

**COURSE CURRICULUM  
FOR  
TWO YEARS MASTER OF ARTS  
IN  
PSYCHOLOGY  
{w.e.f 2017-2018}**



**DEPARTMENT OF PSYCHOLOGY  
RAJIV GANDHI UNIVERSITY  
RONO HILLS, DOIMUKH  
ARUNACHAL PRADESH-791112**

**2 year ( 4 semester) M.Sc/MA Psychology Course Structure**

### SEMESTER I

Paper Code	Title	Maximum marks			Credit distribution	Credits	Teaching Hours
		Internal Marks	External Marks	Total	L:T:P		
PSY-01	Theoretical Foundations of Psychology	20	80	100	3:1:0	4	64
PSY -02	Experimental Psychology	20	80	100	3:1:0	4	64
PSY -03	Social Psychology	20	80	100	3:1:0	4	64
PSY -04	Research Methodology in Psychology	20	80	100	3:1:0	4	64
PSY -05	Practical	20	80	100	0:1:4	4	64
<b>Total of semester I</b>		<b>100</b>	<b>400</b>	<b>500</b>		<b>20</b>	

### SEMESTER – II

Paper Code	Title	Maximum marks			Credit distribution	Credits	Teaching Hours
		Internal Marks	External Marks	Total	L:T:P		

PSY -06	Cognitive Psychology	20	80	100	3:1:0	4	64
PSY -07	Bio-Psychology	20	80	100	3:1:0	4	64
PSY -08	Psychology of Personality	20	80	100	3:1:0	4	64
PSY -09	Statistics in Psychology	20	80	100	3:1:0	4	64
PSY -10	Practical	20	80	100	0:1:4	4	64
<b>Total of semester II</b>		<b>100</b>	<b>400</b>	<b>500</b>		<b>20</b>	

### SEMESTER – III

Paper Code	Title	Maximum marks			Credit distribution	Credits	Teaching Hours
		Internal Mark	External Marks	Total	L:T:P		
PSY -11	Psychopathology	20	80	100	3:1:0	4	64
PSY -12	Psychometrics	20	80	100	3:1:0	4	64
PSY -13	Health Psychology (Open Elective under CBCS)	20	80	100	3:1:0	4	64
PSY -14	Organizational Psychology	20	80	100	3:1:0	4	64

PSY-15	Practical	20	80	100	0:1:4	4	64
<b>Total of semester III</b>		<b>100</b>	<b>400</b>	<b>500</b>		<b>20</b>	

#### SEMESTER – IV

Paper Code	Title	Maximum marks			Credit distribution	Credits	Teaching Hours
		Internal Mark	External Marks	Total	L:T:P		
PSY -16	Clinical Psychology	20	80	100	3:1:0	4	64
PSY -17	Developmental Psychology	20	80	100	3:1:0	4	64
PSY -18	Educational Psychology	20	80	100	3:1:0	4	64
PSY -19	Dissertation/ Practical	20	80	100	3:1:0	4	64
PSY -20	<b>Specialization (Optional any one)</b>			100			
	(a) Counseling and Guidance (b) Rehabilitation Psychology (c) Industrial Psychology	20	80		0:1:4	4	64
<b>Total of semester IV</b>		<b>100</b>	<b>400</b>	<b>500</b>		<b>20</b>	

**SEMESTER -I**  
**PAPER PSY-01**  
**THEORETICAL FOUNDATION OF PSYCHOLOGY**

**General Objectives:**

1. To create awareness about the Historical Perspectives of Psychology
2. To make the students aware of the conceptual framework of psychology as a Science
3. To create understanding among the students about the application of psychology in human life.

**Unit -I: Emergence of Psychology as a science**

- Nature and scope of Psychology
- Historical Background of Psychology
- Schools of Psychology: Basic Tenets
- Structuralism and Functionalism

**Unit-II : Psycho-analysis and Behaviourism**

- Psychoanalysis; Freud and Neo-Freudians (Karen Horney, Erich Fromm, H.S. Sullivan).  
Alders Individual Psychology; Jung's Analytical Psychology
- Behaviourism- Watson

**Unit-III: Other Approaches of Psychology**

- Other Approaches : Gestalt – Wertheimer, Kofka, and Kohler
- Humanistic– Maslow and Roggers, Lewin's field theory, McDougal's Instinct Psychology

**Unit -IV: Theories of Learning Psychology**

- Thorndike's Trial and Error
- Guthrie Contiguity Theory
- Tolman's Sign-Gestalt -Learning, Hull Hypothetico-deductive Learning Model
- Emotions: Nature, Psychological Correlations
- Theories of Emotion: James –Lange, Canon-Bard, Sachachaters -Two Factor Theory

**Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable separately in internal assessment and external assessment. 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests..

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

### References:

1. **Baron, R.A (2007)**, Psychology (fifth edition), New Delhi: Pearson Prentice Hall of India.
2. **Chaplin P & Kraweic, T.S (1974)**, System and Theories in Psychology, New York: Holt, Rinehart and Winston.
3. **Davis R.S. (1996)** Psychology of Learning and Motivation, Academic Press
4. **Ekman, Paul and Davidson, R.J. (Eds-1994)**. The nature of emotions, fundamental questions, Delhi: Oxford University Press series in affective science.
5. **Leahey, Thomas Hardy (2009)** A History of psychology: Main currents in Psychological thought, London, prentice Hall International inc.
6. **Marx, M.H. & Hillix, W.A (1987)** Systems and Theories in Psychology, New York, McGraw Hill.
7. **McNamee, S.** From social Construction to Relational Construction; Practices from the Edge.
8. **Misra, Girishwar and Prakash, Anand (2012)**, Kenneth J Gergen and Social Constructivism, New Delhi, Psychological Studies, Vol. 57, No.2, April-June.
9. **Weiner B (1985)** Human Motivation, New York, Springer Verlag.
10. **Yang, L and Gergen K (2012)**, Social Construction and its Development: Liping Yang, Interviews Kenneth Gergen, New Delhi, Psychological Studies, Vol. 57, No.2, April-June.

**SEMESTER-I**  
**Experimental Psychology**  
**PAPER- PSY-02**

**General Objectives:**

1. To create understanding about the fundamentals of experimental Psychology
2. To create awareness about the process of experimentation
3. To create awareness about the concepts of Perception, Psychophysics and learning.

