LITERATURE PUBLISHED ON PSYCHOLOGY IN THE INDIAN PERIODICALS (1960–75) AN ANNOTATED BIBLIOGRAPHY

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Dedicated to my
Loving brother
Mohd. Younus Khan
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PART I
MEANING OF PSYCHOLOGY

(a) ETYMOLOGY AND HISTORY OF THE WORD:

The Greek word Psuks (Psyche) has the following connotations "breath, "soul", "life". The familiar suffix -ology is derived from the Greek logos which means "a study of" or "a discourse about". Literally, therefore, Psychology is a study of the soul. The word did not appear in current use until the end of the 17th century. By that time, psyche was used interchangeably to refer to both the soul and mind. Blacard was among the first to use the term psychology to denote that knowledge which pertains to the "soul". (1693). In 1734 Christian Von Wolff used the term in a somewhat more modern sense. He described the so-called faculties of the mind in his psychologia rationalis. Much that now would be classified as psychological theorizing and reporting upon observed data was formerly grouped under the label mental philosophy. This material was derisively categorized by E.W. Scripture 1896 as "armchair psychology.

It is obvious that neither the etymology of the term psychology nor the content of the pre-wundtian period is very helpful in defining the subject. Actually the term psychology did not come into familiar usage before the 19th century. The history of the word may account for the readiness with which
these terms were adopted: Behaviourism (Watson 1913),
Reflexology (Sechenor 1863) and paradoxical term objective
psychology that has achieved some popularity.

DEFINITION OF PSYCHOLOGY:

William James who really introduced psychology as a
separate subject as "the science of mental life, both of
its phenomena and their conditions. (1890). Kulpe defined
the subject as "the science of the facts of experience
(1893). McCosh wrote (1872). There is psychology which
inquires into the operations of the mind of man with a
view to discovering its laws and its faculties. The defi-
nition of "new psychology" on the other hand emphasize
the scientific and empirical point of view.

Wundt's definition states that psychology is a science
without dependence upon metaphysical speculation but with
a foundation in laboratory experiments relating to the
contents of the generalized adult mind. In America the
Wundtian point of view was upheld and expanded by Titchener
who defined psychology as "the science of mental processes
(1897) and which has three problems (1) To analyse mental
experience into its elements which are (a) sensations
(b) Images (c) Feeling (d) To state laws which govern their
combination and (3) To define concomitant physiological
functions.
It might be possible to defend the following definitions, though it would very likely satisfy no mature psychologist. Everybody knows that man is not only a biological organism but also a social one. Psychology is therefore a social as well biological science. It must take account of the fact that human babies are dependent upon others for survival and that during this dependence their ways of behaving including their language are imposed upon them wholly or in part by their elders.

**RECENT DEFINITION:**

*Psychology is the Science which deals with the behaviour of living organisms and in the case of human beings with experience.*

We can conclude that psychology is a science which deals the relation of living organisms in relation to their environments. The ultimate aim of psychology is to determine the laws of human nature like all sciences. Psychology is guided by the facts that can be discovered and verified by observation. Common sense is not psychology for the simple reason that it is based on wishful thinking and distorted prejudices and we can say that psychology must also consider collective behaviour as when human beings act in groups of various kinds.
In the end we can say that psychology undertakes to make a scientific study of the activities of the individual considered as a unit, as he really is in his dealings with other individuals and with the world. As a science psychology needs data derived from observation. Its data are obtained largely by experimenting and by tracing the individuals development. Some useful data derived from introspection of the individuals activities objectively. The best data are those obtained in testing.

As a result they come to act less like little animals and more like human beings. Psychology must also consider collection behaviour as when human being act in groups of various kinds.

ORIGIN OF PSYCHOLOGY

1- PRIMITIVE ANIMISM: According to Edward Burnett Tylor's Primitive culture (1889), primitive man attributed to all aspects of nature, animate as well as inanimate, the same mental processes he discerned in himself. This view is known as Primitive animism. John Ballie, in the Interpretation of Religion (1928) has questioned whether primitive animism does not impute too much sophistication to early man. He believes that animistic concepts are a relatively late development in prehistorical theorizing.
2- EARLY NATURALISTIC EXPLANATIONS:

Thales (C 624-548 B.C.), the father of philosophy together with Anaximander (611-546 BC) and Anaximines (588-524 BC) was convinced that mysterious, supernatural beings are absolutely nonexistent. Thales taught that all reality is reducible to water.

Empedocles (490-430 BC). The human body is made up of 4 elements are earth, air, fire and water, which are arranged in the following relationships: bones, muscles and viscera are made up of earth; the fluids of the body, of water; the rational or mental functions, of fire; and the life sustaining functions, of air.

Democritus (460-370 BC). Democritus said that superstitious and mythological explanations and anthropomorphism is the attribution of adult, human psychological functions to lower animals and to unanimate entities. Democritus believed that all reality consists of minute, indivisible particles. Called atoms. Mind itself is made up of these tiny, impenetrable atoms. All mental activities may be explained in terms of mechanistic principles.

3- PRIMITIVE DUALISM:

Anaxagoras (500-425 BC) believed that there must more than four elements (earth, air, fire and water) in the universe. Aristotote said that Anaxagoras uses mind as a device by which to construct the universe. Plato (427-447 BC) was
the first thoroughgoing dualist. He taught that the mental world consists of self-existent ideas which are wholly independent of one's life experiences. In small children and in animals, ideas and matter are entangled. In educate adults, however, ideas achieve emancipation Plato's famous theory that all knowledge is nothing but reminiscence. By corollary, to learn is to discover pre-existent ideas.

Socrates (469-399 BC) Socrates developed a unique method of teaching in which through questions, he drew out the truths and the understandings in the mind of a rational pupil. He counted upon "faint, positive steps towards psychological growth, once the negative handicapping, misunderstandings had been cleared away as a result of his sequence of questions.

Aristotle (384-322 BC) Aristotle's views have had a great influence upon the history of psychology, both in its speculative and in its empirical developments. He taught that all matter has at least some form and that all form finds a measure of expression in matter except God. God is form alone, with no matter at all.

4. THE ECLECTICS:
Eclectics taught that the primary drive is the quest for crass pleasure. The doctrine that there is a basic drive for immediate sensory gratification is known as complete hedonism.
Zeno (340-265 BC) - Zeno taught a different point of view. Man is capable of logical thought. This faculty lifts man above the level of animals. Impulses and sensory appeals may be disrupt man's serenity and so they must be suppressed.

Galen (130-200 A.D.) - Galen collected available valid medical knowledge. Galen dissented from Hippocrates in his theory of hysteria. Hippocrates had taught that hysteria is a functional disorder occurring among women. Galen defined hysteria as a complex, incurable disease with an unknown physical cause.

St. Augustine introduced some important concepts into psychology. Man is essentially base in nature. Redemption is necessary. The human must be aroused, therefore as a deterrent against wrong doing. Malefactors deserve the punishments they receive, and their acts should be condemned. On the other hand, there are positive impulses which may lead towards the achievement of selfhood. The evil must be cleared away and then these noble impulses will come into expression one must face reality. The body should not be looked upon as the prison house of the soul. Through the faculty of will, man is capable of conquering his baser nature. Each person has distinct individuality. Augustine referred to as the father
of introspective psychology and the Father of Faculty psychology.

**St. Thomas Aquinas (1224-1274)** - Thomas was explicit in teaching that there is no quarrel between science and religion. He is referred to as the father of Rational psychology.

**6- RENAISSANCE PSYCHOLOGY:**

**Francis Bacon (1521-1626)** - Opposed the continuance of rationalism in scientific inquiries. He introduced the inductive method into science. He declared that the twenty-five centuries of speculation had proved to be almost wholly sterile.

**Rene Descartes (1596-1650)** - Descartes introduced the concept of the reflex arc to explain all animal and much human behaviour. A sense organ is stimulated, there is a tug on the strings leading to the brain, animal spirits are released into hollow tubes running to the muscles and the organism behaves. Thus he introduced a systematic account of the physiological basis of reflex activity and the theory of interactionism.

**Thomas Hobbes (1588-1679)** - The famous British empiricist developed a mechanistic theory of psychology. He distinguished between original nature and the results of experience. Man is essentially selfish but for self-protection, he makes a social contract to respect the right of others.
7- The Enlightenment:

**John Locke** (1632-1704) - really initiated the empirical movement in psychology. All kind of knowledge comes through the senses. He developed influential theories about the philosophy and the methodology of education.

**George Berkeley** (1685-1753) - George believed that nothing exists except mind. His principal contribution to psychology is found in the New Theory of vision.

**David Hartley** - David developed a theory of the manner in which ideas tend to become associated in the brain. He did much to popularize the theory of psychophysical parallelism.

8- **EARLY NINETEENTH CENTURY:**

**Thomas Brown** (1778-1820) - said that the mind functions in a unitary fashion. It is not a kaleidoscopic arrangement of discrete elements. He ridiculed the popular interest in phrenology. Brown is said to be one of the outstanding armchair psychologist.

**John Stuart Mill** - was interested in systematizing theories of psychology. The younger Mill believed that ideas fuse as a result of the laws of contiguity, similarity and intensity.
Johun Friedrich Herbart (1776-1841) -

He insisted that psychology is a branch of metaphysics, not a science in its own right. He did believe that data must be quantified and he sought to unite mathematics and empirical psychology.

Mesmerism - The gradual emergence of scientific psychology was interrupted by two interesting digressions in pseudo science. Franklin believed that the cures were effected by suggestion. Clark Hull was one of the first scientific psychologists to investigate the phenomena of hypnosis and suggestibility from the standpoint of an experimentalist.

Phrenology -

Fraug Joseph Ciall (1758-1828) - a professor of anatomy believed that conformations of the skull are an index to personality traits. Johann Christian Spurzheim (1776-1832) coined the term phrenology for his new branch of knowledge, which Ciall had referred to as crâmognomy.

EARLY BEGINNINGS OF PSYCHOLOGY:

Charles Bell (1774-1842) - discovered the existence of a "sixth sense" known today as kinesthesia in 1826. He was a pioneer in experimental studies of gustation. His experiments on the functions of the oesophagus led him to believe
that there are fibers arranged to respond to sound waves from high and low. Bell's most famous experiments relate to the functions of the spinal nerves. He discovered that motor fibers emerge from the ventral portion of the spinal cord, and that sensory fibers emerge from the posterior portion. He reported his findings in 1811. In 1822 Francois Magendie confirmed Bell's results. The principle is known as the Bell Magendie law.

**Frans Donders (1818-1889)** - a Dutch physiologist, made important experimental studies on reaction time. He defined the simple reaction and choice reaction.

**Ernst Heinrich Weber** - Weber discovered the two points limen or threshold of just noticeable differences. He discovered that differences in brightness of illumination and in tonal pitch are detectable only as they are varied by a constant fraction.

**Hermann Ludwig Ferdinand Von Helmholtz (1821-94)**

Helmholtz developed a well known theory of colour vision based upon the work of Thomas Young. The Young-Helmholtz theory states that all colour sensations are reducible to three fundamental colours namely red, green and blue violet.

**THE START OF THE "RECENT HISTORY"**

**Wilhelm Wundt** -

In 1879 Wundt (1832-1920) opened the first laboratory
assistant, Edward Bradford Titchener, who came from England to Cornell to establish a famous library, and Granville Stanley Hall who opened the first American laboratory at Johns Hopkins in 1883.

**Franz Brentano**

Wundt was interested primarily in mental contents. Franz Brentano took the position that psychology should be concerned with functions or activities not with contents.

**Jame Ward**

J. Ward wrote the article on psychology for the 11th edition of Britannica. He sought in vain to establish experimental psychology at the university of Cambridge.

**William James**

In 1875 William James (1842-1910) offered work in physiological psychology at Harvard. He worked on principles of psychology which almost immediately became the most widely used textbook in the field.

**Granville Stanley Hall**

Hall (1844-1924) opened the first experimental laboratory at Johns Hopkins. He did great deal to arouse interest in many fields of the new psychology.

**THE ERA OF SCHOOLS**

The first self conscious "School of Psychology" was made up of those experimentalists who sought to emancipate
the science from domination by the philosophers. Edward Wheeler
scripture developed experimental psychology at Yale. He
vigorously opposed what he termed "armchair psychology".
He published the new psychology different from mental philo-
sophy and philosophical psychology.

James Rowland Angell -

In his "American Psychological Association Address",
defined the new psychology; as the study of mental functions
Psychology should be concerned with the why and the "how"
of experience, not with the what. Activities not content are
the data for psychologists to u investigate.

Edward Bradford Titchener -

In 1889 Titchner defined this position as structural
psychology. His four volumes on experimental psychology are
sometimes referred to as among the best scientific books
in the field of psychology.

John Broadus Watson (1913) -

Watson urged that all mentalistic concepts be discarded
and that the method of introspection be abandoned.

Max Wertheimer (1912) -

M. Wertheimer wrote an important article which estab-
lished a new "school" known as Gestalttheoric.
Sigmund Freud

Another important "school" is known as psychoanalysis. In 1909 Hall invited Freud. Freudian concepts, whether in their original form or modified, have influenced various fields of contemporary psychology.

Charles S. Myers (1873-1946)

Writing in the "Era of Schools," said that they owe their existence largely to lack of training in the psychophysical methods and the undisciplined conduct of research.

THE SCOPE OF PSYCHOLOGY

The scope of psychology in one word is as wide as it is deep. Perhaps from no other single definition can be varied aspects of this depth and width with which psychological studies are intertwined be revealed as from the description of psychology given by Prof. Henry Stephen. He was one of the pioneers in making philosophy a popular subject in the Calcutta University. However, by psychology, he understands that science which investigates the nature, origin and growth of mind together with the states and laws to which mental states and activities are subjects.

On an analysis of this description, the vast scope of psychology may be summarized under the following items:
(1) Psychology like other sciences investigates the laws and principles under which mental phenomena are conditioned; it is positive science.

(2) It deals with the mental states and activities which are known as states and processes of consciousness. Hence psychology studies consciousness.

(3) But these states and activities are not entities themselves. Thus science of mind studies indirectly also the subject or self. Here both the empirical and rational psychologies come under general psychology.

(4) The principle of evolution as employed in the investigation of nature and also the origin and the growth of the mind comes under psychological enquiry. Child psychology and animal psychology are included in this study of the mind.

(5) Mind in communicating with the rest of the world is confronted with environments. It reacts to the environment through the organism. The study of response mechanism in terms of stimulus is in a sense the study of the mind. Here psychology becomes an experimental and behavioural study.

(6) Thus psychology studies both behaviour and consciousness. Its methods shall be both objective and subjective observation. The behaviourists and introspectionist must shake hands and cooperate with each other.
(7) The human individual in reaching to his environment interacts with the activities of other individuals and groups. Here psychology is extended to the study of the normal and the abnormal. Individual differences and their applications to industry, education, medicine, and vocational guidance become the problem of both pure and applied psychology. Social psychology has already occupied an important position in the present day social science. They all come within the scope of general psychology.

