

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

PSYCHOLOGY

Curriculum Structure and Scheme of Evaluation for - B. A.

With effective from 2009-10.

SEMESTER – I									
Sr. No.	Course Code	Name of the Subject	Scheme of Teaching (Periods/Week)				Scheme of Evaluation (Marks)		
			L	P	Total Periods	Total Credits	Theory	Pract/ Viva-Voce	Total Marks
1.	PSY 101	General Psychology	4	-	4	4	30	-	30
2.	PSY 102	Social Psychology	4	-	4	4	30	-	30
3.	PSY 103	Psychology Practicum's : Experiments & Test	-	4	4	4	-	40	40
(A) Total of Semester – I			8	4	12	12	60	40	100
SEMESTER – II									
Sr. No.	Course Code	Name of the Subject	Scheme of Teaching (Periods/Week)				Scheme of Evaluation (Marks)		
			L	P	Total Periods	Total Credits	Theory	Pract/ Viva-Voce	Total Marks
1.	PSY 104	Basic Concepts in Psychology	4	-	4	4	30	-	30
2.	PSY 105	Basic Concepts in Social Psychology	4	-	4	4	30	-	30
3.	PSY 106	Psychology Practicum's : Experiments & Test	-	4	4	4	-	40	40
(B) Total of Semester – II			8	4	12	12	60	40	100

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

PSYCHOLOGY

SYIIBUS FOR - B.A.

With effective from 2009-10.

B. A. First Semester

Course – I

Unit	Course Code	Title of the Paper	Credits	Marks
Unit I	PSY 101	General Psychology.	4	30
Unit II	PSY 102	Social Psychology.	4	30
Unit I & II	PSY 103	Psychology Practicum's: Experiments & Tests	4	40

Note: -

- 1. For theory papers 1 credit = 15 periods.**
- 2. For practical's 1 credit = 30 periods.**
- 3. One period comprises 50 minutes duration.**

Syllabus for B.A. (Semester – I)
Course I, Unit I
PSY 101 – General Psychology.
With effective from 2009-10.

Marks-30

Objectives: -

1. To provide solid foundation for the basic principles of psychology.
2. To familiarized students with the historical trends in psychology, major concepts, theoretical perspectives, empirical findings.
3. To provide an overview of the applications of psychology.

1. The Science of Psychology: -

Credit 1

- i. What is Psychology? -
 - a. Definition & goals
 - b. Types of psychological professionals
- ii. Historical Perspectives in Psychology
 - a. Structuralism
 - b. Functionalism
 - c. Gestalt
 - d. Psychoanalysis
- iii. Modern Perspectives in Psychology
 - a. Behavioural
 - b. Humanistic
 - c. Biopsychosocial
 - d. Cognitive
- iv. Scientific Methods
 - a. Steps in scientific methods
 - b. Descriptive methods: Naturalistic, Observation, Case Studies
 - c. Experimental method: Laboratory experiment and field experiment
- v. Application: How to enhance your academic performance

2. Biological Foundation of Behaviour: -

Credit 1

- i. Neuron: Structure and function, synapse, neurotransmitters
- ii. Central Nervous System
 - A. The Brain
 - a. Structure and function of the brain
 - b. Cerebral hemispheres
 - B. The Spinal Cord: Structure and function
 - a. Autonomous Nervous System
 - b. Somatic Nervous System
- iii. Glandular system: Pituitary, Thyroid, Parathyroid, Adrenal, Pancreas, Gonads.
- iv. Application: Peeking inside the brain – Clinical studies; EEG, CT, MRI, and PET.

