

**SAVITRIBAI PHULE PUNE UNIVERSITY, PUNE.**  
**REVISED SYLLABUS IN PSYCHOLOGY**  
**FOR T.Y.B.A.**  
**TO BE IMPLEMENTED FROM 2015-2016**

<b>PAPER NO.</b>	<b>PAPER TITLE</b>
<b>G3</b>	<b>INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY</b> <b>OR</b> <b>APPLIED PSYCHOLOGY</b>
<b>S3</b>	<b>SCIENTIFIC RESEARCH AND EXPERIMENTAL</b> <b>PSYCHOLOGY</b>
<b>S4</b>	<b>PSYCHOLOGY PRACTICAL: TEST AND EXPERIMENTS</b>

## **G3: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**

**(To be implemented from 2015-2016)**

### **Objectives:**

To acquaint the students with:

- 1- The emergence of Industrial and Organizational Psychology
- 2- The work done in Industrial and Organizational Psychology
- 3- The significance of training, performance appraisal, leadership models
- 4- The importance of Engineering Psychology

### **TERM- I**

#### **TOPIC 1: INDUSTRIAL AND ORGANIZATIONAL (I/O) PSYCHOLOGY- NATURE AND SCOPE**

**[12 Periods]**

- 1.1: I/O Psychology: Meaning, subject matter and functions of Industrial Psychology
- 1.2: The history of I/O Psychology
- 1.3: I/O Psychology in the present
- 1.4: Future of I/O Psychology
- 1.5: Application: Industry- Academia Connect

#### **TOPIC 2: PERSONNEL SELECTION AND TRAINING**

**[12 Periods]**

- 2.1: Job Profile, job analysis and Recruitment techniques
- 2.2: Interviews, psychological testing and Needs assessment for training
- 2.3: Psychological Principles in training and training for knowledge and skill
- 2.4: Evaluation of Training Programme
- 2.5: Application: Bio data, Resume, CV and the importance of reference checks

#### **TOPIC 3: EVALUATING JOB PERFORMANCE**

**[12 Periods]**

- 3.1: Uses of performance evaluation: Downsizing, promotion, seniority
- 3.2: Sources of evaluation: The evaluator and performance appraisal
- 3.3: Appraisal rating systems: Graphic rating scales and rating errors
- 3.4: Non-rating evaluation methods: Checklists and comparison methods
- 3.5: Application: 360 degree evaluation

#### **TOPIC 4: MOTIVATION AT THE WORKPLACE**

**[12 Periods]**

- 4.1: Concept of work motivation
- 4.2: Need theories: McClelland, Herzberg
- 4.3: Cognitive theories: Goal Setting Theory, Self Efficacy Theory
- 4.4: Motivation: Self discipline – seven step process
- 4.5: Application: Using motivation theory at work

**TERM II****TOPIC 5: JOB SATISFACTION****[12 Periods]**

- 5.1: Job satisfaction as a job attitude
- 5.2: Components of job satisfaction: Satisfaction with work, with pay and with Supervision
- 5.3: Measuring job satisfaction: Job Descriptive Index, Minnesota Satisfaction
- 5.4: Theories of job satisfaction: Motivator-Hygiene Theory, Dispositional approach
- 5.5: Application: Relationship of job satisfaction to productivity and withdrawal behavior.

**TOPIC 6: LEADERSHIP****[12 Periods]**

- 6.1: Leadership: Meaning, nature and styles
- 6.2: Approaches to leadership: Human Relations, Theory X & Theory Y
- 6.3: Fiedler's Contingency Model
- 6.4: Specific leader skills
  - a. Leadership through power
  - b. Leadership through vision: Transactional and Transformational
  - c. Leadership through persuasion
- 6.5: Application: challenges like merger, takeover, diversification

**TOPIC 7: ENGINEERING PSYCHOLOGY****[12 Periods]**

- 7.1: History and scope of engineering psychology
- 7.2: Time and Motion Study
- 7.3: Person-Machine System
- 7.4: Work space design
- 7.5: Application- advances in the field

**TOPIC 8: IMPORTANCE OF OB AND OD****[12 Periods]**

- 8.1: Meaning and nature of OB
- 8.2: Trends and challenges to OB- globalization, diversity, ethics
- 8.3: Meaning and nature of OD
- 8.4: Systems theory of OD
- 8.5: Application - Organizational change