**METHOD OF PSYCHOLOGY:**

**Observation** - Observation is the method of science.

In one word, observation means a distinct and clear perception. Observation with our natural abilities, sometimes fails to give us this clarity and vividness and is thus unable to give an accurate report. An experiment is also an observation that can be repeated, isolated and varied. Observation may be of two types.

(1) **Internal observation (Subjective)**

(2) **External observation (Objective)**

**OBJECTIVE OBSERVATION:**

Objective observation what is known in science as observation which is accepted as its method. Titchener calls this observation of physical science as "Inspection - a looking at".
SUBJECTIVE OBSERVATION:

Subjective observation which is the method of psychology. This psychological observation is known as introspection, "a looking within". These two methods are also known as the objective method and subjective method respectively.

OTHER METHODS:

The other methods which we are acquainted in psychology are merely special modification or development of any one of these types of observation. They are as follows:-

(1) **The method of impression**

This is a simpler form of observation. A particular stimulus is given to a sense organ while the observer is asked to report the impression he gets or the sensation he has, and the psychologist records the impression. This simple subjective method of getting psychological data is known as the method of Impression. This method does not require so much of concentration as introspection.

The method of impression has one great advantage that it can be utilized from the stand point of experience, as well as from that of performance. Thus in a sense this method occupies a middle position between a pure subjective method and a purely objective method.

(2) **The verbal Report method**

This is a method which is recognized by the behaviourists
as an objective method. Watson criticized all forms of subjective method, as subjectivism deals with consciousness which is nothing but a verbal substitute for the soul. He says "often the sole observable reaction in man is speech. In other words his adjustments to situations are made more frequently by speech than through action of the remaining motor mechanisms. According to him the data obtained by the verbal report method can also explain this phenomenon. Here the experimenter is the observer who observes the responses of his subject.

(3) The genetic method—

In the study of adolescent period of child's consciousness or of some abnormal mind or animal psychology is absolutely beyond the ken of subjective observation. In all these cases the method of study is genetic method by which the psychologist traces the genesis or origin and development of the individual mind. Heredity, environment, physiological maturity and various other factors of child's life are taken into consideration in this method. The observer observes and records selected samples of the activities of individuals during minor growth. The psychologist may find a large scope for unconscious interpretation of such anecdotes.
Woodworth has termed the genetic method as the development method.

(4) **The case history method**

When the psychologists is confronted with a genius or a criminal or a problem child's he adopts this method. Here the individual subject's developmental history from various sources such as the memory of the individual and his associates and from what-ever records have been preserved is studied. This method is usually used in psycho-analysis where the psychiatrist with the cooperation of home, school and the associated friends, reconstructs the history for the purpose of treatment. Hence this method is concerned with abnormal psychology.

(5) **The Experimental method**

Experiment is an observation under controlled artificial situations. According to Woodworth and Marquis "An experiment is sometime described as a question put to nature. A successful experiment is one that gets a clear answer from nature". In psychological experiments, there are three things involved - the experimenter, the observer, and the experience with which the observer is concerned.

The attitude of the experimenter in the course of the experiment, says Stout, 'is thus in a sense behaviouristic, while that of the subject is essentially introspective. From
this observation we can understand that this is the reason why the experimental methods are used both by the subjective or introspectionists and objective psychologists.

The disadvantage of this method is that the control of all relevant situations in one experiment is hardly possible. Another difficulty in this method as pointed out by Stout and other "when we deliberately select a word and ask ourselves what imagery it calls up in our minds, we are by the very process of our inquiry interfering with the result".

The Statistical Method

An absolute control of observer's emotions and feelings as manifested in different individuals even in the same situations is a problem in psychology. In order to elevate this difficulty psychologists take recourse to repeated experiments on various types of groups of subjects and take the aid of the statistical method in psychology. The theory of probabilities is the underlying principles of all statistical methods. This method is involved in the calculation of averages and dispersions. The individual measurement in stimulus response is evaluated as per the norm available to the experimenter. Here the experimenter calculates the significance of the result. This method is a great tool of individual psychology. Sir Francis Galton and Karl Pearson
first introduced statistical investigations in psychology as a fundamental method.

(7) **The Quantitative Method**

Quantitative measurement enables a science to exact which when applied gives us a definite result. The scheme of quantification of the science of psychology is involved in the experimental method. The psycho-physical methods are the various attempts to measure the quantity of mental processes, say, a sensation, in relation to the measurement of the quantity of its corresponding stimulus. Various forms of mental tests are known now a days as the Testing Methods which are the different form of quantitative method.

**DIFFERENT BRANCHES OF PSYCHOLOGY**

1- **ANALYTICAL PSYCHOLOGY**

When psychology accepts introspection as the only method for mental study, it is usually called analytic psychology. It is limited to the study of the state, processes, and products of the mind as considered by themselves. It is mainly concerned with the conscious processes, such as thinking, feeling and willing. Hence a language, a code of law political or moral, a religion, a painting, a poem, a custom of a race etc. are also the subject matter of psychological study. Other minds are studied here with
reference to the self observation, the introspective analysis. From the observational analysis of the products the analytic psychology infers the mental processes that produced them. The term analysis is the most appropriate term employed. In this branch of psychology specially in associationism as mind is thought of as a compound phenomenal structure which can only be properly studied when it is dissolved into its component parts like chemical elements. In a special and technical sense the term analysis is being used now a days by a very prominent school, we mean the school of psychological analysis.

(2) **PHILOSOPHICAL PSYCHOLOGY**

The concrete real mind in all its manifestations is the mind with which philosophical psychology deals. It studies the nature of the mind including the self and the problems arising out of the relation of mind and body, free will and determinism. It attempts to clarify the fundamental concepts underlying all assumptions of human strife and achievements religion, art, morality, aesthetic. We have already stated how psychology was nursed in its cradle by the philosophers. In a broad sense, according to the behaviourists, the whole of the traditional psychology may be termed as philosophical psychology. Psychology that views the mind in the philosophical sense is that branch of study which
attempts to give a system in psychology the pioneers in this branch are James Ward, George Frederick Stout and William Mo Dougall. Each one of them has given a systematic psychology more or less in the same pattern.

(3) **Physiological Psychology:**

The history of physiological psychology is the same as the history of experimental psychology. The task of physiological psychology is to analyze and study structures and functions of the various parts of the nervous system in order to find out the corresponding changes in in consciousness. The central nervous system or the brain was the focus of attention of both philosophers and psychologist since Descartes. The present day physiological psychology does not limit itself to the study of nervous system only but extends to various other parts of physiological system, which are believed now-a-days to be in an integrated relation with the organism as a whole. In a sense, it is not a branch of psychology since physiology is an integral part of psychology. There can not be any psychology without physiology.

(4) **Genetic Psychology:**

The concept of development in the light of the principles of evolution is also applied to the history of the mind. If the life of an individual mind is studies
in the light of evolution, it will be found that the mind grows and develops from simplicity to complexity and that in its dynamic march, there is a principle of continuity found embedded in all the phases of its development. In this developmental progress from sensation, perception, imagination, ideation, conception etc. there is an order or principle according to which mind attains its maturity. It is this question of the order or sequence of development in mind with which genetic psychology is concerned. The method adopted in this psychology is naturally the Genetic method. The study of continuity and growth of consciousness from its genesis is the subject matter of this psychology. Contemporary psychologist of almost all school favour this genetic approach in the study of mental life but of all these psychologist the Gestaltists are the most outstanding personalities in its support.

(5)

CHILD PSYCHOLOGY

The problem of genetic psychology give rise to child psychology. The aim and object of this psychology is to study, growth and developmment of child from the first biological birth, i.e. conception of its maturity. Individual differences and their causes, tests of intelligence and varied mental abilities, heredity and environment,
learning, personality and other factors of our individual life are presented before child psychologists in the form of intricate problems. The nature nurture problem has created interest in many child psychologists. For the solution of these problems they carry on experiments and researches in the various phases of child's life. Freud's theory of infantile sexuality and unconscious motivation for wish fulfillment has drawn the attention of the psychologists to the importance of specialized study of childhood years. According to Freud's all maladjustments in our adult life may be traced back to some form of undesirable experiences in our childhood. Personality traits are usually formed in the unconscious depth of our childhood.

ANIMAL PSYCHOLOGY

In animal psychology we are concerned with the study of the mental processes of animals in the light of the mental evolution of the human mind. The problem of animal consciousness arises as a natural sequence to various problems of child mind such as learning, growth and maturity. Here the psychologist observes the history of the mind's development right from the beginning of the creation of animal up to man. Animal psychology is also known as comparative psychology. It is so called because its investigation takes
the form of a comparison of the developed mind with the
underdeveloped minds of other animals. The study of animal
mind first started in England. Darwin gave the first
impetus. George John Romanes was the first zoological
psychologist.

According to Lloyd Morgan comparative psychology
introduces the conception of evolution and of the relation
of mind to the organism. Though Morgan collected the data
from his experimental observations yet they lacked scientific
precision, and accuracy for want of formal laboratory
techniques. His experimental movement started under laboratory
conditions with masses, puzzle boxes and instruments. From
his findings, he concluded that animals have no rational
process as of human beings and as such they lack memory.
Their learning is not by imitation nor by insight. Animal
learn by simple associative method. More recently the
experiments of Kohler and others have revealed modes of
animal behaviour which can not be explained in terms of a
chance concatenation of movements. In particular the investi-
gations of Kohler strongly support the assertion that
chimpanzees are able to overcome mechanical difficulties
by an insight into the situation. In other words they are
able in some sense to appreciate the relations between the
parts of the situation and their significance for the whole.
An experiment is sometime described as a question put to nature. A successful experiment is one that gets a clear answer from nature, what is implied by the word nature. We speak of the 'uniformity of nature' meaning that under the same conditions, the same thing will happen and same result be obtained. A psychological experiment carries the implication that human behaviour belongs in the system of nature.

Many ingenious methods of experiment and many useful pieces of apparatus have been devised and since the conduct of experiments which involve the use of apparatus of any complexity demands properly equipped laboratory, there has grown up within the field of experimental psychology, a more specialized field of laboratory psychology, which owing to practical necessities has come to be regarded as a separate department. For this reason as Professor Mc Dougall observes that experimental observation and laboratory methods are most extensively employed in the psychology of normal human adults for only in such subjects can we hope to find the necessary patience and scientific conscience and only from them can we hope to obtain uniformity trustworthy, introspective reports.
Wilhelm Wundt is the real founder of experimental psychology. He established the first laboratory of psychology at Leipzig in the history of psychology. It was this laboratory that had produced experimentalists like Titchner, Cattell, Ebbinghaus, and a galaxy of other psychologists. Wundt experimental psychology was called at the end of the last century. New psychology Modern experimentalists are also engaged with various experiments on learning, memory, spatial framework, Gestalt's experiments, etc. Historically, speaking the source of inspiration for all these investigations may be traced to the Wundtian 'new psychology'. These investigations originated either by way of development of experimental analysis or as a revolt to the traditional subjective approach prevalent in Wundtian experiment.
ABNORMAL PSYCHOLOGY

The investigator in the field of abnormal psychology is interested in all kinds of behaviour that deviates in any way from the usual or customary. In extreme departures from the common behaviour, we find people who suffer from mental diseases. There are some with psychoneuroses. There are others who suffer from psychoses, many of whom would be called insane. The psychologist wants to know all he can about the symptoms of such diseases and what causes them.

We have said that personal peculiarities do not fall within the field of normal psychology but mental characteristics which are really personal peculiarities may become objects of a genuine scientific interest when it is sought to know how far such individuals variations extend and how they arise. A distinct branch of the subjects has therefore, taken shape, known as individual psychology. Gialton tested for a specific mental function visual imagery and he found the most extraordinary variations between individuals.

When mental defects are so serious as to constitute a real mental disorder, a disease of the mind, the door is opened to another great field of study which has been called abnormal Psychology. Abnormal psychology is not only concerned with all minds in definitely morbid or pathological states. It is also concerned with the wide field of unusual or abnormal
state of mind. Any state of mind which deviates to a more or less serious extent from what is regarded as normal or usual may be described as abnormal thus sleep and dreams on account of the great difficulty of investigating them are counted as abnormal state of mind.

(9) **SOCIAL PSYCHOLOGY:**

Social psychology is defined as "the science of the behaviour of the individual in society. It is concerned with every aspect of the individual behaviour in society. Social psychology in the fundamentals is not different from general psychology. Social psychology is concerned with the behaviour of social groups of "groups dynamics" as it is called Social Psychology, describes two kind of groups: (1) Psychological; (2) Social.

Social psychology is not a new social science. Psychological studies of social institutions, customs, religious, languages, traditions etc. were also emphasized by psychologist before. That a scientific study of man in his social relationship is essential for understanding his mental life was also appreciated by them. The scope of social psychology today has not only been extended beyond recognition, its methods are also new.

In the end we can say that social psychologist wants to find out how social objects and events affect our behaviour and how groups operate.
The father of Applied Psychology was Hugo Münsterberg who turned away from experimental psychology to the practical application of the science. His interest were strong enough to justify entitled him the Father of Psychotherapy. From the beginning Applied Psychology has been based upon laboratory experiments, adopted and broadened for practical purposes. The most successful applications of psychology are those in the field of education.

In fact, applied psychology is not a separate branch of psychology. It has already been pointed out that psychology as an applied science is nothing but psychology in general or pure psychology. It is called applied because in it the established psychological principles of varied branches are put to use in the interest of society. But in one respect the "applied" psychologists are a bit different from pure psychologists. Social psychologists as applied scientists must have a thorough knowledge of sociology as well as psychology. For the sake of academic convenience the wide field of Applied psychology has been marked by the psychologists into three ranges. They are (1) Educational Psychology (2) Industrial Psychology (3) Medical Psychology.
The study of psychology as a science started in India with the establishment of a department of psychology in the faculty of science of the Calcutta University in 1915. Research in psychology began soon thereafter. Review of psychological research in India have been done earlier by Mitra (1955), Krishnan (1961), Simha (1963) and Kapoor (1965). These are valuable documents in as much as they have kept on record the work done in the field. But they are bare statements of facts and are very brief. The present review, sponsored by the Indian Council of Social Science Research, is a significant departure from these attempts of the past. This is also a benchmark survey of Indian work in psychology up to the end of 1969 and should be of great help to the entire body of psychologists in general in India in recognizing trends, giving future directions of growth.

The reviews show that the volume of work done in psychology is large and that there was a vigorous growth of psychological research in India, especially in the last ten years. It is to be noted however that the bulk of this research arose out of the process of the birth and development of scientific psychology in India.
DEVELOPMENT OF PSYCHOLOGY IN INDIA

Though the original of psychology in India goes back to ancient times, the foundation of scientific psychology was laid only in the twentieth century, as noted earlier, with the establishment of a psychological laboratory in Calcutta University in 1915. This was followed by Mysore where as a department of psychology in the University of Mysore started functioning in 1924. The Indian psychoanalytical society was founded by G. Bose in 1922 and the Indian Psychological Association was formed in 1924, both having their headquarters in Calcutta. The Indian Journal of Psychology which is the official organ of the Indian Psychological Association made its appearance in 1925. Soon after this Sengupta started a psychology laboratory in Lucknow. In 1946 Patna University started two full-fledged departments of experimental and Applied Psychology, although the work in Applied Psychology had started earlier at Calcutta. Thus the period before independence saw the beginnings of scientific psychology in India, with a few university departments offering post graduate courses in psychology, a scientific journal for the publication of research papers and a professional association to develop the image of the new science. In the post independence period, ten new
university departments were added during the decade beginning in 1950. In the next decade seventeen more were added. At present there are 33 university departments of psychology.