3. Sensation and Perception: -

Credit 1

- i. Sensation
 - a. Definition
 - b. Sensory receptors
 - c. Sensory threshold
 - d. Subliminal perception
 - e. Habituation
 - f. Sensory adaptation
- ii. Definition of perception
- iii. Perceptual constancies: Size, shape and brightness

- iv. Gestalt principles of perception
- v. Perceptual illusion
 - a. Geometrical, movement
- vi. Application: Thinking about extra-sensory perception

4. Motivation and Emotion: -

Credit 1

- i. Definition of motivation
 - a. Concept of homeostasis
 - b. Maslow's hierarchy of needs
- ii. Types of motives
 - a. Physiological– Hunger, thirst, sleep, sex
 - b. Social – Achievement, affiliation, power, and aggression & hostility
- iii. Frustration and Conflict
- iv. Emotion
 - A. Definition
 - B. Elements of emotion
 - a. Physiology of emotion
 - b. Behavioural expression of emotion
 - c. Subjective experience
- v. Application: Being happy

Source Books: -

1. Ciccarelli, S. & Meyer, G. E. (2006). *Psychology*. New Delhi: Pearson Education.
2. Feldman, R. S. (8th ed.) (2008). *Understanding Psychology*. TMH.
3. Passer, M. W. & Smith, R. E. (2007). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill.
4. Coon, D. & Mitterer, J. O. (2007). *Introduction to Psychology: Gateways to Mind and Behaviour*. Singapore: Thomson Wadsworth.

Reference Books: -

1. Lahye, B. B. (2003). *Psychology: An Introduction*. New Delhi: Tata McGraw-Hill.
2. Smith, D. B. (1908). *Psychology: Science and Understanding*. Boston: McGraw-Hill.
3. Smith, E. E., Hocksema, S. N., Fredrickson, B. & Loftus, G. R. (2003). *Atkinson and Hilgard's Introduction to Psychology*. Singapore: Thompson Wadsworth.
4. Zimbardo, P.G. and Weber, A. L. (1997). *Psychology*. N. Y.: Longman.
5. Baran, R. A. (2001). *Psychology*. New Delhi: Pearson Education Pvt. Ltd.
6. Morgan, C. T., King, R. A., Weisz, J. R. & Schopler, J. (1986). *Introduction to Psychology*. McGraw-Hill Book Co.
7. Benjamin, L. T. (1997). *History Of Psychology: Original Sources and Contemporary Research*. New Delhi: McGraw-Hill Companies.
8. Bernstein, D. A., Roy, E. J., Wickens, C. D. and Srull, T. K. (1988). *Psychology*. Boston: Houghton Mifflin co.
9. Pandit, Kulkarni and Gore (1999). *Samanya Manasashastra*. Nagpur: Pimpalpure Pub.
10. Bacchav, Badgular & Shinde (2001). *Samany Manasashastra*. Nashik: Swayambhu Prakashan.
11. Inamdar, M. K., Gadekar, K. N. & Patil, A. M. (2005). *Adhunik Manasashastra*. Pune: Diamond Publication.
12. Padhye, V. S. (2004). *Manasashastra-Ek Parichay*. Aurangabad: Renuka Prakashan.
13. Pandit, R. V., Borude, R. R. Abhnyakar, S. & Golvilkar, V. (2006). *Manasashastra*. Pune: Continental Publishing.

Syllabus for B.A. (Semester – I)
Course I , Unit II
PSY 102 – Social Psychology.
With effective from 2009-10.

Marks-30

Objectives: -

1. To enable student to appreciate how individual behaviour is influenced by social and cultural contexts.
2. To enable student to develop an understanding of functioning of dyads, groups and organization.
3. To understand the unique features of the Indian socio-cultural context.
4. To understand how social problems can be analyzed in terms of various social psychological theories.