**REFERENCES:**

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- Luthans, F. (1995). Organizational behavior (7th ed). New York: McGraw- Hill, inc.
- McShane, et al. (2006). 1st reprint. Organizational behavior. N.D.: Tata McGraw-Hill
- Miner, J.B. (1992). Industrial-Organizational Psychology. N.Y.: McGraw-Hill
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- Robbins, S.P.; Judge, T.A; and Sanghi, A (2009). Organizational behavior. N.D.: Pearson Prentice Hall.
- Schultz, D. and Schultz, S. E. (2006). Psychology and work today. 8th ed. N.D.: Pearson Edu.
- Singh ( 2015). Organizational Behaviour : Text and Cases, 2/e - Pearson, Education
- Warren ( 2015). Occupational Psychology: An Applied Approach, 1/e, Pearson Education

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## **G3: APPLIED PSYCHOLOGY**

**(To be implemented from 2015-2016)**

### **Objectives:-**

1. Help students to understand the relationship between theoretical and applied aspects of Psychology
2. Acquaint students with various applications of Psychology
3. Familiarize students with problems and solutions in various applied fields
4. Apprise students of the role of Psychologists in various applied fields

### **First Term**

#### **TOPIC 1 INTRODUCTION AND CLINICAL APPLICATIONS (12 PERIODS)**

- 1.1 Definition, Nature and Scope of applied Psychology
- 1.2 Nature of clinical psychology- classification of mental disorders DSM-5, ICD-10, therapies – CBT, Clint centered therapy, REBT
- 1.3 Positive Psychology – nature and scope
- 1.4 Health Psychology- community mental health – bio- psycho- social model of health
- 1.5 Cognitive Neuro Science -nature and major applications – PNI, EEG,MRI, CT, PET

#### **TOPIC 2 APPLICATIONS IN INDUSTRIES AND ORGANIZATIONS (12 PERIODS)**

- 2.1 Definition, Nature and Fields of I/O Psychology
- 2.2 Applications in IT and other Industries
  - a- cultural adjustment, b- performance pressure, c- recruitment, d- training and employees' professional problems in other industries
- 2.3 Advertising and Consumer Psychology- psychological impact of advertisements, methods used by consumer psychologist- survey, observation
- 2.4 Engineering Psychology and Ergonomics
- 2.5 Applications in Organizations

#### **TOPIC 3 APPLICATIONS IN EDUCATION (12 PERIODS)**

- 3.1 Definition, Nature and Scope of Educational Psychology
- 3.2 Effective Teaching – Learning Methodologies
  - a- group discussions, b- projects, c- presentations, d- interactive methods
- 3.3 Evaluation – types, uses, limitations
- 3.4 Issues of Various Categories of Challenged Students – Physically, mentally, economically challenged, LD-learning disabilities
- 3.5 Problems and Solutions to Educational Problems – physical environment, Government policies, school and higher education, Ashramshalas

**TOPIC 4 FORENSIC PSYCHOLOGY****(12 PERIODS)**

- 4.1 Definition, Nature and Fields -correctional, investigative
- 4.2 Criminal Psychology, Cyber Crimes, Violence : meaning and types
- 4.3 Investigative Procedures and role of the psychologist
- 4.4 Law – contribution of Psychology to law
- 4.5 Current challenges- reliability of investigative procedures – polygraph, eye witness testimony, identikit, narco analysis

**Second Term****TOPIC 5 FAMILY AND DEVELOPMENTAL APPLICATIONS****(12 PERIODS)**

- 5.1 Definition, Nature and Scope of Developmental Psychology
- 5.2 Issues of Adolescents: stress and strain, identity crisis, adjustment to physiological and psychological changes
- 5.3 Family and Marital Problems and Solutions
- 5.4 Love, Relationships-dating, live in and Break Ups
- 5.5 Psychology of Gender - gender roles, gender, lesbian, gay, bisexual, transgender, intersex and queer

**TOPIC 6 SPORTS AND MILITARY PSYCHOLOGY****(12 PERIODS)**

- 6.1 Definition, Nature and Scope of Sports Psychology
- 6.2 Motivating sportspersons and Building team morale-Biorhythms, Training
- 6.3 Factors affecting performance of sportspersons - Audience Expectations, environmental conditions, media
- 6.4 Use of psychological tests in selection in the Defense Services
- 6.5 Adjustment to Military Life and Role of Defense Institute of Psychological Research