The development of new departments in the universities has taken at least five years in each case. This includes the provision of teaching staff, laboratory equipment, development of curriculum, journal and other facilities for researches. From the references, we find that 90 percent of publication in each field date from 1950 except in the areas of experimental and social psychology where the figures are around 70 and 77 percent respectively, because these are the two areas where research was done from 1915 onwards. The three areas - clinical, personality and social psychology - around for 50 percent of the published material since 1950. It may be noticed further that 62 percent of all publications listed are from the post 1960 period. There is thus an accelerated tempo of research over the years. On the average, there has been a production of 150 papers per year since 1950.

Some of the psychological journals which are published regularly are:

(1) Indian Journal of Applied Psychology.

(2) Indian Journal of Experimental Psychology.
Many good articles of psychological research done by Indians are published in foreign journals and in the journal of education, social work and university journal. Recent articles in psychology have appeared in regional languages as well. Psychological research is a regular feature of many research institutes and organisations. These include: Directorate of Psychological Research in the Defence Science Organisation of the Ministry of Defence, Indian Institute of Technology, Indian Institute of Mass Communication, National Council of Educational Research and Training, National Institute of Family Planning, National Institute of Health Administration and Education, Sri Ram Centre for Industrial Relations, Centre for the Study of Developing Societies, A.N. Sinha Institute of Social Studies, Tata Institute of Social Sciences, and All India Institute of Public Health and Hygiene. This list indicates the diverse areas in which psychology has spread. The recent publications show that up to 1969 approximately 250 persons received their doctorate in psychology in the
various Indian universities, where as more than 300 were on rolls in 1969. This shows that there has been a rapid increase in doctoral studies in psychology.

There are several professional organizations of psychologist in India. At the national level, there is the Indian Psychological Association with branches in some states. It publishes its official organ, Indian Journal of Psychology which is the oldest psychological journal in India. Where is also an Indian Academy of Applied Psychology and Indian Association of Clinical Psychologists. There are other associations like - Bihar Psychological Association, Gujarat Psychological Association, Madras Psychology Society and Mysore Psychological Society.

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The development of psychological research depends on many factors—First it requires well trained psychologists, second research facilities are needed, third it requires an awareness of the use of psychology on the part of Government, the public sector enterprises and the educational system, fourth is financial outlay. They are as follows:

(1) The increase in quality and quantity during the last decade is due to large measure, to the entry of well trained psychologists in the field of research. It is necessary to improve the quality of the existing flow of personnel from the various departments of psychology in the university and in other institutions of higher learning. Research methodology is compulsory subject of study over all students at the post-graduate stage and beyond, introduce refresher courses for the teaching staff and modernize the syllabi of studies in psychology at all level. It is not possible to develop expertise in all fields of psychology and so it is necessary and economical for a department to develop expert knowledge.

(2) In order to encourage younger people, it is necessary to provide sufficient facilities in psychology in the various university departments as well as in other institutes of higher learning.
(3) Like many other forms of human behaviour research activity is stimulated by social demand and appreciation. In research social demand itself is an expression of appreciation. There should be demand for psychological research of different varieties from the government, semi-government agencies, industry and business, educational institutions and other organizations. In our country there is considerable scope for improvement in this regard. Research sponsored by public and private agencies has yet to develop.

(4) A rising demand is reflected in increasing financial outlay. There has been no study of the findings of psychological research in India. But it is known that university departments have practically nothing to spare for research from their annual budget. Funds of library and laboratory are usually budgeted but the amount is woefully inadequate for the development of research facilities considered earlier. Not only should larger amount of money be invested in research there should also be a policy of research findings so that there is an organized attempt to develop research in psychology to international standard. We shall very soon reach 'the critical mass' in terms of the number of highly trained person in the field. The time is therefore, ripe for putting the additional inputs into the system, so that psychological research in the country can attempt new heights of excellence.
In the National Seminar of Psychologists where the first
draft of the review were discussed, apart from specific
problems in each area, broadly to directions of growth in
research emerged.

(a) There is broad spectrum of problems in social,
industrial, educational, developmental, clinical and
personality psychology which are concerned in one way or
the other, with the relationship of human behaviour in
individual and groups with social processes and forces.

(b) The second direction of growth is towards a
hard-headed science involving greater methodological rigour
by way of quantitative techniques, specialised laboratories
and equipment, using neuro physiological and bio-chemical
variables and information theory. This is the tradition of
experimental psychology as a science and involves animal and
psychological physiology and research technology and methodo-
logy.
CONCLUSION

Psychology in India has developed to a point where it is almost ready to take up new challenges and attain greater heights of excellence in research. It needs some help from bodies like the University Grants Commission and ICSSR. It is to be hoped that such help will be forthcoming. By sponsoring this survey of research, ICSSR has already given Indian psychology a thrust forward. There also appear a new horizon which beckons Indian psychologists to an adventure into fresh discoveries about men, society and we should not lag behind other social scientists in helping the nation to take a jump forward.
AIM, SCOPE AND METHODOLOGY

Aim and Scope:

The present study is intended to bring at one place in the form of annotations, all the significant literature that is available in the field of psychology in Indian periodicals during 1960-75. Although the bibliography is selective in nature, an attempt has been made to cover all the aspects of literature published on psychology in Indian periodicals during 1973-78.

I am confident that this bibliography will be helpful to all those who have some interest in the field of Psychology. This bibliography will be specially helpful for the research scholars.

The first part of the study provide definition of the subject and his historical development followed by a para or two on the scope of psychology. It also include a panoramic view of the different branches that have developed over the years, in the discipline and also the methods employed for a critical study of the subject. The future of psychology in general and its relevance to Indian in particular have been attempted briefly.
The IIInd and the main part of the present study cover an annotated list of more than two hundred and fifty documents which is quite comprehensive for any student of psychology to pick up and study as per his need.

The work is unlike most of the other dissertations in the sense that I started with a general survey of the literature on the subject available in the Maulana Azad Library and also in the Departmental libraries.

Although the number of periodicals available in the subject is much larger, within the limitation of time I have to confine my study to the important ones whose importance has been establish in the scholarly world. A list of the periodicals cover in my study is given at the end of the part first.

The general standard on bibliographic references recommended in India has been followed.

After the literature search, the entries were squared on 12° x 7°, each entry of bibliography contain abstract given essential information about the article documented.

ARRANGEMENT

Efforts have been made to arrange entries under co-extensive subject heading. For this purpose a list of subject heading was drawn up. Although there is always a scope for difference of opinion on issue has been made to
make the subject heading as logical and helpful as could be possible.

Under the specific subject heading the entries have been arranged alphabetically by author. The entries are serially numbered.

INDEX

Part III of bibliography contain author and title Index in alphabetic sequence. The index guides to the specific entries in the bibliography.

I trust my humble efforts in the direction of such a compilation will be amply rewarded if my bibliography is made use of by the academic world.

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PART II
BIBLIOGRAPHY

PSYCHOLOGY, ABNORMAL, AGGRESSION, PSYCHOTICS


   In this study 20 psychotic patients were taken aggressive responses on this test were co-related with life history and general mood of the subject. Psychotics expressed more of internalized aggression in such cards. Masturbation, anxiety, guilt, worry, suicide and rationalization were found as internalized forms of aggression.

PSYCHOLOGY, ABNORMAL, ANXIETY


   To test the hypothesis that anxiety as measured by scale influences the performance on any task involving mental motor co-ordination and the greater anxiety, the more varied the influence.
PSYCHOLOGY, ABNORMAL, DEAF CHILDREN


Normal and deaf boys and girls were tested on different parts of the skin with the stimulus figures differing in geometrical characteristics. Deaf girls were superior in their perception. Concluded a mental disposition and wagery are important for the unification of discrete sensory elements into a perception.

PSYCHOLOGY, ABNORMAL, DEPRESSION

4. SETHI (BB) etc. Depression in India. Journal of Social Psychology. 91, 1; 1973; 3-81.

The study investigated the rate of occurrence of depression and its symptomatology in Indian Culture Survey data indicated that depression was 4 times greater in the urban than compared to rural areas. Modern civilization, technological, complexity and rapidly changing social relation seemed to be some of the factors contributing towards the depressive psychopathology.
5. **PRABHU** (GB). Rorschach study of epileptics. *Indian Psychological review*. 9,2;1972; 31-6.

In this experiment 40 male edopathie patients (29.3 years) were taken. It was found that location scores distributions were not significantly different from that seen among the normals. Compared to the normals 27 of 40 epileptics response time was over 60. Thus they had a slow speed of perception and their mental activities were showed down.

6. **GUPTA** (Omvate) etc. Frustration as a function of age and family income among college girls. *Manas*. 21,2;1974;37-34.

In this experiment 32 adolescent college girls were taken and Chauhan and Tiwari's frustration test were used. In this F.Test shows that resignation is the function of age but it is not the function of income. Frustration and other modes are not the function of age and income.

7. **SINGH** (SS). Effects of drugs on epileptics patients. *Indian Journal of applied psychology*. 12,1;1975;9-42.
In this experiment 60 epileptics, 42 on drug, and 18 controlled without drug were taken. It was found that non-drug cases showed higher anxiety than drug cases. The epileptics on anti-convulsant treatment showed poor performance on WAIS variables, body image, attention, concentration and visual motor gestalt function in comparison to non-drug.

PSYCHOLOGY, ABNORMAL MENTAL RETARDATION


In this experiment 4218 children of 13 to 17 years old were taken. We find that distribution of 12 scores was positively skewed. Government schools had more retarded children than did private schools.

PSYCHOLOGY, ABNORMAL MENTALLY RETARDED CHILDREN


In this experiment 54 mentally retarded children were taken. It has been inferred that Gesell drawing tests can be utilized as a rough, quick, and reasonably accurate measure of intelligence in the mentally retarded.
PSYCHOLOGY, ABNORMAL, NEUROTICISM


In this experiment 180 cardiac patients and 83 chest patients were taken. Cardiac patients were found to have scored higher on both the tests than the chest patients. To have extent, the post cardiotomy psychiatric symptoms in patients awaiting surgery can be predicted by making use of scores on these tests.

PSYCHOLOGY, ABNORMAL, PSYCHIATRIC SERVICES


In this study 1640 cases from 4 villages in Haryana were taken. Each village centre was visited twice a week. Psychiatric outdoor is conducted at health centres, a school visits and general talks are also given.

PSYCHOLOGY, ABNORMAL, PSYCHOSIS

In this study 25 schizophrenic and 25 neurotics were taken. A schizophrenic rejected weak and passive father while a neurotic rejected over imposing and dominating father.

13. BAGDIA(VN) etc. Comparative study of physical treatments in schizophrenia. Indian Journal of Psychiatry. 12, 3, 1970; 190–204.

In this study 300 schizophrenic patients (216 males and 84 females) were taken. Electroconvulsive therapy was found to be superior to all other physical treatments, drug like trifluoperazine and trifluoperidol closely completed by chlorpromazine rank second, and flupenthixol and insulin. Subcorm therapy has the least position.

PSYCHOLOGY, ABNORMAL, PSYCHOSIS influence by PHALLIC SYMBOLS.


In this experiment 86 consecutive cases of acute functional psychosis were used. A total of 15 patients
manifested phallic symbols, 11 of which were female. Four of them had animate symbols and 8 animate where as 8 had both. The single most common symbol was snake occurring in 7 patients others being dagger, stick, knife, brick, sabre, revolver, cigarette, gandasa, tree and sword.

15. **PSYCHOLOGY, ABNORMAL, SCHIZOPHRENICS, ATTITUDE.**

PAIN(Bani) and NANDI(DN). Study of some personality factors and child rearing attitudes of the parents of schizophrenics. *Manas*. 21, 1; 1974; 43-52.

In this experiment 40 parents (20 parents of schizophrenic patients and 20 parents of normal individual) were taken. It was found that mothers of schizophrenics were more suspicious and having lack of self control than the mothers of normal individual. The fathers of schizophrenic were more emotional, submissive and conservative than the father of normal individuals. The attitude of the mothers of schizophrenics were more towards. We agreement of the variable selection of mother, marital conflict, ascendency of mother than the mother of normal individual. The attitude
of schizophrenics father was more towards the agreement of avoidance of communication and intersiveness than the father of normal individuals.

**PSYCHOLOGY, ADOLESCENT GIRLS' ADJUSTMENT**


*Psychological studies.* 13, 1; 1968; 60-3.

In this study 300 college girls (mean age 18.3 years) from two women's college of Mysore state were taken. In this 158 adjusted and 53 maladjusted students were identified through Maudsley Medical Questionnaire. In this house, health, social, economical and general adjustment were studied according to age and class.

**PSYCHOLOGY, CHILD**

17. GEORGE(EI) and THOMAS(K). Comparative study of children of employed mothers and unemployed mothers. *Psychological studies.* 12, 1; 1967; 32-8.

In this study 367 children of employed mothers and 1662 children of unemployed mothers in standard X from secondary schools in Kerala were taken. Children of employed
mothers were found to have better educated parents. Children of unemployed mothers were found to be superior to children of employed mother in health adjustment.

**PSYCHOLOGY, CHILD, ADJUSTMENT PROBLEM**

18. SINGH (Sheo Nath). Schooling experience and adjustment problems during preadolescence. *Indian Psychological Review.* 8, 2; 1971; 55-9.

In this 450 urban students of VI, VII and VIII classes were taken we find that the number of adjustment problems decreases as the educational level of the students increases. Preadolescent of lower grades were found to have more problems because of their lack of maturity, experience and training.

**PSYCHOLOGY, CHILD, BEHAVIOUR**


In this experiment 200 students (100 dropout and 100 nondropout) of Agra were taken. There existed a direct relationship between parent child relationship and dropout
behaviour. The fundamental dynamics of acceptance rejection operates minimally and maximally in families of non-dropouts and dropouts respectively. The fundamental dynamics of dominance - submissions operated maximally and minimally in families of non-dropouts and dropouts respectively.

**Psychology, Child, Colour Ability**


In this 52 subjects were tested under the preschool testing programme of the dept of child development, M.S. university Baroda. It was found that the colour red, white and black were determined at earlier age than the colour blue green and yellow. Ability to match all the colours was evident at the youngest age level.

**Psychology, Child, Infants Behaviour**


In this experiment 45 infants within 3 age groups
6 and 12 and 24 months were taken. In this observational method was used. It was revealed that though the pattern of behaviour was common, there was subtle differences in the babies awareness and acceptance of the situation and its expression.

**Psychology, Child, Perception, Suggestibility**

22. **SAH(AP). Perceptual suggestibility as a function of age, sex and education. Indian Journal of Experimental Psychology.** 7, 2; 1973; 56-60.

