and brief descriptions.

Youths can then access more detailed descriptions of their top talent themes as well as "action items." Action items are suggestions for concrete steps that the youths and their parents and teachers can take to further discover and build upon talents. The access code also provides access to the Youth Workbook and Parent Guide, both of which provide activities that can be used to further explore, understand, and build the youths' greatest talents. An Educator/Group Leader Activity Book is also available from Gallup's Education Division (more information is available at <http://www.strengthsexplorer.com>). The Educator Activity Book, designed specifically for small-group or classroom use, includes a reproducible classroom map, guided activities to promote theme-based interactions, and suggestions for highlighting the talents of students. Further, it includes an individual

development plan for teachers or anyone who works with youth in settings such as teams, church groups, or clubs to use to guide the development of young people.

Each document can be printed from the Web with the purchase of an access code or, in the case of the Educator Activity Book, with the purchase of a block of access codes from Gallup's Education Division.

Examples of the brief theme description, detailed theme description, and action items for youth and adults are on pages 188–189.

IDENTIFYING TALENTS AS A STANDARD ELEMENT OF THE EDUCATIONAL EXPERIENCE

The CYSE is a research-based tool based on decades of scholarship and rigorous testing to ensure its effectiveness in identifying the unique talents of youth. Initial feedback from youth and educators has been positive, indicating that the Strengths Explorer program and the assessment it includes are useful in helping identify and build upon the talents of youth.

The aim of many educators is helping youths reach their maximum potential. The CYSE gives teachers a tool to help identify the talents of their students, as well as actionable suggestions for utilizing those talents. Such information can help teachers to individualize the ways in which they respond to their students, and the manner in which they can teach most effectively. In addition, it provides teachers and parents a common language, goals, and sets of action, all based on the unique talents of youth. The assignment of names to talent themes communicates to those individuals and the people around them (e.g., teachers, parents, peers) that those characteristics are important and need to be valued for both their intrinsic and extrinsic worth (Lopez and Snyder 2003).

The talent-based approach to youth development recognizes that addressing deficits and challenges is not sufficient to help youth become healthy, fully functioning individuals. Instead, to create healthier out-

Talent Theme: Organizer

Brief description: Scheduling, planning, and organizing your world makes life better. People count on you to get the details right and pull a plan together.

Detailed description: You like to create order in your world. Schedules help you feel in control of your life. Planning makes you comfortable and calm about what you are going to do. It is fun to think ahead, organize, and include all that you want to do in your plan so you don't leave anything out. You like to think about both the big ideas and the details. It feels good to make something absolutely perfect, whether it is as simple as your hair or as complicated as a big project for school. It is important to you to be on time or even early so you are ready to start whatever you are about to do. Not only do you like order and rules for yourself, you like them for other people too. You help yourself and others by pulling all the pieces together.

ACTION ITEMS:

- You like to make a schedule and stick to it. Keep a calendar for yourself so you can look at what you want to do each day and also look ahead to the week, month, and year coming up. You will feel more in control of your life if you can see it on paper.

- Planning projects and events feels good to you. If you are working in a group, volunteer to be the planner and organizer. Keep a list of all the things that need to be done and who is supposed to do each one. Organize it by person or by due dates, and share your list to help everyone understand the plan.

- A list can help you keep track of what you need to do. Next to each activity on your list, draw a box to the left. Then, when you have finished a task, put a check mark in the box so you can easily see how many things are done and how many are left to do. You might be surprised at how good it feels to check that box and see what you've accomplished.

- You are good at creating neat, clean order. Find the best and most useful ways to organize your school supplies, your locker, or your bedroom. Creating neatness and then keeping up with it makes you feel good and helps you and others find what you need.

- Look around you—who could benefit from the way you like to organize? Could you help organize a family collection or event? Would a teacher appreciate the way you can help organize papers? Find a way to use your talent to help someone else.

ACTION ITEMS FOR ADULTS

- Ask this person about how he or she likes to schedule the day. Does this person feel the time is well planned? Plant the seeds of thought by asking how someone could schedule the day, week, weekend, semester break, or summer. How can you help with these ideas and plans?

- Are there ways this person can be helpful to others by organizing things for you? For instance, could he or she organize the classroom, clubroom, or science lab, or manage the sports equipment? From a drawer to a family event, what would he or she feel is fun or important to plan and arrange? Offer ways that this person can organize things for you or others.