**TOPIC 7 DISASTER, REHABILITATION AND COMMUNITY PROBLEMS****(12 PERIODS)**

- 7.1 Understanding the role of Psychologists in Disaster Management and Rehabilitation
- 7.2 Use of Psychological techniques in Disaster Management
- 7.3 Community Problems – Urban Slums – role of psychologists
- 7.4 Use of Psychology in Rehabilitation Work
- 7.5 Trauma and Post Traumatic Stress Disorder -PTSD

**TOPIC 8: APPLICATION IN SOCIAL ISSUES****(12 Periods)**

8.1 Role of Psychologists in tackling Social Issues- interventions, research, policy level work

8.2 Psychology of Terror

8.3 Psychology of Corruption

8.4 Contribution of Psychology in Developmental Issues: health and rural development

8.5 Use of Psychology in dealing with Superstitions

**References: -**

Bachav, A. M (2012). Applied Psychology. Chandralok Prakashan

Bayne Rowan ; Horton Ian (2003). Applied Psychology: Current Issues and New Directions. SAGE Publications Ltd; annotated edition.

David F. Marks, Michael Murray, Brian Evans, et al. (2006). Health Psychology: Theory, Research and Practice Fourth Edition. Sage Publications.

Palsane, Navare. Upyojit Manasshastra

Richard H. Cox (2002). Sport Psychology, McGraw –Hill Higher Education

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Snyder, C. R.; Shane J. Lopez et al (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Sage Publications

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Warren G. S. (2014). Occupational Psychology: An Applied Approach. Pearson Education

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## **S3: SCIENTIFIC RESEARCH AND EXPERIMENTAL PSYCHOLOGY**

### **(To be Implemented From 2015-2016)**

#### **OBJECTIVES-**

1. To acquaint the students with the basic concepts of experimental psychology and research methodology,
2. To develop the spirit of scientific inquiry in the students,
3. To help them generate ideas for research, as well as develop hypotheses and operational definitions for variables.
4. To help students understand the basic steps in scientific research,
5. To equip the students with the basic information and knowledge about test-administration and scoring, and interpretation of the obtained results,
6. To enable the students to undertake an independent small-scale research project.

#### **TERM I**

##### **TOPIC 1: SCIENTIFIC RESEARCH**

**[12 Periods]**

- 1.1 Developing ideas for research: Cultural context, personal experience, literature, internet
- 1.2 Characteristics of the scientific method
- 1.3 Goals of research
- 1.4 Types of scientific research: Pure vs. applied., descriptive vs. analytical, quantitative vs. qualitative, conceptual vs. empirical
- 1.5 Research approaches: Experimental, inferential, and simulation

##### **TOPIC 2: VARIABLES, CONSTRUCTS, RESEARCH PROBLEM AND HYPOTHESIS**

**[12 Periods]**

- 2.1 Variables: Meaning, types.
- 2.2 Construct vs. concept
- 2.3 Operational and constitutive definition of variables
- 2.4 Research Problem: Sources, types, and criteria of a good problem.
- 2.5 Hypothesis: Meaning, types, and criteria.

##### **TOPIC 3: SAMPLING AND DATA COLLECTION**

**[12 Periods]**

- 3.1 Sampling Meaning and Basic concepts
- 3.2 Types of probability sampling
- 3.3 Types of non-probability sampling
- 3.4 Methods of Data Collection: I.: (1) Observation: Natural, Systematic, Controlled; (2) Laboratory experiments, (3) field experiments and (4) field studies
- 3.5 Methods of Data Collection: II: (1) Questionnaire (2) interview, (3) Survey and (4) Case study.