1) INTRODUCING SOCIAL PSYCHOLOGY

Credit 1

- i) What Is Social Psychology?
 - (a) Big questions in social psychology
 - (b) Some big ideas in social psychology
- ii) Social Psychology And Related Disciplines
 - (a) Social psychology and sociology
 - (b) Social psychology and personality psychology
 - (c) Levels of explanation.
- iii) Social Psychology And Human Values
 - (a) Obvious ways values enter psychology
 - (b) Not-so-obvious ways values enter psychology
- iv) Research Methods : How We Do Social Psychology
 - (a) Forming and testing hypotheses
 - (b) Correlational research: detecting for cause and effect

2) BEHAVIOUR AND ATTITUDES

Credit 1

- i) Do Our Attitudes Determine Our Behaviour?
 - (a) Are we all hypocrites?
 - (b) When attitudes predict behavior
- ii) When Does Behaviour Determine Attitudes?
 - (a) Role playing
 - (b) When saying becomes believing
 - (c) Focus on : saying becomes believing
 - (d) The foot-in-the-door phenomenon
 - (e) Evil acts and attitudes
 - (f) Interracial behaviour and racial attitudes
 - (g) Social movements
- iii) Why Does Our Behavior Affect Our Attitudes?
 - (a) Self-presentation: impression management
 - (b) Self-justification: cognitive dissonance
 - (c) Self-perception
 - (d) Comparing the theories.

3) CONFORMITY

Credit 1

- i) What Is Conformity?
- ii) What Are The Classic Conformity Studies?
 - (a) Sherif's studies of norm formation
 - (b) Asch's studies of group pressure
 - (c) Milgram's obedience experiments

- (d) What breeds obedience?
- iii) What Predicts Conformity?
 - (a) Group size
 - (b) Unanimity
 - (c) Cohesion
 - (d) Status
 - (e) Public response
 - (f) No prior commitment
- iv) Why Conforms?
- v) Why Conforms?
 - (a) Personality
 - (b) Culture
- vi) How Can We Resist Social Pressure To Conform?
 - (a) Reactance
 - (b) Asserting uniqueness

4) GROUP INFLUENCE

Credit 1

- i) What Is A Group?
- ii) Social Facilitation: How Are We Affected By The Presence Of Others?
 - (a) The mere presence of others
 - (b) Crowding : the presence of many other
 - (c) Why are we aroused in the presence of others/
- iii) Social Loafing: Do Individuals Exert Less Effort In A Group?
 - (a) Many hands make light work
 - (b) Social loafing in everyday life
- iv) Deindividuation: When Do People Lose Their Sense Of Self In Groups?
 - (a) Doing together what we would not do alone
 - (b) Diminished self- awareness
- v) Group Polarization: Do Groups Intensify Our Opinions?
 - (a) Do groups intensity opinions?
 - (b) Explaining polarization
- vi) Groupthink: Do Groups Hinder Or Assist Good Decisions?
 - (a) Symptoms of groupthink
 - (b) Critiquing groupthink
 - (c) Preventing groupthink
 - (d) Group problem solving

Sources Book: -

1. Myers, D.G. (2006). *Social Psychology*. (8th ed) New Delhi: Tata McGraw-Hill.
2. Myers, D.G. (1996). *Social Psychology*. (5th ed) New Delhi: Tata McGraw-Hill.
3. Baron, R. A. & Bryne, D. (2005). *Social Psychology*. (10th Ed) New Delhi: Prentice Hall of India.

Reference Book: -

1. Baron, R. A., Bryne, D., & Branscombe, N. R. (2007). *Social Psychology*. (11th Ed) New Delhi: Pearson Education.
2. Singh, A. K., *Saamaajik manovidnyaan* New Delhi: Motilal Banarasidas
3. Palsane, M.N., & Talwalkar, V. (2000) *Samajik Manasashastra* Pune: Continental Prakashan
4. Kool, V.K. & Agraval, R. (2006). *Applied Social Psychology*. New Delhi: Atlantic Publishers.

Syllabus for B.A. (Semester – I)
Course I, Unit I & II
PSY 103 – Psychology Practicum's: Experiments & Tests.
With effective from 2009-10.