- Could you connect this person with someone who is at least two years older and is good at organizing? Find someone who can model the value of organization in a person's life. This will provide more ideas and examples of ways to put organization into action.

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EXPERIMENT-6
HAPPINESS SCALE

INTRODUCTION
Happiness has been a fundamental human goal since the inception of society. All thinkers and philosophers and every major religion of the world agree that happiness is a fundamental right and every individual is entitled to pursue it.

Western research into happiness generally talks about two, seemingly opposite kinds of happiness - hedonism and eudaimonia. Hedonism believes in maximizing pleasure, comfort and enjoyment while minimizing pain, discomfort and suffering. Eudaimonia, as described by Aristotle in his book, Nicomachean Ethics, promotes the living of a virtuous life and the strife for excellence. Some of the salient features of Aristotle's eudaimonia, as discussed by Ryan et al. (2006) are: first, living well is more important than feeling good. Second, living well can best be achieved by using one's capacities to the best and pursuing excellence. Third, living a life of reflectiveness and reason, thereby facilitating excellence. Finally, seeking excellence has to be voluntary and its pursuit, actively chosen.

Vedantic Indian literature mentions two terms with relation to happiness-Ananda and Sukha (Banavathy & Choudry, 2014). Ananda could mean a wide range of feelings like happiness, joy and enjoyment, but mainly "refers to ultimate happiness or bliss". Sukha means pleasure, comfort, prosperity etc. On the one hand, while Sukha can have a contrasting dual with Dukha, there is no such contrasting concept for Ananda, which is believed to be beyond Sukha and Dukha. Tibbetan Buddhism looks at the elimination of all negative emotions (Cutz et al., 2015). It lays a lot of importance on concentration and meditation. It holds that, for sustained happiness, it is not enough to merely generate positive emotions. We need to practice their cultivation regularly and systematically. While the Islamic concept of happiness agrees broadly with the Western concept of eudaimonia, it differs from eudaimonia in certain key aspects. While eudaimonia is essentially a secular concept, Islamic happiness is rooted in religion, faith and worship (Joshnaloo, 2012). Worship is one of the most inherent human needs, and Islamic happiness believes that this need has to be satisfied to ensure a person's happiness in this life as well as in after-life.

Positive psychologists look at happiness as a subject that can be researched and measured. Diener (2000) believed happiness was a colloquial term for "Subjective well-being" which is a more scientific and measurable term. Subjective well-being is the cognitive and affective evaluation a person makes of his/her own life. It is made up of three components-positive affect, negative affect and life satisfaction. Seligman (2002) proposed that happiness has three dimensions-pleasure, engagement and meaning. Thus, the Pleasant Life consists of maximizing pleasure and minimizing pain, the Good Life consists of being engaged in activities that help us flourish, while the Meaningful Life consists of finding a sense of meaning or purpose in life. Seligman believed that to live a full life one must live all the three dimensions to the optimum. Based on Seligman's dimensions of happiness, Peterson et al. (2005) identified 3 Orientations to Happiness which are distinguishable, mutually compatible, and can be simultaneously pursued-"Orientation to Pleasure, Orientation to Engagement and Orientation to Meaning".

Lyubomirsky (2008) defines happiness as "the experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful, and worthwhile".

According to Lyubomirsky et al. (2005), the set-point for happiness. which is based on genetic and heritable traits, accounts for almost 50 per cent of variance in happiness levels, circumstances, which are made up of socio-demographic factors like age, income, marital status getting a new job and relocating, account for 10 per cent, while intentional activities account for 40 per cent. Intentional activities could be behavioural in nature (like taking up regular exercise), cognitive (like teaching ourselves to think more positively) or volitional (like taking up a relevant social cause).

Various studies have been conducted to measure happiness of cross-sections of the population. Married people were found to be happier than people who were not married, including those in a cohabiting relationship (Stack & Eschleman, 1998). This association was found to be consistent across nations, in a 17-nation study. Marriage was linked to financial satisfaction as well as perceived health, both of which are positively related to happiness. Another study in the United States found that women, "white" people and college graduates have a higher probability of being happy, as compared to men, "black" individuals and those who were lesser educated (Yang, 2008).

Behavioural activities like actively practicing compassion can lead to lasting happiness and enhanced self-esteem, which, in turn lead to improved physical and mental health, as well as inter-personal relationships (Mongrain et al, 2010). Forgiveness too has a statistically significant relationship with both the varieties of happiness-hedonism and eudaimonism. Especially the latter has a unique give and take relationship with positive thoughts, feelings and behavior (Maltby et al. 2005). Friendship also was found to add to a individual's happiness. Research shows that the quality of friendship is the predictor of happiness, rather than the number of friends (Demir & Weitekamp, 2006).

