

**SWAMI RAMANAND TEERTH  
MARATHWADA UNIVERSITY, NANDED**



**SYLLABUS**

**PSYCHOLOGY**

**M. A. FIRST YEAR  
SEMESTER PATTERN  
(Revised)**

**with effect from June, 2015 onwards**

**Swami Ramanand Teerth Marathwada University, Nanded.**  
**PSYCHOLOGY**  
**Curriculum Structure and Scheme of Evaluation for M.A. First Year**  
**With effective from 2015-16**

Sr. No.	Seme-ster	Paper No.	Title of the Paper	Scheme of Teaching (Periods/Week)			Scheme of Evaluation			
				L	P	Total Periods	Theory	Internal	Practical/Viva-Voce	Total Marks
1	I	I	Cognitive Psychology	4	-	4	80	20	-	100
		II	Foundations of Behavioural Research & Statistics	4	-	4	80	20	-	100
		III	Personality-I	4	-	4	80	20	-	100
		IV	Psychology Practicum's: Experiments & Test		4	4 (Per Batch)	-	-	100	100
<b>Total of Semester -I</b>				<b>12</b>	<b>4</b>	<b>16</b>	<b>240</b>	<b>60</b>	<b>100</b>	<b>400</b>
2	II	V	Cognitive Processes	4	-	4	80	20	-	100
		VI	Research Designs & Statistics	4	-	4	80	20	-	100
		VII	Personality -II	4	-	4	80	20	-	100
		VIII	Psychology Practicum's: Experiments & Test		4	4 (Per Batch)	-	-	100	100
<b>Total of Semester -II</b>				<b>12</b>	<b>4</b>	<b>16</b>	<b>240</b>	<b>60</b>	<b>100</b>	<b>400</b>

Teaching work load will be of **Four** periods per week for theory and **four** periods for practical **per week per batch**.

- 1) Strength of students for each practical batch shall not be more than **Twelve (12)**.
- 2) Submission of Record Book is compulsory.
- 3) Students shall not be allowed for practical examination without certified Record Book.

**Swami Ramanand Teerth Marathwada University, Nanded.**

**PSYCHOLOGY**

**Syllabus for M. A. F. Y. First Semester**

**Paper I – Cognitive Psychology**

**With effective from 2015-16.**

**Marks – 80 + 20 Internal**

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**Objectives:**

1. To develop insight into one's own and others' behaviour and underlying mental processes.
  2. To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology
  3. To acquaint the students with the processes involved in sensation and perception.
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**1. NATURE AND IMPORTANCE OF COGNITIVE PSYCHOLOGY**

- i. Cognitive Psychology: Definition and domains
- ii. Emergence of Cognitive Psychology
  - a) Early role of psychobiology
  - b) The early twentieth century
- iii. Research methods in Cognitive Psychology
  - a) Laboratory or other controlled experiments.
  - b) Psychobiological research
  - c) Self concept, case study & naturalistic observation.
  - d) Computer simulation & artificial intelligence
- iv. Application of Cognitive Psychology: - As it is today

**2. SENSATION AND ATTENTION**

- i. Sensation - Introduction to psychophysics: Basic concepts and methods.

- ii. Attention: (a) Functions of attention: Divided attention, selective attention (b) Theories of attention process (c) Signal Detection Theory and vigilance.

### **3. PERCEPTION**

- i. Perception-approaches: (a) Gestalt (b) Bottom-Up (feature analysis, template matching, prototypes) (c) Top-Down and Pandemonium.
- ii. Application: (a) Subliminal perception (b) Perceptual defense (c) Extra sensory perception.

### **4. MEMORY - I**

- i. Memory processes: -
  - a) Encoding.
  - b) Storage.
  - c) Retrieval.
- ii. Stages of memory
  - a) Sensory memory.
  - b) Short-term memory (STM)
  - c) Long-term memory (LTM).
- iii. Episodic & Semantic memory.