Total practical 08

Marks-40

Objectives: -

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

➤ **Section A: -**

1. Motivation & Emotion [Any Three]: -

Credit 1

- a. Facial expression
- b. Knowledge of results
- c. Colour Preference
- d. Test of Emotional Intelligence: - Anukool Hyde, Sanjyot Pethe & Upinder Dhar.
- e. Emotional Maturity Scale: - Y. Singh & M. Bhargava.
- f. Emotional Competence Scale: - R. Bharadawaj & H. Sharma.
- g. Social Motives Scale: - R. N. Singh & M. Bhargava.
- h. Need Pattern Scale: - Seema Sanghi.
- i. Deo-Mohan Achievement Motivation Scale (N-Ach) : - Prathiba Deo & Asha Mohan.

2. Sensation & Perception [Any Two]: -

Credit 1

- a. AL
- b. DL
- c. PSE
- d. Perception of grouping
- e. Illusion
- f. Figure and ground
- g. Depth perception

3. Social Process [Any Three]: -

Credit 1

- a. Formation of spontaneous group – Sociometry
- b. Social facilitation
- c. Difficult task / Complex task
- d. The influence of individual instruction & group discussion on attitudes
- e. Competition, & co-operation & work output
- f. Automatic & Democratic group & work output
- g. The Modernization Scale: - R. S. Singh
- h. Conformity Behaviour: -S. N. Rai.
- i. Social Loafing Scale: - Q. G. Alam & R. Srivastava.
- j. Attitude Scale towards Religion: - R. K. Ojha
- k. Religiosity Scale: - L.I. Bhusan.
- l. Social distance scale – Dewedi, K., Bhatnager, S. & Asthana, U.

➤ **Section B: -**

Credit 1

This will include training for developing sensitivity in attending to the details in our environment by providing psychological insight. An illustrative list of such activities is as follows:

1. Observing T. V. Programmes for certain themes (e.g. the image of child, representation of women).
2. Observing behaviour of people in different setting (e.g. family relationship, religious beliefs, coping with stressors like death, accidents ect.)
3. Observation of Pre-school and mentally retarded children.
The student should write report of his/her observation.

Source Books: -

1. Rajamanickam, M. (2005). *Experimental Psychology: With Advanced Experiments, Vol. 1 & 2*. New Delhi: Concept Publishing Company.
2. Parameshwarn, E.G. & Rao, B. T. (1968) *Manual of Experimental Psychology*. Bombay: Lalvani Publishing House.
3. Mohsin, S. M. (1975). *Experiments in Psychology*. Orient Longman.
4. Mohanthy. *Experiments in Psychology*.
5. Tinker, M.A. & Russell, W. A. *Introduction to Methods in experimental Psychology*. Appleton – Century Crofts.
6. Jalota, S (1962). *Experiments in Psychology*. Asia Publishing House.
7. Galloti, K. M. (2004). *Cognitive Psychology In and Out of Laboratory*. USA: ThomsonWadsworth.

Reference Books: -

1. Baker, L. M., Weisiger, C. & Taylor, M. W. (1960). *Laboratory Experiments in General Psychology*. Oxford Univ. Press.
2. Berkowitz, L. (1974). *Advanced Experimental Social Psychology*. Academic Press.
3. Debold, R. C. (1968). *Manual of Contemporary Experiments in Psychology*. Prentice-Hall.
4. Ferguson, E. D. (1976). *Motivation: An Experimental Approach*. Holt Rinechart & Winston.
5. Collins, M. & Drever, J. (1930). *Experimental Psychology*. London: Methun & Co.Ltd.
6. Sonodgrass, J. G., Levy-Berger, Hyden (1985). *Human Experimental Psychology*. New York: Oxford University Press.
7. Kuppuswamy, B. (1958). *Elementary Experiments in Psychology*. London: Oxford University Press.

Distribution of Marks

Section A				Section B		Total
Procedure	Viva	Report	Record Book (Internal)	Viva	Report (Internal)	
5	5	10	10	5	5	40

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PSYCHOLOGY

SYIIBUS FOR - B.A.

With effective from 2009-10.