AIM:
To assess the level of happiness of the subject.

MATERIAL:
Happiness scale by Vaishali Marathe and Dr. Upinder Dhar published by National Psychological Corporation Agra.

PROCEDURE:
The subject seated comfortably and following instructions are given.

There are 25 general statements in this scale. Please tick ☑ mark your choice in the appropriate box given against each statement. Choices are:

* Strongly Agree, * Agree, * Not Sure, * Disagree, * Strongly Disagree.

SCORING:
This instrument/scale may be administered on individuals regardless of age, gender and educational background.

1. Instructions printed on the booklet are sufficient to facilitate the respondents.

2. No fixed time limit needs to be specified for responding to the scale. However, it should be finished in 10 minutes, though some respondents might need longer.

3. Before administering the scale, it is important to emphasize orally that the first response that comes to mind should be entered, and too much time should not be spent on any particular item/statement.

4. It should be communicated that there are no right or wrong answers to the statements, and the respondents should feel free to respond according to their personal perception.

5. The respondents should be assured of the confidentiality and anonymity of their responses.

6. It should be clarified that they should respond to all the statements, and not leave any statement unanswered.

7. Though the scale is self-administering, the instructions printed on the response sheet should be read out to the respondents.

8. To avoid any kind of bias, the respondents should be informed that the statements are designed merely to know their general opinion about life. However, it should be disclosed to them after they complete the responses that the scale measures the happiness of an individual and was not aimed at evaluating the respondents in terms of good or bad.

9. Each statement is to be scored in terms of strongly agree, agree, not sure, disagree and strongly disagree as 5, 4, 3, 2 and 1 respectively.

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

CONCLUSION

All the four factors of Happiness positivity, supportive approach, healthy relationships, feeling responsible are scored as per the above norms. The Higher the score in the factor the higher will be the Level of happiness.

EXPERIMENT - 7

STATE- TRAIT ANXIETY

INTRODUCTION

The State-Trait Anxiety Inventory (STAI) developed by Spielberger, Gorsuch and Lushene is comprised of separate self-report scales for measuring two distinct anxiety concepts. State anxiety (A-State) and trait anxiety (A-Trait). Originally, it was developed as a research instrument for investigating anxiety phenomena in normal adults. It is also useful in the measurement of anxiety in junior and senior high school students, and in neuropsychiatric, medical and surgical patients.

The A-trait scale may be used as a research tool for selecting subjects who vary in their disposition to respond to psychological stress with different levels of A-state intensity. Researchers can use the A-State scale to determine the actual levels of A-state intensity induced by stressful experimental procedures. It has been demonstrated that scores on A-State scale increase in response to various kinds of stress and decrease as a result or relation technique.

The STAI is also useful in clinical work. The A-Trait scale provides a means of screening high school and college students for anxiety proneness and for evaluating the extent to which students who seek counselling and guidance services are troubled by neurotic anxiety problems. The A-State scale is a sensitive indicator of the level of transitory anxiety experienced by clients and patients in counselling, psychotherapy, behaviour therapy or on a psychiatric ward. The essential qualities evaluated by the A-State scale involve feelings of tension, nervousness, worry and apprehension.

State anxiety (A-State) is conceptualised as a transitory emotional state or condition of the human organism that is characterized by subjective, consciously perceived feelings of tension and apprehension, and heightened autonomic nervous system activity. A-State may vary in intensity and fluctuate over time. Trait anxiety (A-Trait) refers to relatively stable individual differences in anxiety proneness.

AIM: To measure the anxiety level of the subject.

MATERIAL: State-Trait anxiety inventory, published by consulting Psychologists press PSY-COM services scoring key manual.

PROCEDURE: The subject was given State-Trait anxiety inventory form X-1 and form X-2. He was instructed as follows (for Form X-1). "A number of statements which people have used to describe themselves are given below. Read each statement and then blacken in the appropriate circle to the right of the statement to indicate how you feel right now, that is, at this moment. There are no right or wrong answers. Don't spend too much time on any one statement, but give the answer which seems to describe your present feelings best. (There are four alternatives. Not at all, somewhat, moderately so and very much so).

DIRECTIONS FOR STAI FORM X-2:

"The Instructions are similar as above. But here give the answer which seems to describe how you generally feel."