### **5. FORGETTING**

- i. Theories of forgetting: -
  - a) Interference.
  - b) Decay.
  - c) Retrieval.
- ii. Application: -Memory distortion

**Books for Readings:**

**Stenberg, R. J. (2007):** *Cognitive Psychology*. Australia: Thompson Wadsworth.

**Solso, R.L. (2004):** *Cognitive Psychology* (6th ed). Delhi: Pearson Education.

**Matlin, M. (1994):** *Cognition*. Prism India Books.

**Galloti, K.M. (2004):** *Cognitive Psychology In and Out of Laboratory*. USA: Thomson Wadsworth.

**Kellogg, R. T. (2007):** *Fundamentals of Cognitive Psychology*. N. D. Sage Publications.

**Wade, C. and Tavris, C. (2007):** *Psychology*. Pearson Education.

**Books for Reference:**

**Best, J. B. (1999):** *Cognitive Psychology*. USA: Wadsworth Publishing Co.

**Gunther, R. K. (1998):** *Human Cognition*. New Jersey: Prentice-Hall.

**Kalpan, S. & Kalpan, R. (1982):** *Cognition & Environment*. N.Y.: Praeger Publishers.

**Flavell, J. H. (1985):** *Cognitive Development*. (2<sup>nd</sup> ed). N.J.: Prentice-Hall.

**Reed, S. K. (1998):** *Cognition: Theory and Application* (3rd ed). California Books/Cole Pub. Company.

**Borude, R.R. (2002):** *Bodhanik Manasashastra*. Chhaya Prakashan, Aurangabad.

**Cohen, G. (1983):** *Psychology of Cognition* (2nd ed). London: Academic Press.

**Desai, B. & Abhyankar, S.C. (2007):** *Prayogik Manasashastra and Sanshodhan Paddhati*. Pune: Narendra Prakashan.

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**PSYCHOLOGY**

**Syllabus for M. A. F. Y. First Semester**

**Paper II – Foundations of Behavioural Research & Statistics**

**With effective from 2015-16.**

**Marks – 80 + 20 Internal**

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**Objectives:**

1. To acquaint the student and make them understand the different statistical methods with their uses and interpretations.
  2. To develop computational skills in students and enable them to analyze the data practical, project work, and dissertation.
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**1. PROBLEM, HYPOTHESIS AND VARIABLES**

- i. Meaning & characteristics of a problem
  - a) Sources of stating a problem
  - b) Important consideration in selecting a problem
  - c) Types of problem
- ii. Meaning & characteristics of a good hypothesis
  - a) Formulating hypothesis
  - b) Ways of stating a hypothesis
- iii. Meaning & types of variables
  - a) Important consideration in selecting of variables
  - b) Techniques of controlling extraneous variables
  - c) Techniques of experimental manipulation of variables.

**2. SAMPLING**

- i. Population and sample
- ii. Meaning & types of sampling
- iii. Factors influencing decision to sample
- iv. Probability sampling methods
  - a) Simple random sampling
  - b) Stratified random sampling
    - Proportionate stratified random sampling
    - Disproportionate stratified random sampling
  - c) Area or cluster sampling

- v. Non-probability sampling
  - a) Quota sampling
  - b) Accidental sampling
  - c) Judgmental or purposive sampling
  - d) Systematic sampling
  - e) Snowball sampling

### **3. TECHNIQUES OF OBSERVATION & DATA COLLECTION**

- i. Questionnaire & schedule
- ii. Interview
- iii. Observation as a tool of data collection
- iv. Difference between participant observation and non
- v. participant observation
- vi. Rating scale
  - a) Meaning of rating scale
  - b) Types of rating scale
  - c) Other special types of rating scale
  - d) Problems in obtaining effectiveness of rating scale
  - e) Errors in rating

