



**BLOCK 5
PRACTICAL**

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UNIT 5 PRACTICAL COMPONENT OF BPCC-110: APPLIED SOCIAL PSYCHOLOGY*

As has been mentioned earlier, the present course has a mandatory practical component of 2 credits. This block discusses about the practical and its related aspects.

Structure

- 1.0 Objectives
- 2.0 Introduction
- 3.0 Practical 1: Psychological Testing
- 4.0 Practical 2: In-depth Interview Method
- 5.0 Practical 3: Designing an Intervention Based on Theory of Planned Behaviour
- 6.0 Practical Notebook
- 7.0 Evaluation
- 8.0 References
- 9.0 Frequently Asked Questions
- 10.0 Appendices

1.0 OBJECTIVES

After reading this section, you will be able to,

- administer a psychological test.
- Discuss in-depth interview method of data collection, procedure to carry out in-depth interview, preparing an interview schedule and carry out thematic analysis.
- discuss designing of an intervention based on theory of planned behaviour.

2.0 INTRODUCTION

The present course is of 6 credits. 4 credits are assigned for theory and the 2 credits are assigned for practical.

In the previous blocks, we learnt about the subject area of applied social psychology. We also focused on the methodological approaches relevant to applied social psychology that included both quantitative and qualitative

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research. Further, an attempt was also made to shed light on various social issues and problems. In later blocks, we specifically focused on application of social psychology to different areas like environment and diversity, consumer behaviour, work settings, education and classroom health, mental health and wellbeing and so on.

Practical as a component has mainly been incorporated in your course to provide you some practical exposure to the topics that you have learnt in the theory. The practicals that you carried out in previous courses were mainly laboratory based. However, the practical that we will cover in the present course is not completely laboratory based. Keeping in mind the applied nature of this course, the focus of practical will be on applying what you have learnt in the previous blocks.

Every learner has to carry out two practicals out of the three practicals.

There are three practicals are mentioned as follows:

Practical 1: Psychological testing

Practical 2: In-depth interview method

Practical 3: Designing an intervention based on theory of planned behaviour

Out of the three practicals, **practical 1 is compulsory** and the academic counsellor may choose any one practical from amongst practical 2 and 3 that the learner will carry out .

Practical Sessions: There will be two sessions of three hours each for the two credits practical component of this course.

3.0 PRACTICAL 1: PSYCHOLOGICAL TESTING

This is a **compulsory practical** and the psychological test that is to be conducted will be selected by the counsellor.

You must have covered psychological testing under BPCC105. But for the sake of learning experience, psychological testing has been discussed in detail in the present section.

Besides the procedure for carrying out this practical, the format for report writing in the practical notebook will also be covered in this section.

Let us now discuss about psychological testing and it's aspects.

Psychological testing constitutes administration of psychological tests. Here, it is important to understand what are psychological tests. Psychological tests can be described as tools that can be used to measure psychological entities like intelligence, personality, attitude, interest, achievement motivation and so on. Let us look at some of the definitions of psychological tests.

Psychological test was defined by Gregory (2010, page 16) as “a standardised procedure for sampling behavior and describing it with categories or scores”.

Psychological test can be described as measurement of sample of behaviour that is standardised and objective (Anastasi, 1969).

Kaplan and Saccuzzo (2013) explained psychological tests as a device or technique used in quantification of behaviour that helps in not only understanding behaviour but also to predicting it.

Cohen-Swerdlik (2010, page 2), defined psychological tests as “ as the process of measuring psychology-related variables by means of devices or procedures designed to obtain a sample of behavior”.

Some of the main properties of psychological tests are apparent from the definitions discussed above. To highlight these properties, psychological tests are mainly objective in nature. They also have predictive and diagnostic value. A psychological test is also a standardised, meaning that the procedure followed while administering and scoring the test is uniform. Such instructions and scoring is provided in the manual of the test. Besides this the manual will also provide information about the norms base don which an individuals score can be interpreted. Any psychological test measures a sample of behaviour pertaining to certain psychological entity or variable. And though there are speed tests as well, often psychological test are power tests, that is, the difficulty level of item increaser gradually in their difficulty level. Thus it is possible to identify the potential/ ability of different individuals, those having higher as well as lower potentiality/ ability. It denotes the extent of quality related to the psychological variable an individual has. A psychological test also needs to be valid and reliable, that gain is stated in the manual along with details of method used to establish them (these will be discussed in details in later sections of this unit).

There are some of the assumptions that we need to highlight as well, they are as follows:

- 1) A psychological test needs to be valid or should measure what it is supposed to measure.
- 2) It should be reliable or consistent.
- 3) It should be objective and it is assumed that the individuals taking the test, understand the test items in a similar manner.
- 4) It is assumed that the individuals taking the test will answer the test will be able to accurately express their feeling in that regard.
- 5) It is assumed that individuals will answer the items honestly. Though there is always a possibility individuals answering due to social desirability.
- 6) Error variance is assumed to occur due to administrator (bias, expectations), test taker (anxiety, fatigue) as well as testing conditions (temperature, distractions).

Psychological tests have a vast scope and application as it is used in varied set ups from clinical, counselling, industrial and organisational to forensic set up. In clinical set up it can be used for diagnosis of psychological disorders. For example, Beck's depression inventory can be helpful in diagnostic process of depression. In counselling set up, it can be used to make career decisions and also understand one's aptitude and interest. Tests like Differential Aptitude Test, Career Preference Record and Vocational Interest Inventory can be used in this context. Psychological tests can also be used in industrial and organisational set up for selection purpose as well as to understand stress relations issues etc. in employees. Job Stress Scale, Organisational Citizenship Behaviour, Job Satisfaction Scale and so on can be used in this setup. In forensic psychology as well, psychological tests can be used to understand the psychological state of the individual. Psychological tests thus can be used to measure a wide range of psychological entities including intelligence, personality, creativity, interest, aptitude, attitude values and so on. There are even psychological tests that measure variables like internet addiction, resilience, mental health, psychological wellbeing, perceived parental behaviour, family environment etc.

Characteristics of a Good Psychological Test

As we have now developed an idea about what is a psychological test, let us discuss the various characteristics of a good psychological test. These in a way can be related to the assumptions discussed in the earlier section. Some of the characteristics of a good psychological test are discussed as follows:

- 1) **Psychological tests are objective in nature:** Any good psychological test needs to be objective and not subjective. There should be no place for any kind of bias. An objective psychological test also denotes that it is valid and reliable.
- 2) **Validity of a psychological test:** The next characteristics that a good psychological test should possess is validity. Validity can be explained as the ability of the test to measure what it is supposed to measure. A weighing machine is a valid tool to measure weight and it is not valid to measure length.
- 3) **Reliability of a psychological test:** A good psychological tests will also be reliable or consistent. For example, if you measure length of a table with a ruler on certain day and if you measure the length of the same table with same ruler after six months, the length obtained in centimetres will remain same, thus indicting that this ruler is reliable.

However, in the context of validity and reliability, it is to be remembered that in psychology what we measure are intangible entities like intelligence and personality. And thus establishing validity and reliability for psychological tests is a rigorous process.

- 4) **A good psychological tests will be have discriminant feature:** The test should be able to denote any difference between one individual from the other on a given aspect or variable. For example, if two individuals differ in their music aptitude, the the test should be able to differentiate between the two on this aptitude.
- 5) **A good test will be comprehensive:** This denotes that the test measures all the dimensions or aspects of the construct that it measures.

A psychological tests thus needs to be constructed with utmost care and all the necessary procedures need to be followed. Special care needs to be taken when the items of a test are constructed, and they need to be clear and not ambiguous. A good tests also should be quantifiable and it should be possible to score the items.

Validity and Reliability

Under the characteristic of a good psychological test we briefly discussed about reliability and validity. We used an example of weighing machine and a ruler. It is comparatively easy to establish the validity and reliability of a tool because the entities that they measure are tangible. In psychology, on the other hand, the entities that are studied are intangible, like intelligence, personality, attitude and so on. Further, human beings may also change and their behaviour can fluctuate. Thus, it is complex to establish their validity and reliability.

In the present section of this unit we will discuss validity and reliability, that are two significant aspects of any psychological test.

Let us start with discussion on validity first. As unless the test is established to be valid computing its reliability will not be meaningful.