**Unit -I: Nature of Experimental Psychology**

- Meaning, Definition, and History of Experimental Psychology
- Methods: Observation, Experimental Method
- Sensory Processes: Visual and Auditory

**Unit- II Perception**

- Nature; Perception of Form; Perceptual organization;
- Perception of Depth, Movement, and Time. Geometrical Illusions and Figural After Effects
- Subliminal Perceptions

**Unit-III: Psychophysics**

- Concept and problems of Classical Psychophysics;
- Methods of Classical Psychophysics: Method of Limits, Method of Average Error, and Method of Constant Stimuli
- Theory of Signal Detection (TSD): Procedures and Applications

**Unit –IV: Learning**

- Verbal Learning: Methods, Materials and Organization Processes
- Classical Conditioning; Nature, Types and Processes
- Instrumental and Operant Conditioning: Nature, Types, and Processes
- Reinforcement: Nature, Schedules of Reinforcement

**Scheme of Evaluation**

Internal Assessment:        20 marks



External Assessment: 80 marks  
Duration: 3 hours  
Pass marks: 45 %

Pass marks are applicable separately in internal assessment and external assessment. 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests..

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

**References:**

1. Carroll. D.W. (2007). Psychology of Language(5<sup>th</sup> Ed). Brooks Cole.
2. Galotti.K.M.(2008). Cognitive Psychology in and out of the Laboratory (8<sup>th</sup> Ed).Cengage learning.
3. Goldstein. E. (2009). Sensation and Perception (8<sup>th</sup> Ed). Cengage learning.
4. Gordon Wood (1981). Cognitive Psychology - A Skills Approach. California: Cole Publishing Company.
5. Jay. T. (2003). The Psychology of Language. Prentice Hall.
6. John. B. Best (1989). Cognitive Psychology, II Edition. New York: West Publishing Company.
7. Kathy Pazdek (2006). Applied Psychology. New Jersey: Lawrence Erlbaum associates publishers.
8. Martin. M.W. (2012). Cognitive Psychology (8<sup>th</sup> Ed). Wiley John and Sons.
9. Michael G. Wessells (1982). Cognitive Psychology. New York: Harper and Row Publishers.
10. Robert J. Stenberg (2012). Cognitive Psychology (6<sup>th</sup> Ed). Words worth Cenga.
11. Robert L. Solso (2004). Cognitive Psychology, Sixth Edition. New Delhi: Pearson Education Pvt. Ltd.
12. Solso.R.L., Maclin.H.O.,& Maclin.M.K. (2008). Cognitive Psychology (8<sup>th</sup> Ed). Pearson.

## **MA FIRST SEMESTER**

### **PAPER PSY-03**

## **SOCIAL PSYCHOLOGY**

### **General Objectives:**

1. To acquaint the students with the conceptual framework of Social Psychology.
2. To enable the students for understanding major approaches to social behaviour with causes and remedies.
3. To make the students well aware of the social cognition and social perception
4. To make the students well aware of the social influences

### **Unit-I: Conceptual Framework of Social Psychology**

- Meaning, Definition, Nature and Scope of Social Psychology
- Current Trends in Social Psychology; Survey Method, Case Study Method
- Methods in Social Psychology; Survey Method, Sociometry Method, Cross-Cultural Method.

### **Unit-II: Group Dynamics**

- Structure, Functions, Types of Groups Norms, Formation, Role Conflicts.
- Social Conformity and Social Facilitation, Leadership style, Nature, Determinants
- Socialisation: Nature, Process and Agencies

### **Unit-III: (a) Social Cognition and Social Perception:**

- Self-Perception and Impression Management
- Attribution: Internal and External Factors. Theories of Casual Attribution (Kelly), Correspondence Inference Theory
- Social Categorization and the Perception of Social Groups
- Disadvantage group: Psychological Consequences, remedial and Intervention Programme.

### **Unit-IV: Social Influence**

- Attitude: Nature, Formation and Changes, Assessment of Attitude
- Aggression: Causes and consequences
- Interpersonal attraction: Proximity, Similarity and Sternberg's Love theory.

## **Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment .The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section . A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30).

## **Recommended Reading:**

1. Alcock, .J.E., et al. (1998). A textbook of social psychology. Scarborough, Canada: Prentice Hall.
2. Baron, R.A. & Byrne, D. (2000). Social psychology. New Delhi: Prentice Hall.
3. Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.
4. Mohanty, A. K., Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept.
5. Oskamp, S. (1984). Applied social psychology. Englewood Cliffs, N.J. Prentice Hall.
6. Semin, G., & Fiedler, K. (1996). Applied social psychology. London: Sage.

## **PAPER –PSY -04**

### **RESEARCH METHODOLOGY IN PSYCHOLOGY**

**OBJECTIVES:** After completion of this paper, the learner will be able to :

1. Know the concept, nature , types and steps of research in psychology
2. Analyze the reviews of literature related to problems and understand about variables and hypotheses.
3. Know about sample, sampling techniques and data collection tools
4. Frame research design and prepare the research proposal and make the research report writing.

#### **Unit I : Introduction to Research in Psychology**

- Concept , Sources and Steps of Scientific Method/inquiry
- Meaning nature and scope of research in Psychology
- Steps involved in the research process
- Types of research in Psychology
- Qualitative and quantitative research in Psychology

#### **Unit II: Research Process in Psychology**

- Identification and selection of research problem
- Review of related literature
- Variables: Independent, dependent, control and extraneous variables
- Hypothesis: concept, characteristics, sources and types as well as testing hypothesis.

#### **Unit III: Sampling and Research Tools**

- Concept of sampling and types of sampling techniques
- Tools: Observation, interview and questionnaire
- Methods: Clinical study, survey, experimental correlation, expost facto

#### **Unit IV: Research Design and Report Writing**

- Experimental Design: between group, within group and factorial
- Quasi Experimental design :designs with control, designs without control,
- Cross sectional and longitudinal studies

- Writing research proposal and research report writing

### **Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment . out of 30 marks of internal assessment,( 20 marks will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests).

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

### **Reference:**

- **Shaughnessy, J.J and Zechmeister E.B. (1997)**, Research Methods in Psychology (4<sup>th</sup> Ed.)
- **Kerlinger, F.N. (1994)**, Foundations of behavioral research (3<sup>rd</sup> Ed.)
- **Zechmeister J.S., Zechmeister E.B & Shaughnessy J.J. (2001)**. Essentials of Research Methods in Psychology
- **Robinson, P.W (1976)**, Fundamentals of Experimental Psychology, Prentice Hall
- **Edwards, A.L. (1985)** Experimental Designs in Psychological Research, Harper and Row
- **Broota K.D. (1989)**, Experimental Design in Behavioural Research. wiley Eastern
- **Singh, A.K. (2006) 5<sup>th</sup> Ed.** Tests, Measurements and Research Methods in Behavioural Sciences, Patna, Bharati Bhawan
- **Nunnally J.C. & Bernstein I.H. (1994)** Psychometric Theory (3<sup>rd</sup> Ed. NY: McGraw Hill.
- **Goode, W.J. & Hatt, P.K. (1952)** Methods in Social Research
- **Howit, D and Crammer, D (2005)** Introduction to Research Methods in Psychology, Pearson Education