### **4. CORRELATION**

- i. The concept & meaning of correlations
- ii. Pearson's product-moment correlation
- iii. Biserial & point-biserial correlation
- iv. Tetra choric & phi-coefficient

**Books for Readings:**

**Singh, A. K. (2006):** *Tests Measurement & Research Methods in Behavioural Science*, (5th Ed). Patna: Bharti Bhavan.

**Broota, K. D. (1989):** *Experimental Design in Behavioural Research*. New Delhi: Wiley Estern Ltd.

**McBurry, D. H. (2002):** *Research Methods*, USA: Wordsworth, Thompson.

**Kerlinger, F. N. (1994):** *Fundamentals of Behavioural Research*, (3rd ed).

**Shaughnessy, J.J. & Zechmiester, E. B. (1997):** *Research Methods in Psychology* (4<sup>th</sup> ed).

**Zechmiester, J. S. Zechmiester, E. B. & Shaughnessy, J.J. (2001):** *Essentials of Research Methods in Psychology*.

**Robinson, P. W. (1976):** *Fundamentals of Experimental Psychology*. Prentice-hall.

**Books for Reference:**

**Borude, R. R. (2005):** *Sanshodhan Paddhatishastra*. Pune: Pune Vidyarthi Grhua.

**Desai, B. & Abhyankar, S. C. (2007):** *Prayogik Manasashastra and Sanshodhan Paddhati*. Pune: Narendra Prakashan.

**Kothari, C. R. (1985):** *Research Methodology: Methods & Techniques*. New Delhi: Wiley Eastern Ltd.



**Swami Ramanand Teerth Marathwada University, Nanded.**

**PSYCHOLOGY**

**Syllabus for M. A. F. Y. First Semester**

**Paper III – Personality-I**

**With effective from 2015-16.**

**Marks – 80 + 20 Internal**

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**Objectives:**

1. This course helps the students to understanding the divers' psychological strategies to analysis personality.
  2. To acquaint the students with personality theories.
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**1. INTRODUCTION**

- i. Evaluating Personality Theories
  - a) What is Personality?
  - b) Role of Personality theory in psychology.
  - c) Six Approaches to Personality.
- ii. Two Examples: Aggression & Depression.
  - a) Personality & culture.
  - b) The Application of Personality Theories
    - Assessment
    - Research
    - Psychotherapy

**2. THE PSYCHOANALYSIS: APPROACH**

- i. Psychoanalysis: Sigmund Freud
  - a) The structure of personality
  - b) The Dynamics of Personality
  - c) Development of personality
- ii. Analytical psychology: Carl Jung
  - a) The structure of personality
  - b) The Dynamics of Personality
  - c) Development of personality
- iii. Application: Psychoanalysis.

### **3. INTERPSYCHIC THEORIES**

- i. Alfred Adler
  - a) Fictional finalism
  - b) Striving For Superiority
  - c) Inferiority feelings & compensation
  - d) Social Interest
  - e) Style of life
  - f) The creative Self
  - g) Neurosis
- ii. Harry Stack Sullivan
  - a) Structure of personality
  - b) Dynamics of personality
  - c) Development of personality
- iii. Ego Analytic psychology: Erikson
  - a) Concept of the Ego
  - b) Personality Development
- iv. Application: Psychoanalytic Theory & Religion.

### **4. BEHAVIOUR THEORIES**

- i. Dollard & Miller - stimulus Response Theory
  - a) Structure of personality
  - b) Dynamic of personality
  - c) Development of personality
- ii. B.F. Skinner's Operant Conditioning
  - a) Structure of personality
  - b) Dynamic of personality
  - c) Development of personality

### **5. SOCIAL LEARNING THEORIES**

- i. Albert Bandura
  - a) Four - Step model
  - b) Mass media Aggression & Aggressive Behaviour
- ii. Water Mischel
  - a) Cognitive person variables
  - b) A Consistency paradox & cognitive prototypes
  - c) A Cognitive - Affective system Theory of Personality