Validity

Validity can be described as the characteristics of a psychological test that states whether the test measures what it is supposed to or purports to measure. Thus a test on adjustment needs to measure adjustment and a test on self esteem needs to measure self esteem. A ruler, that measures length, is not a valid instrument to measure weight and a weighing machine is not a valid instrument to measure length. Similarly, a good psychological test needs to be valid and should measure the entity (or the sample of behaviour) that it was developed to measure.

There are various methods of validity, these are discussed as follows:

Face validity: As the name suggests the focus here is on the face value of the test. If the test seems to measure what it is supposed to measure then it can be said to have face validity. This is basically based on judgement (Veeraraghavan and Shetgovekar, 2016). Such a validity may be helpful when deciding whether the items in the test are suitable in certain situations. Though this can be considered as initial step in the process of testing the item rather than in drawing conclusions about the validity of the test.

Content validity: In this validity the focus is on the content of the psychological test. Content validity is established by comparing the items in the test with the behavioural manifestations. Mainly, in content validity, whether the construct that the test is supposed to measure is represented in the test or not is focused on. Content validity can be differentiated from face validity as the former includes an examinations of the items that is comprehensive in nature. Further, quantitative data is also used. Correlation between the item and total score is computed that provides an idea about the content validity of the test. Thus, a clear idea about how each item represents the variable measured by the psychological tests can be sought. In order to obtain content validity, both, the items that relate to the variables measured by psychological test and the items that do not relate to the variables measure by the test need to be included. A psychological tests can be first measured for content validity during the test construction stage.

Construct validity: As was discussed in the first unit, a construct can be terms as a concept that is adopted for empirical purpose (Kerlinger, 1995). Thus, when adjustment or creativity is adopted in a research for empirical purpose, it will be termed as a construct. Construct validity involves looking for evidences that the behaviours reflected by the test to some extent indicate the construct. In this validity, hypotheses are formulated based on theory related to the construct and then attempts are made to accept or reject the hypotheses based on data collection. Based on the data then it is concluded whether the the results obtained are explained by the theory or not. If not then the theory is modified and the process is repeated.

Criterion related validity: This related to the predictive feature of the psychological test and is scientific in nature (Veeraraghavan and Shetgovekar, 2016). This can be explained as the extent to which a psychological test covaries with another valid psychological tests measuring the same variable or with the help of gold standard assessment strategies (Haynes et al., 1999). Gold standard assessment strategies are nothing but a different and accurate criterion or behavioural evaluation that is carried out by experts using valid psychological tests, observation and interview (Zolotor& and Mayer, 2004; Rich and Eyberg, 2001),

Criterion validity constitutes the following three categorises

- 1) *Discriminative validity:* This can be determined based on whether a test is able to categorise the individuals in to groups that are contracting, based on the construct that it measures. This type of validity is relevant when we need to make a decision that is categorical, for example, whether the individual displays maladjustment or not. Though such a validity may not be relevant when the tests developed is a continuous scale and measures adjustment over a period of time, say during the counselling process.

1) **Concurrent validity:** In psychology, there could be multiple tests that are developed that measure dissimilar or similar entities. In concurrent validity, a validity of a test is established by comparing its scores with that of another valid test that measures dissimilar or similar entity. This can be done by administering the two tests on same group of individuals at same time. The validity of the the developed test is determined based on whether it has a significant relationship with another valid tests measuring the same construct or has no significant relationship with a valid test that measures a different construct.

- **Convergent validity:** This validity measures the extent to which two tests that measure similar or same construct overlap. Thus, a correlation is established between two tests that measure similar or same entity and if there is significant correlation then we can now that the test developed is valid. For example, a test developed to measure occupational stress has significant relationship with another valid test that also measures occupational stress.

- **Discriminant validity:** This is also known as divergent validity. In this validity, an attempt is made to discriminate the test from the tests that measure an entity that the test is not developed to measure. Thus, the test developed needs to display no correlation with such a test. Thus, there will be no relationship between the test developed and the test that measures a different construct. For example, there will not be any relationship between occupational stress and job anxiety. With the help of such a validity, we can come to know that the test developed measures the construct that it is developed for and does not measure another unrelated construct or a construct that could overlap with the construct measured by the test developed.

3) **Predictive validity:** This validity can be explained as relationship between performance on the psychological test developed at a certain time and performance on a criterion measure at some other point of time (Kazdin, 1998). This validity is established with the help of correlation between the scores that are obtained from two different tests. Thus, it is similar to concurrent validity. But the only difference is that the tests are administered at two different points in time and not at the same time.

Incremental validity: This is mainly used to establish whether the present psychological tests will more information about the psychological entity that its is developed to measure than the tests that are already available.

Reliability

Reliability denotes consistency of the psychological test over a period of time. For example, when a length of a table is measured with the help a ruler on a certain day and then after six months, the length obtained will be same. Thus, the ruler can be termed as consistent instrument to measure the length.

This is comparatively easy as table is a tangible entity and as such its length will not vary, unless it is broken or subjected to some other modification which case as well, such a modification or change will be easily visible. However, in case of psychological entities that are intangible, establishing reliability or consistency is a difficult task. Therefore, if a psychological test on adjustment is developed and it is administered on a group of adolescents, the scores obtained at a certain point and some time later, say after six months need to be more or less same or similar. Reliability can be denoted with the help of reliability coefficient, that can be statistically computed.

There are various methods to test reliability of a test, these are discussed as follows:

Test–retest method: In this method, a correlation is computed between the test scores and retest scores of a particular test. The correlation obtained needs to be obviously positive and lower the correlation, lower the reliability. Thus, the test is measured to a certain group of individuals at a particular point in time and then re-administered after a time gap to establish its consistency. Though, error could occur in test- retest reliability due to issues like practice effect, maturation, learning and memorisation of items by the participants.

Alternate or equivalent forms method: To overcome some of the issues faced in test-retest reliability, alternate form method can be used. In this method an alternate form of the test is developed. The two forms are then administered one after the other on same group of individuals and the scores obtained are correlated to establish consistency or reliability. One of the major challenges in this regard is creating two equivalent forms of the test.

Split- half method: This method mainly focuses on internal consistency. This can help counter the disadvantage of the alternate forms method as only one test is developed and administered. The test is then it is split in to half as the name suggests. One important question that may arise is how the test can be split. One way that it can be split in to half with the above 50% items and the below 50% items. Though this will not work when the test is a power test with increasing level of difficulty. A better way is to split on the basis of alternate item, that is even numbered items in one lot and odd numbered items in another. As the scores are obtained correlation can then be computed between the two lots to obtain internal consistency. The Spearman–Brown prophecy formula can be used for computation of correction as reliability is otherwise obtained only for half the test. This method can be effectively used with tests that have large number of items that measure same psychological entity.

Kuder–Richardson reliability and Coefficient alpha (α): The Kuder–Richardson Reliability indicates inter-item consistency and is mainly used for psychological tests that have items with multiple choice, items with fill in the blanks, items seeking short answer and so on. There is just one form of the

psychological test and it is administered in one sitting. As the focus of this method is on inter-item consistency, it is important that the test items are homogeneous in nature. When the items are heterogeneous, the reliability coefficient obtained will be low.

Coefficient Alpha, also known as Cronbach's Alpha can be termed as an extension of Kuder–Richardson Reliability (Veeraraghavan and Shetgovekar, 2016). This can be used for tests that have more than two answers and thus can also be used for Likert scale. This also focuses on internal consistency.

Scorer reliability: In psychological testing it is also relevant to obtain a scorer reliability as error variance can also occur due to the test administrator and scorer. Scorer reliability can be established by having two test scorers score the items for a same test and then, by computing correlation coefficient between the scores given by the two scorers.

Standardisation and norms are also important aspects of psychological tests and are stated in the manual that comes along with the test. Psychological tests denote how individuals are different from each other with reference to various psychological entities. And in order to adequately measure presence and level of such entities in an individual, uniformity in procedure, administration and scoring of the test is required. This is termed as standardisation.

