

**COURSE CURRICULUM
FOR
TWO YEARS MASTER OF ARTS
IN
PSYCHOLOGY
{w.e.f 2023}**



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

THE PREAMBLE

The Post Graduate Degree in Psychology (PGPSY) is designed for students to grow as competent, self-reflective learners with relevant academic and professional skills who can contribute to the growing discipline of psychology. Psychology's academic significance is on the rise and so are its contributions to human welfare. Psychology is a behavioural science with noticeable advances in neuroscience, cognitive science, consciousness studies and studies of indigenous concepts, theories and practices. But

it is also considered as humanist and relational pursuit with strong implications for our social and cultural life. Psychology is both a human science and an art with a rich field of critical knowledge that enhance processes of lived life and social reality. This program will train the skills of the students in a qualitative direction where they learn to explore and employ their growing expertise in real life fields.

PGPSY is a Two-year (four semesters) programme of 80 credits including core theory papers, elective paper and practical. In the each semester the students will be offered four theory papers (4 credits each; total 16 credits) and a practical course based on the theory papers (4 credits). The course during the each semester is of 20 credits (refer to the course structure for details).

The evaluation and examination procedures shall be as per the regulations and guidelines for Rajiv Gandhi University post graduate examination.

Scheme of Evaluation of theory paper is given below

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, SectionB, and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries

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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 ($2 \times 15 = 30$).

Scheme of Evaluation of practical paper is given below

The marks distribution is given below:

Conducting experiments on any one	50 marks
Viva-voce with expert board (internal and External)	30 marks
Internal Assessment & Preparation of Practical Record Book (including class room experiments/assignments):	<u>20 marks</u>
	100 marks

Pass Marks: 50%

The practical record book and answer scripts 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. The candidate has to conduct and write report on any one experiment/test which carries 50 marks. Duration of the practical examination (Conduction of experiment, writing the interpretation and Viva Voce) is 3 hours.

2 YEAR (4 SEMESTER) M.A. PSYCHOLOGY COURSE STRUCTURE**SEMESTER I**

Paper Code	Title	Maximum marks			Credit distribution	Credits	Teaching Hours
		Internal Marks	External Marks	Total	L:T:P		
PSYC-411	Theoretical Foundations of Psychology	20	80	100	3:1:0	4	64
PSYC-412	Experimental Psychology	20	80	100	3:1:0	4	64
PSYC-413	Social Psychology	20	80	100	3:1:0	4	64
PSYC -414	Research Methodology	20	80	100	3:1:0	4	64
PSYC-415	Practical	20	80	100	0:1:4	4	64
Total of semester I		100	400	500		20	

SEMESTER – II

Paper Code	Title	Maximum marks			Credit distribution	Credits	Teaching Hours
		Internal Marks	External Marks	Total	L:T:P		
PSYC- 421	Cognitive Psychology	20	80	100	3:1:0	4	64
PSYC -422	Bio-Psychology	20	80	100	3:1:0	4	64
PSYC -423	Personality Psychology	20	80	100	3:1:0	4	64
PSYC -424	Statistics in Psychology	20	80	100	3:1:0	4	64
PSYC -425	Practical	20	80	100	0:1:4	4	64
Total of semester II		100	400	500		20	

SEMESTER – III

Paper Code	Title	Maximum marks			Credit distribution	Credits	Teaching Hours
		Internal Mark	External Marks	Total	L:T:P		
PSYC -511	Psychopathology	20	80	100	3:1:0	4	64
PSYC -512	Psychometry	20	80	100	3:1:0	4	64
PSYO -513	Health Psychology (Open Elective under CBCS)	20	80	100	3:1:0	4	64
PSYC -514	Organizational Psychology	20	80	100	3:1:0	4	64
PSYC-515	Practical	20	80	100	0:1:4	4	64
Total of semester III		100	400	500		20	