**Books for Readings:**

**Hall, C.S., Lindzey, G. & Campbell, J.B. (2004):** *Theories of personality* (4th ed.), India: Pearson Education, Inc.

**Barabara, E. (2006):** *Personality Theories* (7th Ed), New York: Houghton Mifflin Company

**Books for Reference:**

**Barger, J. M. (2004):** *Personality* (6th Ed), USA: Wadsworth/Thompson Learning

**Hjelle, L. A. & Zigler, D. J. (1992):** *Personality Theories* (3rd), New York: McGraw-Hill,Inc.

**Mischel, W. (1976):** *Introduction to Personality*, USA: Holt, Rnehart & Wiston.

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**PSYCHOLOGY**

**Syllabus for M. A. F. Y. First Semester**

**Paper IV – Psychology Practicum's: Experiments & Tests**

**With effective from 2015-16.**

**Practical Mark = 100**

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**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.
- 

**1. Cognitive Process [any five]**

- i. Signal Detection – ROC
- ii. Perceptual Defense
- iii. Concept Formation
- iv. Problem Solving
- v. Stroop Effect in Visual Perception
- vi. Multiple Choice
- vii. Meaningfulness & Rote Learning
- viii. Mental Set & Perception
- ix. Span of Apprehension
- x. Illusion
- xi. Figure & Ground
- xii. Free Association
- xiii. Creativity Test
  - a) Verbal
  - b) Non-Verbal
- xiv. Reasoning Ability Test

**2. Memory [any five]**

- i. STM for Digits or Letters
- ii. Effect of Mnemonic Strategy on Memory
- iii. Immediate Memory Span: Meaningful Vs Meaningless Material

- iv. Organization in Memory
- v. Memory for Unattended Material
- vi. Memory for Associated & Un-associated pairs of words
- vii. Meaningfulness & Retention
- viii. Zeigarnic Effect
- ix. Retroactive Inhibition
- x. Proactive Inhibition
- xi. Memory for Meaningful & Meaningless Stimuli
- xii. Degree of Learning & Recall
- xiii. Influence of Reaction on Recall
- xiv. Organizational Changes in Memory
- xv. Observation & Testimony

**Distribution of Marks**

Procedure	Viva	Report	Record Book (Internal)	<b>Total</b>
<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Books for Readings:**

- Rajamanickam, M. (2005).** *Experimental Psychology: With Advanced Experiments*, Vol. 1 & 2. New Delhi: Concept Publishing Company.
- Parameshwarn, E.G. & Rao, B. T. (1968).** *Manual of Experimental Psychology*. Bombay: Lalvani Publishing House.
- Mohsin, S. M. (1975).** *Experiments in Psychology*. Orient Longman.  
Mohanthy. *Experiments in Psychology*.
- Tinker, M.A. & Russell, W. A.** *Introduction to Methods in experimental Psychology*. Appleton – Century Crofts.
- Jalota, S (1962).** *Experiments in Psychology*. Asia Publishing House.
- Galloti, K. M. (2004).** *Cognitive Psychology In and Out of Laboratory*. USA: ThomsonWadsworth.
- Baker, L. M., Weisiger, C. & Taylor, M. W. (1960).** *Laboratory Experiments in General Psychology*. Oxford Univ. Press.
- Berkowitz, L. (1974).** *Advanced Experimental Social Psychology*. Academic Press.
- Debold, R. C. (1968).** *Manual of Contemporary Experiments in Psychology*. Prentice-Hall.
- Ferguson, E. D. (1976).** *Motivation: An Experimental Approach*. Holt Rinechart & Winston.
- Collins, M. & Drever, J. (1930).** *Experimental Psychology*. London: Methun & Co.Ltd.
- Sonodgrass, J. G., Levy-Berger, Hyden (1985).** *Human Experimental Psychology*. New York: Oxford University Press.
- Kuppuswamy, B. (1958).** *Elementary Experiments in Psychology*. London: Oxford University Press.