(There are four alternatives: Almost Never, Sometimes, Often, Almost always)

RESULTS: The subjects answers are evaluated as per the scoring key and interpreted and represented in

Table-1: Individual data.

Table-2: Group data

DISCUSSION: Individual scores and the group data scores are discussed as per the Manual.

Conclusion: The State Anxiety of the Subject is ----------
The Trait Anxiety of the Subject is ----------

EXPERIMENT - 8
VALUE ORIENTATION

INTRODUCTION
Value is one of those wonderful terms in the social sciences that has scores of meanings. It is a prescriptive statement that is accepted. (Biddle, 1979). Values are different from beliefs and attitudes. Values are class of enduring bellafs concerning modes of conduct and states of existence that transcend specific objects and situations. (Braithwaite and Law, 1985). Values have been taken as properties of material objects and phenomena of social consciousness which characterise their importance to society, to a class and man. (Rosenthal & Yudin, 1967). Values guide human behaviour and determine his 'life-space". Values express the significance greater or smaler, which man ascribes to matters related to a particular activity or experience to his life in general and thus provide him with guidance for his behaviour. Values do not exist as objects in space and time but are established by judgements by judging things, qualities, events or actions from a personal point of view (Roubiezek, 1969). Values as elements of a shared symbolic system which serve as a criterion or a standard, for selection among the alternatives of criterion. Values refer to beliefs, desires and needs of a particular individual. It is society that shapes values, as the most powerful agent for section and rejection (Horrocks, 1976).

Value orientation and action systems are closely interrelated. As logical devices to formulate our central aspect of the articulation of cultural traditions. Value orientations enter in to the system of action (Parsons, 1951). Value-orientations refer to those conceptions that are generalised and organised. They influence behaviour of nature, of man's in nature; of man's relation to man; of the 'desirable and the undesirable as they relate to Man's environment and inter-human relations (Parsons, 1954).

Value orientations, as patterns, of culture, become the Common Values of the society. As such they exist as the most crucial elements of culture.

As techniques of evaluation, value-orientations, organise actions-systems.

When problems of evaluation arise in social interactions, they act as 'solutions through the process of distinguishing; testing; sorting and detacting. Value-Orientations define, 'Rights' and 'Obligations' (through Role-exception). "Value Standards' emanate from them to guide actions. They provide 'solutions' to conflicts, between beliefs, and among wants. Value-orientations gear life of 'value-system' and guide behaviour for consistency. Value orientations determine one's 'Life space' and social relations, evaluate innovate drive and noble mindedness. They contain blending of normaterial, existential properties that provide totality of the personality and totality of culture. They guide coherence between personality and culture.

THE SCALE
Scaling of Value-orientation areas started in India in the sixtees of the century. Pareek and Chattopadhyaya (1966) devised a projective scale that measured three areas of Value-orientations. The present scale, (Chauhan, 1973) measures six dichotomous areas of value-

orientations and is by nature, non-projective. Since then, it has been profusely used in doctoral researches at Agra and Meerut University (Singh, 1973; Sharma, 1975; Singh, 1976; Morbhatt, 1985; 1983; Tayal, 1985; Sharma, 1990; Upadhayaya, 1993).
The scale measures the following six areas of Value-orientation.

Sl.No	The Lower End		The Upper End
I	Localism		Cosmopolitanism
II	Fatalism		Scienticism
III	Non-Venturesomeness		Venturesomoness
IV	Autocratism	**vs**	Democratism
V	Traditionalism		Progressivism
VI	Non-Empathy		Empathy

AIM:
To assess the subjects value orientation.

MATERIAL:
Value Orientation scale by N.S. Chauhan, Saroj Auror, Dr. Madhu Mathur Published by national Psychological Corporation Agra

PROCEDURE:
The subject is seated comfortably and the following instructions are given.

INSTRUCTIONS:
- This test Consists of description of two different individuals
- Keeping in view these descriptions, think about yourself.
- Decide carefully about yourself.
- You have to put your decision on anyone of the rung of the ladder.
- Which every rung in the ladder you select, put that serial number in the given box.
- Think again before putting serial number in the box and write down only that number which is appropriate.

SPECIAL ATTENTION
Select one dimension from the following two dimensions of the values.

There are eleven rungs. You don't choose lowest and highest rungs (serial number one & eleven), You select only one rungs out of the remaining nine rungs.

See carefully before selecting and putting a tick on the rung.