In this study 90 boys and 90 girls of age range 8 to 17 years were taken. It was found that children were more suggestible than adolescents and girls were more suggestible than boys.

**Psychology, Clinical, Adolescent Problem**


In this study 200 undergraduate students of both sex were taken. Sense of insecurity in the boys and lack
of self confidence in the girls was found. Education of parents, parental domination and socio-economic status of the family were found as determinants of various problems of adolescent.

**PSYCHOLOGY, CLINICAL, DRUG**

24. **Sinha (SD).** Effect of dexadrine, ephedrine, phenobarbitalone and chlorpromazine on the latency of autokinetic movement. *Psychological Studies.* 8, 1; 1963; 7-14.

To find out the processes, central or peripheral that account more for autokinetic movement central drugs were found to be more effective than autonomic drugs in increasing and decreasing autokinetic latency, thus supporting the theory of cortical satiation.

**PSYCHOLOGY, CLINICAL, EMOTIONAL DISTURB CHILDREN.**

25. **Sen Mazumdar (DP) and Phamanik (KB).** Study on screening effectiveness of the Kilin test of symbol arrangement (KTSA) with emotionally disturbed children. *Indian Journal of Psychology.* 49, 1; 1964; 65-78.
In this experiment 30 emotionally disturbed and 30 normal children are taken. We find the greater number of normal children to be realistic, stable and consistent in goal setting achievement and estimate of achievement than the emotionally disturbed children. Reality adherence and correct labelling was also found to be poorer in the ED children. Children of ED group sorted out significantly greater number of objects on Dead or Bad rectangle than the children of normal group. Children in normal group were emotionally stable and rejected healthy object relationship in their current adjustment.

PSYCHOLOGY, CLINICAL, HysterIA


In this study 50 patients were taken. They were divided into dissociative and conversive reactions. Results are drawn on the basis of incidence, male-female ratio, age range and diagnostic classifications. The M.P.I. scores were compared well with those of eysenck Male historic N was significantly greater to female.
This review deals with the recent trends in this field which is considered full of "one shot bright ideas" and broad shallow approach. This is in spite of the fact that students population has been used as guinea pigs for all types of psychological studies. Existing studies have been reviewed and the need to pinpoint important areas of research where there is a possibility of developing multicentered research projects is emphasized.

In this study a girl of 15 years old from middle class rural family of U.P. was taken. She had been administered psychological test like I.Q. test and E.G. test etc. She showed a lot of variability in performance
Diagnostic unpression was moderately unpaired intellectual functioning related to childhood schizophrenia with poor prognosis.

**Psychology, Criminal, Juvenile Delinquent**


In this experiment 30 juvenile delinquents and 30 matched normal subjects were taken. Delinquents were found poor on psychological integration and perceptual maturity. They had poor control over their impulses and were found to be poor in perceptual differentiation.

**Psychology, Educational**


In this study 101 females and 24 males from all post-graduate students of Punjab University were taken.
It was found that attitudes towards co-education was favourable. Factors like rural, urban, background, sex, age, religion did not make any significant difference between male and female.


In this study 469 students (249 Science and 220 Arts) were taken. There was a difference in study habits score in favour of arts students. This was accounted for mainly by their higher mean score in the section on visiting and utilizing the library.


In this study 360 males and 90 females selected from the art faculty. It was found that anema, studying outbooks, writing literary pieces, social service and light music were the first five most preferred extracurricular activities.
PSYCHOLOGY, EDUCATIONAL ABILITY


In this experiment 2628 children of class VIII, IX, X and XI from five schools representing a wide range of parental occupations and socio-economic levels. We see that the measurable differences in ability increase as age and educational experience advance and the ability differences in duller children are less than those of brighter children. The rates of growth for pupils of different degrees of brightness were almost equal and hence the differences noticed earlier at class VIII were brought out maintained over the three year period.

PSYCHOLOGY, EDUCATIONAL ACHIEVEMENT

34. JANUAR (KK). Achievement and some background factors. Psychological studies; 8, 1; 1963; 47-51.

In this study 2 groups high achievers and low achievers of 29 students each were taken. Achievement was found to have positive relationship with background
factors such as father's occupation, hobbies, future educational and vocational plans of the students while there was negative relationship with factors like age, membership of organization outside and inside the college and interest in music.

**Psychology, Educational Adjustment**

35. CHANDA (Tk). Adjustment and academic achievement. *Psychological Studies*. 15, 1; 1970; 13-16.

In this study 301 male college students were taken. Ss were divided into 5 groups and Rotter's incomplete sentences blank was used. F. value was significant, t-ratio for differences between all the groups for mean test scored were significant except for group I and II. In most groups achievement was related with adjustment.

36. KOUL (Lokesh) and SINGH (Abhey). Study of school adjustment in different areas by the method of factor analysis. *Manas*. 20, 2; 1973; 133-141.

In this experiment 200 male students of 10th class were taken. The age range was 11-17 years. In this Bualiga's
school adjustment, inventory was used. By using thrus tone's centroid method, three factor were extracted viz. self adjustment in academic sphere, pupil teacher adjustment and factor of social adjustment. Inter correlation between three factors of reference axes were neglected.

**PSYCHOLOGY, EDUCATIONAL, ADJUSTMENT, UNREST**

37. *ROY(Biswanath) and BORAL(Biswanath).* Some factors of unrest among post graduate students. *Psychological Studies.* 9, 1; 1964; 44-51.

In this study 200 post graduate students were taken. Questionnaire was used. It was found that the main areas of unrest among the students were home and education.

**PSYCHOLOGY, EDUCATIONAL, ADULT**


Adult education is undoubtedly a dynamic factor in promoting all forms of development. Its effect on
political and social change can be enormous. This also gives adult member of our society a chance to improve their educational background or to obtain new skills to gain self confidence.

**PSYCHOLOGY, EDUCATIONAL, ATTITUDE**


In this study male and female college students were taken. Undergraduate male college students who had attended Bihar University, showed increasingly less favourable attitude towards participation in psychology experiments. Female students were relatively more favourable in attitudes than males and did not show significant change in attitudes after more years in college.


In this study 100 undergraduate male and female and 100 post graduate male and female of Patna were taken.
It was found that on average the students are pro-
worldminded than the males. There were no appreciable
differences for urban rural background of the respond-
ents or the occupation of their father. Post-graduate
students were more worldminded as compared with one
another.

**PSYCHOLOGY, EDUCATIONAL COGNITION**

41. SAHU (Shantilata). Need for cognitive consistency the a
effect of time and education. *Indian Journal of
Psychology*. 48, 3; 1973; 49-53.

62 school students and 63 PG students were taken
to know area version of attitude scale measuring atti-
tude clusters can exist in a state of unconsistency at
a formative stage. But when two related cognition are
elicited in quick succession need for consistency is
greater than when they are elicited with sufficient time
gap.

**PSYCHOLOGY, EDUCATIONAL CREATIVITY**

42. KAINA (MK). Study of creativity in teachers. *Psychological
Studies*. 15, 1; 1970; 23-33.
In this study 30 male and 25 female were taken. Here male teachers had significantly higher originality scores than the female teachers. There was no significant correlation between age and creativity scores and between age and elaboration, and between length of teaching experience and creativity.


In this study 56 post-graduate and 44 undergraduate students from 17 to 30 years age to the both sexes and from arts and science courses were taken. It was found that the interest pattern of post-graduate students and undergraduate students were similar to some extent.

In this study 180 pupils selected from 540 students on the basis of achievement test, I.Q. test and etc. We see that gifted were found to be good intellectual pursuits, regular in studies, had leadership qualities, originality, understanding, self-confidence, politeness and choice of comparisons. It was clear that gifted differ from non-gifted.

**PSYCHOLOGY, EDUCATIONAL LEARNING**

45. DAWAN(SS) and KULKARNI(SS). Use of programmed learning procedures to improved televised instructions. *Indian Educational Review.* 2, 1; 1967; 73-9.

In this study to assess the effect of programmed learning in physics which was televised from the all Indian Radio - Delhi, it was found that the experimental group yielded a higher score in programmed learning than the control group on immediate programme test.

**PSYCHOLOGY, EDUCATIONAL MEASUREMENT**


In this study 200 male and female students were taken. The difference between the mean scores of male &
female students were on E and N scales were found to be
insignificant. N scale was found to be more reliable
than K scale.

47. JALIHAL(KA) etc. Scale to measure farmers attitude
towards U.Y.V.S. of paddy. Indian Journal of Extension
Education. 10, 4; 1974; 48-9.

In this study 110 paddy farmers were selected.
It was found that 22 statements were included in the
scale which are to be rated on a five point scale from
strongly agree to strongly disagree. It was found to
have quite high reliability and validity.

48. SHARMA(SC). Occupational choices and values of college
students. Indian Psychological Review. 12, 1; 1975; 31-6.

In this study 400 boys and girls of post-graduate
class were taken. The result showed high agreement be­
tween the values which are most strongly held and those
that are most commonly accepted. Social service, self
expression and fame, profit, power, and security were
the liked occupational values.
PSYCHOLOGY, EDUCATIONAL
OCCUPATIONAL PRESTIGE

49. GAREWAL(JS) and SHARMA(DSR). Study of adolescents perception of occupational prestige. Indian Psychological Review. 12, 1; 1975; 20-27.

In this study 200 male students of higher secondary class were taken. It was found that the occupations involving adventure and outdoor life were given preference over the politically earned occupations. Adolescent gave higher rating to governmental jobs. The occupational hierarchy was same for rural and urban groups.

PSYCHOLOGY, EDUCATIONAL, STUDENTS' ABSENTEEISM.

50. DEVAKI(P) and RANAMURTHY(PV). Social responsibility and student absenteeism. Journal of Indian Academy of Applied Psychology. 8, 3; 1971; 73-5.

In this experiment 124 subjects in the regular group and 124 subjects in the irregular group were taken. We find significant differences in social responsibility, the regular students being more socially responsible than the irregular students.
51. JAWANDA(JS) and KAKKAR(SB). Noise and work. *Psychological studies*, 13, 2; 1968; 70-2.

A experiment was conducted on 20 B. Rd. students, 10 in experimental group and 10 in control group, males and females in equal number in each group. We see that noise affected only males work. Females got the better under noise for reasons which the experiment did not go into.

52. REDDY(NY). Study of the relationship between ordinal position of the adolescents and their adjustment. *Psychological studies*, 12, 2; 1967; 91-100.

In this study 620 school and college going boys were taken. The age range was from 14 to 20 years. It was found that the first born students were the most maladjusted by middle born. The second born was the least maladjusted. The maladjustment was in personal area for the maladjusted groups.
PSYCHOLOGY, EXPERIMENTAL

53. SINHA (AK). Tuning and reversal of a psychology phenomenon on experimental study of the experimenter expectancy effect. *Indian Journal of experimental Psychology*. 2, 1; 1968; 21-5.

To examine if appropriate tuning of the E brought about a reversal of an established psychological phenomenon and thereby to provide evidence on the experimenter expectancy effect along this line. The result thus indicated that appropriate E-tuning may cause even a reversal of an established psychological phenomena.

PSYCHOLOGY, EXPERIMENTAL, APTITUDE TEST


In this study 400 students of science and humanities groups were taken. In this three factors (1) Mathematical Reasoning (2) Verbal Readility and (3) Deductive method were brought out.
55. MISRA (Saroj K.) and ANILKUMAR (Srikanta Dash). Effect of some factors in intra-session and inter-session decline of exploratory behaviour of rats. Indian Journal of Psychology. 49, 1; 1974; 54-6.

In this study 46 rats were taken. A wooden box with 18 in black walls covered with conical. A zero wait bulb was used. Intra-session habituation of exploratory scores was found to be very fast when compared with the intra-session habituation of exploratory scores in all the groups. [Inferred: Habituation process]

56. GHRAN (AS) and GIRLING (LA). Study of children's cognitive operations in relationship to their language. Indian Journal of Psychology. 49, 2; 1974; 149-57.

In this experiment 65 children of age group 5-7 years were taken. In this conservation test and language test were used. The syntactical structure were reported to be more closely linked with the operational level of thinking and are possibly interdependent.
57. ISHTIAQ (Keshwar). Influence of set on cognitive timing. 


In this experiment 10 PG students of university of Lucknow were taken. Set is almost an integrated part of the Cognitive process and has got impact on it. Reaction time was found to be much smaller than the total time taken. Receivers tended to reduce exactly what had been imported to them and not exactly what they draw out of it. In this memory play an important role.


In this study 100 undergraduate students, Ahmedabad were taken. Six silhouettes of human faces in red; green; yellow, orange, blue and violet colours were used. Eight statements regarding their emotional situations. Both sexes had a strong positive association with red and strong negative with green.

Used 2 packs of cards for training and testing concept formation under two conditions—simultaneous and successive presentations. Each pack consisted of 15 cards for sorting and one as standard stimulus. On each card a Telugu word was written. Concepts were found to be formed on the basis of relational characteristics of the stimuli and were more facilitated by simultaneous presentation.


To test the hypothesis that bيسسکory discrimination RTS are greater than simpler RTS for similar stimuli and also than unisensory C-RTS for those stimuli.
61. RAINA(MK) and CHATURVEDI(S). Effect of competition on ideational fluency. *Indian Journal of Experimental Psychology*. 2, 2; 1968; 50-1.

To study the effect of competition on ideational fluency. A sample of 40 students, 20 in experimental and 20 in control group matched for intelligence, age, class and creatively were used. Experimental group under the conditions of this study differed significantly in the mean number of ideas. The t ratio between the means of the two groups (4.30) was significant at .01 level of confidence.

**Psychology, Experimental, Cancellation Task**

62. PANDE(CG) and KOTHARI(S). Field dependence and cancellation task. *Indian Journal of Experimental Psychology*. 2, 2; 1968; 63-8.

To test the hypothesis that embedded Figures Test which measures field dependence correlated highly with the cancellation task and field independent S scored high on cancellation test.

**Psychology, Experimental, Figure Reversals**

63. RANAMURTI(PV) and ANANTHAKRISHNAN(P). Behavioural
rigidity and frequency of figure reversals. *Indian Journal of Experimental Psychology*, 1, 1; 1967; 8-10.

In this study the frequency of figure reversal scores and the psycho-motor speed factor component of the test of behavioural rigidity were correlated significantly.

**PSYCHOLOGY, EXPERIMENTAL, GUILFORD'S LAW**


A wide divergence between the theoretical and observed values of SPS was found while examining the applicability of Fullerton Cattell's law and Woodworth's law to the data. Guilford's law revealed that the law confirms to the data most satisfactory.

**PSYCHOLOGY, EXPERIMENTAL, ILLUSORY CHANGES**

Individuals listening to a word repeated over on a tape record experienced illusory changes in what they were hearing involving considerable phonetic distortion of clearly pronounced stimulus.

**Psychology, Experimental, Measurement.**


To determine the stability of the ratio scale by comparing the results of halving and doubling and to see how this scale was related to one determined by category judgement.