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**PSYCHOLOGY**

**Syllabus for M. A. F. Y. Second Semester**

**Paper V – Cognitive Processes**

**With effective from 2015-16.**

**Marks – 80 + 20 Internal**

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**Objectives:**

1. To develop insight into one's own and others' behaviour and underlying mental processes.
  2. To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology
  3. To acquaint the students with the processes involved in sensation and perception.
- 

**1. MEMORY - II**

- i. Models of memory
  - a) Atksion & Shiffrin.
  - b) Craik & Lockhart.
  - c) Tulving.
- i. Semantic memory
  - a) Trace model
  - b) Network model
- ii. Long-term memory
  - a) Retrieval cues.
  - b) Flashbulb memory.
  - c) Constructive process in memory.
  - d) Eyewitness testimony.
  - e) Autobiographical memory.
- iii. Application: - Mnemonic Systems.

## **2. PROBLEM SOLVING & CREATIVITY**

- i. Problem
  - a) Definition
  - b) Problem solving cycle
  - c) Types of problems
  - d) Obstacles & aids to problem solving.
- ii. Problem solving approaches: -
  - a) Algorithm.
  - b) Heuristics.
- iii. Creativity: -
  - a) Definition.
  - b) Measuring creativity.
  - c) Types of contributions.

## **3. REASONING & DECISION MAKING**

- i. Reasoning
  - a) Types of reasoning.
  - b) Deductive & Inductive reasoning.
- ii. Decision Making
  - a) Utility models of decision making.
  - b) factors influencing decision making
- iii. Application: Knowledge and problem solving

## **4. COGNITIVE DEVELOPMENT**

- i. Developmental psychology
  - a) Assimilation& accommodation: Piaget.
  - b) Mind of society: Vygotsky.
  - c) Vygotsky & Piaget.



ii. Cognitive development

a) Intelligence & abilities.

b) Development information-Acquisition skills

c) Memory

d) Higher-order cognition in children

iii. Application: Prototype formation among children

## **5. LANGUAGE PRODUCTION: READING SPEAKING, WRITING**

i. Properties of language

a) General Description

b) Fundamental aspects of language

ii. Process of language comprehension

a) Speech perception.

b) Semantics & syntax.

iii. Language Acquisition

a) Stages of language acquisition

b) Nature & Nurture

iv. Reading

a) Bottom-up & top-down processes

b) Perceptual issues in reading

### **Books for Readings:**

- Stenberg, R. J. (2007):** *Cognitive Psychology*. Australia: Thompson Wadsworth.
- Solso, R.L. (2004):** *Cognitive Psychology* (6th ed). Delhi: Pearson Education.
- Matlin, M. (1994):** *Cognition*. Prism India Books.
- Galloti, K.M.(2004):** *Cognitive Psychology In and Out of Laboratory*. USA: Thomson Wadsworth.
- Kellogg, R. T. (2007):** *Fundamentals of Cognitive Psychology*. N. D. Sage Publications.
- Wade, C. and Tavris, C. (2007):** *Psychology*. Pearson Education.

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- Gunther, R. K. (1998):** *Human Cognition*. New Jersey: Prentice-Hall.
- Kalpan, S. & Kalpan, R. (1982):** *Cognition & Environment*. N.Y.: Praeger Publishers.
- Flavell, J. H. (1985):** *Cognitive Development*. (2<sup>nd</sup> ed). N.J.: Prentice-Hall.
- Reed, S. K. (1998):** *Cognition: Theory and Application* (3rd ed). California Books/Cole Pub. Company.
- Borude, R.R. (2002):** *Bodhanik Manasashastra*. Chhaya Prakashan, Aurangabad.
- Cohen, G. (1983):** *Psychology of Cognition* (2nd ed). London: Academic Press.
- Desai, B. & Abhyankar, S.C. (2007):** *Prayogik Manasashastra and Sanshodhan Paddhati*. Pune: Narendra Prakashan.