**SEMESTER-I**  
**MA PSYCHOLOGY**  
**PAPER PSY-05 (PRACTICAL)**

**General Objectives:** After the completion of this paper, the learner will be able to:

- (1) Acquaint with different areas of experimentation in psychology
- (2) Develop various skills of conducting experiments in psychology
- (3) Apply the experimental design systematically
- (4) Report the results empirically

Note: Attempt 8 (eight) experiments out of the following:

1. Learning by Insight (Bott Head Maze)
2. Interference: (Retro active/ Proactive)
3. Paired Associate Learning
4. Transfer of Training in Maze Learning (Finger Maze with two subjects)
5. Effect of Feedback on Illusion
6. Time Perception
7. Perceptual Defence
8. Strop Effect in Visul Perception
9. Assessment of Attitude
10. Signal Detection-ROC
11. Sociometric Studies
12. Short Term Memory
13. Immediate Memory Span
14. Preparation of Research Tools (Attitude Scale, Achievement Test and Questionnaire- any one out of Three )
15. Zeigarnik Effect
16. Effect of Anxiety on Performance
17. Level of Aspirations- Steadiness Teller or Tower Building Blocks

**General Instructions**

1. Each batch of practical will consist of maximum eight students
2. A separate batch will be formed if this number exceeds even by one

3. Workload for each batch will be equivalent to eight lecture periods
4. Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HoD. Without this certificate, the students will not be allowed to appear for the internal examinations and end semester examinations as per rules of credit system.

### **Scheme of Evaluation**

The candidate has to attempt two questions taking two questions from the four units carrying 25 marks each.

The details of marks distribution is given below:

(a) Conducting Experiments on any two 25x 2=	50 marks
(b) Viva-voce with expert board (internal and External)	30 marks
(c) Internal Assessment & Preparation of Practical Record Book (including class room experiments/assignments):	<u>20 marks</u>
	100 marks

### **Duration :**

(i) Completion of Experiment and Interpretation	: 2 hours
(ii) Viva voce	<u>                    </u> : 1 hours
	3 hours

The practical notebook/answer scripts/sheets will be evaluated by the board of internal and external examiners appointed by the Controller of Examinations. The proper record book should be prepared and maintained by the students and submit on the day of examination.

**SECOND SEMESTER**  
**COGNITIVE PSYCHOLOGY**  
**PAPER: PSY-06**

**General Objectives:**

1. To make the students well aware of the fundamentals of Cognitive Psychology
2. To create understanding about attention, memory and Forgetting
3. To create understanding among the students about some higher cognitive Processes

**Unit-I: Fundamentals of Cognitive Psychology**

- Concept, Definitions, Nature and Scope of Cognitive Psychology
- Current Areas of Research in Cognitive Psychology.
- Approaches to Cognitive Psychology: The Information Processing Approach, the Connectionist Approach, the Evolutionary Approach and the Ecological Approach
- Cognition in Cross-Cultural Perspective

**Unit-II: Attention**

- Nature and role of Attention
- Selective Attention, Divided Attention
- Theories of Attention
- Factors Affective Attention

**Unit –III: Memory**

- Concept of Memory
- Memory as an Information Processing Perceptive:
- Three Memory Processes- Encoding, Storage, Retrieval
- Three System Model of Memory
- Relationship between Memory and Intelligence
- Forgetting

**Unit-IV: Higher Cognitive Processes**

- Reasoning: Definition, Types and Influencing Factors
- Thinking and Problem Solving
- Language and Cognition
- Problem Space Hypothesis
- Making Decisions



## **Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable separately in internal assessment and external assessment. 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

## **Reference:**

1. **Carroll. D.W. (2007).** Psychology of Language(5<sup>th</sup> Ed). Brooks Cole.
2. **Galotti.K.M.(2008).** Cognitive Psychology in and out of the Laboratory (8<sup>th</sup> Ed).Cengage learning.
3. **Goldstein. E. (2009).** Sensation and Perception (8<sup>th</sup> Ed). Cengage learning.
4. **Gordon Wood (1981).** Cognitive Psychology - A Skills Approach. California: Cole Publishing Company.
5. **Jay. T. (2003).** The Psychology of Language. Prentice Hall.
6. **John. B. Best (1989).** Cognitive Psychology, II Edition. New York: West Publishing Company.
7. **Kathy Pazdek (2006).** Applied Psychology. New Jersey: Lawrence Erlbaum associates publishers.
8. **Martin. M.W. (2012).** Cognitive Psychology (8<sup>th</sup> Ed). Wiley John and Sons.
9. **Michael G. Wessells (1982).** Cognitive Psychology. New York: Harper and Row Publishers.
10. **Robert J. Stenberg (2012).** Cognitive Psychology (6<sup>th</sup> Ed). Words worth Cenga.
11. **Robert L. Solso (2004).** Cognitive Psychology, Sixth Edition. New Delhi: Pearson Education Pvt. Ltd.

12. **Solso.R.L., Maclin.H.O.,& Maclin.M.K. (2008).** Cognitive Psychology (8<sup>th</sup> Ed). Pearson.

**SECOND SEMESTER  
BIOPSYCHOLOGY  
Paper-PSY-07**

**Objectives:** After the completion of the course the learner will be able to:

1. Familiarize about the concepts of Biopsychology
2. Understand functioning of brain and neurons
3. Know about behavior genetics
4. Students would get an orientation towards the dynamics of brain behavior complexity.
5. Each unit would deliberate on psycho physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.

**Unit 1 – Introduction to Biopsychology**

- Bio psychology- Nature and Scope. Methods of studying the brain – Ablation, Recording and Stimulation methods, Neurochemical methods

**Unit 2: Brain behaviour dynamics**

- Nervous systems. – Structure and functions. Divisions - Central and Peripheral NS.
- Brain and cognitive functions – intelligence, memory, learning,
- Endocrine system – functions and effects of endocrine glands.

**Unit 3 – Neuro psychology**

- Neurons - Structure, types and functions of neuron. Neuronal conduction – communication between neurons, synaptic conduction
- Neurotransmitters – categories and functions.
- Neurological disorders -Parkinson’s disease, Alzheimer’s disease.

**Unit 4 - Behaviour genetics**

- Nature , scope and Methods of study .
- Chromosomal functions,
- Hereditary determinants of behaviour.
- Basic concepts of Eugenics and genetic engineering.

**Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable separately in internal assessment and external assessment. 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks ( $5 \times 4 = 20$ ). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks ( $3 \times 10 = 30$ ). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks ( $2 \times 15 = 30$ )

#### **References:**

1. Neil . R. Carlson (2005) Foundations of Physiological Psychology. 6th ed . Pearson.
2. David.M.Buss (2005) The Handbook of Evolutionary psychology, John Wiley and Sons.
3. Handbook of Biological Psychology – Sage publications.  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/> - principles of
4. Psychopharmacology
5. <http://nursece4less.com/tests/materials/n075materials.pdf> - classification , effects

**SECOND SEMESTER  
MA PSYCHOLOGY  
PSYCHOLOGY OF PERSONALITY  
PAPER PSY-08**

**General Objectives:** After the completion of this paper, learner will be able to:

1. Know the conceptual framework of personality
2. Understand the approaches of personality
3. Learn the determinants of personality
4. Study the individual's personality in socio-cultural context.