##### **TOPIC 4: INTRODUCTION TO PSYCHOLOGICAL TESTING**

**[12 Periods]**

- 4.1 Definition, Types, Characteristics and Uses of Psychological Tests
- 4.2 Reliability: Definition and types
- 4.3 Validity: Definition and types
- 4.4 Norms: Definition and types
- 4.5 Social and ethical issues in psychological testing



**TERM II****TOPIC 5: PSYCHOPHYSICS****[12 Periods]**

- 5.1 Basic concepts in Psychophysics: Sensitivity, Threshold, Point of Subjective Equality, Constant and Variable Errors
- 5.2 Method of Limits: Computation of RL and DL
- 5.3 Method of Constant Stimuli: Computation of RL and DL
- 5.4 Method of Average Error: Computation of PSE & CE
- 5.5 Modern Psychophysics: Signal Detection Theory

**TOPIC 6: PERCEPTUAL PROCESSES****[12 Periods]**

- 6.1 Attention: Nature & Kinds:
  - a) Nature: Definition.
  - b) Kinds of Attention: Divided, Selective and Sustain Attention.
- 6.2 Theories of Attention: Bottleneck Theory, Automatic Vs Controlled Processing, and Feature Integration Theory.
- 6.3 Perception: Nature, characteristics and processes involved
- 6.4 Visual space perception: Monocular and Binocular cues
- 6.5 Perceptual Illusion (Errors)

**TOPIC 7: LEARNING AND MEMORY**

- 7.1 Learning: Meaning & Types
- 7.1 Transfer of Training & Types
- 7.2 Memory : Meaning and Models
  - a) The Atkinson and Shiffrin Model
  - b) Tulving's Model: Episodic, Semantic and Procedural
  - c) The levels of Processing Approach
  - d) The Parallel Distributed Processing Approach.
- 7.4 Methods of Acquisition
- 7.5 Methods of Retention

**TOPIC 8: THINKING AND PROBLEM SOLVING****[12 Periods]**

- 8.1 Thinking: Nature, definition and kinds
- 8.2 Theories of thinking: Central Theory and Peripheral-Central Theory
- 8.3 Problem Solving: Nature of problem, Types of problems, Understanding the problem, Approaches in problem solving, Factors influencing Problem Solving
- 8.4 Reasoning: Formal logic and Limitations
- 8.5 Decision Making: Stages and heuristics

**BOOKS FOR READING-**

- Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
- Christensen, L. B.; Johnson, R. B.; Turner, L. A (2014). *Research Methods, Design and Analysis*. Pearson
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- Zachmeister, J.E., Zachmeister, E.B., and Shaughnessy, J.J. (2009). *Essentials of research methods in psychology*. N.D.: Tata McGraw-Hill.

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## **S4: PSYCHOLOGY PRACTICAL: TESTS AND EXPERIMENTS**

**(To be implemented from 2015-16)**

### **OBJECTIVES:**

1. To familiarize the students with the use of elementary statistical techniques,
2. To give practical experience to the students in administering and scoring psychological tests and interpreting the scores,
3. To acquaint the students with the basic procedure and design of psychology experiments,
4. To encourage and guide the students to undertake a small-scale research project.
5. To encourage students to learn practical application through study tour and visit.

### **SECTION A: STATISTICS**

Statistics is a part of Practical paper. Teachers should conduct one lecture per week throughout the year for Statistics. See the “Guidelines for S4 Paper” for other details.

#### **Objectives:**

1. To acquaint the students with the basic statistical concepts
2. To train them in solving simple statistical problems.

#### **Topics to be covered:**

1. Frequency distribution
2. Measures of central tendency: Mean, Median, Mode for grouped and ungrouped data
3. Measures of variability: Range, Standard Deviation and Quartile Deviation (Q1, Q3 and Q) for grouped data.
4. Rank Difference Correlation.

### **SECTION B: TESTS**

### **SECTION C: GROUP TESTING / PROJECT / STUDY TOUR**

### **SECTION D: EXPERIMENTS**

**TERM I: SECTION B & C****I] GENERAL AND SPECIAL ABILITY TESTING (any two)**

1. Malin's Verbal OR Performance Scale
2. Standard Progressive Matrices (SPM)
3. Binet Kamath Test
4. Test of Creativity
5. Differential Aptitude Tests (DAT)- Any two sub tests
6. Dexterity test

**II] PERSONALITY (any three)**

1. Eysenck Personality Questionnaire
2. NEO-FFI
3. Sentence Completion Test
4. 16 PF
5. Introversion-Extraversion Test
6. Interest inventory
7. Type A and Type B personality test.