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**PSYCHOLOGY**

**Syllabus for M. A. F. Y. Second Semester**

**Paper VI – Research Designs & Statistics**

**With effective from 2015-16.**

**Marks – 80 + 20 Internal**

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**Objectives:**

1. To acquaint the student and make them understand the different statistical methods with their uses and interpretations.
  2. To develop computational skills in students and enable them to analyze the data practical, project work, and dissertation.
- 

**1. EXPERIMENTAL DESIGNS**

- i. Meaning & purpose of research Design
- ii. Criteria of Research design
- iii. Basic principles of Experimental Design
  - a) Replication
  - b) Randomization
  - c) Local control
- iv. Some important types of Research Design
  - a) Between- Groups Design
  - b) More- Than – Two – Randomized groups Design- Matched- Groups Design, Factorial Design
  - c) Within – Groups Design- Single subject design, Repeated measures designs, Single factor repeated measures designs, Two factor repeated measures designs
  - d) Comparison of Between – Groups Designs & within Groups Design.

**2. Quasi – experimental Design**

- i. Quasi – experimental Design
  - a) Meaning of quasi experimental design
  - b) Types of quasi experimental Design

- ii. Time series design
- iii. Equivalent time samples Design
- iv. Non- equivalent control group design
- v. Counterbalanced design

### **3. SIGNIFICANCE OF THE MEAN**

- i. Significance of difference between two independent means
  - a. When mean is independent & N is small
  - b. When mean is independent & N is large
- ii. Significance of difference between two correlate mean
- iii. Factors affecting on 't' ratio
  - a. Number of sample element
  - b. Value of standard deviation
  - c. Actual difference between means
  - d. Correlation between actual groups

### **4. ANALYSIS OF VARIANCE (ANOVA)**

- i. Need for the Technique of ANOVA
- ii. Meaning of the term 'ANOVA'
- iii. Procedure for calculating for 'ANOVA'
- iv. Two- Way ANOVA
- v. Underlying Assumptions in ANOVA

**Books for Readings:**

**Singh, A. K. (2006)** : *Tests Measurement & Research Methods in Behavioural Science*, (5th Ed). Patna: Bharti Bhavan.

**Broota, K. D. (1989)**: *Experimental Design in Behavioural Research*. New Delhi: Wiley Eastern Ltd.

**McBurry, D. H. (2002)**: *Research Methods*, USA: Wordsworth, Thompson.

**Kerlinger, F. N. (1994)**: *Fundamentals of Behavioural Research*, (3rd ed).

**Shaughnessy, J.J. & Zechmiester, E. B. (1997)**: *Research Methods in Psychology* (4<sup>th</sup> ed).

**Zechmiester, J. S. Zechmiester, E. B. & Shaughnessy, J.J. (2001)**: *Essentials of Research Methods in Psychology*.

**Robinson, P. W. (1976)**: *Fundamentals of Experimental Psychology*. Prentice-hall.

**Books for Reference:**

**Borude, R. R. (2005)**: *Sanshodhan Paddhatishastra*. Pune: Pune Vidyarthi Grhua.

**Desai, B. & Abhyankar, S. C. (2007)**: *Prayogik Manasashastra and Sanshodhan Paddhati*. Pune: Narendra Prakashan.

**Kothari, C. R. (1985)**: *Research Methodology: Methods & Techniques*. New Delhi: Wiley Eastern Ltd.

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**PSYCHOLOGY**

**Syllabus for M. A. F. Y. Second Semester**

**Paper VII – Personality-II**

**With effective from 2015-16.**

**Marks – 80 + 20 Internal**

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**Objectives:**

1. This course helps the students to understanding the divers' psychological strategies to analysis personality.
  2. To acquaint the students with personality theories.
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**1. DISPOSITIONAL THEORIES**