**Psychology, Experimental, Measurement.**

67. KANUNGO (R) and PANDA (KC). Measurement of attributes of verbal materials; a further analysis of meaningfulness of CVCS. *Journal of Psychological Researches.* 8, 3; 1964; 131-35.

To see how far meaningfulness values based on weighted average of responses on a 5 point scale (M)
and those based on percentage of responses in two
dichotomous categories, meaningful and meaningless, correlate with values based on psychological scaling
technique and how far a recent American norm is a valid index of meaningfulness in India.

PSYCHOLOGY, EXPERIMENTAL,
NERVOUS REACTION

68. GUPTA(GC) and JAWA(Sarla). Study of the compensatory movements in the phenomenon of invariance in usual autokinesis. Indian Journal of Experimental Psychology. 2, 2; 1968; 66-70.

Compensatory movements made by the S displacing the target in an attempt to bring it back to its original position were studied to establish the phenomenon of invariance in visual autokinesis by putting brightness against the size of the source of light.

69. MUNIYARD(AK) and CHATTERJEE(TM). Duration of attention and colour preferences. Psychological Studies. 7, 2; 1962; 11-5.

Finding the individual preferences for each colour such as red, green, blue and yellow. Ss showed high
co-relation between duration of attention and colour preferences while correlation was low due to fatigue.

70. SHAHMA(KM). Comparison of the responses obtained by two psychophysical methods and those obtained in simultaneous and successive presentations. Journal of Psychological Research. 6, 1; 1962; 93-99.

The result obtained by the method of rank order and the method of successive categories had been found to be highly consistent. The responses of the Ss for the 48 packets, being presented simultaneously and successively had been found different. In two colour combinations the red yellow and red white combinations. and in three colour combinations the red yellow white combination had been found to be more preferred than other colour combination.

**PSYCHOLOGY EXPERIMENTAL OPINION**


In this study 20 submissive and 20 ascendant types of person were taken. It was found that eight out
of twenty in the ascendent group did not change their opinion under prestige suggestion but one did so in the submissive group. It was inferred that change in opinion and attitudes occurred more in submissive types than ascendent types.

**PSYCHOLOGY, EXPERIMENTAL, PERCEPTION**


In this study 144 boys and 144 girls were taken from urban and rural areas. It was found that concept formation scores significantly progressed with age increase. There was significant differences between the sexes and urban/rural background girls were superior in concept formation.


In this experiment 86 university students were taken. We see that difference between the time required
for achieving complete stabilization in the control and experimental condition was statistically significant. But the mean time for the stabilization was greater in stress as compared to non-stress condition. This indicated a slowing down of perceptual stabilization due to experimental stress.


In this study 20 male and 20 female adolescents were taken. The cancellation test was used. The subjects were tested under high and low need tension conditions. There was no significant difference in time perceptions under low and high need tension conditions in either of the experiments. It was found that need tension alone had no effect on time estimates.

In this study 10 students of Lucknow University were taken. It indicates that repeated frequency of exercise leads to a quicker recognition of the task stimuli, while completion or incompletion of the task does not have significant difference in recognition.

**PSYCHOLOGY, EXPERIMENTAL, SEX DIFFERENCES**

76. **MAHARJI (VK).** Sex differences in reaction time. *Indian Journal of Psychology. 39,1; 1964; 31-33.*

Average reaction time declined with advancement in age, boys reacted quicker than girls of comparable ages and surpassed girls in the improvement of R.T. with increase in age.

**PSYCHOLOGY, EXPERIMENTAL, VEIRDORIT LAW**

77. **BANERJEE (MB) and MAJUMDAR (BK).** Experimental verification of veirdorit law in the estimation of linear extent. *Indian Journal of Psychology. 35,1960; 63-70.*

To verify veirdorit law and to locate the point of indifference using linear extent instead of time
stimulus. In this smaller values were over estimated and longer ones were under estimated. The point of shift in estimation was low in objective condition and high in subjective.

**PSYCHOLOGY, EXPERIMENTAL, VISION**

78. **SAKAR(SN).** Study of the visual motor functions of schizophrenic and brain damaged mental patients. 
*Indian Psychological Review.* 12, 1; 1975; 13-19.

In this study 3 groups of subjects were taken. There were significant differences in the nature of perception and the corresponding visual motor functions of the schizophrenic organic mental patients and normal individual when the performance of each of these groups was compared individually and of combined groups.

**PSYCHOLOGY, INDUSTRIAL**

79. **MATTACHARYA(SK).** Study on system of different occupational groups. *Indian Journal of Psychology.* 48, 3; 1973; 59-64.

In this experiment 112 non-gazetted employees
of 21 different jobs were taken. Three variables e.g. intellectual stimulus, security and way of life were identified to be significant indicators of value system nurtured by different groups. Economic return was ranked lowest by all groups. Superior relation, aesthetic and prestige got frequently high ranks whereas low ranks were given to creativity, managing things achievement, surroundings, and way of life by most of the groups.

80. DAS(KK) and SARKAR(DR). Study on the expectation of agriculture students from the job. *Indian Journal of Applied Psychology*. 7, 1; 1970; 6-10.

678 students (Science and Agriculture) were used. Both graduate agriculture and science students had high preference for good salary. Same was true of rural and urban Ss. Under-graduate (urban rural) Ss assigned .000 values to "freedom in work". Other important factors were good colleagues responsibility and advancement opportunity.

Role of the psychologists in industry in USA and UK have been discussed. Similar contribution could be made by our psychologists in selection training and development and accident prevention.

82. GANGULI(MC). Industrial psychology research in India, 1920-67. *Indian Journal of Industrial Relations.* 6, 3; 1971; 223-76.

159 research publications in 43 standard journals of psychology in India and abroad have been analysed to find out the research trends in various areas of industrial psychology. Role of industry and the various research sponsoring authorities in the development and the utilization of industrial psychology research have also been discussed.

*Psychology, Industrial, Agriculture*

In this study, 186 individuals above 15 years of age were used. It was found that flip book and lecture cum discussion methods were proved to be equally superior to group discussion on the knowledge gained for using artificial fertilizers in rice and control of stored again pests of wheat. But for retention of knowledge lectures-cum-discussion method was found to be most effective.

84. JALDHAL (KA). Attitude of small farmers towards high yielding varieties of paddy as associated with their socio-economic characteristics. Indian Journal of Psychology, 49, 1; 1974; 47-54.

In this experiment 186 farmers were taken to know the attitude towards high yielding varieties. It was found that the majority of small farmers had favourable attitude of farmers were not associated with their age, extension contact and mass media exposure.

In this experiment 132 heads of one progressive village and 86 of non-progressive village were taken. We see that farmers who were higher in their interpersonal communication and personal influence, they were also found higher in twelve social psychological characteristics such as, SES, farm size, social participation, communication, skill, knowledge, attitude, popularity status, ideal role in contemporary mass media exposure, popularity status, ideal role incumbency were found to be more important.

PSYCHOLOGY, INDUSTRIAL, ASPIRATIONS


In this experiment 150 students (50 rural, 50 urban and 50 overseas) were taken. In this an attempt has been made to develop a technique for rational occupational choice by means of the economic decision making tools. It was found out that students whose parents were non-agriculturist had relatively high
aspiration than those whose parents were not agriculturalist. Students of rural area had high aspirations. The students of overseas showed highest level of aspiration.

PSYCHOLOGY, INDUSTRIAL, ATTITUDE


The difference between the highly motivated and poorly motivated managers with regard to 3 relationship: attitude and behaviour towards the boss, towards the subordinates, and towards their peer group have been described.

PSYCHOLOGY, INDUSTRIAL, CREATIVITY


36 personnel at the junior management level in an industry were taken and grouped as high, middle and low on the basis of rating by their immediate superiors. We see that there was no significant difference among the high, middle and low creativity groups so far as
social introversion was concerned.

89. CHANDRA (Sri). Students image of some occupational group. *Indian Journal of Psychology.* 40, 3; 1965; 101-5.

In this study 200 post-graduate students of age 18-23 were taken. The artist was perceived as imaginative, sensitive, creative, simple and idealistic. A scientist appeared to be practical, brilliant, creative, active and intelligent, while a businessman was considered money minded, competitive, selfish, social and industrious.


In this study 900 members of the Institute of Engineering were taken. The responses of 300 engineers were available for analysis. Proficiency in subjects like geometry, physics, Algebra, etc. etc. was found necessary for one to be successful in engineering profession.
91. SINGh(Prabhakar). Factorial study of various moral factors of pro-union workers. Indian Psychological Review. 5, 2; 1969; 202-6.

Four factors were identified workers. Satisfaction with supervision and coworkers; dissatisfaction with working conditions, dissatisfaction with work, pro-union attitude were negatively related to industrial morale.


In this experiment 40 farmers who attended a five day training programme on high yielding varieties of wheat, we see that there was an impact of the training on the knowledge of the trainees to trainee. Age of the trainees was associated with the gain in knowledge.
PSYCHOLOGY, INDUSTRIAL, JOB ANXIETY

93. SHIVASTAVA(AM) and SINHA (AM). Morale of the blue collar workers in relation to different degree of job anxiety. Indian Journal of Industrial relations. 10, 3; 1975; 371-8.

In this experiment 70 semi skilled male workers of a textile mill were taken. A significant adverse effect of the degree of job anxiety on employees' morale was reported low and high level of morale did not have significant effect on job anxiety of workers though they were found to be universally related to each other.

PSYCHOLOGY, INDUSTRIAL, JOB SATISFACTION

94. MABER(Evelyn) and MATHUR(AM). Job satisfactions of teachers educators. Indian Educational Review. 8, 2; 1973; 10-20.

In this experiment 366 secondary teacher were taken of Kerala, u.P., West Bengalé, Maharashtra, and Punjab. A five point inventory scale was developed, based on super's work valums inventory covering some seventeen areas of job satisfaction. We see that most of the Teacher educators found their job interesting.
The teacher educators are fairly dissatisfied as regard advancement and earnings and are neither satisfied nor dissatisfied regards creativity.


In this study 48 clerks were taken. The main personality dimensions did not distinctly differentiate between the satisfied and the dissatisfied individuals. However, neuroticism seemed to have sufficient influence on job satisfaction as related to status. Further research in depth on the influence of neuroticism on job satisfaction is necessary.

96. PANDEY(UN) etc. Study of level of job satisfaction. Indian Psychological Review. 12, 1; 1975; 41-5.

In this study 15 supervisors and 15 workers were taken. The level of job satisfaction was low of supervisors as compared to workers. Insecurity and low status were found to be two major factors leading to job dissatisfaction.
In this study 247 industrial employees were taken. A perceived need deficiency scale and traditional bipolar job satisfaction scale were employed to find out if there were any similarities and differences between the job factors of the respective scales.

**Psychology, Industrial, Labour Problem**

In the field of human engineering, the psychologist collaborates with the engineer who is designing and planning a machine so that the man-machine system reaches highest levels of efficiency consistent with safety, satisfaction and comfort. They are concerned with interpersonal and intergroup relationship in industry and business. The right man on right job in the right relationship with authority has been found important to industrial mental hygiene.
PSYCHOLOGY, INDUSTRIAL, MANAGEMENT

99. Gandhi (H). Role of status and money as motivators among middle management personnel. Indian Journal of Industrial Relations, 10, 2; 1974; 189-96.

The study was conducted in three private sectors and one public sector company. Status is a more important criterion than money among middle managers for making work related decisions, and more so with younger managers who are professionally trained.


16 Indian firms and 18 American subsidiaries. Personnel managers in American companies have wider area of responsibility and senior positions in the organisation. American companies use more sources of recruitment than the Indian companies. Both companies did not have any systematic training program for their employees. India companies have provide higher benefits than the American companies.
PSYCHOLOGY, INDUSTRIAL, MOTIVATION


In this experiment 202 boys and 98 girls of class X from Delhi schools were taken. It was revealed that higher level of achievement induced higher occupational aspiration level in pupils. Intelligence was found to have no effect on occupational aspiration level.

PSYCHOLOGY, INDUSTRIAL, PRESTIGE


In this study 210 individuals were taken to represent different age and socio-economic levels. The comparative aspect of this study revealed a tendency for occupational prestige in India, to be linked with job security and economic reward.

PSYCHOLOGY, INDUSTRIAL, UNEMPLOYMENT

309 unemployed male graduates and under graduates resisted in the office of National Employment Exchange Calcutta. It was found that 19.09%, 58.56% and 22.33% cases were definitely neurotic. The data showed that 25.56%, 68.51% and 5.28% persons were introverts border line cases and extraverts respectively. From the data it was clear that 13.59%, 76.69% and 9.71% people were below average and above average intelligence respectively.

**PSYCHOLOGY, INDUSTRIAL WORKERS**

*Indian Journal of Industrial Relations*, 8, 1; 1972; 93-6.

In this study community development was rather low. Whatever community involvement the workers did show was associated only with the level of education and socio-economic status, which several other factors failed to predict community involvement.

**PSYCHOLOGY, INDUSTRIAL WORKERS, influenced by SMOKING**

15, 2; 1971; 80-1.
In this study 75 workers (50 smokers and 25 non-smokers) were taken. It was found that production level of non-smoking worker group is better than that of working group. Level of significance being 10% and 1% respectively.

**Psychology, Industrial Working Condition**


270 mill workers of Kanpur were chosen (90 each from promanagement, pro-union and neural groups. All the three groups of workers had similar hopes and expectations. Wages ranking pattern was first, working condition second and job security seventh. Working condition was ranked as the highest factor in making things happy.

**Psychology, Intelligence**

Artificial intelligence is concerned with if a computer can be programmed to accomplish intelligent things which are regarded functionally as complex human behaviour i.e. play chess, understand language or analysis. Pictures AI as a field of research has brought forward many possibilities of research in various field of human behaviour. Some of the challenges currently talked about include AI and theory of knowledge AI and cognitive engineering and AI. and philosophy of education.

**PSYCHOLOGY, INTELLIGENCE, MORAL JUDGEMENT**

108. TIWARI (Govind), Morale Judgement as a function of intelligence and adjustment. *Indian Psychological Review*, 12, 2; 1975; 28-30.

In this study 25 high school girls were taken. Moral judgement was found to be function of intelligence and adjustment was not significant.

**PSYCHOLOGY, LEARNING**

109. GAHRAR (S) and LUTHRA (Sukhen), Effect of intelligence, neuroticism, extraversion and meaningfulness on paired associate learning. *Indian Journal of Psychology*, 48, 2; 1973; 57-68.
In this experiment 303 female VG students were taken. It was found that intelligence, extraversion and meaningfulness had significant effect on the learning of paired associates while neuroticism did not contribute significantly.


In this study 15 B.Ed. were taken. Some over learning say 50 percent was due to added retention (for intervals of 2 of to 7 days) and the longer the interval, the greater the retention.

111. KOTHURKAR(VK). Differential paired associate learning as a function of the social significance of materials. Psychological Studies. 8, 1; 1963; 1-6.

So were 80 school girls who were assigned at random to 4 groups of 20 each. The learning materials comprised four paired associate lists of different level of meaningfulness. The response number had greater facilitative effect on paired associate learning. It proved to be more effective when socially
significant and meaningful words occurred as response members than as stimulus words.