Further, it is also important to have a norm that can be referred to suitably interpret the scores obtained by the individuals. Often after a test is administered and scored, a raw score is obtained which is meaningless, unless it is compared against a standard or norms. Standardisation and norms are established after it is ensured that the test is reliable and valid. To obtain the norms, the test is administered to a large number of individuals. For instance, we can obtain norm for weights of newly born infants in India, by measuring the weight of a large number of newly born infants in a given period of time. Then based on this, norms can be created. An average score will also be obtained. Thus, weight of any new born infant can then be compared with the norms to understand where they fall and make interpretations accordingly.

In psychology, when norms are created for various psychological tests, various aspects like gender, culture, geographical location and so on need to be taken in to consideration and thus separate norms can be created for different groups. And these details need to reflect clearly in the test manual. For instance, taking the earlier example, the norms for weight of newly born infants in India will differ from that of newly born infants in Germany or USA.

Types of Tests

There are various types of psychological tests. These are discussed as follows:

Individual test: Tests that are administered on a single individual. For example, Wechsler Adult Intelligence Scale (WAIS), Stanford-Binet Intelligence Scale (SB), Bhatia battery.

Group test: Such tests can be administered to a group of individuals at the same time. For example, NEO PI and Minnesota Multiphasic Personality Inventory

Speed test: A speed test constitutes items that are of same difficulty level, however a certain time period is provided to complete the test.

Power test: A power test constitutes items that increase gradually in terms of their difficult level. Though here there is no time limit to complete the test.

Verbal test: A paper pencil test can be termed as a verbal test where the items are mentioned using language. For example: 16 PF and Eysenck's Personality Inventory.

Non-verbal test: In this type of test certain figures and symbols are used. For example, Raven's Progressive Matrices. In this the language may used only to provide instructions to the individual taking the test.

Performance test: In performance test, the individual taking the test has to perform certain tasks. For example: Alexander's passalong test and Koh's block design test.

Objective tests: In objective tests, the individual will choose from certain correct answers that are that are decided in advance. This avoids any subjectivity on behalf of the scorer. The responses could be in terms of true or false or multiple choices or even a rating scale like Likert scale or Thurston's scale may be used. For example: NEO Personality Inventory.

Projective Tests: these are subjective in nature. Here, the test taker may be asked to respond to certain semi structured or unstructured stimuli. The responses are then to be interpreted by the administrator, where subjectivity may creep in. Examples of projective tests are Rorschach Inkblot test, Somatic Inkblot Series, Sentence Completion Test, Thematic Apperception Test and Children's Apperception Test.

Besides the above, psychological tests can also be categorised as follows:

Intelligence tests: There are various intelligence tests that are used to measure intelligence of individuals. Intelligence can be described as one's ability to adjust and cope with the environment. Binet and Simon (1960) defined intelligence as an individual's capacity to make adequate judgements, carry out reasoning and ability to comprehend. Wechsler (1944, page 3)

defined intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment”. These tests are often used in educational and clinical set ups. Examples of intelligence test are Wechsler Intelligence Scale for Children (WISC), Stanford-Binet Intelligence Scale (SB), Bhatia battery.

Personality tests: These are used to measure personality of the individuals. Larsen and Buss (2018) defined personality as a collection of psychological traits and mechanisms that are stable and organised and that have an influence on an individual’s interaction and also has an impact on how he/she modifies his/ her physical, social and psychological environment. It can also be explained as differences amongst individuals with regard to their patterns of thinking, feeling and the way they behave (APA, 2019). Personality tests are used widely in varied setups including clinical, educational, counselling, industrial and organisational setup and so on. Examples of personality test are Eysenck’s Personality Inventory, Thematic Apperception Test (TAT), Somatic Inkblot Series (SIS).

Aptitude tests: There are tests that measure the potential/ abilities possessed by an individual in certain area. These find their application in schools and even in industrial set up for selection purpose. They denote whether a person will be able to perform effectively if he/ she is given training in that area. For instance, a person with aptitude for dance or music will do well in the area if given training. Examples of aptitude tests are Differential Aptitude Test, Seashore Musical Aptitude Test.

Interest inventories: These measure interests of individuals. Interest is important as aptitude in making career decisions and thus these tests are also used often in educational setup. Examples of interest inventories are Vocational Interest Inventory.

Attitude tests: These tests measure attitude of an individual towards events, other individuals, objects and so on. Often in attitude tests Thurston and Likert scale are used. These could measure attitude towards women, health and so on. Examples of attitude tests are

Achievement tests: There are also tests that measure achievement of individuals. They mainly test an individual’s learning in certain academic area. Such tests are often used in educational setup. Academic achievement test and Mathematics Achievement Test are examples of achievement tests.

Administration and Scoring of a Test

As a student of psychology and especially when we are learning about psychological testing, we need to not only understand what is psychological testing and psychological tests and the relevant concepts like reliability, validity, standardisation and norms, but we also need to have an idea about how to administer a test and score it.

The administration of a test will differ based on whether it is administered to an individual or a group. When it is administered to an individual, it will be given to a single individual and accordingly preparations need to be made. And if its is administered to a group, then adequate sitting arrangement is required and necessary preparations in that direction are required.

Either ways it is to be remembered that the test is administered in a systematic and standardised manner. Same instructions (as specified in the manual) are to be given to the test takers.

Before the test is administered whether to an individual or a group, ensure that all the material required for the test administration is ready. Also ensure that the environmental conditions in which the test will be administered are conducive and free from any distractions. It is also important that you thoroughly read the test manual and also have good idea about the concept that the test measures.

The following points needs to be considered while administering a test:

- Focus on the purpose for which the test is administered. Tests are administered in order to measure an individual on certain variable. And based on what exactly is to be measured, a test needs to be selected. For instance, personality can be measured with the help of 16 PF as well as NEO- PI. You need to select a test based on what you want to measure. It is important that a psychological test is administered by a person who possesses necessary qualification, expertise and skills to do so (As far as your practical component of this course is concerned, the variables to be measured have already been specified and you will learn how to administer and score a test measuring one of the specified variables).
- It is important that you thoroughly read the manual of the test and are familiar with the instructions, procedure, duration of the whole test administration process and any other relevant information in that regard. Typically the manual will have background information about the variable that the test measures, besides information about the instructions, reliability, validity. Also details with regard to how to score the test and norms will also be provided.
- Ensure that all the material required for test administration is kept ready before administration.
- Ensure that the room where the test will be administered is adequate in terms of temperature and illumination. Also ensure that it is free from any distractions. There needs to be comfortable sitting arrangement for the test taker (s).
- Also focus on the ethical issues to be followed during test administration like confidentiality, privacy and so on. We discussed briefly about ethics in the unit 2 and same are also relevant in this context.

- While administering the test, the instructions need to be provided clearly to the test taker(s). Also if there are any doubts or questions, then suitable clarification/ answers have to be given.
- Keep in mind the individual characteristics while administering the test. Your approach may differ when you administer a test to children, elderly, people with disability and so on. Also language and culture need to be focused on.
- Most important thing while administering a test is also creating a rapport with the test takers so that their test anxiety is reduced and they extend their full cooperation during the test administration process.
- After the test is administered, if required debriefing is to be carried out, where any information that was not revealed before the test was administered, the same needs to be informed to the test taker(s). Introspective report can also be taken from the test taker.
- The test responses can then be scored as per the instruction and scoring key given in the test manual and interpretations can be made based on the norms provided.
- After the interpretations is carried out the test results are to be informed to the test takers in suitable manner.

Some of the Indian psychological tests are given below. Apart from these, the academic counsellor can select any other psychological test based on the topics covered in BPCC110:

- Attitude Scale Towards Education (ASTE) by S. L. Chopra (Hind).
- Fundamental Rights Attitude Scale by K. K. Tiwari (Hindi).
- Noise Attitude Scale by M. Rajamanikam (English).
- Temperature Attitude Scale by M. Rajamanikam (English).
- Cyber Crime Awareness by Dr. S. Rajasekar (English).
- Internet and Social Networking Sites Attitude Scale by Dr. Subhas Sarkar and Prasenjit Das (English).
- Sports Specific personality Test by Dr. Agya Jit Singh and Dr. H. S. Cheema (English/ Hindi).
- Employees Mental Health by Dr. Jagdish (English/ Hindi).