SEMESTER – IV

Paper Code	Title	Maximum marks			Credit distribution	Credits	Teaching Hours	
		Internal Mark	External Marks	Total	L:T:P			
PSYC -521	Clinical Psychology	20	80	100	3:1:0	4	64	
PSYC -522	Developmental Psychology	20	80	100	3:1:0	4	64	
PSYC -523	Cross cultural Psychology	20	80	100	3:1:0	4	64	
PSYC-524	Practical/Dissertation	20	80	100	3:1:0	4	64	
Elective paper	(Optional any one)	20	80	100	0:1:4	4	64	
	PSYE -525							Counseling Psychology
	PSYE -526							Rehabilitation Psychology
	PSYE -527							Industrial Psychology
Total of semester IV		100	400	500		20		

SEMESTER –I

PSYC- 411: THEORETICAL FOUNDATION OF PSYCHOLOGY

4 Credits

Learning Outcomes:

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)
- Adler's Individual Psychology; Jung's Analytical Psychology
- Behaviourism- Watson

Unit-III: Other Approaches of Psychology

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

Unit -IV: Learning and Emotion

- 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, Schachters -Two Factor Theory

Books recommended:

Baron, R.A (2007), Psychology (fifth edition), New Delhi: Pearson Prentice Hall of India.
Chaplin P & Kraweic, T.S (1974), System and Theories in Psychology, New York: Holt, Rinehart and Winston.
Davis R.S. (1996) Psychology of Learning and Motivation, Academic Press

Ekman, Paul and Davidson, R.J. (Eds-1994). The nature of emotions, fundamental questions, Delhi: Oxford University Press series in affective science.

Leahey, Thomas Hardy (2009) A History of psychology: Main currents in Psychological thought, London, prentice Hall International inc.

Marx, M.H. & Hillix, W.A (1987) Systems and Theories in Psychology, New York, McGraw Hill.

McNamee, S. From social Construction to Relational Construction; Practices from the Edge.

Misra, Girishwar and Prakash, Anand (2012), Kenneth J Gergen and Social Constructivism, New Delhi, Psychological Studies, Vol. 57, No.2, April-June.

Weiner B (1985) Human Motivation, New York, Springer Verlag.

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.

PSYC - 412 : EXPERIMENTAL PSYCHOLOGY

4 Credits

Learning Outcomes:

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 Constant Stimuli, and Method of Average Error
- Theory of Signal Detection

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

Books recommended:

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

PSYC- 413 SOCIAL PSYCHOLOGY

4 Credits

Learning Outcomes:

1. To acquaint the students with the conceptual framework of Social Psychology.
2. To enable the students for understanding major approaches to social behaviours 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, theoretical approaches in social psychology
- Current Trends in Social Psychology
- Methods in Social Psychology: Experimental method, Sociometry Method, Cross-Cultural Method.

Unit-II: Group Dynamics

- Structure, Functions, Types of Groups Norms, Formation of norms
- Leadership styles
- Socialisation: Nature, Process and Agencies

Unit-III: 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
- Social Conformity and Social Facilitation,
- Interpersonal attraction: Proximity, Similarity and Sternberg's Love theory.
- Aggression: Causes and consequences

Books recommended:

Alcock, J.E., et al. (1998). A textbook of social psychology. Scarborough, Canada: Prentice Hall.

Baron, R.A. & Byrne, D. (2000). Social psychology. New Delhi: Prentice Hall.

Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.

Mohanty, A. K., Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept.

Oskamp, S. (1984). Applied social psychology. Englewood Cliffs, N.J. Prentice Hall.

Semin, G., & Fiedler, K. (1996). Applied social psychology. London: Sage.

PSYC- 414 RESEARCH METHODOLOGY

Learning Outcomes:

1. To acquaint the students about the concept, nature, types and steps of research in psychology
2. To understand research problem, review of literature, variables and hypotheses.
3. To know about sample, sampling techniques and data collection tools
4. Develop skills to prepare the research proposal and write research report.

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, ex post 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

Books recommended:

Shaughnessy, J.J and Zechmeister E.B. (1997), Research Methods in Psychology (4th Ed.)
Kerlinger, F.N. (1994), Foundations of behavioral research (3rd Ed.)