B. A. Second Semester

Course – II

Unit	Course Code	Title of the Paper	Credits	Marks
Unit I	PSY 104	Basic Concepts in Psychology.	4	30
Unit II	PSY 105	Basic Concepts in Social Psychology.	4	30
Unit I & II	PSY 106	Psychology Practicum's: Experiments & Tests	4	40

Note: -

- 1. For theory papers 1 credit = 15 periods.**
- 2. For practical's 1 credit = 30 periods.**
- 3. One period comprises 50 minutes duration.**

Syllabus for B.A. (Semester – II)
Course II, Unit I
PSY 104 – Basic Concepts in Psychology.
With effective from 2009-10.

Marks-30

Objectives: -

1. To provide solid foundation for the basic principles of psychology.
2. To familiarized students with the historical trends in psychology, major concepts, theoretical perspectives, empirical findings.
3. To provide an overview of the applications of psychology.

1. Personality: -

Credit 1

- i. Definition of Personality
- ii. Theories of Personality
 - a. Freud's Psychoanalytic Theory
 - b. Allport's Theory
 - c. Cattell's Theory
 - d. The Big Five Model
- iii. Assessment of Personality (I)
 - A. Personality Inventories
 - a. 16 PF
 - b. MMPI
 - c. NEO-PI
- iv. Assessment of Personality (II)
 - A. Behavioural assessment
 - a. Observation
 - b. Rating
 - B. Projective techniques
 - a. TAT
 - b. Rorschach's Ink Blot Test
 - c. Sentence Completion Test
- v. Application: Increasing self efficacy through goal setting

2. Learning: -

Credit 1

- i. Definition of learning
- ii. Classical conditioning
 - a. Pavlov's experiment
 - b. Extinction
 - c. Spontaneous recovery
 - d. Generalization
 - e. Discrimination
 - f. Higher-order conditioning
- iii. Operant conditioning
 - a. Thorndike's laws of learning
 - b. Skinner's experiment
 - c. Positive reinforcer
 - d. Negative reinforcer
 - e. Schedules of reinforcement
 - f. Shaping

- iv. Cognitive learning theories
 - a. Tolman, Kolher
 - b. Observational learning theory (Bandura)
- v. Application of Classical and Operant Conditioning

3. Memory: -

Credit 1

- i. Definition and process
- ii. Types of memory
 - a. Sensory memory
 - b. Short term memory
 - c. Long term memory
- iii. Types of long term memory
 - a. Procedural
 - b. Declarative (Episodic, Semantic)
 - c. Explicit and Implicit
- iv. Forgetting:
 - a. Course of forgetting (Ebbinghaus' forgetting curve)
 - b. Cause of forgetting
 - c. Encoding failure
 - d. Decay of memory traces
 - e. Interference
 - f. Motivated forgetting
- v. Application
 - a. Improving memory
 - b. Keyword techniques
 - c. Method of loci
 - d. Encoding specificity
 - e. Organization of test material
 - f. Organization of lecture notes
 - g. Practice and rehearsal

4. Intelligence: -

Credit 1

- i. Definition of intelligence
- ii. Measurement of intelligence
 - a. Concept in Measurement of intelligence (C.A., M.A., IQ)
 - b. Test of Intelligence-Binet, Stanford Binet, Wechsler
- iii. Individual difference in intelligence
 - a. Mental retardation: Meaning, causes and classification
 - b. Giftedness
- iv. Theories of intelligence - Spearman, Gardner, Sternberg
- v. Application
 - a. Early childhood intervention – a means for boosting intelligence

Source Books: -

1. Ciccarelli, S. & Meyer, G. E. (2006). *Psychology*. New Delhi: Pearson Education.
2. Feldman, R. S. (8th ed.) (2008). *Understanding Psychology*. TMH.
3. Passer, M. W. & Smith, R. E. (2007). *Psychology: The Science of Mind and Behaviour*. New Delhi: Tata McGraw-Hill.
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Reference Books: -