Procedure to be followed by Academic Counsellor for Practical 1

The practical session will be carried out by the academic counsellor at the study centre. The procedure to be followed by the Academic Counsellor is as follows:

- 1) Go through the manual of the test thoroughly.
- 2) Explain the test in detail to the learners in the class.
- 3) Introduce the test in terms of:
 - History of the Test
 - Author
 - Development of the test
 - Features of the test (e.g. no. of items, dimensions, reliability, validity)
 - Administration
 - Scoring
 - Interpretation
- 4) After the introduction of the test, demonstrate to the learners how to administer the test.
- 5) The demonstration of administration will include the following:
 - a) Preparation for the test, for instance, keeping the test material (test booklet, answer sheet, stopwatch) ready.
 - b) Establishing rapport with the participant, making him/her feel comfortable
 - c) Explaining the test (procedure, time limit, precautions)
 - d) Taking informed consent for undergoing the test and informing the participant that the test findings will remain confidential.
 - e) Taking permission to record the session, wherever applicable.
 - f) Reading the instructions for test administration from the manual and showing it to learners as to from where they have to read the instructions.
 - g) Clearing all doubts in the mind of the subject about the test administration.
 - h) The participant takes the test.
 - i) Taking the answer sheet from the participant after completion of the test.
- 6) Explain the scoring procedure (as given in the manual) to the learners.
- 7) Explain how to interpret the data.
- 8) Ask learners to administer the test on each other in pairs and monitor the same.

- 9) The learners will now administer, score and interpret.
- 10) The learners will have to write a report of the test in the Practical notebook which will be evaluated by the academic counsellors.
- 11) Reporting the practical in practical notebook.

As mentioned above, you will be administering test in the Practical component You will thus, record the procedure in the practical notebook.

4.0 PRACTICAL 2: IN-DEPTH INTERVIEW METHOD

This is an optional practical and the academic counsellor may decide to select this practical.

We discussed about interview as a method of data collection in unit 3 of this course. One of your practicals could be using interview method. To facilitate your learning process, we have given the details of interview method in the present unit and also details of how the interview responses are to be analysed.

Interview is one of the most commonly used methods of data collection. Various methods of data collection can be categorised based the extent to which they are direct. For instance, one way data can be collected is by asking questions to the participants and another way would be by using projective techniques like Rorschach inkblot series and so on. Interview can be termed as a direct method that may help in gathering relevant information directly from the participants. Though, it is possible that the participants are not able to or not willing to reveal certain information. In which case a direct method like interview will not work. Kerlinger (1995, page 441) described interview as “a face to face interpersonal role situation in which one person, the interviewer, asks a person being interviewed, the respondent, questions designed to obtain answers pertinent to research problem”. The key points in this definition are that there are two main individuals involved, interviewer and interviewee who are involved in a face to face interaction. And during this interaction, the interviewer will ask certain questions to the interviewee to elicit responses.

One of the main aspects of the interview is the **interview schedule**. Interview schedule is nothing but questions that the interviewer has to ask as well as certain guidelines with regard to how the interviewer is expected to proceed with the interview. Preparing an interview schedule is a challenge and a lot of planning and work is required. While preparing an interview schedule one needs to be sure that the sentences are specific and clear and lack words with double meaning or ambiguous words. Though interview schedules are costly and are time consuming affair, the amount of information that can be obtained with the help of interview schedule is large.

Before preparing an interview schedule suitable background information needs to be collected about the focus of research and research problem. An interview schedule will mainly constitute 'identification information or face sheet, census type information and problem information' (Kerlinger, 1995, page 441). Identification information is mainly required so as to be able to identify the schedule. The census type information is related to the socio demographic information including age, gender, education, occupation, marital status, socio-economic status and so on and the problem information includes questions pertaining to the research problem for which the responses from the interviewee are elicited. The items in the interview schedule could be open ended or close ended. In open ended items, a frame is provided for the answer but otherwise the interviewee has freedom to answer the way he/she wants to. In close ended items certain fixed alternatives are provided from which the interviewee has to select, thus, limiting the flexibility of answers. In certain cases, scales are also used in interview schedule where responses can be provided in terms of degree of agreement or disagreement. For example, agree, undecided, disagree or frequently, sometimes, rarely, never. The researcher or the interviewer needs to carefully decide about what type of items he/she wants in his/her interview schedule based on the research problem. While carrying out interview, audio and video recording can be carried out with due consent of the interviewee(s). Ensure that the ethical guidelines are followed while the interviews are carried out. Also during the interview process, the interviewer needs to be careful about interviewers bias.

Care needs to be taken while framing the questions and the following needs to be ensured:

- 1) The questions focuses on the objective of the interview.
- 2) The questions are not vague and lack any ambiguity.
- 3) The questions need to elicit answers and should not elicit questions.
- 4) Ensure that background information is collected about the focus of the interview and interviewees are selected in such a way that they would be able to answer the questions in the interview schedule. This will also help ensure low resistance to the question on part of the interviewees.
- 5) Questions that may elicit responses that are influenced by social desirability need to be avoided.

Types of Interview: Interview can be categorised as follows:

- 1) **Structured Interview:** This is also referred to as standardised interview. This type is standardised, as the name suggests and includes predefined questions that are sequenced in certain predefined order and also worded in certain way. Thus, there is not much freedom to the interviewer to make any changes to the questions asked. The interview schedules for

such an interview are prepared carefully well in advance and with much deliberations. And it is prepared with a focus on the research problem. Though one disadvantage could be that preparing such an interview schedule is an exhaustive and time consuming process and there is not much scope for the researcher to make many modifications.

- 2) **Unstructured Interview:** Also termed as unstandardised interview, this type of interview is more flexible and as such questions are not predetermined and the interviewer has full freedom to ask the questions in the way and sequence that he/ she wants to. This in a way provides the necessary freedom to the interviewer to make any modifications as per the demand of the situation.
- 3) **Semistructured interview:** Such an interview is a combination of structured and unstructured interview. There will be an interview schedule that is predetermined, but the interviewer has full freedom to modify and make changes in it.

In the present practical you will use semi-structure interview to collect the data from the interviewees.

The questions asked during the interview need to be clear and specific and care need to be taken that the interviewee has understood the question. After developing the questions, you can also carry out 'piloting', that is, taking opinion from the experts regarding the questions developed by you. The questions can be critically analysed by the experts and suggestions can be given to delete, modify or improve them. The questions can also be administered to a small group of participants (as per the population of the research) to check their effectiveness. The questions can then be finalised for the research

Some of the types of questions, that could be asked are as follows:

- **Warmup questions:** These can be used to create rapport with the participants. For example: How are you? How was your day?
- **Demographic questions:** These are questions asked to collect demographic details of the participants, like age, religion and so on.
- **Core questions:** The questions that pertain to the main objective of the research or subject area of the research are termed as core questions. The interviewer needs to ensure that maximum information is collected with the help of these core questions. And in this regard, the interviewer can use probes and prompts as well.
- **Clarifying questions:** Such questions can be used to further clarify certain points or aspects that were reflected in answers to the core questions.

The response can be written down or even recorded (with prior consent of the interviewees) so that they can be analysed later during thematic analysis.

In the present practical, you will use thematic analyses to analyse the interview datas.

Advantages of Interview

- 1) A lot of relevant, in-depth and a large amount of information can be collected with the help of this method.
- 2) This method is suitable to collect data regarding certain serious and complex issues (that could even evoke emotional reactions).
- 3) This method is flexible and can be used with varied respondents from varied backgrounds.
- 4) Since it is in face to face, the interviewer also has an advantage of observing the nonverbalbehaviour of the interviewee. Certain spontaneous reactions of the interviewee can also be noted.
- 5) It is possible for the interviewer to explain certain questions or words to the interviewee or clarify any doubts, thus increasing the likelihood of eliciting appropriate responses.
- 6) Certain participants may display resistance in replying, but with suitable skills and rapport it is possible for interviewer to elicit responses from such participants.
- 7) It is comparatively easy for the interviewer to notice if the interviewee is faking or providing genuine responses.

Limitations of Interview

- 1) Preparing a suitable and adequate interview schedule is a task in itself and not only hard work and time but certain level of expertise and skills are also required.
- 2) Even interviewing requires necessary expertise and skills.
- 3) It is time consuming and is not cost effective.
- 4) It may be difficult to analyse and interpret the responses to the open ended questions.
- 5) Subjectivity may creep in.
- 6) Reliability and validity could be low.
- 7) Influence of social desirability cannot be ruled out.