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- 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) 5th Ed. Tests, Measurements and Research Methods in Behavioural Sciences, Patna, Bharati Bhawan
- Nunnally J.C. & Bernstein I.H. (1994) Psychometric Theory (3rd 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

PSYC-415: PRACTICAL

Learning Outcomes:

1. To acquaint the students with different areas of experimentation in psychology
2. To develop various skills of conducting experiments in psychology
3. To develop skills to apply the experimental design systematically
4. To understand how to report the results empirically

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

1. Learning by Insight (Bott Head Maze)
2. Interference: (Retroactive/ 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 Visual 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)
15. Zeigarnik Effect
16. Effect of Anxiety on Performance
17. Level of Aspirations- Steadiness Teller or Tower Building Blocks

General Instructions

- Each batch of practical will consist of maximum eight students
- A separate batch will be formed if this number exceeds even by one
- Workload for each batch will be equivalent to eight lecture periods
- 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.

SEMESTER- II

PSYC-421 COGNITIVE PSYCHOLOGY

Learning Outcomes:

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

Books recommended:

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

PSYC- 422: BIOPSYCHOLOGY

Learning Outcomes:

1. To familiarize the students with the concepts of Biopsychology
2. To develop knowledge about the functioning of brain and neurons as well as the dynamics of brain behavior complexity
3. To familiarize the students about behavior genetics
4. 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 – Neurons and its function

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

Books recommended:

Neil R. Carlson (2005) Foundations of Physiological Psychology. 6thed . Pearson.
David M.Buss(2005) The Handbook of Evolutionary psychology, John Wiley and Sons.
Handbook of Biological Psychology – Sage publications.

PSYC-423: PERSONALITY PSYCHOLOGY

Learning Outcomes:

1. To familiarize the students with the conceptual framework of personality
2. To develop understanding of the approaches of personality
3. To learn the determinants of personality
4. To develop understanding of an 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, environmental, society, culture and education
- Personality and personnel selection, person, correlates of job performance
- 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

Books recommended:

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

PSYC-424: STATISTICS IN PSYCHOLOGY

Learning Outcomes:

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 χ^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
- χ^2 test for independence, equality, normality and contingency
- Mean –whitney U –Test, KruskalWallis (H-test), Sign Test, Median Test, Run test, KS Test
- Statistical Software: SPSS and Excel
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Books recommended:

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

PSYC- 425: PRACTICALS

Learning Outcomes:

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 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. Projective Tests
2. 16 PF
3. Creativity Tests
4. Intelligence Tests
5. Thinking
6. Cognitive Style
7. Neuropsychological Assessment
8. Multiple Aptitude Test (Any one)
9. Judgment and Reasoning
10. Stress / Frustration
11. Self Concept
12. Adjustment Inventory
13. Self-report Inventory
14. Social Skills
15. Special Aptitude Tests

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.

SEMESTER- III

PSYC- 511: PSYCHOPATHOLOGY

Learning Outcomes:

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.

Recommended Books:

Barlow, D.H. & Durand, V.M. (2005). *Abnormal psychology: An integrative approach*. New Delhi: Thomson, Wadsworth.
Carson, R.C., Butcher, J.N. & Mineka, S. (2001). *Abnormal psychology and modern life*. New York: Harper Collins Publication.

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Davison, G.C., Neale J.M. &Kring, A.M. (2004). Abnormal psychology: An experimental clinical approach. New York: John Wiley and Sons, Inc.

Sarason, I.G. &Sarason, B.R. (2002). Abnormal psychology: The problem of maladaptive behavior. New Delhi: Pearson Education Inc.

Buss. A.H. (1999). Psychopathology. New York: John Wiley.

Kaplan, H.I., Saddock, B.J. &Gribb, J.A. (1994). Synopsis of psychiatry. New Delhi.

Waruly, B. I. &Lamm. A.(1997). Introduction to psychopathology. New York: Sage.

Sue, R., Sue., D., & Sue, S (1990). Understanding abnormal behavior. Boston: Houghton Mifflin.

PSYC –512: PSYCHOMETRY

Learning Outcomes:

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 and levels of measurement
- Purpose and function of measurement; Errors in measurement
- Ethical issues in measurement.