(1) From the remaining nine rungs, sixth rung is in the middle, which has been score zero because it lies in between the two rungs and rungs start from this point to upward and downward directions.

(2) It will be easier when you see both the dimensions of the values and assess the direction of your selection.

(3) Don't be unnecessarily hurried in the selection.

SCORING

It is a eleven point 'Scale'. The six sub-scales (or areas of value-orientation) need 'a simple tick' for each scale. The scale, as such requires only six "ticks" cautiously made.

The ladder, consisting of eleven rungs, neatly drawn on a card-board, be shown and introduced to the 'subject' with other essential details. Strong emphasis must be laid on 'self-placement' covering the 'free will' and 'wrighty judgement expressed by a single 'tick' on any one of the eleven rungs.

No self-placement' be made through ticks on the 'bottom' and 'top' rungs.

These must be excluded. The subject must be instructed clearly before hand.

Sl. No	LOWER 1234567891011	HIGHER
I	Localism	Cosmopolitanism
II	Fatalism	Scienticism
III	Non-venturesomeness	Venturesomeness
IV	Traditionalism	Progessivism
V	Autocratism	Democratism
VI	Non-Empathy	Empathy

CONCLUSION

As per the six value orientations scores are interpreted as per the scoring key. Closer the mean of 5.5 are to be interpreted tendency of the dimension whether negative or positive.

EXPERIMENT- 9
MENTAL HEALTH INVENTORY

INTRODUCTION
The term mental health is so common in the usage that psychologists are facing difficulties in defining it more accurately (Soddy, 1956; Barrien, 1952; Strange, 1965; Carroll, 1964). The main obstacle is the disagreement regarding the components of normal human behaviour among the cultures. In fact, it is a dynamic process where a living person strives to achieve balance between internal demands and requirements of 'changing environment'. Hence, if viewed in the light of Manninger's (1930) conceptualization, who happens to be the pioneer in mental health movement, "it is the adjustment of human-beings to the world and to each other with a maximum of effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, socially considerate behaviour and happy disposition." Since adjustment is a broader concept than mental health, the task of conceptualization of the term mental health has become a difficult one.

This concept of positive mental health has been crystalized by Chaplin (1975) by saying that "mental health is a state of good adjustment with a subjective state of well-being, zest for living, and the feeling that one is exercising his talents and abilities," and by Ray and Najman (1887) while saying that "the term mental health is generally used to designate one who is functioning at high level of behavioural and emotional adjustment and adaptiveness and not for one who is simply, not mentally ill." Strupp and Hadley (1977) also conceived mental health in its positive perspectives. This model has considered self-acceptance, ego-strength and philosophy of human nature/life as the major components of positive mental health.

Inventory Administration :
Before administering the inventory, a tester should be careful of the following points-

1. The place of administration of the inventory should be such that the tester may work comfortably and without any disturbance. The actual setting for the inventory administration is the room, be an individual testing or group testing. But the testers should be careful that the room is not overcrowded. Maximum 30 subjects should be taken for group administration. There should be properspacing between the testees, and sufficient ventilation, and light etc. in the room

2. The subject(s) should be properly motivated to take the inventory. The word "Test" should never be used, rather a phrase "a set of interesting statements" be used to avoid threatening situation that is frequently associated with the word testing

3. The language used by the test administrator in giving instructions to the subject(s) should be as simple as possible so that each one understands what i required by him/her.

4. The test administrator should see that each subject has available with him/her a pen or pencil. He should, however, have a stock of pen or pencils with him so that he may be able to meet any emergency situation.

INSTRUCTIONS

Instructions are printed on the front page of the Inventory in Hindi. Read the instructions carefully. Read each statement carefully and decide on the basis of your first reaction, whether it is "true" or "false" for you. if it is "true" then put a right tick mark(/) in the bracket given in front of the statement. If it is "false" then put a cross mark (x) in the bracket given in front of the statement. Your responses will be kept strictly confidential They shall be used only for research purposes. So feel free and register your honest responses. Do not leave any statement unanswered. There is no time limit to complete the inventory but still try your best to finish it at the earliest

SCORING PROCEDURE:

The scoring of the inventory is very simple. A numerical credit of 1 mark be given to each response that matches with the keyed answer, and a numerical credit of zero (0) mark is given to that response which does not match with the keyed answer. A composite score on the whole inventory serves as an individual's raw score denoting his/her magnitude of positive mental health. The maximum possible score on this inventory is (36) while the minimum possible score is zero (0). Thus, higher the score greater the degree of positive mental health is the direction of the scoring of this inventory.