The responses obtained with the help of the interview need to be analysed using thematic analysis, that was discussed by us in Unit 3.

Procedure for carrying out Interview

The following steps be followed while carrying out this practical:

1) **Select a social issue:** In the block 2, you studied varied social issues and in block 3 and 4, we have discussed about application of social psychology in varied fields. **You may select any issue from amongst the subtopics discussed.** Some of the topics that can be considered are

- Health related behaviours
- Environmental related behaviours
- Behaviour in classroom

Before you finalise the social issue, it is important that you understand the issue or aspect and refer to the relevant review of literature or studies carried out in that context.

Topic is to be selected in consultation with the academic counsellor under whom you will carry out the practicals.

2) **Objective of the interview:** Specify the objective of the interviews.

3) **Identify participants on whom you will conduct the interview:** You need to conduct the interview on at-least three participants. The nature, age, demographic profile of the participants will be based on the social issue selected by you. Also ensure that these participants have somewhat similar profile. For example, you could take adolescents, or older adults, or delivery persons and so on based on the social issues/ aspect selected by you.

4) **Developing a semi structured interview:** Based on the social issue/ aspect selected, you need to develop a semi structured interview schedule of around 10 core questions. You can also have a few warmup, demographic and clarifying questions. All these will be reported by you in your practical notebook. Overall interview schedule can have around 20 questions.

4) **Conducting the interview:** You then need to carry out the interview, which can be face to face or via online mode. Though you need to remember that interview will be one to one. Thus, you will carry out three interviews.

Remember the following while carrying out the interview:

- While conducting the interview, ensure that you have all the material that you need like pencil, pen, paper, the interview schedule prepared by you.
- Select a quiet and comfortable place to carry out the interview.
- Build rapport with the interviewee(s) as you start the interview. This can be done by asking warm questions.
- Ensure that you follow the ethical issues and ensure confidentiality and privacy. Also take informed consent of the participant.

- Observe the non verbalbehaviour of the participants and make notes.
- If you intend to record (audio or video) the responses of the participants, ensure that you take prior permission from the participants.
- Note down the session verbatim (as the conversation took place between you and the participants)

1) **Data analysis:**The data analysis is to be carried out with the help of thematic analysis.

Example of Interview

Let us explain with the help of an example.

Suppose you want to carry out an interview on Usage of Social Media by adolescents.

Topic: Usage of Social Media by Adolescents

Objective: To study the usage of social media amongst the adolescents.

Participants: 3 School going Adolescents from Delhi. You can further describe the participants based on relevant socio demographic details like, gender, Socio-Economic status and so on. This will be decided based on the topic selected.

Semi-structured interview: Including warmup questions like how are you today? What have you been doing these days? and so on. Collect demographic details about the participants by asking some demographic questions You can have around 10 core questions like Which social media platforms do you use? What is the duration of use of social media? For what purpose do you use social media? What do you think are positive aspects of using social media? What do you think are negative effects of use of social media? The questions will depend on the objective of your interview. If you want to further clarify certain aspects, clarifying questions can also be asked, like How do you think usage of social media affects your social relationship?

Conducting the interview: Create a conducive environment for the interview, material to be kept ready. If recording is to be carried out, keep the recorder or camera ready. Explain the ethical issues and seek informed consent. Take permission before recording. Note down the verbatim and also the non verbalbehaviour of the participant

Example of how the verbatim is recorded

Interviewer: *So what do you think are the positive aspects of social media?*

Interviewee 1: *Well, a lot of people think social media is bad, but it helps me keep in touch with my friends and also when i am bored, i can use it for entertainment. My parents say that its is bad and can be additive. But it really helps me connect with my friends. You know now due to COVID 19, I am not able to meet my friends, so wee keep in touch though Facebook. I know what they are up to.....silence.....if watched a new movie, or visited some place, how they celebrate their birthday party. It is otherwise very boring you know. This is what I feel, it is very useful and i can be updated with what is happening around.*

Observation: As the interviewee was replying, he had put his head down. He was not maintaining eye contact.

Data analysis: The steps mentioned in thematic analysis are to be followed.

Response	Label
<p><i>Well, a lot of people think social media is bad, but it helps me keep in touch with my friends and also when i am bored, i can use it for entertainment. My parents say that its is bad and can be additive. But it really helps me connect with my friends. You know now due to COVID 19, I am not able to meet my friends, so wee keep in touch though Facebook. I know what they are up to.....silence.....if they watched a new movie, or visited some place, how they celebrate their birthday party. It is otherwise very boring you know. This is what I feel, it is very useful and i can be updated with what is happening around.</i></p>	<p>General perception of social media Parental perspective of social media Keep in touch with friends Entertainment Information about friends Update with social happenings</p>

Step 1 Become familiar with the data: Read the responses of the participants again and again to become familiar with the data. Thus, in case of our example, the responses given by the three participants to the questions in the semistructured interview are read again and again so as to become familiar with the data.

Step 2 Initial codes need to be generated: This includes highlighting certain aspects of the responses and labelling these aspects. Thus, let us look at the verbatim responses we noted earlier.

Step 3 Themes are to be identified: The codes generated can then be categorised under themes. Themes are more general when compared to codes. Thus from above codes, themes that we can generate are

Theme: Others perspective of social media Codes: General perception of social media , Parental perspective of social media
Theme: Peer relationship Codes: Keep in touch with friends, Information about friends
Theme: Entertainment and Information Codes: Entertainment, Information about friend

Some codes could be converted in to themes. There could also be codes that are ambiguous and such codes can be deleted. While creating themes look for patterns in the responses provided bt the interviewer.

Step 4 Themes are to be reviewed: Themes need to represent the data and therefore it is importnat that they are revisited. Thus, we will look at our themes and the data set and then compare them. If you feel any changes are required than the same can be carried out.

For example, we may feel that the code: information about friends can go under Peer relationship theme rather than entertainment and information.

Step 5 Themes are to be named and defined: Here, we will specify what we mean by each theme. For instance, when we say ‘Others perspective of social media’, who are these others. Are they significant others, or both general public and significant others. Peer relationship can also be explained as relationship with those whom the individual thinks to be equal age. Entertainment and information can be explained with social media providing means of entertainment as well as information about social happenings.

Step 6 Report is to be prepared: While writing the report of thematic analysis, the following needs to be included:

- **Introduction:** Here we can write about the overall perspective of adolescents towards social media. How many adolescents prefer social media and active on social media platforms. On the basis of introduction, the aim, questions and approach of thematic analysis can be explained.
- **Methodology:** This will include details as to how the data was collected. In case of our interview, we used semi structured interview.
- **Results:** Each theme is explained under this section. Meaning of the theme can be explained with the help of examples from the data.
- **Conclusion:** The main findings can be highlighted here and also an answer can be provide dto the research question.

5.0 PRACTICAL 3: DESIGNING INTERVENTION BASED ON THEORY OF PLANNED BEHAVIOUR

This is an optional practical and the academic counsellor may decide to select this practical.

The third practical is designing an intervention programme based on theory of reasoned action. Thus, first we will discuss the theory in detail and then focus on how we will proceed designing an intervention based on the theory of planned behaviour.

Let us now discuss about what is theory of planned behaviour.

Theory of planned behaviour can be explained as an extension of theory of reasoned action. The theory was put-forth by Aizen in 1985 (Sarafino and Smith, 2011). The main focus on this theory is on intentions. Intentions denote what we intend to do. Thus, for instance, a smoker could intend to end smoking, an individuals could intend to buy a certain car , and so on.

Intentions can determined based in three judgements.