**Unit –I: Concept of Personality**

- Definitions and nature of personality
- Methods of personality assessment (Projective and non-projective techniques)
- Structural models of personality
- Five factor model of personality traits

**Unit –II: Approaches of Personality**

- Trait and type approaches: Allport, Cattell and Eysenck
- Psychoanalytic and psychosocial approaches: Freud and Erickson
- Behavioural and social learning approaches: Skinner, Bandura and Vygotsky
- Humanistic and Phenomenological approaches: Maslow, Rogers and Kelly

**Unit-III: Personality Determinants and Work Context**

- Determinants: Biological-psychological and genetic environmental-socialisation, society, culture and education
- Personality and personnel selection, person, correlates of job performance
- Personality criminal psychology: Crime and personality, personality modification in criminal justice system

**Unit IV: Personality and Socio-cultural Context**

- Personality and social support process, social pain, hurt feelings
- Personality in cross cultural perspectives, culture and personality, politics and personality
- Personality development of students

\*Personality Development of Students in Relation to Their Intelligence, Creativity and other components.

## **Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable separately in internal assessment and external assessment. 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests..

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

## **References :**

1. **Friedman, H.S. & Schustack, M.W (2003)**, Personality; Classic Theory and Modern Research (2<sup>nd</sup> Ed.) Singapore: Pearson Education
2. **Hall, G.C, Lindzey, G. & Campbell, J.C. (1998)** Theories of Personality (4<sup>th</sup> Ed.), New York: Wiley, (2<sup>nd</sup> Ed.), New York: MCGraw Hill.
3. **Mischel, W (1976)** Introduction to Personality, New York: Holt Reinhart and Winston.
4. **Pervin, A (1984)**, Personality: Theory and Research, New York; John Wiley and Sons

**SECOND SEMESTER  
STATISTICS IN PSYCHOLOGY  
PAPER C-09**

**Objectives:** After completion of this paper, the learner will be able to:

1. Know descriptive statistics in connection with measures of central tendency, measures of variability, graphical representations, percentiles and NPC.
2. Understand correlation and types of correlation, methods for calculating coefficient correlates, regression and types of regression.
3. Apply pace metric tests for testing hypothesis
4. Apply or use non-pace metric tests like  $\chi^2$  test, u-test, H test, KS test etc using SPSS or excel.

**Unit- I: Descriptive Statistics**

- Measures of Central Tendency: Mean, Median and Mode
- Measures of Variability: Range, QD, MD and SD
- Graphical Representations: Histogram, Frequency Polygon , Cumulative Percentage Curve (ogive)
- NPC: Concept , Properties and Applications, Hypothesis Testing: one-tailed and two tailed tests, type I and Type II errors, Levels of significance and Degrees of freedom

**Unit- II: Correlation and Regression**

- Concept and types of correlation
- Method of estimating coefficient of correlations (Spearman rank method, Pearson product moment method)
- Bi-serial , Point bi-serial, Partial and Multiple correlation
- Regression: Linear and Multiple

**Unit-III: Parametric tests**

- Standard error of measurement : Mean, Median , Standard Deviation, Proportion and Correlations
- t-test for uncorrelated and correlated samples
- ANOVA (F-test): Assumptions and Applications: one way and two way ANOVA
- ANCOVA: Assumptions and Applications

**Unit –IV: Non Parametric tests**

- Assumptions for non-parametric tests, difference between parametric and non-parametric tests
- $\chi^2$  test for independence, equality, normality and contingency
- Mean –whitney U –Test, Kruskal I Wallis ((H-test), Sign Test, Median Test, Run test, KS Test
- Statistical Software: SPSS and Excel

## **Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable separately in internal assessment and external assessment. 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

### **References:**

1. **Garrett, H.E & Woddsworth, RS (1981)**. Statistics in Psychology and Education, Vakils, Peffer and Simons Ltd . Bombay
2. **Howell, DC (1992)**. Statistical methods for Psychology. California: Duxbury Press
3. **Siegal , S (2002)**. Non-parametric statics for the Behaviaoural Sciences. New Delhi: Tata McGraw hill.
4. **Guilford JP &Fruchter B (1978)**: Fundamental Statistics in Psychology and Education, New York. MC.Graw Hill

**M.A 3<sup>rd</sup> Semester**

**Paper code: Psy – 11**

**Paper Title: PSYCHOPATHOLOGY**

**Course Objectives:**

1. To enable the students to understand the concept of abnormal behavior, classification systems and methods of assessment.
2. To acquaint the students with different paradigms of abnormal behavior, symptoms, etiology and treatment of different types of abnormal behavior.
3. To understand various pathological disorders.

**Unit 1: Introduction to Abnormal Psychology**

Definition and nature, Paradigm in Psychopathology – Historical, Biological, Socio-cultural, Psychodynamic and Behavioral approaches, Introduction to classification system: DSM (The Diagnostic and Statistical Manual of Mental Disorders) and ICD (International Classification of Diseases).

**Unit 2: Anxiety Disorders**

Basic concepts, Characteristics and Types – General Anxiety Disorder, Phobia, Obsessive-Compulsive Disorder, Post-Traumatic Stress Disorder.  
Somatoform Disorders: Somatization.

**Unit 3: Personality Disorders**

Paranoid, Schizoid, Anti-social;  
Intellectual Impairment, Autism, Learning Disorders, Attention-deficit /Hyperactivity Disorder.

**Unit 4: Introduction to Psychotic Disorders**

Schizophrenia and Delusional Disorders;  
Mood Disorders - Depression, Mania, Bipolar.

**Scheme of Evaluation**

Internal Assessment: 20 marks



External Assessment: 80 marks  
Duration: 3 hours  
Pass marks: 45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30).

### **Recommended Books:**

1. Barlow, D.H. & Durand, V.M. (2005). Abnormal psychology: An integrative approach. New Delhi: Thomson, Wadsworth.
2. Carson, R.C., Butcher, J.N. & Mineka, S. (2001). Abnormal psychology and modern life. New York: Harper Collins Publication.
3. Davison, G.C., Neale J.M. & Kring, A.M. (2004). Abnormal psychology: An experimental clinical approach. New York: John Wiley and Sons, Inc.
4. Sarason, I.G. & Sarason, B.R. (2002). Abnormal psychology: The problem of maladaptive behavior. New Delhi: Pearson Education Inc.
5. Buss, A.H. (1999). Psychopathology. New York: John Wiley.
6. Kaplan, H.I., Saddock, B.J. & Gribb, J.A. (1994). Synopsis of psychiatry. New Delhi.
7. B.I Waruly. Lamm. A.(1997). Introduction to psychopathology. New York : Sage.
8. Sue, R., Sue., D., & Sue, S (1990). Understanding abnormal behavior. Boston: Houghton Mifflin.

