



**Dr. Babasaheb Ambedkar Marathwada University,  
Aurangabad.**

**PSYCHOLOGY**

**SYLLABUS FOR - B. A.**

**With effective from 2009-10.**

**B. A. Second Year (Annual Pattern)**

**Paper III : – Psychology for Living Marks-75**

**Paper IV : – Psychological Testing and Statistics. Marks-75**

**Psychology Practicum's:**

**Experiments & Tests Marks-50**



**Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.**

**PSYCHOLOGY**

**Syllabus for B.A.S.Y.**

**PAPER III: - PSYCHOLOGY FOR LIVING**

**With effective from 2009-10.**

**Marks-75**

**Objectives: -**

1. To enable student to make the connection between psychology and its practical application to everyday life.
2. To train student how psychological principles can help them to face life's challenges
3. To enable students to relate what they are learning in class to issues that they encounter in their everyday life, such as stress, health, work, personal relationships communication and self-esteem.

**1) ADJUSTING TO MODERN LIFE: -**

- i) THE SEARCH FOR DIRECTION
  - (a) The codependency movement
  - (b) Self-help books
  - (c) The approach of this textbook
- ii) THE PSYCHOLOGY OF ADJUSTMENT
  - (a) What is psychology?
  - (b) What is adjustment?
- iii) THE SCIENTIFIC APPROACH TO BEHAVIOR
  - (a) The commitment to empiricism
  - (b) Advantages of the scientific approach
  - (c) Experimental research: looking for causes
  - (d) Correlational research: looking for links
- iv) THE ROOTS OF HAPPINESS: AN EMPIRICAL ANALYSIS
  - (a) What isn't very important?
  - (b) What is somewhat important?
  - (c) What is very important?
  - (d) Conclusions
- v) APPLICATION: IMPROVING ACADEMIC PERFORMANCE
  - (a) Developing sound study habits
  - (b) Improving your reading
  - (c) Getting more out of lectures
  - (d) Applying memory principles

**2) STRESS AND ITS EFFECTS: -**

- i) THE NATURE OF STRESS
  - (a) Stress is an everyday event
  - (b) Stress lies in the eye of the beholder
  - (c) Stress may be embedded in the environment
  - (d) Stress may be self-imposed
  - (e) Stress is influenced by culture
- ii) MAJOR TYPES OF STRESS

- (a) Frustration
- (b) Conflict
- (c) Change
- (d) Pressure
- iii) RESPONDING TO STRESS
  - (a) Emotional response
  - (b) Physiological responses
  - (c) Behavioral response
- iv) THE POTENTIAL EFFECTS OF STRESS
  - (a) Impaired task performance
  - (b) Disruption of cognitive functioning
  - (c) Burnout
  - (d) Posttraumatic stress disorders
  - (e) Psychological problems and disorders
  - (f) Physical illness
  - (g) Positive effects
- v) FACTORS INFLUENCING STRESS TOLERANCE
  - (a) Social support
  - (b) Hardiness
  - (c) Optimism and conscientiousness
- vi) APPLICATION: MONITORING YOUR STRESS
  - (a) Problems with the SRRS
  - (b) The life experiences survey
  - (c) A Cautionary Note

### **3) COPING PROCESSES: -**

- i) COMMON COPING PATTERNS OF LIMITED VALUE
  - (a) Giving up
  - (b) Striking out at others
  - (c) Indulging yourself
  - (d) Blaming yourself
  - (e) Using defensive coping
- ii) THE NATURE OF CONSTRUCTIVE COPING
- iii) APPRAISAL-FOCUSED CONSTRUCTIVE COPING
  - (a) Ellis's rational thinking
  - (b) Humor as a stress reducer
  - (c) Positive reinterpretation
- iv) PROBLEM-FOCUSED CONSTRUCTIVE COPING
  - (a) Using systematic problem solving
  - (b) Seeking help
  - (c) Using time more effectively
  - (d) Improving self-control
- v) EMOTION-FOCUSED CONSTRUCTIVE COPING]
  - (a) Releasing pent-up emotions
  - (b) Distracting yourself
  - (c) Managing hostility and forgiving others
  - (d) Meditating
  - (e) Using relaxation procedures
- vi) APPLICATION: ACHIEVING SELF-CONTROL

- (a) Specifying your target behavior
- (b) Gathering baseline data
- (c) Designing your program
- (d) Executing and evaluation your program
- (e) Ending your program