- **Attitude pertaining to the behaviour:** This is the judgement on the basis of which whether the behaviour is good thing to do or not is decided. And this further is based in the outcome expected if the person behaves in a certain way and whether this outcome would be rewarding or not. It can be described as a tendency of an individual to respond favourably or unfavourably to an object, person, event, institution or behaviour (Sharf, 2000). The behaviour thus is evaluated positively or negatively by the individual. For example, an individual would decide to go on a diet plan provided he/ she feels that the outcome would led to reduction of weight, which in turn would help the individual stay healthy or look good.
- **Subjective norm:** This mainly has to do with the social pressure or can also be described as social expectation. Social pressure has more influence on an individual behaviour when compared with social expectations. Subjective norm is mainly based on how others perceive the behaviour, whether it is considered as appropriate or not. Thus, the individual in the earlier example, would go for diet, if it is seen as appropriate and acceptable by significant others in his/ her life.
- **Perceived behavioural control:** This is a term that is similar to self efficacy and denotes the expectations regarding the success of performing the intended behaviour. This denoted the “subjective probability that a person is capable of executing a certain course of action” (Sharf, 2000, page 100). Thus, again referring to the individual in the earlier example would adopt the diet plan and eat the food accordingly based on his/ her expectation that he/ she has about its success. It is about “Whether I will be able to do it?”.

Thus, intention will lead to reforming of the behaviour. Various studies have supported the theory and thus interventions that focus on intentions

of the individual can be developed in order to bring about a change in the individual behaviour. The theory has been explained in figure 1.

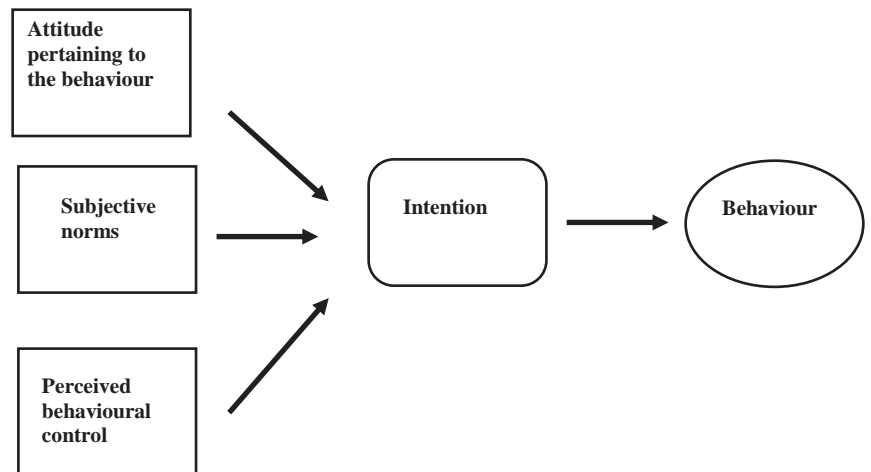


Fig. 1: Theory of Planned Behaviour

Thus, all three, that is the attitude pertaining to the behaviour, subjective norms and the perceived self control will lead to the intension, which in turn will determine whether the behaviour will be displayed. To further discuss on the basis of the example, if the family of the individual feels that the diet plan will not be effective and if the individual also feels that he/ she will not be able to diet, then the individual will not have an intention to follow the diet plan and thereby will not follow the diet plan.

One of the imitations of theory of planned behaviour is that behaviours in certain cases may not depend on intentions and individuals may plan to do things but may still not carry them out. But this can be dealt by if there is an adequate planning, efforts made in the direction of the behaviour are tracked, feel that they need to behave for a long period of time and they feel confident that they will be able to behave as per the plan.

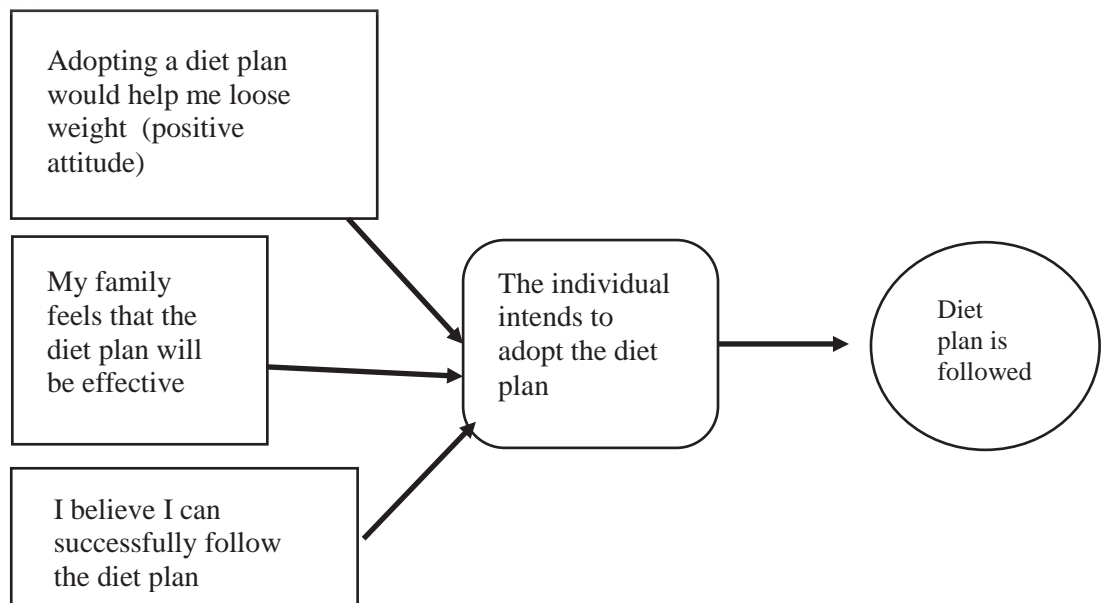


Fig. 2: Example based on Theory of Planned Behaviour

In the context of this theory, yet another important aspect is past experience, though it is not adequately covered in the theory. Thus, if people were already involved in certain behaviours or similar behaviours, they are likely to adopt the behaviour. For example, at some point in time, the individual followed a similar diet plan, the likelihood that the individual be able to follow the diet plan is high.

Procedure for designing intervention based on theory of planned behaviour

The following steps be followed while carrying out this practical:

- 1) **Select a social issue:** In the blocks 2 you studied varied social issues and in block 3 and 4, we have discussed about application of social psychology in varied fields. You can select any issue from amongst the subtopics discussed. Some of the topics that may be included are
 - Health related behaviours
 - Environmental related behaviours
 - Behaviour in classroom

It can be any topic that will fit in the theory of planned behaviour. Before you finalise the social issue, it is important that you understand the issue and refer to the relevant review of literature or studies carried out on the issue.

Topic is to be selected based on review of literature and in consultation with the academic counsellor under whom you will carry out the practicals.

- 2) **Select specific behaviour that you propose to target:** For example, it could be promotion of physical fitness, awareness related to waste management, adopting certain learning strategy and so on. This also needs to be done based on discussion with the academic counsellor.
- 3) **Selecting the group:** Select a group of people for whom the intervention is intended for.” Provide their demographic details including age, gender, region, Socio-Economic Status etc based on the issue that you select. For example, the target group for the intervention can be for adolescents or for employees or for older adults and so on.
- 4) **Designing the intervention:** In this based on the theory of planned behaviour, you will design an intervention. You will focus on each aspect of the theory, that is how you will deal with the attitude pertaining to the behaviour, subjective norms and perceived control.

You must have come across various health related awareness programmes that focus on these aspects. For instance, there are COVID19 related awareness programmes that promote use of safety devices like masks and safe behaviours, like washing hands often, use of sanitiser and so. Such awareness programmes mainly focus on developing a positive attitude towards use of the devices and precautionary behaviours.

You may have also come across awareness programmes where a child tells his father to switch off the motorbike or car engine while waiting at the traffic signal. This caters to subjective norms.

There are also awareness programmes that emphasise on how the issue can be dealt by us and how we will win over it. Such awareness programmes focus on the perceived control.

When you design an intervention programme, you will have to focus on all the three components and your intervention needs to be explained not only in terms of the figure that we provided in figure 2, but also need to specify what measures will be included in each of the component, that is, attitude pertaining to the behaviour, subjective norms and perceived behavioural control. Your intervention will thus be a combination of these three components.

6.0 FORMAT FOR PRACTICAL NOTEBOOK

The practical notebook will have a **Title page** as given in the **appendix I** and that will be followed by the **Certificate**, as given in **appendix II**.

Format for Writing Psychological Test

You must be well aware of this format, but for your ready reference, the same has been given as follows:

The following format can be followed while preparing the practical notebook.