**IV] ADJUSTMENT (any one)**

1. Family
2. School
3. Marriage
4. Expectations from the Life partner Scale

**V] TESTING OF ATTITUDE (any one)**

1. Marriage
2. Religion
3. Optimism-pessimism
4. Attitude towards the mother scale.

**VI] VALUES (any one)**

1. Differential values test
2. Value orientation

## **SECTION C: GROUP TESTING OR PROJECT OR STUDY TOUR**

### **GUIDELINES FOR GROUP TESTING / PROJECT / STUDY TOUR**

#### **GROUP TESTING:**

1. For group testing, a small sample (n=30 at least) should be taken.
2. Any one standardized psychological test should be administered to the sample.
3. Responses should be scored as per the instructions given in the manual.
4. Report for group testing should be structured as follows:
  - a. Purpose of the group testing
  - b. Description of the test, e.g. author, psychometric properties, uses of test.
  - c. Tabular presentation of scores and results
  - d. Qualitative analysis, if applicable
  - e. Interpretation at group level
  - f. Any other relevant finding
  - g. Conclusion
  - h. References

#### **PROJECT:**

1. For project, a sample of at least 30 subjects should be taken
2. Project report should be structured as follows
  - a. Introduction and definition of basic concepts
  - b. Rationale/significance of the study
  - c. Hypothesis
  - d. Sample
  - e. Tools for data collection
  - f. Statistical analysis
  - g. Results, discussion and conclusion
  - h. Limitations and suggestions
  - i. References

#### **STUDY TOUR REPORT: Observational report**

##### ***Note:***

1. *Group testing or project or study tour is mandatory (any one)*
2. *Decision to allow students to conduct group testing or project will be at the discretion of the head of the department*
3. *The report of group testing or project should be submitted separately.*

**TERM II: SECTION A and D****I] PSYCHOPHYSICS (any two)**

1. Method of Limits- RL or DL
2. Method of Constant Stimuli- RL or DL
3. Method of Average Error: PSE and CE

**II] ATTENTION (any one)**

1. Divided attention
2. Span of attention
3. Stroop effect

**III] PERCEPTUAL PROCESSES (any two)**

1. Illusion
2. Size constancy
3. Retinal color zones
4. Reaction time
5. Depth perception

**IV] THINKING AND PROBLEM SOLVING (any one)**

1. Effect of mental set on problem solving
2. Maze learning
3. Problems solving- Pyramid puzzle / Wiggly Blocks / Heart-and-Bow puzzle

**V] LEARNING (any one)**

1. Bilateral transfer
2. Effect of knowledge of results
3. Habit interference
4. Serial learning

**VI] MEMORY (any one)**

1. Recall and recognition
2. Retroactive inhibition / Proactive inhibition
3. Short Term Memory

## **GUIDELINES FOR S-4 PAPER**

### **GUIDELINES FOR THE CONDUCT OF PRACTICAL**

1. Each batch of students should consist of 12 students.
2. If the number of students exceeds even by 1, a separate batch should be formed for conduct of practical.
3. Each batch will conduct practical twice per week with three lecture periods per session.
4. Total workload per batch will be 6 lecture periods.
5. In addition 1 separate lecture will be held for Statistics per week for the entire class.
6. Practical examination will be held annually.
7. Students should visit an industry, mental hospital, general hospital, central jail, remand home, ashram, or correctional institute / organization. The teacher accompanying the students can claim TA/DA as per the University rules.
8. The concerned teacher should verify the completion of practical journal as well as group testing or project report and issue a completion certificate signed by the head of the department.

### **GUIDELINES FOR ASSESSMENT (ANNUAL EXAMINATION)**

1. While preparing the programme for final examination, the number of students in any given batch should not exceed 8.
2. The examiners should set paper on the spot.
3. Three subsets of question papers should be set per batch. These subsets should be considered as one set for billing purpose.
4. Before conducting the examination the external examiner should confirm that all the guidelines mentioned in the syllabus were strictly followed while teaching and conducting the practical. The examiner should also see whether the numbers of practicals are conducted as per the specifications given in the syllabus.
5. While appearing for the final examination, students must produce the fair journal containing the report of the practical duly completed and signed by the concerned teacher and head of the department. Group Testing report or Project report or Study Tour Report (whichever is applicable) should be submitted separately.
6. External Examiner should allow students to appear for final examination only on producing the Completion Certificate.
7. The structure of the question paper for S-4 will be as follows:
  - Statistics (any two problems- each problem has 10 marks)
  - Question paper/ preference sheet for practical
    - i. The question paper will contain 2 sections – section I & section II.
    - ii. Section I will contain 4 questions based on tests.
    - iii. Section II will contain 4 questions based on experiments.
    - iv. The student will give 2 preferences for each section.
    - v. Out of the four preferences given by the student, the final choice of the question to be attempted will be of the external examiner.
  - Group Testing or Project Assessment