**4) THE SELF: -**

- i) SELF – CONCEPT
  - (a) The Nature Of The Self – Concept
  - (b) Self-discrepancies
  - (c) Factors shaping the self-concept
- ii) SELF – ESTEEM
  - (a) The importance of self-esteem
  - (b) Determinants of self – esteem
  - (c) Ethnicity, gender, and self-esteem
- iii) BASIC PRINCIPLES OF SELF-PERCEPTION
  - (a) Cognitive processes
  - (b) Self-attributions
  - (c) Attribution style
  - (d) Motives guiding self-understanding
  - (e) Methods of self-enhancement
- iv) SELF-REGULATION
  - (a) Self-efficacy
  - (b) Self-defeating behavior
- v) SELF-PRESENTATION
  - (a) Impression management
  - (b) Self- monitoring
- vi) APPLICATION: BUILDING SELF-ESTEEM

**5) INTERPERSONAL COMMUNICATION: -**

- i) THE PROCESS OF INTERPERSONAL COMMUNICATION
  - (a) Components of the communication process
  - (b) Communication and adjustment
- ii) NONVERBAL COMMUNICATION
  - (a) General principles
  - (b) Elements of nonverbal communication
  - (c) Detecting deception
  - (d) The significance of nonverbal; communication
- iii) COMMUNICAITON PROBLOEMS
  - (a) Communication apprehension
  - (b) Barriers to effective communication
- iv) INTERPERSONAL CONFLICT
  - (a) Beliefs about conflict
  - (b) Types of conflict
  - (c) Styles of managing conflict
  - (d) Dealing constructively with conflict
  - (e) Public communication in an adversarial culture
- v) APPLICATION: DEVELOPING AN ASSERTIVE COMMUNICATION
  - (a) The nature of assertiveness

- (b) Steps in assertiveness training

**6) FRIENDSHIP AND LOVE: -**

- i) PERSPECTIVES ON CLOSE RELATIONSHIPS
  - (a) The ingredients of close relationships
  - (b) Culture and relationships
  - (c) The internet and relationships
- ii) INITIAL ATTRACTION AND RELATIONSHIP DEVELOPMENT
  - (a) Initial encounters
  - (b) Getting acquainted
  - (c) Established relationships
- iii) FRIENDSHIP
  - (a) What makes a good friend?
  - (b) Gender differences in friendship
- iv) ROMANTIC LOVE
  - (a) Myths about love
  - (b) Gender differences regarding love
  - (c) Theories of love
  - (d) The course of romantic love
- v) APPLICATION: OVERCOMING LONELINESS
  - (a) The nature of loneliness
  - (b) Prevalence of loneliness
  - (c) The roots of loneliness
  - (d) Correlates of loneliness
  - (e) Conquering loneliness

**7) CAREERS AND WORK: -**

- i) CHOOSING A CAREER
  - (a) Examining personal characteristics and influences
  - (b) Researching job characteristics
  - (c) Using psychological tests for career decisions
  - (d) Taking important considerations into account
- ii) MODELS OF CAREER CHOICE AND DEVELOPMENT
  - (a) Holland's trait measurement and matching model
  - (b) Super's developmental model
  - (c) Women's career development
- iii) THE CHANGING WORLD OF WORK
  - (a) Workplace trends
  - (b) Education and earnings
  - (c) The changing workforce
- iv) COPING WITH OCCUPATIONAL HAZARDS
  - (a) Job stress
  - (b) Sexual harassment
  - (c) Unemployment
- v) BALANCING WORK AND OTHER SPHERES OF LIFE
  - (a) Workaholism
  - (b) Work and family roles
  - (c) Leisure and recreation

- vi) APPLICATION: GETTING AHEAD IN THE JOB GAME
  - (a) Putting together a resume
  - (b) Finding companies you want to work for
  - (c) Landing an interview
  - (d) Polishing your interview technique
  
- 8) PSYCHOLOGY AND PHYSICAL HEALTH: -**
  - i) STRESS, PERSONALITY AND ILLNESS
    - (a) Personality, emotions, and heart disease
    - (b) Stress and cancer
    - (c) Stress and other diseases
    - (d) Stress and immune functioning
    - (e) Conclusions
  - ii) HABITS, LIFESTYLES, AND HEALTH
    - (a) Smoking
    - (b) Drinking
    - (c) Overeating
    - (d) Poor nutrition
    - (e) Lack of exercise
    - (f) Behaviour and AIDS
  - iii) REACTIONS TO ILLNESS
    - (a) The decision to seek treatment
    - (b) The sick role
    - (c) Communicating with health providers
    - (d) Adherence to medical advice
  - iv) APPLICATION: UNDERSTANDING THE EFFECTS OF DRUGS
    - (a) Drug-related concepts
    - (b) Narcotics
    - (c) Sedatives
    - (d) Stimulants
    - (e) Hallucinogens
    - (f) Marijuana
    - (g) Ecstasy (MDMA)

**Books for Readings:-**

- 1. Weiten, W., Lloyd A. M. (2004). Psychology Applied to modern Life: Adjustment in the 21<sup>st</sup> Century. (7<sup>th</sup> Ed) Singapore: Thomson Wadsworth Pvt ltd.**

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**PSYCHOLOGY**  
**Syllabus for B.A.S.Y.**  
**PAPER IV: - PSYCHOLOGICAL TESTING AND STATISTICS**  
**With effective from 2009-10.**

**Marks-75**

**Objectives: -**

1. To train students in various psychological assessment techniques.
2. To acquaint the student and make them understand the different statistical methods with their uses and interpretations.
3. To impart skills necessary for selecting and applying different tests for different purpose such as evaluation, training, rehabilitation etc.