- **Title:** This heading will mention the 'title' or 'name' of the practical, for example, Practical 1: Attitude Towards Environment Scale.
- **Aims/ Objectives:** This will basically consist of the main objectives or purpose of the practical. For example, if you are performing a test on 'Attitude Towards Environment' then the basic objective of the test will be: 'To assess the attitude towards environment of the participant using Attitude towards environment scale developed by Dr. A (name of the author).
- **Introduction (four to five pages):** Under this section, the information about the concept being measured and the test is mentioned. For example, in case of Attitude towards environment, you need to mention about the topics and related concepts and information. In introduction section of

your practical 1, you will have to refer to reference books and add more information about the topic and also about the test that has been selected by the academic counsellor. This will also help you prepare for viva voce during the Term End Examination (TEE).

- **Description of the Test:** Under this, the details with regard to the test are mentioned, like author of the test, basic purpose of the test, number of items, dimensions/ factors included in the test, time limit, reliability, validity, scoring.
- **Materials Required:** The materials required for the administration of the test are mentioned. For example, in case of Attitude towards environment scale, the test booklet, answer sheet, scoring key, pencil, eraser are required.
- **Participant's Profile:** This will consist of all the detailed information about the participant, like, name of the participant (optional), age, gender, educational qualification and occupation. You need not mention the name of the participant to ensure confidentiality. Instead you can use a code.
- **Procedure and administration:** The following sub headings are included here
 - ✓ **Preparation:** The material required for conduction of the test, like, test booklet, answer sheet, stopwatch etc. are kept ready.
 - ✓ **Rapport:** You have to mention that rapport was created with the participant and that he/she was well informed about the details of the test.
 - ✓ **Ethical issues:** Keep in mind the ethical issues and accordingly provide suitable information to the participant. Take necessary steps in this direction to secure the rights and safety of the participant. Debriefing be carried out if required.
 - ✓ **Instructions:** Instruction as given in the test manual are to be included here.
 - ✓ **Precautions:** Precautions, if any, to be considered while administration of the test to be are mentioned under this sub heading.
 - ✓ **Introspective Report:** After completion of the test by the participant, an introspective report is to be taken, that is, the participant's feeling and constraints faced by him/her while undergoing the test is mentioned under this sub heading in first person.
- **Scoring and Interpretation:** After the participant completes the test, the answer sheet is to be scored with the help of the scoring key and the data is to be interpreted with the help of the norms given in the manual. The scores can then be mentioned and interpreted under this heading.

- **Discussion:** You have to discuss the result based on the interpretation. It may be further analysed in the light of the introspective report.
- **Conclusion:** Under this heading, you have to conclude the findings of the test/ experiment.
- **References**
- The books, websites and the manual referred to by the learner are mentioned in American Psychological Association (APA) format.
- **References:** References need to be in APA format.

Format for Reporting the In-depth Interview

The following format can be followed while preparing the practical notebook.

- **Title:** This heading will mention the 'title' or 'name' of the practical, for example, Practical 2: Interview on Usage of Social Media by Adolescents
- **Aims/ Objectives:** This will basically consist of the main objectives or purpose of the practical. For example, To study the usage of social media amongst the adolescents.
- **Introduction (four to five pages):** Under this section, the information about the main focus of the interview is to be mentioned. So you could write about social media usage amongst adolescents. In introduction section of your practical 2, you will have to refer to reference books and add more information about the topic and also about the test that has been selected by the academic counsellor. This will also help you prepare for viva voce during the Term End Examination (TEE).
- **Description of the Interview:** Under this section you will have to include the details about the interview type that you used. Also list all the questions asked by you.
- **Participant's Profile:** This will consist of all the detailed information about the participant, like, name of the participant (optional), age, gender, educational qualification and occupation. You need not mention the name of the participant to ensure confidentiality. Instead you can use a code.
- **Procedure for conducting the interview:** The following sub headings are included here
 - ✓ **Preparation:** The material required for conduction of the interview, like, question, sheet to note down responses, recorder, camera etc.
 - ✓ **Rapport:** You have to mention that rapport was created with the participant and that he/she was well informed about the details of the interview.

- ✓ **Ethical issues:** Keep in mind the ethical issues and accordingly provide suitable information to the participant. Take necessary steps in this direction to secure the rights and safety of the participant. Debriefing be carried out if required.
- **Verbatim and observations of all the three interviews:** Provide verbatim and observations of all the three interviews.

Thematic analysis: As was discussed in earlier section, the thematic analysis needs to be carried out. Here the introduction and methodology can be briefly mentioned as the same was covered by you in Introduction and description of interview. The main focus could be on results.

- **Conclusion:** Under this heading, you have to conclude the findings of the interview.
- **References:** References need to be in APA format

Format for Reporting the Intervention based on Theory of Planned Behaviour

Remember that you just need to design and plan an intervention and not actually implement it.

The following format can be followed while preparing the practical notebook.

- **Title:** This heading will mention the 'title' or 'name' of the practical, for example, Practical 3: Intervention for Use of Safety Devices Amongst Workers in a Manufacturing Industry.
- **Aims/ Objectives:** This will basically consist of the main objectives or purpose of the practical. You will mention the objective as "To develop an intervention strategy for use of safety devices amongst workers in a manufacturing industry".
- **Introduction (four to five pages) :** Under this section, you need to provide some information about the theory of planned behaviour as well as the focus of your intervention. In case of our example, information of manufacturing industrial along with need and importance of safety devices (like safety masks, gloves, ear plugs and so on) can be included. Also include some review of literature in this context, it could be on the issue taken by you as well as studies on application of theory of planned behaviour with regard to the issues selected by you. This will also help you prepare for viva voce during the Term End Examination (TEE).
- **Profile of the group for whom the intervention is designed:** This will consist of the nature of the group for whom you are designing the intervention, their age range, status, any other relevant information about the characteristics of the group. Also mention the number of participants for whom the intervention is designed.

- **Actual design of the intervention along with figure:** This section will be most important in reporting of your practical 3. Here you will provide information about how each of the components as discussed under the theory of planned behaviour will be focused on. To revisit the theory, the main focus of your intervention will be on behaviour change. In case of our example, it is use of safety devices by the workers. Thus, the intervention needs to be developed by evoking the intention amongst the workers to use safety device. The workers need to intent to use the safety devices and for this we need to focus on the attitude towards the behaviour, subjective norms and perceived control.

Thus, what activities will be carried, how, duration and so on to cultivate positive attitude towards use of safety devices. In case of our example, attitude towards behaviour can be catered by having awareness programme, by having posters about importance of using safety devices and so on. You need to give details of how you will plan the awareness programme as well, if you include the same, for example, would it be in workshop format (mention duration and topics that would be covered, whether it will be carried out in batches).

Next you need to mention how you will focus on subjective norms. In case of our example, one of the important persons from management can address the workers on importance of safety device or the families of the workers can be involved and encouraged to play a role in encouraging the workers to use safety devices at workplace. This can be done with the help of personnel or human resource department.

Lastly to deal with perceived behavioural control measures can be taken. In case of example taken by us, employees can be first of all given training to use the safety devices and measures can be taken to inculcate confidence in them with regard to use of safety devices at work place.

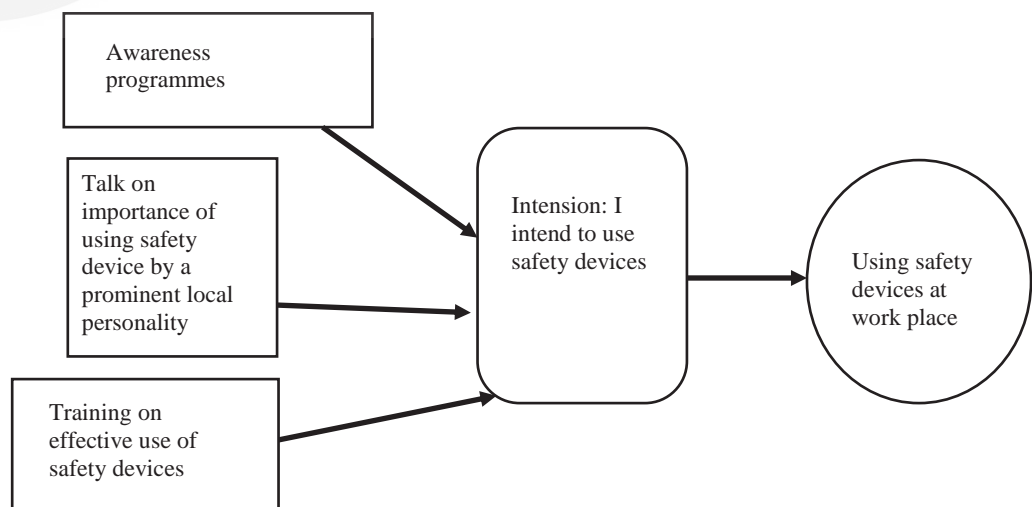


Fig. 3: Example of Activities based on theory of Planned Behaviour

- **Conclusion:** Under this heading, you have to make a concluding statement.
- **References:** References need to be in APA format.