1. Lahye, B. B. (2003). *Psychology: An Introduction*. New Delhi: Tata McGraw-Hill.
2. Smith, D. B. (1908). *Psychology: Science and Understanding*. Boston: McGraw-Hill.
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5. Baran, R. A. (2001). *Psychology*. New Delhi: Pearson Education Pvt. Ltd.
6. Morgan, C. T., King, R. A., Weisz, J. R. & Schopler, J. (1986). *Introduction to Psychology*. McGraw-Hill Book Co.
7. Benjamin, L. T. (1997). *History Of Psychology: Original Sources and Contemporary Research*. New Delhi: McGraw-Hill Companies.
8. Bernstein, D. A., Roy, E. J., Wickens, C. D. and Srull, T. K. (1988). *Psychology*. Boston: Houghton Mifflin co.
9. Pandit, Kulkarni and Gore (1999). *Samanya Manasashastra*. Nagpur: Pimpalpure Pub.
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11. Inamdar, M. K., Gadekar, K. N. & Patil, A. M. (2005). *Adhunik Manasashastra*. Pune: Diamond Publication.
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Syllabus for B.A. (Semester – II)
Course II, Unit II,
PSY 105 – Basic Concepts in Social Psychology.
With effective from 2009-10-.

Marks-30

Objectives: -

1. To enable student to appreciate how individual behaviour is influenced by social and cultural contexts.
2. To enable student to develop an understanding of functioning of dyads, groups and organization.
3. To understand the unique features of the Indian socio-cultural context.
4. To understand how social problems can be analyzed in terms of various social psychological theories.

1) PREJUDICE : DISLIKING OTHERS

Credit 1

- i) What Is The Nature And Power Of Prejudice?
 - (a) Defining prejudice
 - (b) Racial prejudice
 - (c) Gender prejudice
- ii) What Are The Motivational Sources Of Prejudice?
 - (a) Social inequalities: unequal status and prejudice
 - (b) Socialization
 - (c) Institutional supports
- iii) What Are The Motivational Sources Of Prejudice?
 - (a) Frustration and aggression : the scapegoat theory
 - (b) Social identity theory : feeling superior to others
 - (c) Motivation to avoid prejudice
- iv) What Are The Cognitive Sources Of Prejudice?
 - (a) Categorization: Classifying people into groups
 - (b) Distinctiveness: perceiving people who stand out
 - (c) Attribution: is it a just world?
- v) What Are The Consequences Of Prejudice?
 - (a) Self –perpetuating stereotypes
 - (b) Discrimination’s impact: the self-fulfilling prophecy
 - (c) Stereotype threat
 - (d) The story behind the research: claude steele on stereotype threat
 - (e) Do stereotypes bias judgments of individuals?

2) AGGRESSION : HURTING OTHERS

Credit 1

- i) What Is Aggression?
- ii) What Is Some Theories Of Aggression?
 - (a) Aggression as biology
 - (b) Aggression as a response to frustration
 - (c) Aggression as learned social behaviour
- iii) What Are Some Influences On Aggression?
 - (a) Aversive incidents
 - (b) Arousal
 - (c) Aggression cues
 - (d) Media influences: pornography and sexual violence

- (e) Media influences: television
- (f) Media influences: video games
- (g) Group influences
- iv) How Can Aggression Be Reduced?
 - (a) Catharsis?
 - (b) A social learning Approach

3) HELPING

Credit 1

- i) Why Do We Help?
 - (a) Gaining rewards, avoiding punishment evolutionary psychology
 - (b) Comparing and evaluating theories of helping
 - (c) Genuine altruism
- ii) When Will We Help?
 - (a) Number of bystanders
 - (b) Helping when someone else does
 - (c) Time pressures
 - (d) Similarity
- iii) Who Will Help?
 - (a) Personality traits
 - (b) Religious faith
- iv) How Can We Increase Helping
 - (a) Undoing the restraints on helping
 - (b) Socializing altruism