112. UPADHYAY (SN) and SINGHA (MN). Transfer along a continuum in learning double alternation mazes by human subject. *Indian Journal of Experimental Psychology*, 2, 1; 1968; 12-17.

Group differences were significant at all levels. The gradual training group performed the best and no training group was poorest, middle and abrupt. The result was interpreted to fail within the expectations of non-continuity theory of learning against continuity theory.

**PSYCHOLOGY, LEARNING, ACTIVITIES**

113. MANOCHA (Satinder M). Activity patterns of infants and juvenile rhesus monkeys in a group, *Psychological Studies*, 13, 1; 1968; 51-4.

Six infants and juvenile rhesus monkeys between 1 and 2½ years of age were studied. A checklist with 21 behaviour pattern was used out of social behaviour patterns, contact huddling and proximity were found to be more common among the infant and juvenile rhesus
monkeys. Individual activity pattern was found to be the most striking feature.

**PSYCHOLOGY, LEARNING, ACHIEVEMENT**


In this study 100 students from IX class in the age group 13-14 in Madras were taken. It was found that fast learners had higher u-Ach than the slow learners. Secondly, among the fast and slow learners, the relationship between the rate of learning and U-Ach was significant.


100 boys of 13-14 year in age, reading in standard IX were engaged on a maze learning task. The extreme
groups of subjects were selected on the basis of their rate of learning and their achievement was measured. We see that fast learner has higher achievement than the slow learners.

**Psychnology, Learning, Achievement Test**


In this experiment the total number of students in each linguistic group ranged between 23 (Punjabi to 56 Marathi). The highest level of accuracy in the written expression of Hindi was maintained by Marathi pupils while the lowest level by Urdu pupils. The level of orthographical accuracy of cognate pairs of language was not found very superior to the expectation. It was estimated to be slightly superior to the non-cognate pairs, except in case of Malayalam pupils. The lowest accuracy in the written speech was observed in case of cognate cum non-cognate pairs.

*Psychological Studies.* 6, 1; 1961; 30-5.

Tried to explore the relationship between the rate of verbal conditioning and personality characteristics like intelligence, extraversion and neuroticism. No significant "r" was found between the two types of verbal conditioning and acquisition and extinction of the C.R.

118. DIXIT(RC) and SHARMA(DD). Manifest anxiety as related to awareness to verbal conditioning. *Indian Journal of Experimental Psychology.* 5, 1; 1971; 23-5.

In this study 44 undergraduate students were taken. This revealed that only four Ss in the low anxiety group had full awareness. In the high anxiety groups 6 Ss were unaware of the contingency between the response and the re-inforcement. Significant Chi-square shows that awareness was more characteristics of Ss in the high anxiety group.
119. GEORGE(EI) etc. Verbal conditioning and suggestibility.  

In this study 20 post-graduate students were taken. The verbal conditionability, secondary suggestibility, extraversion and neuroticism were measured and correlation were found out between these variables. Significant correlations were obtained only between conditionability and suggestibility and between extinction and neuroticism.

**PSYCHOLOGY, LEARNING, CUE REVERSAL**

120. UPAKAKYA(SN). Effect of cue reversal during presolution period. *Indian Journal of Psychology.* 2, 2; 1968; 39-44.

Analysis of the errors of different levels of percent trials revealed significant group differences. Concluded that results refute the continuity theory's approximations that reversal treatment results into retardation in subsequent performance.

**PSYCHOLOGY, LEARNING, DISCRIMINATION**

24 students from undergraduate and post-graduate classes were tested on modified Howard Dolman Depth perception apparatus. However intensity of illumination, not the lowest was the ideal stage where the power of depth discrimination got expression of highest proficiency.

PSYCHOLOGY, LEARNING, ERRORS


In this study 507 rural high school students of age 11-17 years and 75 children of age group 6-9 year were taken. We find that errors of perception were smallest in the age group 11-17. Errors differ from series to series. Younger children were have higher errors of perception.

PSYCHOLOGY, LEARNING, INTENSITY

123. GUPTA(GC) and PIASHAD(B). Study of the effect of increasing intensity of shock on the estimation of visual and auditory and temporal durations. Indian Journal of Exp. Psy. 1, 1; 1967; 5-7.
It is study of the effects of impending threat of increasing intensity of electric shock on the estimation of serially positioned visual and auditory temporal duration. Conditions before and after administering the electric shock and the intensity of electric shock were significant factors in these estimations.

PSYCHOLOGY, LEARNING, INTEREST

124. Paramesh(CR) and Santhanam(Krishnan). Interest of postgraduate men students in curricular subject and the influence of other factors upon their preferences for subject. Psychological studies. 9,1; 1964; 26-32.

In this study 200 postgraduate men students were taken. The students were instructed to express their like, indifference, or dislike. When interest alone was the factor students liked language, literature, education and dislike expressed by the subjects in conversing with different individual. Further found that the influence of factors other than pure interest upon the preferences for curricular subject was not significant.

PSYCHOLOGY, LEARNING, MIRROR DRAWING TEST.

125. Ramamuri(PV) and Parameshwaran(EG). Study of bilateral
transfer on a mirror drawing test in the old and the young. *Journal of Psychological Researches*. 7, 2; 1963; 90-3.

In this study two groups of old (50-60 years) and two groups of young (15-25 years) were taken. It was found that the younger group were quicker in mirror tracing and also committed lessor number of errors. The older group had taken longer time and committed larger number number of errors.

**PSYCHOLOGY, LEARNING, PERCEPTION**


Under estimation occurred in reproducing factually perceived distances between two aesthesiometric points and the percentage of under estimation increased with the increment in stimulus distance.

No significant difference in time perception was found under high and low motivation conditions (t value .45 p. .05). Time estimates of the fast progress subjects were found significantly shorter than those of slow progress subjects. (F ratio 8.72 significant at .05 level). Literacy - illiteracy variable did not produce significant different in time perception under high and low condition of n-tension.

**PSYCHOLOGY, LEARNING, PERCEPTUAL SPEED**


In experiment 105 randomly selected girls of Bananasthai Vidyapith primary school with equal number from class III (8 year) and IV (9 year) and V (10 year). The best gain in learning was shown by the girls of class IV and III. The girls of class V displayed the best intellectual capacity and perceptual speed and next in order were classes IV and III hearing was make significantly related to intelligence and perceptual speed.
PSYCHOLOGY, LEARNING, PRACTICE

129. MUKERJEE (Majula). Effect of practice on test scores. 

Mathematics knowledge tests, series completion tests and computation test were used on three group of students. In 3 samples, practice had statistically significant effect on test scores.

PSYCHOLOGY, LEARNING, RECALL

130. GUPTA (Kita) and KOOL (Vinod). Effect of load of information from SM to STS. Indian Journal of Psychology. 48, 2; 1973; 49–56.

80 female students of B.A.U. were taken. It was found out that recall accuracy decreased consistently as the average storage load was increased but there results obviously had separate bearings under pre and post exposive delay intervals.

The experiment was designed to test the finding of Postman, Jenkins and Postman that earlier recall has a depressing effect on subsequent recognition. Did not support the proposition that recognition is poorer after recall than before recall.


In this experiment 21 children from each of the three grades, kindergarten, 3 6, and 12 were used. Item recall was found to increase with increasing grade level and with increasing trials. Meditational instructions was found its facilitate dustering out all age levels but no increase in total recall was noted.


7 severaly sub-normal Ss, 7 different set of pictures of common objects and 7 different exposure rates were used. The Ss exposure rates, picture sets
were used. The Ss exposure rates, picture sets as well as the temporal factor were counter-balanced by using a Graeco-latin square design. The rate of presentation was found to be an important factor in memory experiments.

**PSYCHOLOGY, LEARNING, RECOGNITION**


To check the finding of postman, Jenkins and postman that while previous recognition facilities later recall, recall has a depressing effect on subsequent recognition. In both experiments recognition was found to be a little better after recall than before recall.

**PSYCHOLOGY, LEARNING, RETROACTIVE INHIBITION**

In this experiment 24 girls and 8 boys were taken. It showed that intervening activity interferes with the re-instatement of the previously acquired performance, equal amount of retroactivity inhibition was notified when interpolated activity occurred. Greatest retroactive effects were observed when interpolated activity occurred in the middle between learning and recall test.

**PSYCHOLOGY, LEARNING, REWARD, PUNISHMENT.**

136. BROOTA(D) and KHAPA(K). Reinforcement and perception, the effect of reward and punishments of visual figure ground perception. *Indian Journal of Applied Psychology*. 12, 1; 1974; 29–34.

In this experiment 12 volunteer university students were taken. We find that the monetary reinforcement was effective in producing the desired effect. It was also found that under monetary and electric shock conditions the Ss perceived significantly more than often these aspects of the ambiguous composite which are previously associated with punishment.
PSYCHOLOGY, MEASUREMENT


To explore into psychological function, the same Ss and same stimulus range in fractionation, multiplication and category methods. In both the experiments, the psychological relation was found to be a power function with exponent greater than 1.00.


Used thin uniform cards to make piles of different thickness. Standard thicknesses were presented for tactual perception. Ss made the given pile as half as a standard pile. No differences were found between perception by right hand and by left hand. The subjective judgement that coincided the objective one was taken as the unit and a scale, of psychological scale was a logarithmic function of psychological scale was and was in 'conformity' with similar scales of other sense modalities.

Differences between the median, judgement of different individuals as well as that between the median value of judgement at different duration level were found to be significant.


Mean estimations at different angle level were significantly different. Formulas to relate physical and psychological angle were derived. Psychological scale of angle was in agreement with similar scales of other sense modalities.


In this study 50 workers were taken. The reliability coefficients obtained indicate that the B.F.I. possesses considerable reliability. The reliability and validity of this inventory were worked out and they were significantly high.
142. NARAYANAN(S) and NATARAJAN(P). Questionnaire refined drive levels and performance in simple discriminative and choice reaction tasks. *Indian Journal of Applied Psychology*. 11,2; 1974; 47-50.

In this study 100 school boys (14 to 16 years) were taken. The groups identified on the basis of the Taylor Manifest Anxiety scale do not differ among themselves in the performance on reaction time measures.


In this experiment 224 bilingual Punjab University post-graduate students were taken. It was found that Hindi version of STAI provided internally consistent, reliable and valid scale for measuring state and trait anxiety cross cultural differences.

**Psychology, Measurement, Attitude**

144. BENDAREE(Debabatra). Development of scales for measuring attitudes towards government, morality, religion and Society. *Indian Journal of Psychology*. 37,2; 1962; 137-42.
In this study 200 adults (166 males and 34 females) were taken. The scale provided scores for wide applications in future under allied sampling conditions. They however await standardization by the determination of their respective norms.

**PSYCHOLOGY. MEASUREMENT, NORMATIVE SCALE.**

145. DUBBY(BL) and PERSHAD(Dwarka). Evaluation of wechsler Memory scale in non-psychiatric aged cases. *Indian Journal of clinical psychology*. 2, 1975; 57-62.

In this experiment 150 aged clinic patients were taken. In this memory quotient scores were found correlated with all subtests except for orientation subtests. Linkage analysis showed three clusters, when extreme groups age 40-46 versus 60+ years were compared, no significant difference was found.

**PSYCHOLOGY. MEASUREMENT, TEST BATTERY.**

160 medical students of first and 3rd year in Armed forces medical College Poona were taken. For measuring productive validity test scores were evaluated against marks obtained by the next terminal examination correlation between examination marks and intelligence test scores and learning test of biology were significant correlation between test scores and terminal examination marks were low. Reliability for individual was high.

**PSYCHOLOGY, MOTIVATION**

147. Bhal (Bimaleshwar) and Ahmad (Aftab Ahmad). Achievement Motivation and two personality dimensions. *Psychological studies*. 14, 2; 1969; 137-9.

In this study 100 students from arts and science students were found, in which science students were found to have significantly higher achievement motivation than art students. Art students had higher extraversion and neuroticism scores.

In this study 20 male and 20 female were taken. It was found that the introverted individuals to be significantly more persistent as compared to their counterparts, extraverted on mental tasks. No significant difference was found on sex.


2 Female operators from a commercial school and 31 accounting machine was used. We see that typing errors were reduced by half in three months period. They were reduced month by month. Operators' morale has improved.


In this study 160 male subjects were taken. In this 80 students living in an urban setting and 80 living as residents in agricultural villages. The groups were further divided into slow to fast progress groups.
High motivation subjects estimated continued the
time to be shorter than the low motivation subjects.
The rural urban variables did not produce significant
differences, it was found that time among the villagers
of India was unaffected by environmental events.

PSYCHOLOGY, MOTIVATION, ABILITIES

151. DBB (Maya). Abilities important for achieving success
in course. Psychological Studies. 13, 1; 1965; 43-6.

In this study 427 headmasters in West Bengal were
taken. In this the abilities viz reasoning, intelligence
numerical and spatial were playing most important and
verbal ability least important role in the achievement
of success in science.

PSYCHOLOGY, MOTIVATION, ACHIEVEMENT

512. MTSAH (Baqar). Achievement motivation and self esteem:
A cross cultural study. Indian Journal of Psychology.
49, 2; 1974; 100-08.

In this experiment 115 American and 67 Indian male
college students were taken. We see that achievement
motivation was found to be positively correlated with
self-esteem for Americans but only slightly for Indians. It was found related to different actual ideal-self dimension such as kind, happy and competitive in both the samples. We see that culture affected the relationship between achievement motivation and self-esteem.

153. SHAROM (dd) and SINGH (Labh). Effect of motivation and achievement on psychological time in rural and urban subjects in India. *Journal of Psychological Researched*. 11, 1; 1967; 13-8.

Rural and urban Ss were administered letter cancellation test under high motivation and were asked to estimate the duration comparing it with fixed previous interval. Fast worker and high motivation Ss estimated the time to be shorter than slow and low motivation Ss.

**PSYCHOLOGY, MOTIVATION, ASPIRATION**

In this study 30 agricultures labourers were taken. Level of aspiration and expectations and a direct correlation with the age and satisfaction, derived by the past achievement affecting ones feeling of a rise or fall in the socio-economic status. Among the agriculture labourers older people who had some raise in income were less desirous of a shift in occupation and appeared to be much satisfied while the younger generation exhibited a higher level of aspiration showed a desire to shift their occupation.

**PSYCHOLOGY, MOTIVATION, CREATIVITY, STUDENTS.**


In this experiment 55 students teachers (30 male and 25 female) were taken. We find that the high creative group secured significantly high than the low creative group on the creative motivation scale. The t test was significant to every case at .01 level of significance. There was no significant
difference between the means of the two groups on lower motivation scale.

**PSYCHOLOGY, MOTIVATION, PERFORMANCE**


In this study 252 adolescents were taken. A significant relationship was found between performance and aspiration. It was found that the past performance determined the height of the succeeding aspiration level.