**1) USES AND IMPLICATIONS OF PSYCHOLOGICAL TESTING**

- i) Functions of psychological tests
- ii) Nature of a psychological test
- iii) Controlling the Use of tests
- iv) Test administration
- v) Examiner and situational variables
- vi) Effect of training on test performance
- vii) Social and ethical implication of testing
- viii) Test anxiety and rapport
- ix) Types of psychological tests

**2) ITEM ANALYSIS**

- i) Item difficulty
- ii) Item discrimination
- iii) Indices of item discrimination
- iv) Item response theory
- v) Item analysis of speeded tests
- vi) Cross validation
- vii) Item-by-group interaction

**3) RELIABILITY OF PSYCHOLOGICAL TEST**

- i) Definition
- ii) The correlation coefficient
- iii) Types of reliability:
  - (a) Test-retest reliability
  - (b) Parallel form reliability,
  - (c) Split-half reliability
  - (d) Inter-item consistency
- iv) Scorer reliability
- v) Reliability of speeded tests
- vi) Factors affecting reliability coefficients
- vii) Standard error of measurement
- viii) Reliability of criterion-referenced tests

#### **4) VALIDITY OF PSYCHOLOGICAL TESTS**

- i) Meaning of validity
- ii) Types of validity
  - (a) Content validation
  - (b) Criterion-related validation
  - (c) Construct validation
- iii) Comparison of validation procedures
- iv) Validity

#### **5) MEASUREMENT OF APTITUDES**

- i) What is an aptitude?
- ii) Theoretical basis of Aptitudes
- iii) Theories of trait organization
  - (a) The two factor theory of spearman
  - (b) Multiple factor theory
- iv) Structure of Intellect model
- v) Hierarchical Theories
- vi) Construction of Aptitude Test
- vii) Some important Aptitude tests
- viii) Multiple Aptitude batteries

#### **6) FREQUENCY DISTRUBUTIONS**

- i) Measurement in general
- ii) Need for grouping
- iii) Preparation of a frequency table
- iv) Graphic representations of the frequency distribution
  - (a) Histogram,
  - (b) Frequency Polygon
- v) Smoothing a polygon

#### **7) MEASURES OF CENTRAL TENDENCY.**

- i) Mean
- ii) Computation of the mean
  - (a) The long method and
  - (b) The short or assumed mean method
- iii) Median and its computation
- iv) Mode
- v) Uses of various measures of central tendency

#### **8) MEASURES OF VARIABILITY**

- i) Range
- ii) Quartile deviation
- iii) Average deviation
- iv) Standard deviation
- v) Uses of the various measures of variability



**Books for Readings:-**

1. Anastasi A (1997) Psychological Testing, New York: Mac Millan Co.
2. Cimnero, A.R. (1986) Hand book of Behavioural Assessment New York : John Wiley.
3. Freeman.Frank S (1971) Theory and Practice of Psychological Testing Oxford & IBH Publishing Co. New Delhi.
4. Dandekar, W.N. & Rajguru, M.S. ( ) An Introduction to Psychological testing & statistics, Seth Publication

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**PAPER VIII: - PSYCHOLOGY PRACTICUM'S: EXPERIMENTS & TESTS**  
**With effective from 2009-10.**

**Practical's Any – 10**

**Marks-50**

**Objectives**

1. To create interest in psychological phenomenon.
2. To develop awareness of psychological of psychological tools, techniques and tests.
3. To nurture the skill of observation

1. koh's block design test
2. Retention by methods of recall and recognition
3. Serial learning
4. Massed vs. distributed learning.
5. Doing two things at a time
6. Human maze learning.
7. Retention for pleasant and unpleasant words
8. Transfer of learning
9. Standard progressive matrices
10. Disjunctive reaction time
11. Judgment of emotions from facial expressions
12. Insightful learning
13. Measuring State Trait Anger: Spielberger, C. D.
14. Self Concept Scale: Rastogi.
15. Adjustment Inventory: Asthana or Palsane.

**Distribution of Marks**

<b>Procedure</b>	<b>Viva</b>	<b>Report</b>	<b>Record Book (Internal)</b>	<b>Total</b>
15	10	15	10	50