**Paper code: Psy - 12**

**Paper Title: PSYCHOMETRY**

**Course Objectives:**

1. To create critical understanding of concept of measurement, issues and techniques in psychological inquiry.
2. To enable students to develop skills and competencies in test construction and standardization
3. To learn the application and contextual interpretation of data from psychological measurement.
4. To enable the students to create tests that is reliable and valid, develop norms, and to use appropriate tests in various situations.

**Unit 1: Foundation of Psychometry**

Basic concept, Levels of measurement, Purpose and Function of measurement, Errors in measurement, Ethical issues in measurement.

**Unit 2: Psychological test**

Definition and nature, Characteristics of a good psychological test, Basic Principles of Psychological test.

**Unit 3: Test construction and Standardization**

Items writing, Item analysis; Norms, Reliability and Validity of a test; Interpretation of test scores.

**Unit 4: Types of test**

Individual and Group test, Verbal, Nonverbal and Performance test, Speed and Power test, Intelligence, Ability and Personality testing – The Wechsler scale, Multidimensional Aptitude battery, Self-report and Projective tests of personality.

## **Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30).

## **Recommended Books:**

1. Anastasi, A. & Urbana, S. (2000). Psychological testing (7th ed.). New Delhi: Pearson Education Asia.
2. Gegory, J. R. (2004). Psychological testing: History, principles and applications, Allyn & Bacon.
3. Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage.
4. Guilford, J.P. (1954). Psychometric methods. New York: Mc Graw Hill.
5. Kaplan, R. M. & Saccuzo, D. P. (2005). Psychological testing: Principles, applications and issues. Thompson, Wadsworth.
6. Kline, T.J.B. (2005). Psychological testing. New Delhi: Vistaar.
7. Murphy, R.K. & Danishofer, C.D. (1994). Psychological testing: Principles and applications. New Jersey: Prentice Hall.
8. Nunnally, J.C. (1967). Psychometric theory. New York: Mc Graw – Hill.
9. Puhon, B.N. (1980). Issues in psychological testing. Agra: National Psychological Corporation.

**Paper Code: Psy – 13**  
**Paper Title: HEALTH PSYCHOLOGY**

**Course Objectives:**

1. To acquaint the students with nature and significance of emerging areas of health psychology.
2. To acquaint the students with the importance of psychological processes and its interaction with the medical treatment in the practice of health and illness.
3. To highlight the role of social, psychological and behavioral risk factors in health promotion and disease prevention.
4. To introduce the students to types of stressors, their consequences, management and other health promotion strategies.

**Unit 1: Health Psychology**

Concept, nature and scope of Health Psychology, Social Environment and Health, Western and Indian perspectives on health and well- being.

**Unit 2: Stress**

Nature, Types and Causes of stress, Symptoms of stress, Coping strategies and techniques.

**Unit 3: Health risk behavior**

Reproductive health, Early pregnancy and Implication, Alcohol and substance abuse, HIV/AIDS

**Unit 4: Health Promotion**

Quality of life, Health Promotion Strategies – Relaxation technique, Meditation, Yoga and Biofeedback.

**Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30).

### **Recommended Books:**

1. Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Thomson, Wadsworth.
2. Dimatteo, M.R. & Martin, L.R. (2002). Health Psychology. New Delhi: Allyn & Bacon.
3. Ogden, J. (2000). Health Psychology: A Textbook. Philadelphia: Open University Press.
4. Taylor, S.E. (2006). Health Psychology. New Delhi: Tata McGraw-Hill.
5. Aldwin, C.M., Park, C.L. and Spiro, A. (2007). Handbook of Health Psychology and Aging. NY: Guilford Press.
6. Friedman, H.S. (2011) Oxford Handbook of Health Psychology. Oxford: OUP.
7. Snooks, M. (2009). Health Psychology: Biological, Psychological and Socio-cultural Perspective. London: Jones and Bartlett.
8. Strauss, R.O. (2012). Health Psychology – A Bio-psychosocial Approach (3rd ed). UK: Worth Publications.
9. Sutton, S., Baum, A., & Johnston, M. (2004). The Sage Handbook of Health Psychology. Los Angeles, LA: Sage Publications.
10. Weinman, J., Johnston, M., & Molloy, G. (2007). Health Psychology (Vol. IV). London: Sage Publications.

**Paper Code: Psy – 14**

**Paper Title: ORGANIZATIONAL PSYCHOLOGY**

**Course Objectives:**

1. To understand the concepts, nature and principles of Organizational Behaviour.
2. To acquaint students with the basic psychological processes in organizations and to develop sensitivity among students to handle human issues in organizations.
3. To acquaint the students about contemporary issues and approaches for understanding the organizational change.
4. To develop an understanding of Motivation, Leadership Organizational Culture.

**Unit 1: Organizational Psychology**

Definition, nature and scope, Historical background, Challenges and Opportunities; Role and Function of Organizational Psychologists

**Unit 2: Motivation**

Basic concept, Process and Content Theories of Motivation – Maslow’s Theory , Hergberg’s Theory, Vroom’s Theory, Goal Setting Theory;  
Job Satisfaction and Organizational Commitment, Work Motivation in India context.

**Unit 3: Leadership**

Style of Leadership - Autocratic, Authoritarian, Democratic, Charismatic, Transformational leadership.  
Leadership in India: Task –Nurturant and Consultative Style.

**Unit 4: Organizational Culture and Organizational Development**

Meaning and Definition, Creating and Sustaining Culture, Culture in Indian Context, Person – Organization Fit, Total Quality Management.

**Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30).

### **Recommended Reading:**

1. Hellriegel, D., & Slown, J.W. (2004). Organizational behavior. South Western: Thompson.
2. Luthans, F. (1998). Organizational behavior (8th ed.). New York: McGraw Hill.
3. Riggio, R. E. (2003). Introduction to industrial/organizational psychology (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
4. Wexley, K.N. & Yukl, G.A. (1977). Organizational behavior and personnel psychology. Homewood, Illinois: Irwin
5. Nelson, D.L. & Quick, J.C. (2008). Organizational behaviour. New Delhi: South Western Cengage Learning.
6. Robbins, S.P. & Sanghi, S. (2006). Organizational behavior. New Delhi: Pearson Education.
7. Mc Shane, S.L., Glinow, M.A.V. & Sharma, R.R. (2006). Organizational Behaviour. Tata – McGraw Hill Publishing Company Ltd. New Delhi.
8. Schein, E.M. (1990) 'Organizational Psychology 3rd edition; Prentice Hall of India Pvt. Ltd. New Delhi .
9. Berry, L.M. Psychology at Work. (2nd ed.) 1998, McGraw Hill, Boston.
10. Lawley F.J. The Psychology of Work Behavior. 1989, Brooks/Cole Publishing Company, California.
11. Marvin, B., Dunnette, T. and Leatter, M.H., Handbook of I/O Psychology (4 vols.). 1999, Jayco Publishing House, Calcutta.
12. Moorhead, G., and Griffin, R.W. Organizational Behavior. 1989, Houghton Mifflin Company, Boston.
13. Davis, k. Human Behavior at work. 1994. Tata McGraw Hill Publishing Co. New Delhi.
14. Tiffin, J., and McCormick, E.J. Industrial Psychology, 1965, Prentice Hall India Pvt. Ltd. New Delhi.
15. Lewis, J.A., and Lewis, M.D. Counselling Programmes for Employees in the Workplace. 1986 Brooks/Cole Publishing Company, California.

**Paper Code: Psy – 15**  
**Paper Title: Practical (3<sup>rd</sup> semester)**

**Course objectives:**

1. Acquaint the administration of tests and its measurement procedure.
2. Know the evaluation procedure and evaluation of psychological tests.
3. Learn certain skills of Psychological Counseling on the basis of Psychological test results

\*Note: Only Standardized Tests should be used.

**Attempt any 8 (eight) practicals out of the following:**

1. Case study (Hospital, Organizational )
2. Testing of reliability
3. Testing validity
4. Construction of test
5. TAT
6. Rorschach
7. MMPI-2
8. Beck Depression Inventory
9. Assessment of Attitude
10. Job satisfaction scale
11. TP leadership style
12. Work motivation scale
13. Quality of life
14. Organizational commitment scale

**General Instructions**

1. Workload for each batch will be equivalent to eight lecture periods
2. Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HOD. Without this certificate, the students will not be allowed to appear for the internal examination and end semester examination as per rules of credit system.

**Scheme of Evaluation**

The candidate has to conduct any one test along with writing the report on the same.

The details of marks distribution is given below:

- (a) Test administration any one = 50 marks



(b) Viva voce with Expert board (Internal and External)	= 30 marks
(c) Internal Assessment and Preparation of Practical Note book	= <u>20 marks</u> 100 marks

**Duration:**

(i) Completion of test and interpretation	2 hours
(ii) Viva voce	<u>1 hour</u> 3 hours

The practical notebook/answer scripts/sheets will be evaluated by the board of Internal and External Examiners appointed by the Controller of Examinations. The Proper record book should be prepared and maintained by the students and submit on the day of examination.

**Reference:**

- 1 Cronbach, L.J. Essentials of Psychological Testing, 1972, New Delhi, Prentice Hall Inc.
- 2 Anastasi, A. & Urbana, S. (2000). Psychological testing (7th ed.). New Delhi: Pearson Education Asia.
- 3 Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
- 4 Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage.
- 5 Guilford, J.P. (1954). Psychometric methods. New York: Mc Graw – Hill
- 6 Kaplan, R. M. & Saccuzo, D. P. (2005). Psychological testing: Principles, applications and issues. Thompson, Wadsworth.

## MA 4<sup>th</sup> Semester Psychology

**Paper Code: Psy-16**

**Paper Title: CLINICAL PSYCHOLOGY**

### Course Objectives:

1. To acquaint students with various manifestations of Psychopathology.
2. To impart knowledge and skills required for diagnosis of Psychopathological conditions.
3. To introduce students to the different perspectives and models of Psychotherapy and to highlight its contribution to a wide range of mental and behavioural disorders.

### Unit 1: Introduction to Clinical Psychology

Nature and scope of Clinical Psychology, Goals and Limitations, Role of Clinical Psychologists, Distinguishing Clinical psychology from related professions, Methods of clinical psychology (case study, interview and observation).

### Unit 2: Psychological Assessment

Psychological testing approaches, behavioral assessment, history taking, Mental status examination; Ethical practice in assessment.

Use of test, rating scales and batteries (Anxiety and Depression scales, MMPI, Rorschach Inkblot, WISC and Bhatia's Battery).

### Unit 3: Psychoanalytical and Behavioural Techniques

Psychoanalytical Techniques - Free Association, Hypnosis, Dream Analysis;

Behavioral Therapies- Systematic de-sensitization, Aversion therapy, Modeling, Assertive training.

### Unit 4: Cognitive therapies

Cognitive Behavioral Therapy, Rational Emotive Behavior Therapy, Client-Centered therapy, Play Therapy, Yoga and meditation.

### Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment . out of 20 marks of internal assessment,( 20 marks will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests).

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

### **Recommended Reading:**

1. Bellack, A.S., Hersen, M., & Kazdin, A.E. (1982). (Eds.). International Handbook of Behaviour Modification and Therapy. New York: Plenum Press.
2. Bergin, a.E., & Garfield, S.L. (1994). Handbook of Psychotherapy and Behavioural Change.
3. Carson, R.C., Butcher, J.N. & Mineka, S. (2001). Abnormal psychology and modern life. New York: Harper Collins Publication.
4. Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
5. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to Clinical Psychology. Science, Practice, and Ethics. New Delhi: Pearson Education.
6. Kaplan, R.M. & Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues (6th edition) US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
7. Klopfer, W.G & Reed, M.R. (1974) Problems in psychotherapy. New York: John Wiley
8. Korchin, S.J. (1986). Clinical psychology. New York: Basic Books.
9. Liberman, R.P. (1972) A guide to behavioural analysis and therapy. New York: Pergamon Press.
10. Phillips, E.L. (1977) Counseling and psychotherapy: A behavioural approach. New York: John Wiley and Sons.
11. Van Hoose, W.H. & Kottler, J.A. (1977) Ethical and legal issues in counselling and psychotherapy. San Francisco: Jossey-Bass.

**PAPER CODE: PSY-17**

**PAPER TITLE: DEVELOPMENTAL PSYCHOLOGY**

**Course Objectives:**

1. To understand basic concepts, issues, theories and debates in the field of developmental psychology.
2. To comprehend human development as progressing through different stages.
3. To discuss development from the perspective of different domains such as physical, motor, cognitive, and psychosocial.
4. Understand the role of family, peers and community in influencing development at different stages.

**Unit 1:Developmental Psychology**

Meaning and nature, Theories of human development - Psychoanalytical (Freud and Erikson), cognitive (Piaget and Vygotsky) and Ecological (Bronfenbrenner),

**Unit 2:Pre-natal development and Infancy:**

Stages of pre-natal development, Teratogens and pre-natal environment; Infancy– Physical and motor skills learning and maturation, cognitive and social development.