- i. Trait & Personality : Gordon Allport
  - a) The structure of personality
  - b) The Dynamics of Personality
  - c) Development of personality
- ii. Henry Murray
  - a) The structure of personality
  - b) The Dynamics of Personality
  - c) Development of personality

**2. FACTOR ANALYTIC THEORIES**

- i. Raymond Cattell
  - a) Definition of personality
  - b) Surface traits Vs source Traits.
  - c) Looking for causal Agents of Behaviour
- ii. Application: The Big Five factor theory

**3. HUMANISTIC & EXISTENTIAL THEORIES**

- i. Humanism: Abraham Maslow
  - a) Assumption about Human Nature
  - b) Hierarchy of needs
  - c) Syndromes
  - d) Self-actualizers

- ii. Humanism: Carl Rogers theory of personality
- iii. Existential Psychoanalysis : Rollo May
  - a) The Existential attitude
  - b) Our predicament
- iv. Application: Centered Therapy & Job Satisfaction.

#### **4. COGNITIVE - BEHAVIORAL THEORIES**

- i. Albert Ellis : The Theory of Rational Emotive Behaviour Therapy (REBT)
- ii. Aaron Beck : The Theory Behind cognitive Therapy
- iii. Application: Cognitive Psychotherapy

#### **Books for Readings:**

**Hall, C.S., Lindzey, G. & Campbell, J.B. (2004):** *Theories of personality* (4th ed.), India: Pearson Education, Inc.

**Barabara, E. (2006):** *Personality Theories* (7th Ed), New York: Houghton Mifflin Company

#### **Books for Reference:**

**Barger, J. M. (2004):** *Personality* (6th Ed), USA: Wadsworth/Thompson Learning

**Hjelle, L. A. & Zigler, D. J. (1992):** *Personality Theories* (3rd), New York: McGraw-Hill, Inc.

**Mischel, W. (1976):** *Introduction to Personality*, USA: Holt, Rinehart & Wiston.

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**PSYCHOLOGY**  
**Syllabus for M. A. F. Y. Second Semester**  
**Paper VIII – Psychology Practicum's: Experiments & Tests**  
**With effective from 2015-16.**

**Marks-100**

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**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.

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**1. Personality Test [any five]**

- i. Self-report Inventory
- ii. Projective Test: Verbal
- iii. Projective Test: Pictorial
- iv. Interest Inventory
- v. Adjustment Inventory
- vi. Attitude/Values
- vii. NEO – PI
- viii. 16 PF Questionnaire
- ix. High School Personality Inventory (HSPQ)
- x. Type A/B Behavioural Pattern Scale (ABBPS)
- xi. Dimensional Personality Inventory (DPI)
- xii. Maudsley Personality Inventory (MPI)

**2. Language, Cognitive Development & Other [any five]**

- i. Developmental Assessment
- ii. Cognitive Style
- iii. Stress / Anxiety



- iv. Environmental Assessment
- v. Achievement Test
- vi. Neuropsychological Assessment
- vii. Social Skill / Behavioural Skill
- viii. P.G.I. General Well – Being Measure – D.S.K Varma & Anita Varma
- ix. Depression Scale
- x. Beck’s Depression Inventory
- xi. Frustration Scale
- xii. Leadership Scale

**Distribution of Marks**

Procedure	Viva	Report	Record Book (Internal)	<b>Total</b>
<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Books for Readings:**

- Rajamanickam, M. (2005).** *Experimental Psychology: With Advanced Experiments*, Vol. 1 & 2. New Delhi: Concept Publishing Company.
- Parameshwarn, E.G. & Rao, B. T. (1968).** *Manual of Experimental Psychology*. Bombay: Lalvani Publishing House.
- Mohsin, S. M. (1975).** *Experiments in Psychology*. Orient Longman. Mohanthy. *Experiments in Psychology*.
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