CONCLUSION

The Higher the score the greater the degree of positive Mental Health.

EXPERIMENT -10
YOUTH PROBLEM INVENTORY

INTRODUCTION
The Youth Problem Inventory is a self administering Inventory for the students of 16 to 20 years of age of Hindi speaking areas to locate the problems which the students are ready to disclose.

CONSTRUCTION
The Youth Problem Inventory has come in its final form after passing through the following stages.

First of all an exploratory study of the problems, felt by youths, was done on a sample of 125 students randomly selected from the population of adolescents of 16 to 20 years of age group.

On the basis of this exploration a list of statements was prepared, covering all the problems mentioned by the adolescents. Another list was prepared of all relevant categories and sub-categories of the areas to which all the mentioned problems may belong. The criteria for classification were that the categories and sub-categories should:

(i) Cover the maximum problems of youths.

(ii) Be enough in number for convenience in scoring and summarization.

(iii) Provide well pointed indication for programmes of action.

(iv) Present a good format for the interpretation.

These two randomly arranged lists one of the relevant categories and sub-categories of problem areas and another of statements covering all problems, were sent to 15 judges with the request to indicate the exact area or sub-area for each statement.

On the basis of 80% of favourable judgement reports for a single statement belonging to a particular area and sub-area, categories and sub-categories were decided finally.

The statements of each area and sub-area were put together and in this way all the statements were arranged systematically. Now the inventory was ready for pilot study. The pilot study was done on 315 students of 16 to 20 years of age group. On the basis of this study and after finding out discriminative value of the statements, the number of statements was reduced from 99 to 80.

This final form of the inventory was administered to 764 students of 16 to 20 years of age group to get the norms.

PURPOSE
This inventory was constructed for more efficient group method to identity problems of youth and thus it is economical.

The purposes of this Inventory are:

(i) To discriminate anong youths with more or less problems.

(ii) To identify exact problem area.

(iii) To screen the students for counselling and personal help..

(iv) To make young people know their own problems.

(v) To enable paremts and teachers to understand their children.

(vi) To indicate difference in problems of youths and pupils of other age group.

(vii) Y.P.I. can also be adopted to know 'adjustment' and 'anxiety' of the youths.

AREAS AND SUB-AREAS OF INVENTORY

The Inventory contains 80 statements belonging to the under mentioned 4 areas and a number of sub-areas under each main area. The exhaustiveness of the Inventory has been verified from the answers of an additional question "Do you think you have mentioned all of your problems in this inventory" at the time of standardization of the final form of Youth Problem Inventory.

The areas covered in this test are:

Family Problems, School /College problems, Social problems, Personal Problems and Over sensitivity

AIM:

To Identify the subjects level of problems in different areas

MATERIAL

Youth Problem Inventory revised version by, Dr. M. Varma and publ;ished by National Psychological Corporation Agra,
Test booklet and Manual .

PROCEDURE

The subject is seated comfortably and the following instructions are given

INSTRUCTIONS

In has been observed that even the intelligent students also do face some problems. These problems can be solved by psychological means. You may be one of them. It is an attempt to know your problems. So give the required information about yourself truthfully and unhesitatingly. It is in your own interest.

The booklet contains some statements. Read them carefully. These may be entirely true, partially true or totally untrue for you. There are three boxes given against each statement, indicat-ing that it is 'True', Partially True' or 'Untrue'. You are required to give your response by ticking one of the three boxes against a particular statement. If the statement is 'entirely true' for yourself, tick the box intended for 'True.' If it is 'partially true' for you, then tick the box intended for 'Partially True, and if the statement is 'totally unture' for you, tick the box intended for 'Untrue' (False)'. Please take care that only one box is to be checked/ticked for each statement.

Be rest assured your responses will be kept strictly confidential. Make sure you do give your response for each and every statement.

RESULTS

The data thus collected with the test booklet is scored as per the manual.

Sl. No	Area	Raw Score	Percentile Rank	Stanine Grade	Level of Problems
A	Family Problems				
B	School/College Problems				
C	Social Problem				
D	Personal Problems				
	Total				

Based on the scores the percentile rank and Stanine grade and the level of problem of each area was assessed.

CONCLUSION:

Level of family problems ----------

Level of college problems ----------

Level of social problems ----------

Level of personal problems ----------