**i. Group testing-** The examiner should assess group testing report and conduct viva on the following points:

- a. Purpose of the group testing
- b. Name of the test used
- c. Statistics used
- d. Results
- e. Conclusion

**ii. Project-** The examiner should assess project report and conduct viva on the following points:

- a. Hypothesis
- b. Sample
- c. Tools for data collection
- d. Method/s for statistical analysis
- e. Results
- f. Conclusion

**iii. Study tour report-** Complete observation and behavioral analysis

8. Break up of marks will be as follows: (See the Marksheet in Appendix)

- Statistics : 20 marks
- Instructions and conducting : 10 marks
- Practical Report : 15 marks
- Journal : 20 marks
- Practical Viva : 20 marks
- Group Testing or Project
- i. Report : 10 marks
- ii. Viva : 05 marks

**TOTAL MARKS: 100 marks**



9. The duration for practical examination will be of **three and a half** clock hours per batch.
10. Assessment of **statistics** and **practical report** should be done by the **external** examiner only.
11. Instructions & conducting, journal, viva, groups testing or project report should be assessed by the internal and external examiners. **Average** marks of the two examiners should be taken as final assessment.
12. Difference of more than 25% marks between the internal and external examiners in assessment on any of the items mentioned above should be settled mutually.
13. The following items should be considered for billing purpose, as per the revised rates of examiners' remuneration of S P Pune University.

(Rates as per university booklet- these rates are current rates - in future rates will be changed)

<b>Sr. No.</b>	<b>Head</b>	<b>Rate</b>	<b>Page no.</b>
1	Paper Setting (Per Paper per batch)	410	1
2	Remuneration (Evaluation) Per Candidate, Each Examiner	20	1
3	Model Answer (Statistics) (Per Paper per batch)	300	15
4	Scheme of marking (Per Paper per batch)	100	15
5	Marathi Translation- per paper per batch	150	15

<b>Sr. No.</b>	<b>Head</b>	<b>Rate</b>	<b>Page no.</b>
1	Lab Supervisor	100 (150 if two batches in a day)	23
2	Expert Assistant	80 (125 if two batches in a day)	23
3	Peon	30 Rs. per student	25/26

14. Total remuneration for the examination should be equally divided between the two examiners.

### Books for Reading:

- Anastasi, A. & Urbina, S. (2009). *Psychological testing*. N.D.: Pearson Education.
- Chadha N.K.(2009),*Applied Psychometry*, Sage Publication Pvt Ltd. New Delhi.
- D'Amato, M.R. (2009). *Experimental psychology: Methodology, psychophysics and learning*. N.D.: Tata McGraw-Hill.
- Desai, B. and Abhyankar, S.C. (2001). *Prayogik Manasashastra ani Samshodhan Paddhati*. Pune: Narendra Prakashan.
- Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.
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- Mohanthy. *Experiments in psychology*.
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- Parameshwaran, E. G. & Rao, B. T. (1968). *Manual of experimental psychology*. Bombay: Lalvani Publishing House.
- Postman, L. & Egan, J.P. (1949), reprint 2009. *Experimental psychology: An introduction*. ND: Kalyani Publication.
- Ranjit Kumar (2014). *Research Methodology: A step by step guide for beginners*. Pearson
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- Tinker, M.A. & Russell, W.A. *Introduction to methods in experimental psychology*. Appleton – Century Crofts.
- Woodworth, R.S. & Schlosberg, H. (reprint 2008, 6th ed.), *Experimental Psychology*. ND: Oxford & IBH Publishing Co. Pvt. Ltd.