Format for References

The books, websites and the manual referred to by the learner are mentioned in American Psychological Association (APA) format.

References (APA Style)

References have to be written in APA format. These should be alphabetically listed.

Books

Anastasi, A. (1968). Psychological Testing. London: MacMillan Company.

Journal Article

Dennison, B. (1984). Bringing corporate culture to the bottomline. Organizational Dynamics, 13,22-24.

Book Chapter

Khan, A.W. (2005). Distance Education for Development. In: Garg, S. et.al. (Eds.) Open and Distance Education in Global Environment: Opportunities for collaboration. New Delhi: Viva Books.

Websites

<http://www.mcb.co.uk/apmfirum> (accessed on 2.3.2011)

NOTE

- The practicals are to be **handwritten** and for the same in ruled A4 size papers and the same can be neatly filed.
- Ensure that you draw any tables, diagrams, figures on a blank page. These are to be drawn with pencil and to be labeled appropriately.
- Enclose the original answer sheet of the test filled by the participant.
- Remember to number all the pages in your practical notebook.
- **Do not directly copy practicals from any source.** Write them in your own words and quote references where ever necessary.
- **Please keep a photocopy of the Practical notebook before submitting it at the study centre. Acknowledgement (Appendix III) may also be taken while submitting the notebook.**
- **Refer to IGNOU and your regional websites for any updates regarding practical (given the situations like pandemic). In case if online practical is permitted by Discipline of Psychology, SOSS, IGNOU, Delhi due to pandemic situation, the learners can carry out practical 2 and 3 and report the same in practical notebook.**

5.0 EVALUATION

The **evaluation** of practical component (2 credits) consists of both internal and external evaluation. Total marks for practical component is 100 (Internal assessment is 50 marks and External assessment is 50 Marks). However, the weightage for internal evaluation is 70%, whereas external evaluation carries 30% weightage. The distribution of marks is as follows:

Internal	Marks	External	Marks
Attendance	5	Conduction	20
Conduction of test/ Interview/ defined intervention on theory of planned behaviour	30	Evaluation of answer script	10
Practical Notebook	15	Viva Voce	20
Total	50	Total	50

Internal evaluation is carried out by the academic counsellor after the practical classes are completed, whereas external evaluation is done by the external examiner during the term end examination. The components of internal assessment are given in the table above. After conducting the practicals, you will report them in the practical notebook and will then submit Practical notebook to the academic counsellor and get it corrected before the Practical Term End Examination. There are also marks for attending the practical classes.

Remember to take an acknowledgement (appendix III) when you submit the practical notebook. Also keep a photocopy of the practical notebook with you.

External assessment refers to conduction/ administration of a test on the exam day (TEE). Thus, you will conduct practical 1. Though the viva will be based on both practical 1 and practical 2/ 3 (based on the one selected by your academic counsellor)

Term End Examination (TEE) for the practical will be organised at the study centre. You will have to deposit separate exam fee for the TEE of practical component. The exam fee is Rs.150 (it is subject to revision). Kindly check the latest fee amount applicable from www.ignou.ac.in

You will bring the practical notebook at the time of examination. The duration of the examination will be of 3 hours. During the examination, you will be asked to **conduct a psychological test**. You will collect the test material and start conducting the practical. You need to bring one participant

on the day of exam, on whom the test will be conducted. Once you finish conducting the practical, write the findings in the answer sheet. This will be followed by viva-voce. The participant may leave after the conduction of practical is over.

The following be remembered while answering the TEE of practicals:

- ✓ You will receive an answer sheet in which you have to fill in the details like enrolment number, course code and so on. Ensure that you fill in the details correctly.
- ✓ Mention the name of the test that you are conducting along with the aims and objectives. Further, you also need to mention about the description of the test, material required, participants profile. procedure and administration, findings based on scoring and its interpretation, discussion and conclusion (these are as we discussed under the format for writing practical notebook).

The practical answer sheet will be corrected by the external examiner and the viva- voce will also be conducted by the external examiner. The examiner can ask question regarding practical 1 as well as practical 2/3. (based on the one carried out by you and noted in the practical notebook).

Minimum passing marks in the practical component is 35 out of 100. There is no re-evaluation in TEE of Practical.

Date Range for Term End Examination of Practical in BPCC110

TEE	Date range
June	1st July to 14th August
December	1st January to 15th February

Note: The dates for TEE of Practical of BPCC110 will not appear in the date sheet provided by SED, IGNOU. For this, please contact your respective study centres.

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10.0 FREQUENTLY ASKED QUESTIONS

- 1) The practical component is of how many credits?
A. Two credits.
- 2) Is this component compulsory?
A. Yes
- 3) How many sessions will there be for practical and where will these be carried out?
A. There will be two practical sessions for practical and they will be carried out at your study centre by academic counsellors.
- 4) Is attendance mandatory/compulsory for practicals?
A. Yes and one of the components in evaluation is that of attendance.
- 5) Do I conduct all the three practicals?
A No. Practical 1 is compulsory and the other practical will be selected by your academic counsellor.
- 6) How to write practical notebook?
A. The format is given in Block 5 of this course.
- 7) Who will evaluate the practical notebook?
A. The academic counsellor who conducted the practical sessions.
- 8) Do I need to pay any TEE fees?
A. Yes Rs. 150/- to be paid (subject to revision)
- 9) Do I need to bring a participant for TEE?
A. Yes
- 10) What are passing marks for TEE of Practical?
Passing marks are 35 out of 100.
- 11) Is there re-evaluation for Practical?
A. No
- 12) Do i have to conduct an interview or design an intervention during TEE?
A. No, you will be asked to conduct only practical 1, that is, administer a psychological test.
- 13) Will the viva voce be only on the basis of practical 1?
A. No, the external examiner can ask questions based on practical 1 and practical 2/ 3 (based on the one that was selected by your academic counsellor).

11.0 APPENDICES

APPENDIX-1: FORMAT FOR TITLE PAGE OF PRACTICAL NOTEBOOK

Programme: BA Psychology (Honours)

Semester IV

Course: Applied Social Psychology

Course Code: BPC110

Name of the Learner:

Enrolment No.:

Address:

Phone No.:

Email:

Study Centre Name/Code/Address:

Regional Centre:

Date:

Signature of the Learner

APPENDIX II: CERTIFICATE

CERTIFICATE

This is to certify that Ms/ Mr. _____
Enrollment No. of BA Psychology (Honours) has
conducted and successfully completed the practical (2 credits) in BPCC110:
Applied Social Psychology

Signature of the Learner

Name:

Enrolment No.:

Name of the Study Centre:

Regional Centre:

Place:

Date:

Signature of Academic Counsellor

Name:

Designation:

Place:

Date:

ACKNOWLEDGEMENT

This is to acknowledge that Ms./Mr.
Enrollment No. of BA Psychology (Honours) has
submitted the Practical Notebook for BPC110:Applied Social Psychology
at the study centre, Regional Centre
.....

Date:

Signature (with stamp)

(Coordinator, Study Centre)





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Facebook (@official Page IGNOU)
Twitter (@ Official IGNOU)
Instagram (official page ignou)

IGNOU launches NEW PROG.
CERTIFICATE IN SPANISH LANGUAGE & CULTURE (CSLC) PROGRAMME
SCHOOL OF FOREIGN LANGUAGES

IGNOU DIGI NEWS
16th Dec. 2018
Re-Scheduled Examination of Dec. 2018
Examinations Cancelled and re-scheduled:

Course code	Original Schedule of Exam	Re-schedule of Exams
SOA	17th Dec. 2018	17th Dec. 2018

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17th Dec. 2018
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