**Unit 3: Childhood and Adolescence:**

Early and middle childhood, Physical and motor development, cognitive, language and psychosocial development; Development in Adolescence- Physical, cognitive, moral and social development.

**Unit 4:Adulthood and Old Age:**

Physical development, cognitive development, intimate relationship of friendship and love, marriage, parenthood, vocational adjustment during adulthood;

Old age – Nature and challenges of old age, coping and successful ageing.

## **Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment . out of 20 marks of internal assessment,( 20 marks will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests).

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

### **Recommended Reading:**

1. Hurlock, E.B. (1980). Developmental Psychology: A life span Approach. New Delhi: Tata McGraw-Hill.
2. Papalia, D.E. & Olds, S.W. (1992). Human Development. New Delhi: Tata McGraw-Hill
3. Beck, L. ( 2003 ). Child Development. New Delhi: Pearson

**PAPER CODE: PSY-18**

**PAPER TITLE: EDUCATIONAL PSYCHOLOGY**

**Course Objectives:**

1. To familiarize students with the aims of education, their psychological significance and application of psychological principles in the process of education.
2. To help understanding the relationship between self, school, and society.
3. To understand the ways in which children think and learn and study the relationship between learning, motivation and creativity.
4. To develop skills of analysis and synthesis of theoretical approaches to education
5. To be able to critically evaluate various applications of psychology in Indian educational setting.

**Unit 1: Introduction to Educational Psychology:**

Meaning, Nature and Scope, Role of Psychology in Education, Relevance of Psychology in Education , Schools of Psychology and their contribution to Education (Structuralism , Functionalism, Gestalt and Constructivism)

**Unit 2: Theoretical Approaches to Learning:**

Humanistic Approach (Carl Rogers), Cognitive field Approach (Kurt Lewin and Gestalt), Behavioristic Approach (Skinner)

**Unit 3: Learning Environment and Learner:**

Meaning, Nature and Scope of learning Environment; Diversity of Learning Contexts- Oversized Classroom, Language and Social Diversities

Slow Learners, Gifted and Talented Learner.

**Unit 4: Education in Indian Context:**

Introduction to Problems in Schooling in contemporary India, Understanding the Aims and Objectives of Curriculum at different levels, Educational Stress and Anxiety, Bullying, Parental

and Peer Pressure; Mental health and well- being of learners and teachers, use of Information and Communication Technology in Education.

### **Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment . out of 20 marks of internal assessment,( 20 marks will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests).

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

### **Recommended Readings:**

- 1.Dand Pani,A., A Textbook of Advanced Educational Psychology, NewDelhi, Amol Publication.
2. Dr.S.S.Mathur, Educational Psychology, Sh.Vinod Pustak Mandir, Agra.
3. Ellis, Educational Psychology, Princeton, N.J., New York.
4. Woolfolk, A., Educational Psychology, Singapore:PearsonEducation.
5. S.S. Chauhan, Advanced Educational Psychology, 6th edition, Vikas Publishing Houll Pvt, Ltd., NewDelhi.
7. Dandeker,EducationalPscology,Mzmillan.
8. Woolfolk, A. (2004). Educational Psychology (9th Ed.). Pearson Education, Delhi
- 9.Rathvon, N. (1999). Effective School Interventions, The Guilford Press. New York

**IV – Semester**  
**PAPER CODE: Psy – 19**  
**PAPER TITLE: Practical**  
**Dissertation/ Practical**

Course objectives:

4. Acquaint the administration of tests and its measurement procedure.
5. Know the evaluation procedure and evaluation of psychological tests.
6. Learn certain skills of Psychological Counselling on the basis of Psychological test results

\*Note: Only Standardized Tests should be used.

**Attempt any 8 (eight) practicals out of the following:**

1. Case study
2. Field Visit
3. Interview
4. MMPI
5. Bhatia's Battery
6. Weschler's Adult Intelligence Test
7. Adolescence Psychopathology scale
8. Depression scale
9. Coping scale
10. Assessment of learning environment
11. Creativity test
12. Stress Inventory or children
13. Anxiety scale
14. Marital satisfaction scale
15. Marital adjustment scale
16. Checklist for substance abuse

**General Instructions**

3. Workload for each batch will be equivalent to eight lecture periods



4. Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HoD. Without this certificate, the students will not be allowed to appear for the internal examination and end semester examination as per rules of credit system.

### **Scheme of Evaluation**

The candidate has to conduct any test along with writing the report on the same.

The details of marks distribution is given below:

(d) Test administration any one	= 50 marks
(e) Viva voce with Expert board (Internal and External)	= 30 marks
(f) Internal Assessment and Preparation of Practical Note book	= <u>20 marks</u>
	100 marks

### **Duration:**

(iii) Completion of test and interpretation	2 hours
(iv) Viva voce	<u>1 hour</u>
	3 hours

The practical notebook/answer scripts/sheets will be evaluated by the board of Internal and External Examiners appointed by the Controller of Examinations. The Proper record book should be prepared and maintained by the students and submit on the day of examination.

### **Reference:**

- 7 Cronbach, L.J. Essentials of Psychological Testing, 1972, New Delhi, Prentice Hall Inc.
- 8 Anastasi, A. & Urbana, S. (2000). Psychological testing (7th ed.). New Delhi: Pearson Education Asia.
- 9 Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
- 10 Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage.
- 11 Guilford, J.P. (1954). Psychometric methods. New York: Mc Graw – Hill
- 12 Kaplan, R. M. & Saccuzo, D. P. (2005). Psychological testing: Principles, applications and issues. Kundli: (Haryana): Thompson, Wadsworth.

## **PSY-20A**

### **COUNSELING PSYCHOLOGY**

#### **Course Objective:**

1. To understand the idea of counseling psychology as a discipline and major themes, approaches and contexts in which counseling psychologists are engaged.
2. To understand the purpose and importance of counseling.
3. To learn the principles, theories and the requirements for an effective counseling psychologist.
4. To learn various appraisal techniques, reporting of the findings and effectiveness of counseling.
- 5.

#### **Unit 1: Introduction to counseling Psychology**

Definition, basic concepts, scope and principles of counseling, history and recent trends in counseling, characteristics of a good counselor, Ethical, legal and moral aspects of counseling

#### **Unit 2: Counseling process:**

Steps and procedures of counseling, Approaches to counseling – Directive, Non- Directive, Behavioristic and Eclectic, Conditions for effective counseling.

#### **Unit 3: Group Counseling:**

Nature and techniques of group counseling; Counseling for special groups (children with learning problems, intellectually impaired, and care givers)

#### **Unit 4: Areas of Counseling:**

Marital Counseling, Family Counseling, Career counseling, School counseling, Substance abuse counseling, HIV/AIDS counseling and Gerontological counseling.

#### **Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment . out of 20 marks of internal assessment,( 20 marks will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests).