Test manuals

## Appendix:

### 1: Question Paper Pattern: for theory papers

#### B.A. Pattern of Examination (Term End Exam) from Academic Year 2013-2014.

##### A) Setting of Question papers /pattern of question paper :

Term end exam : Maximum marks 60 Time: Two hours

Q1 Answer the following questions in 100 words each ( any three)

Ask five questions each questions for 5 marks  $5 \times 3 = 15$

Q2 Answer the following questions in 200 words each ( any two)

Ask four questions each questions for 10 marks  $10 \times 2 = 20$

Q3 Answer the following questions in 300 words each ( any one)

Ask two questions each questions for 15 marks  $15 \times 1 = 15$

Q4 write short notes ( any two)

Ask four short notes each short notes for 5 marks  $5 \times 2 = 10$

##### Pattern of question papers Annual Examination

Maximum marks 80 Time three hours

Q1 Answer the following questions in 100 words each ( any four)

Ask six questions each questions for 5 marks  $5 \times 4 = 20$

Q2 Answer the following questions in 200 words each ( any two)

Ask four questions each questions for 10 marks  $10 \times 2 = 20$

Q3 Answer the following questions in 400 words each ( any one)

Ask two questions each questions for 15 marks  $20 \times 1 = 20$

Q4 write short notes ( any four)

Ask six short notes each short notes for 5 marks  $5 \times 4 = 20$

##### B) Verification /Revaluation : As per University Rules

##### 1. Structure of the course

- a) Compulsory papers : All papers are compulsory
- b) Optional papers : No optional papers
- c) Question paper & papers etc. Given in the 5F
- d) Medium of instructions : English / Marathi

## 1: Question Paper Pattern: for practical

**SAVITRIBAI PHULE PUNE UNIVERSITY**  
**Programme of Practical Examination in Psychology (S-4)**  
**At T. Y. B. A. Examination March / April-**

Set: A / B / C

Model Question Paper

Seat No. -

Centre:.....

Batch No. -

Date:

Time:

### Instructions:

- 1- Student should give two preferences for any two tests in section I and two preferences for any two experiments in section II.  
 विद्यार्थ्यांनी विभाग एक मधील कोणत्याही दोन मनोमापन चाचण्यांना प्रथम व द्वितीय असा पसंतीक्रम द्यावयाचा आहे तसेच विभाग दोन मधील कोणत्याही दोन मानसशास्त्रीय प्रयोगांना पुन्हा प्रथम व द्वितीय असा पसंतीक्रम द्यावयाचा आहे.
- 2- Students should conduct one test or experiment as allotted by the examiner and should prepare detailed report for it.  
 परीक्षकांनी दिलेली चाचणी अथवा प्रयोग यापैकी एक अहवाल आपण तपशीलवार तयार करावयाचा आहे.
- 3- Draw neat diagrams or graphs if necessary  
 आवश्यक तेथे आकृती रेखाटा अथवा आलेख जोडा.
- 4 – Attach this question paper to your answer sheet, don't take it home.  
 सदरची प्रश्नपत्रिका तुमच्या उत्तरपत्रिकेला जोडा, घरी घेऊन जाऊ नका.

Preference	Sr. No.	Section I
	1	
	2	
	3	
	4	
		Section II
	1	
	2	
	3	
	4	

**Required material for test/ experiment:**

चाचणी अथवा प्रयोगासाठी आवश्यक साहित्य

1-

2-

3-

4-

5-

Signature :

Signature :

Name:

Name:

Internal Examiner

External Examiner

**SAVITRIBAI PHULE PUNE UNIVERSITY**  
**Programme of Practical Examination in Psychology (S-4)**  
**At T. Y. B. A. Examination March / April-**

Name of the college: ..... Date: March/ April

Examination Centre: ..... Batch: .....

Sr. No.	Seat No.	Instructions and conduction (10)				Journal (20)				Practical Viva (20)				Grp. Testing / Project report/ Tour Report and Viva (10+5=15)				Stat. (20)	Pra. Report Writing (15)	Total (100)
		Int. (10)	Ext. (10)	Total (20)	Average (10)	Int. (20)	Ext. (20)	Total (40)	Average (20)	Int. (20)	Ext. (20)	Total (40)	Average (20)	Int. (15)	Ext. (15)	Total (30)	Average (15)	20	15	
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				

**Internal Examiner**

**Sign.:**

**Name:**

**External Examiner**

**Sign.:**

**Name:**