**PSYCHOLOGY, MOTIVATION, RETARDED CHILDREN**.


In this study a hypothesis was tested, that retarded children require more trials to learn than normal. It was found that under achievers required
more trials to learn. Reproof accelerated the progress of retarded and slow down the progress of normal Ss. Praise had detrimental effect on retarded but favourable to normal Ss.

**Psychology, Motivation, Value**

158. **MUNDAL (PS) and SINGH (Satvir)**. Structure of personality characteristics and motive patterns of farmers. *Indian Journal of Psychology.* 50, 1; 1975; 33-43.

In this experiment 400 farmers of Haryana were taken. Farmers were found to be dominantly achievement motivated and also take interest in politics, religion and intellectual issues. Temperamentally they are shrewd, conscientious, venture some, stable, self-opinionated, calm and relaxed. The factorial structure of the dominant motives of the farmers is given.

**Psychology, Perception**


45 Hindu male students, 32 Muslim male and
8 American white males. Perception of Hindu and Muslim groups was influenced more by monetary punishment than rewards whereas American whites were more influenced by monetary rewards than punishment.


The direction of attitude towards different political parties determined the statement given by the subject. The findings indicated that the amount of perceptual distortion was a function of the degree of clarity and intensity of attitudes. It was also found that the stronger the ego-involvement, the greater the attitudinal resistance. Perception in female seemed to be more susceptible to influence of attitudes than in the case of male.


Research in the field of depth perception has been reviewed, there but no relative role of these factors could be evaluated. On the basis of various research findings the following conclusion has been drawn
(1) depth perception is innate (2) depth can be perceived in monocular situation (3) no physiological principle is sufficient to account for depth in every situation and (4) Size factors.

162. NAIDOO (Josephine C) and FIEL DEK (Fred E), perception of self and significant others by Indian and American students. Indian Journal of Psych. 37,3; 1962; 115-26.

100 American and 100 Indian graduate students at the university of Illinois selected from about 200 man in each group were tested using a semantic differential scale. There was a very few changes in Indian’s interpersonal perception as a function of length of residence in the United States.

163. PANDER (CG). Familiarity with the constanty phenomenon and the degree of size constancy. Psychological studies. 11, 2; 1966; 124-37.

To test the hypothesis that familiarity with the phenomenon of size constance with mediate the judgement of size. Significant differences were found between psychology and non-psychology and between orientation and non-orientation groups for binocular
vision. Concluded that constancy depends on the extent of samilarity with the phenomenon of size constancy; however, familiarity effect is minimized for monocular vision.

164. PAUL(Satinder K). Note on sex differences in figural after effects. *Psychological Studies*. 10, 1965; 143-44.

Measure in auditory, kinesthetic and visual figural after effect (PAE) were obtained from 15 males and 15 females. The findings regarding the lower level of satiation in female suggested differences in perception, learning, motivation and personality.


To investigate whether there is any similarly of experience in perceiving reversible perspectives and rotating plane figures. Significant correlations were found between frequency of reversals for the reversible figures and revolving plane figures and shadows of revolving plane figures.

To validate the previous finding that individuals artistically gifted show tolerance of ambiguity and preference for complexity for Indian artists. We see that art students were significantly superior to non-art students in their mean scores.


Significant group differences were obtained in the perception of size. Over estimation by poor and under estimation by rich are explained as the effect of the need strength.


To test the hypothesis that depth perception is improved by practice and the size of the standard rod effects the judgement but initial position of comparison rod has no such effect.

A set of information inputs exclusively from the retinal image sources cannot furnish the complete information necessary to generate outcomes in correspondence with phenomenal experience. To offset this lack of information a supplementary set of inputs is sought in the constant flittering motion of the eye called the physiological nystagmus.

170. VENKATRAMAIAH (SR). Experimental study of the perception of directional changes in the rotating object: a possibility of new illusion. Psychological Studies. 9, 1; 1964; 1-4.

To test the hypothesis that illusion of directional changes in a rotating object, similar to those in trapezoidal window 1 may be explained by principles other than visual angle cues. Ss perceived rotation for a certain period and then perceived direction change of oscillation and of rotation.

PSYCHOLOGY, PERCEPTION, MENTAL SET

171. CHAKARABORTY (A). The role of mental set on two point factual threshold perception. Jl. of Psychological Res. 7, 2; 1963; 59-65.
To verify the previous findings that repeated presentations of stimulus having a value greater or smaller than R.L. induces an attitude which mediates the perception of R.L. However, this mental set is not so effective if the difference between R.L and given stimulus value exceeds a certain limit. Generally we see that the attitude developed during the past experience exerts its influence on the response to the threshold stimulus.

**PSYCHOLOGY, PERCEPTION, VISUAL**


It was proposed that the intervening neural activity may be conceived to involve two processes going on simultaneously. One a positive process proportional to $X^n$ where $X$ is the intensity of the stimulus and $n$ is an appropriate constant and other a negative process proportional to the level of neural activity at any time. It was shown that both the Bunsen Roscoe law as applicable to small durations and Graham and Margaria's
principle for larger durations as applicable to absolute thresholds are subsumed under this principle.

**PSYCHOLOGY, PERSONALITY**

173. SINHA(Durganand) and JAIN(Rajni). Inter-modality transfer and personality correlates. *Indian Journal of Psychology*. 50, 1; 1975; 11-6.

In this study 58 males and 57 females undergraduate students age 18 to 22 years were taken. Results showed high correlation between inter-modality and both verbal and non-verbal test of intelligence. No relationship was found with interance of ambiguity and extroversion introversion.

174. SINGH(SB) etc. Personality characteristics of psychologically and physically disturbed children. *Indian Pediatrics*. 12, 4; 1975; 331-2338.

In this study 15 physically disturbed and 25 normal children were taken. It was found that problem children were more aggressive, obstructive, cool, hard, precise, suspicious and rigid. Physically sick children
were more reserved, demanding, aggressive and stubborn as compared to normal children.

**PSYCHOLOGY, PERSONALITY, ADJUSTMENT**


In this study 100 boys and 100 girls of age 14-17 from the XI class of a higher secondary school of Allahabad were taken. It was found that adjustment problems of adolescent boys did not differ significantly from that of the girls. We see that the adolescent confronted the maximum number of problems in the school.


In this study 1100 students of class IX were taken. The study showed a close relationship between adjustments and class attainments. By improving the quality of their adjustments, particularly home adjustments and school adjustments, better results in examination likely to be attained.

In this study 238 high school and college boys were taken. No significant age difference was seen in adjustment to any of the three aspects of college or school life. Subjects from low income group, sons of uneducated parents and urban boys showed significantly greater maladjustment than subjects from high income group, some of university graduate and rural boys. Adolescents who showed a favourable attitude towards religion were better adjusted.


In this study 50 engineering and 50 medical students were taken. Medical students were found to have better general adjustment and better social adjustment than the engineering students.

In this experiment 164 folk tales from seven Indian states were taken to know their aggression content under the following categories (1) Type of aggression (2) Instrument of aggression (3) Relationship between characters. We see that aggression index for each province is highly correlated with the frequency to successful and attempted homicides rather than the form of aggression. A high percentage of aggression acts involved use of weapons. Aggression among the members of sex was higher than that among the member of cross sex, the only exception being the province of Bengal which showed an opposite tendency.


In this study 75 undergraduate students were taken. In this 10 selected pictures of human faces
which had insignificant differences in pleasantness dimension as judged by 40 Ss. It was found that low anxious Ss perceived more pleasantness than unpleasantness in the faces of the pictures as compared to the high anxious Ss. Chi square was significant.

**PSYCHOLOGY, PERSONALITY, ARTISTS**

181. **SHARMA(GC) and SHARMA(GC).** Personality of artists. *Indian Journal of Applied Psychology.* 6,1; 1969; 31-34.

In this study 10 artists and 10 non-artists selected from students. It was found that artists have shown more conflicts with their parents than non-artists. They feel rejected by their parents more and have less affiliation to their parents. Artists have less overt aggression and more guilt feelings.

**PSYCHOLOGY, PERSONALITY, CONCEPTION**


In this experiment 32 boys and 50 girls were randomly selected from government high school Chapra. It is found that boys and girls did not differ signi-
significantly on any test used in this study. Self concept did not show relationship with neuroticism, extroversion and anxiety level. However, neuroticism showed significant relationship with anxiety level.

PSYCHOLOGY, PERSONALITY, CREATIVITY


In this study some all India fame artists were taken. The result showed that 1st grade artists possessed relative ideas of form and depth and perception of chromatic value and achromatic shades, the second grade, constructive capacity and confidence. Ordinary artists possessed intelligence and sociability.


Raychaudhuri explored the personality characteristics of a group of successful Indian musicians and found the creative musicians to be significantly marked by emotional and temporal characteristics rather
than cognitive and conditioned aspects of personality structure.


In this study 111 rural and 88 urban male students of X class were taken. No significant differences in creativity were found to exist between rural and urban students. Both did not differ significantly in their responses to different creativity tests.

**Psychology, Personality Differences**

186. SINGH(SD), etc. Personality differences in fluctuation of attention. *Psychological Studies*. 6,1; 1961; 55-60.

In this study 40 male adult students were taken. Maudsley personality inventory was used. Extraverts fluctuated more often than the introverts and the neurotics more often than the non-neurotics. The extraverted neurotics fluctuated the most and the introverted non-neurotics the least.
PSYCHOLOGY, PERSONALITY, DOGMATISM

187. MAJNA(TN). Dogmatism of Indian student teachers. *Journal of Psychological Research* 18, 2; 1974; 57-61.

In this study 136 males and 46 females were taken. The student teachers in India were more dogmatic than those in U.S. or U.K. The female student teachers were more dogmatic than the teacher educators.

PSYCHOLOGY, PERSONALITY, DRUG EFFECTS

188. JAIN(Santosh). Personality and drug effects on illusory changes in speech upon repetition. *Indian Journal of Experimental Psychology* 1, 1; 1967; 11-6.

To study the personality and drug effects on illusory changes in speech upon repetition. Introverts and neurotics showed more V.T.E. and non neurotics respectively. The subjects reported more V.T.E. under the effect of phenobarbitone in comparison with dexedrine and placebo and they also showed more salivation effect under the 3rd minute test period.

PSYCHOLOGY, PERSONALITY, DRUG HABIT

189. MANOCHA(SN) and Sood(A). Interaction of drug effect
with habit strength in reactive and non-reactive rate. *Indian Journal of Experimental Psychology.*
1, 1; 1967; 22-5.

Subject consisted of 24 male albino rats, 12 emotional and 12 non-emotional. The effect of a mild dose of 2.5 mg/kg. chlorpromazine was studied at 3 different levels of habit ($H_1, H_2, H_3$) of lever pressing response. We see that the emotionality did not play and role in interaction od drug effects with habit strength.

**PSYCHOLOGY, PERSONALITY, DRUG TREATMENT**

190. GUPTA(BS). *Study of extraversion and phenobarbitone as experimental variable in verbal conditioning.*


In this study 120 individuals were taken. The drug phenobarbitone calcium tablets were used as placebo. The stimulus material consisted of 100 white index cards, each containing a verb in the middle and five pronouns below. There was insignificant interaction of personality and drug treatment, though personality and drugs separately proved to be significant variables.

In this study 100 school boys aged 15-17 years were taken. There was higher "r" between the emotionality and the punishing behaviour of the parents. The is higher in case of mother than father.


In this experiment 103 high school students of Toronto (48 male and 56 female) were taken. It was shown that the response set measures did not correlate with self ideal discrepancy measure. The relationship between acquiescence and rated ideal on the emotional stability dimension was found to be significant.

In this study 100 students, connected with executive and administrative duties were taken. It was found that no relationship was practically noticed between anxiety and socio-economic level. The cross validation established the high internal consistency of D.P.I. (Dutt’s personality inventory).

194. SHANKER(Uday) and BHAR(J.Singh). Study into the relationship of Anxiety with academic achievement.

In this study 86 post-graduate students were taken. There existed a negative relationship between anxiety and academic achievement. In girls anxiety was found to be high and positively related with academic achievement but not so with boys.

195. SINHA(LMK) and KRISHNA(KP). Study of relationship between immediate memory recall and anxiety.
   *Indian Journal of Psychological Review.* 9,2;1972;9-11.

In this experiment 50 graduate and post-graduate students were taken. In this C.T.A. and whipples picture test were used. It was found that high low
reproduction scores were negatively correlated with anxiety. The mean (57.80) of anxiety scores of low reproduction group was higher as against that of high reproduction group. (42.68).

**PSYCHOLOGY, PERSONALITY, EMOTION, FEAR**


In this study 120 children were selected. It was found that girls had more fears than boys. Fear tendency did not increase with age children of poorer families reacted to the fear stimuli more than their richer counterparts. The common fear stimuli in children were fear of ghosts, darkness, shadows, big animal strangers and father.


In this experiment 300 children (6, 8 and 10 year age) were selected from five primary schools of
Kamput city. We see that more acceptance by parents correspondent to low fear and more rejection by them to high fear in their children. Parents encouragement of their children's independence had little effect on number of fears in children. Children of parents who rewarded them often and punished less were likely to have fewer fears than children of parents who seldom rewarded their children.

**PSYCHOLOGY, PERSONALITY, EMOTION, JEALOUSY**


The study indicates that jealousy in the young child is due to the arrival of a new baby brother or sister. Girls seem to be more jealous than boys. Children express jealous behaviour in different ways like gossiping, teasing, disparaging remark etc, when parents do not pay proper attention towards children certain complexes develop in the child.

**PSYCHOLOGY, PERSONALITY, EMOTIONAL MATURETY**

199. GUHA(JM) and CHAKRABARTY(G). Emotional maturity and
neuroticism among post graduate students.


In this study 100 post-graduate students of age 20-25 years of Patna University were taken. It was found that emotional maturity and neuroticism scores were found to have negative correlation (-.01). Chi-square value was not significant.

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**PSYCHOLOGY, PERSONALITY, ENVIRONMENT**

200. MITRA(S) et al. Comparative study of some of the environmental conditions of delinquent and school going children. *Psychological Researches.* 5, 1-2; 1970; 21-5.

In this study 75 boys and 50 girls from VII class at Calcutta were taken, which have same age range. The result indicated that low income, unfavourable environmental conditions, lack of parental love in such and care etc. are the reasons which make them delinquent.

201. SRIVASTAVA (Vishnu Swarup). Environment as determining factor of failure at high school stage. *Manas.* 21, 1; 1974 37-42.
In this experiment 173 students were taken. The students of the experimental group were found weak in respect of their educational foundation. Home environment influence scholastic achievement. Achieving students home environment was positive and conductive to their end and in case of low achiever it was otherwise. The two groups were found nearly education identical in respect of their cultural aspects. Sound health was positively correlated with scholastic achievement as poor nourished and poor brought up students showed poor academic performance.

**PSYCHOLOGY, PERSONALITY, FEELING, INFERIORITY**


In this study 100 high school pupils with body and 100 normal children were taken. The mean inferiority scores of the normals pupils were found to be lower than that of the body defects groups. Girls have greater feelings in inferiority.
PSYCHOLOGY, PERSONALITY, FRUSTRATION


In this study 110 male and 110 female students were taken. It was found that female subjects appeared to be regressive and liked withdrawal behaviour than male Ss, whereas males were found to be more aggressive.