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

### **Recommended Readings:**

1. Nayak, A.K. (2007). Guidance and counselling APH Publishing New Delhi
2. Barki, B.G. & Mukhyopadhyay, B. (2008) Guidance and counselling A Manual 10th reprint Sterling
3. Corey G (2008). Theory and practice of group counselling 7th edition Stanford :Cengage Learning.
4. S. Naranayana Rao- Counsilleing Psychology
5. Herman et.al. Vocational Guidance And Career Development
6. Glading.S.T.(1992) Counseling
7. Feltham C. & Horton, I. (2000). Handbook of Counseling and Psychotherapy.
8. Kohler, J. A. & Shepard, D. S. (2008). Counseling: Theories and Practice. US: Broobs/ Cole-Cengage Learning.
9. Welfel, E.R & Patterson, L.E. (2005). The Counseling Process – A Multitheoretical integrative approach. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).
10. Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). Therapeutic Counselling and Psychotherapy. London: Prentice Hall.
11. Woolfe, R & Dryden, W. (1996). Handbook of Counselling Psychology. New Delhi: SAGE
12. Geldard, K. & Geldard, D. (1997) Counselling Children: A Practical Introduction. London: SAGE.
13. Bergin, A.E. & Garfield, S.L. (Eds.) (1994). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.
14. Bhatnagar, A. & Gupta, N. (1999). Guidance and Counselling: A Theoretical Perspective. New Delhi: Vikas Publishing House.
15. Schloss, P.J., Smith, M.A. & Schloss, C.N. (1995). Instructional Methods for Adolescents with Learning and Behavior Problems. Boston: Allyn and Bacon.

## **PSY-20 B**

### **REHABILITATION ON PSYCHOLOGY**

#### **Course Objectives:**

1. To make students understand the disabled, nature, scope and approaches of rehabilitation psychology .
2. To understand the nature and extent of problems faced by specific categories of people who require rehabilitation.
3. To enable students to asses disability.
4. To understand intervention and rehabilitation for people , Govt. policy and schemes

#### **Unit 1:**

**Rehabilitation Psychology:** Definition, nature and scope, Goals and objectives of Rehabilitation Psychology; Approaches to rehabilitation- Biological, medical, and psychological.

#### **Unit 2: Disability**

**Concept and definition of disability, Classification of disabilities-** visual impairment, hearing and speech impairment, Loco - motor disability, intellectual impairment and learning disability; Etiological factors.

#### **Unit 3: Assessment of Disability:**

**Screening and early identification of persons with disability, types of assessment – Norm based, Psychological tests as screening and assessment tools**

#### **Unit 4: Intervention Program:**

**Basic principles of intervention, types of intervention – individual, group and family based; Psychological intervention – Psychoanalytic approach, behavioral approach and cognitive approach; Government schemes and policies for rehabilitation.**

#### **Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks

Duration: 3 hours  
Pass marks: 45 %

Pass marks are applicable in internal assessment and external assessment . out of 20 marks of internal assessment,( 20 marks will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests).

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

### **Recommended Readings:**

- Bolton B., 1987. Handbook of Measurement and Evaluation in Rehabilitation, Second Edition. Paul H. Brookes, Baltimore, London.
- Brown Roy I., & E. Anne Hughson, 1987. Behavioural and Social Rehabilitation and Training. John Wiley & Sons Ltd.
- Chadha N.K. & Nath S., 1993. Issue and Trends in Rehabilitation Research. Friends Publication, Delhi.
- Golden C.J., 1984. Current Topics in Rehabilitation Psychology. Grune & Stratton, London.
- Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
- Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. SAGE Publications, New Delhi.
- Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.
- Pandey, R.S., & Advani, L., 1995. Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.
- Rakesh Agarwal, Lal Advani & Rajinder Raina. Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi.
- Kundu C.L. 1994. Personality Development. -Indian Studies. Sterling Publication, Delhi.
- Advani, S.L., Ghate, P. Goel, H.C., & Reddy, V.R.L. (2002). Foundation course on education of children with disability. Hyderabad: G. Guru Publications.
- Stromer, D.C. & Prout (1995) (Eds.). Counselling and Psychotherapy for persons with mental retardation and borderline intelligence. Vermont : Clinical Psychology Publishing Co.

## **PSY-20C**

### **INDUSTRIAL PSYCHOLOGY**

#### **Course Objectives:**

1. To understand the basic concepts and principles of Industrial Psychology.
2. To appreciate the major factors which influence the human performance and productivity in industry.
3. To understand the process of selection, recruitment and training in job.
4. To understand motivational process and stress, its causes, management.

#### **Unit 1: Introduction to Industrial Psychology:**

Definition and scope, brief history, scientific management and Hawthorne studies

#### **Unit 2: Job and Work environment:**

Job analysis, Job Design, Job enlargement, Job involvement, working condition, Accident proneness and safety measures.

#### **Unit 3: Selection and Placement:**

Recruitment Process, Realistic Job Preview, Selection process, method of selection; Training: Training need analysis, Learning process in training, methods of training, evaluation of training programs; Job satisfaction and dissatisfaction.

#### **Unit 4: Motivation and Stress:**

Definition and determinants of work motivation, work place stress, consequences of stress, stress management, violence and sexual harassment in workplace.

#### **Scheme of Evaluation**

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment . out of 20 marks of internal assessment,( 20 marks will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests).

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. section. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions each question carries fifteen marks (2x 15=30)

### **Recommended Reading:**

1. Blum, M.L. and Naylor, J.C. (1968). Psychology in Industrial Relations. New York: Harper and Row.
2. Dunnette, M.D. and Hough, L.M. (1998). Handbook of Industrial and Organizational Psychology ( Vol. 1-4). Mumbai: Jaico Publishing House.
3. Engel, J.F., Kollat, D.T. and Blackwell, R.D. (1968). Consumer Behaviour. III Dryden Press.
4. Ghiselli, E.E. and Brown, C.W. (1955). Personnel and Industrial Psychology. New York: McGraw Hill. 5. Ghosh, P.K. (2008). Industrial Psychology. Himalaya Publishing House. Mumbai.
5. Bennis, W.C. (1969). Organization development: Its nature, origins, and prospects. Reading, MA: Addison-Wesley.
6. Colenso, M. (2001). Successful organizational change: Evolution and revolution in the organization. New York: Prentice Hall. French,
7. W. L. & Bell, C. H. (1995). Organization development. New York: Prentice Hall.
8. Nilakant, V. & Ramanarayan, S. (1998). Change management. New Delhi: Response Books.
9. Ramnarayan, S., Rao, T.V. and Singh, K. (1998). Organization development: Interventions and strategies. New Delhi: Response Books.
10. Thornhill, A., Lewis, P. Millmore, M., & Saunders, M. (2000). Managing Change: A human