4) SOCIAL PSYCHOLOGY IN COURT

Credit 1

- i) How Reliable Is Eyewitness Testimony?
 - (a) The power of persuasive eyewitnesses
 - (b) When eyes deceive
 - (c) Focus on: eyewitness testimony
 - (d) The misinformation effect
 - (e) Retelling feedback to witnesses
 - (f) Reducing error
- ii) What Other Factors Influence Juror Judgments?
 - (a) The defendant's characteristics
 - (b) The judge's instructions
 - (c) Other issues

Sources Book: -

1. Myers, D.G. (2006). *Social Psychology*. (8th ed) New Delhi: Tata McGraw-Hill.
2. Myers, D.G. (1996). *Social Psychology*. (5th ed) New Delhi: Tata McGraw-Hill.
3. Baron, R. A. & Bryne, D. (2005). *Social Psychology*. (10th Ed) New Delhi: Prentice Hall of India.

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1. Baron, R. A., Bryne, D., & Branscombe, N. R. (2007). *Social Psychology*. (11th Ed) New Delhi: Pearson Education.
2. Singh, A. K., *Saamaajik manovidhyaan* New Delhi: Motilal Banarasidas
3. Palsane, M.N., & Talwalkar, V. (2000) *Samajik Manasashastra* Pune: Continental Prakashan
4. Kool, V.K. & Agraval, R. (2006). *Applied Social Psychology*. New Delhi: Atlantic Publishers.

Syllabus for B.A. (Semester – II)
Course II, Unit I & II
PSY 106 – Psychology Practicum's: Experiments & Tests.
With effective from 2009-10.

Total practical 08

Marks-40

Objectives: -

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

➤ **Section A: -**

1. Learning & Memory [Any Two]: -

Credit 1

- a. Maze Learning
- b. Letter digit substitution test
- c. Paired association learning
- d. Transfer of learning
- e. Trial & Error learning
- f. Conditioning
- g. Habit interference
- h. LTM
- i. STM
- j. Retroactive inhibition
- k. Proactive inhibition
- l. Recall & recognition

2. Intelligence [Any Two]: -

Credit 1

- a. Pass along test
- b. Koh's Block test
- c. Standard Progressive Matrices
- d. Bhatia's IQ Battery
- e. Verbal test of intelligence
- f. Social Intelligence Scale

3. Personality [Any Two]: -

Credit 1

- a. Introversion – Extroversion Test
- b. Adjustment Test
- c. Anxiety Test
- d. Study Habit Test
- e. 16 PF
- f. Eysenck Personality inventory.
- g. Type A/B behaviour pattern scale

4. Social Process [Any Two]: -

Credit 1

- b. Social competence scale (SCS) – Sharma, V. P., Shukla, P., & Shukla, K.
- c. Social acceptability among peers (TSAAP) – Chopra, S.L.
- d. Machiavellianism scale (Mach IV scale) – Rai, S. N. & Chadha, N. K.
- e. Social characteristics description (SCD) – Uniyal, M.P. & Shah, B.
- f. Simple task
- g. Comprehensive Scale of Tension: - R. L. Bharadwaj.

- h. Altruism Scale: - S. N. rai S. Singh.
- i. Prejudice Scale: - R. I. Bharadwaj & H. Sharma.
- j. Aggression Scale: - G.C. Pati.
- k. Aggression Inventory: - M. K. Sultana.
- l. Aggression Scale: - G.P. Mathur & R. Bhatnagar.

➤ **Section B: -**

Credit 1

Workshop on Communication Skills: -

- 1. Group discussion on any burning topic.
- 2. Public speech.
- 3. Interview (Dummy).
- 4. Application filling.

Source Books: -

- 1. Rajamanickam, M. (2005). *Experimental Psychology: With Advanced Experiments, Vol. 1 & 2*. New Delhi: Concept Publishing Company.
- 2. Parameshwarn, E.G. & Rao, B. T. (1968) *Manual of Experimental Psychology*. Bombay: Lalvani Publishing House.
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Distribution of Marks

Section A				Section B		Total
Procedure	Viva	Report	Record Book (Internal)	Viva	Report (Internal)	
5	5	10	10	5	5	40