In this study 7772 male students of class XI, both urban and rural were taken. The causes of frustrations were found mainly in house, health and social personal areas. The foremost causes of frustration were found to be health problems and economic problems. No significant differences was found to exist between male urban and rural areas.

PSYCHOLOGY, PERSONALITY,
GUILT FEELING.

In this study 55 students were taken. A questionnaire of 16 situations was prepared on the basis of two pilot studies which were used to find out guilt producing situations and the common reactions to the guilt producing situations.

**PSYCHOLOGY, PERSONALITY INTELLIGENCE**


In this experiment 581 females were taken. It was found that female reached their limit on fluid intelligence by 16-17 years of age on crystallized intelligence by about 24 years of age. The differential saturation of fluid intelligence for boys and girls seems to follow their respective trend in physical saturation, girls maturing earlier than boys.


In this study 1400 pupils of VII grade age group 12-14 years were taken. The results revealed no
relationship between intelligence and family size.

**PSYCHOLOGY, PERSONALITY, INTEREST**

208. CHATTERJ I(S) etc. Comparative study of the interest of High achievers and low achievers in science stream. Manas. 21, 1; 1976; 1-6.

In this experiment 243 students (118 as high achievers and 125 low achievers) were taken. It was found that the two groups did not differ significantly from each other in different fields except in medical and outdoors activities. High achievers group scored higher than low achievers group in scales like outdoor and sports whereas the low achiever group scored higher in literary, scientific, medical, technical, craft and household scales. We see that interaction between interest and achievement was significant which indicated that the pattern of interests of the two groups under consideration were not identical.

**PSYCHOLOGY, PERSONALITY, MEASUREMENT**

209. DE(B) and SINGH(AK). Study of the effect of warning regarding the LIE scale in personality questionnaire. Indian Journal of Clinical Psychology. 2, 1975; 19-23.
In this experiment 200 school pupils (100 boys and 100 girls) of age range 11 to 13 years were taken. It has been concluded that warning technique could be employed as a standard practice in any personality assessment by questionnaire as experimental condition had produced a negative correlation between N and L scale.


In this study 200 male adults of different socio-economic status were taken. It was found that the trait of super ego integration, egoideal, intensity, conjunctivity exocathexes, deliberation, intraoception and generness are dominant in the Kumaonis.


This inventory was found satisfactory in detecting neurotic personalities of our society. So the inventory serves the purpose of detecting neurotic persons or differentiating the mentally adjusted from the neurotics.
212. MATHUR(Shanta) and SHARMA(SC). Attitude measurement by two project tests. *Journal of Psychological Research*. 9, 1; 1965: 39-40.

In this study 50 college students were taken. It was found that the two types of tests measured similar aspects of individuals personality, and some sentence completion test could be used as the validating instrument for the various variables of the Thematic Apperception test.

213. MAHUMDAR(PK) and BIKHERJEE(K). Examination of certain Rorschach Ratio, a factorial study with criminal population. *Indian Journal of Applied Psychology*. 6, 2; 1967.

In this study Rorschach test responses revealed four factors: DepthVs Breadth of psycho-social responsivity; Attractive Vs organisational(cognitive maturity; organized Vs spontaneous. Need satisfaction could be extracted. The personality conditions of the criminal obtained through the ratio explained same of the views by different expert in the line.

The results of comparative studies showed that the two scales were highly positive correlated. It was also found that Phatak's scale had a better discriminating capacity especially at lower age levels than Goodenough's.


In this study 18 boys and 186 girls of X standard from school were taken. The ratings were found consistent. There was no significant difference between boys and girls ratings. The study revealed useful findings for teacher educators.


The mosaic test was introduced by Margaret Klowenfeld and she used the sets of 465 small pieces in six colours and five shapes. The mosaic test mirrors
cognitive and emotional processes and the qualitative variations can be objectively studied and assessed. It illustrates what the individual can do with his intelligence and imagination and whether his powers of drive and emotional facilitation enable him to use such cognitive abilities as he possesses.


In this study 40 boys both Hindus and Muslims were taken. The age range for Hindu boys was from 12-15 years and Muslim boys 11-18. All the subjects were taken from homes of average socio-economic status. It was found that the difference between the two groups were not significant for the remaining variables of choice of location on try to make the mosaic and subjective gestalt qualities of the designs.

In this experiment 30 male and 25 female medical students of Kanpur were taken. We find that males were significantly warmer, more sensitive, suspicious, jealous and more anxious than females. Results are attributed to the greater responsibilities male professionals are called upon to bear in Indian society.

**Psychology, Personality, Measurement, Inventory**


In this study 303 male and female students were taken, and 45 neurotic students were also studied. The study gives information about item statistics. A brief study about reliability and validity of the inventory is to be published.

**Psychology, Personality, Memory Test**

220. PERSHAD (Dwarka) and DUBEY (B Lall). Some experience with the memory test in the aged cases. *Indian Journal of Psychology*, 49, 4; 1974; 305-12.

In this experiment 150 cases aged 40 years and above suffering from general weakness headaches, minor
pains etc) were taken. We find that performance of people in the seventh decade of their life were not much different from those in the fifth decade of life. Mean performance of females was found to be lower than males on personal and current informations and visual reproduction sub. tests.

**PSYCHOLOGY PERSONALITY SELF CONCEPT.**


In this study 596 Punjab University students from arts, engineering, medicine, law, science etc. were taken. The creation of 20 differences for the groups with respect to that trait. To obtain the general picture of self concepts of one group, words showing present frequency of 70+ were selected. Words with a frequency of 10- for all the group indicated their least preferences.

222. DEO(P) and GUPTA(GC). Comparative Study of self concept of arts, science and professional college students. *Psychological Studies.* 8, 1963; 52-60.
In this study 590 subjects were taken. It was found that arts students showed more of a tendency to mark more words as describing themselves than the students belong to other groups. The engineering group were reliable, inventive, optimistic, enthusiastic and cautious. The medical student were optimistic, capable and helpful. The science were honest, friendly, kind and fair minded.

223. **MUKEERJEE(MN).** Self perception and achievement motivation. *Journal of Psychological Research.*

†, 1965; 196-14.

In this study 51 male and 36 female students were taken. It was found that high achievement group to have a higher self-rating on the perseverance dimension and a lower ratings on the intellectual ability dimension as compared to the low achievement group. The study failed to demonstrate any significant sex differences on the self ratings.

**PSYCHOLOGY, PERSONALITY, SEX DIFFERENCES**

In this study 15 introverts and 15 extroverts were taken. The introverts tended to underestimate the time more than extroverts, although it was not significant. Significant role was not played by the personality types in determining the judgement of time. Both boys and girls underestimated the time but the difference were not significant.

PSYCHOLOGY, PERSONALITY, SUPPRESSION

225. BROOTA(KD) and KHANNA(NK). Perceptual defence or response suppression. An experimental investigation. Indian Journal of Psychology. 49, 2; 1974; 158-66.

In the experiment 10 boys and 10 girls were taken. In this nonsense syllables were associated with three levels of emotionally toned words. Sex and treatment did not have any effect on recognition thresholds of the males and female groups did not differ significantly. Also level of emotionality had no effect on the recognition thresholds.

PSYCHOLOGY, PERSONALITY, TRAITS

In this study 189 under-graduate students of Patna University were taken. The difference between extraversion and study habit was also significant. There were significant differences between number of desirable and undesirable traits given by Ss with negative and positive study habits.


In this study 50 boys were taken, and Maudsley Personality Inventory and world association test were used. It was found that there was negative correlation between E-I traits and inhibition and there was no significant correlation between inhibition and disinhibition.


To study the influence of mental set exercised by language symbols upon recall of visual patterns so as to discover whether the suggestion of an object name for
a visually perceived geometrical figures would effect
the subsequent reproduction of the figure.

**PSYCHOLOGY, PERSONALITY, FIGURE REVERSALS**

229. HAMAMURTII(PV) and PARANESHWARAN(EG). Study of figure
reversals in the old and in the young. *Journal of psychological researches*. 8, 1; 1964; 16-8.

Boring's mother in law, figure and the book
figure were used. Two groups of older and younger in-
dividuals were used. They differed in the first response
time, number of fluctuations and first perception of
mother-in-law, daughter in law figure. Older's reported
daughter rather than mother, took more time for the
first response and had less fluctuations. Suggest that
perceptual rigidity due to aging should be studied in
the light of neurophysiological changes in the brain.

**PSYCHOLOGY, PHYSIOLOGICAL**

230. SINHA(AK) and PRASAD(MS). Time estimation under most
and least preferred colour stimulus as the filling
To test the hypothesis that time estimation under most preferred and least preferred colour light and that under ordinary colours light will be different from each other.

**PSYCHOLOGY, PHYSIOLOGICAL
GUILFORD'S LAW**


Weber law, Fullerton Cattell square root rank, and Guilford nth power function were examined. The data were more in conformity with Weber's law. Guilford's nth power function most satisfactorily fitted with the data obtained in the experiment with half temporal interval judgement.

**PSYCHOLOGY, PHYSIOLOGICAL
PROCESS**

232. DAS(Sh) and BHATTACHARYYA(JR), Effect of simulated underwater condition on psycho-physiological performance. *Indian Journal of Applied Phys. 1, 2; 1964; 71-7.

No significant deterioration was found under stress but when analysed to study the effect of stress coupled with the influence of preactive test activity complex effect were observed.
233. DEB (M.Va). Physical work in group and in isolation. 


The differences were not significant irrespective of the order of experiment. However, the practice effect was significant in both.

234. KONER (IN) and TRIPATHI (EC). Experimental myopia.


Picture titled "Sunheel" and "Jameel" and a questionnaire (to know the projected characteristics of the boy in the picture) were used. University students grouped in 3 groups - Group I N=30, Group II N=30 and group III N=36 were studied.


The fourteen authoritarians and fourteen non-authoritarians Ss were asked to tell the preferred colours according to preferences. The result confirmed the hypothesis that authoritarian take lesser RT than non-authoritarians when the polarity of set is changed.
236. ROY(B) and SINHA(KK). Study of anxiety level and the effect of practice on mental work. *Journal of Psychological Researches*. 10, 1; 1966; 29-31.

Group averages on multiplication charts were not significantly different before practice. Practice showed no significant improvement but increased the disparity and hence gave significant differences. Concluded high and middle anxiety cases gain from practice.


To verify the previous researches in this area, we see that RTs of indirect stimulation were always greater than that of direct stimulation.


To study the sex differences in five types of RT, natural, sensorial, muscular, discriminative and choice, for red and white lights and left touch bell and buzzer.
PSYCHOLOGY, SOCIAL, ANCHORING EFFECT


In this experiment 67 Indian students were taken. It was found that high group identification lead to overall increase in felt certainty about the positive predictions and that predictive positivity and certainty are not independent but reciprocal outcome of group identification.

PSYCHOLOGY, SOCIAL, ATTITUDE


The concept of attitude does not refer to one's single act or response but based on a number of related acts or responses. The author presents different definitions of attitude by different persons and then finally propounds one definition including all the weakness of other definitions then discusses about attitudes and opinion as they are closely related.
241. NLIHAWAN(HK) and BHAR(R). Pattern of social behaviour as observed in nursery school children aged 3-5 years. *Indian Journal of Psychology*. 41, 3; 1966; 17-26.

In this experiment 50 nursery school children of Chandigarh aged 3-5 years were taken. It was found that girls boys were significantly more sympathetic than boys and were significantly more competitive than girls. Children exhibited significantly more cooperation in indoor activities than out door activities.

242. GRIFFIN(H W) and PARLE(U dai). Some generation about change. *Indian Management*. 2, 6; 1963; 24-7.

Change involves support from authority figures, group and self confidence and it takes place as an organic whole. Change involves learning and follows the problem solving method was subject to individual differences and levels off, learning to involve sometime.

In this study 28 emotionally disturbed mothers were taken. The child rearing attitude mothers had four factors such as maternal anxiety, democratic attitudes, hostility rejection and maternal control. Low educated mothers with many children tended to have both anxious and controlling attitude.

**PSYCHOLOGY, SOCIAL, COMMUNICATION**

244. VERMA (Om S) and SINGH (Shyam N). Multiple area communication: overlapping of interpersonal influence. *Indian Journal of Extension Education.* 10,3;4;1974;206.

In this experiment 123 respondent from progressive villages and 86 respondents from non-progressive village were taken. Here multiple area communication and influence communication in agriculture was also influential in family planning credits and election affairs.

**PSYCHOLOGY, SOCIAL, MOTHER DAUGHTER RELATION**

245. DIXIT (Ramesh C) and VISHNOI (FL). Mother daughter relationship as a factor in masculinity-femininity development. *Indian Journal Of Applied Psychology.* 12, 1; 1975; 17–8.
In this experiment 275 higher secondary school girls (ages 13-17 years) were taken. The feminine Ss were scoring more on loving than the punishing one and the mean difference was significant beyond -001 level. The loving behaviour of the mother was related to the feminine development in girls and the masculinity development in girls was related to the punishing behaviour of the mother.

**PSYCHOLOGY, SOCIAL, PERCEPTION**


In this study 50 artists and 25 or 35 commercial painting artists were taken. It was found that the musical artists differed significantly from on artists.

**PSYCHOLOGY, SOCIAL, RELATIONSHIP**

247. **BHA**T(Kum K) and **MEHTA(Menaxi S).** The perceived parental perception as a function of the mother-child relationship. *Indian Journal of Clinical Psychology.* 2, 2; 1975; 113-7.

In this study 100 school going children in which 50 having natural mother and 50 having step mother were
taken. The children of natural mother were able to perceive relations with their mothers more favourable and greater satisfaction than the step mother children.

**PSYCHOLOGY, SOCIAL, STUDENTS, ATTITUDE**


In this study 194 boys and 191 girls between 14 and 25 years of age were taken. In this male students showed significantly more favourable attitudes than did female students. College students attitudes were more favourable than higher secondary classes students.

**PSYCHOLOGY, VOCATIONAL, INTEREST AND PREFERENCES**


In this study 229 students (113 boys and 116 girls) of 9th class from Chandigarh, Panjab, Jullander and Amritsar were taken. In this test anxiety scale for
children was used. While the high n-ach-low anxiety group was unrealistic, n-ach independently also proved significant in discriminating the realistic from the unrealistic Ss. Anxiety alone did not prove to be significant.

250. PERTHUMKE(DM) and AKHTAR(88). Occupational values, preference and income aspiration of engineering and teacher-training student. Indian Journal Psychological Review. 5, 2; 1969; 131-5.

In this study 103 engineering and 137 teacher training students were selected. In this social service, fame and self expression were the most preferred job values for both the groups. There were significant difference on leadership and security. Engineering students aspired for a much higher salary than the teacher trainees. Parental income of the engineering students was higher than that of the other group.


The author describes the construction of an occupational differential which measures the psychological
meaning or semantic attributes of occupational concept such as engineer, turner and so on. Occupational differential was developed in Hindi based on the affective meaning attributed to occupations by X class students.
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