Unit 2: Psychological test

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

Unit 3: Test construction and Standardization

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

Unit 4: Types of tests

- 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

Recommended Books:

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

- Snooks, M. (2009). Health Psychology: Biological, Psychological and Socio-cultural Perspective. London: Jones and Bartlett.
- Strauss, R.O. (2012). Health Psychology – A Bio-psychosocial Approach (3rd ed). UK: Worth Publications.
- Sutton, S., Baum, A., & Johnston, M. (2004). The Sage Handbook of Health Psychology. Los Angeles, LA: Sage Publications.
- Weinman, J., Johnston, M., & Molloy, G. (2007). Health Psychology (Vol. IV). London: Sage Publications.

PSYC – 513: ORGANIZATIONAL PSYCHOLOGY

Learning Outcomes:

1. To develop an understanding of 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 of Organizational Psychology
- Challenges and Opportunities
- Role and Function of Organizational Psychologists

Unit 2: Motivation

- Basic concepts of motivation
- Process and Content Theories of Motivation: Maslow's Theory, Herzberg's Theory, Vroom's Theory, Goal-Setting Theory
- Job Satisfaction and Organizational Commitment; Work Motivation in India context.

Unit 3: Leadership

- Definition & concept of leadership
- Theories of leadership: Contingency theory, situational theory, path goal theory
- Style of Leadership: Autocratic, Authoritarian, Democratic, Charismatic and Transformational leadership
- Leadership in India: Task –Nurturant and Consultative Style

Unit 4: Organizational Culture and Organizational Development

- Meaning and Definition
- Creating and Sustaining Culture; Organizational culture in Indian Context
- Person – Organization Fit, Total Quality Management

Recommended Reading:

Hellriegel, D., & Slown, J.W. (2004). Organizational behavior. South Western: Thompson.

Luthans, F. (1998). Organizational behavior (8th ed.). New York: McGraw Hill.

Riggio, R. E. (2003). Introduction to industrial/organizational psychology (4th ed.). Upper Saddle River, NJ: Prentice-Hall.

Nelson, D.L. & Quick, J.C. (2008). Organizational behaviour. New Delhi: South Western Cengage Learning.

Robbins, S.P. & Sanghi, S. (2006). Organizational behavior. New Delhi: Pearson Education.

McShane, S.L., Glinow, M.A.V. & Sharma, R.R. (2006). Organizational Behaviour. Tata – McGraw Hill Publishing Company Ltd. New Delhi.

Berry, L.M. Psychology at Work. (2nd ed.) 1998, McGraw Hill, Boston.

Lawley F.J. The Psychology of Work Behavior. 1989, Books/Cole Publishing Company, California.

Moorhead, G., and Griffin, R.W. Organizational Behavior. 1989, Houghton Mifflin Company, Boston.

Tiffin, J., and McCormick, E.J. Industrial Psychology, 1965, Prentice Hall India Pvt. Ltd. New Delhi.

PSYO – 514 HEALTH PSYCHOLOGY

Learning Outcomes:

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, causes and 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.

Books recommended:

Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Thomson, Wadsworth.

Dimatteo, M.R. & Martin, L.R. (2002). Health Psychology. New Delhi: Allyn & Bacon.

Ogden, J. (2000). Health Psychology: A Textbook. Philadelphia: Open University Press.

Taylor, S.E. (2006). Health Psychology. New Delhi: Tata McGraw-Hill.

Aldwin, C.M., Park, C.L. and Spiro, A. (2007). Handbook of Health Psychology and Aging. NY: Guilford Press.

Friedman, H.S. (2011) Oxford Handbook of Health Psychology. Oxford: OUP.

PSYC – 515: PRACTICAL

Learning Outcomes:

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) practical 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.

Reference:

- Cronbach, L.J. Essentials of Psychological Testing, 1972, New Delhi, Prentice Hall Inc.
- Anastasi, A. & Urbana, S. (2000). Psychological testing (7th ed.). New Delhi: Pearson Education Asia.
- Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
- Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage.
- Guilford, J.P. (1954). Psychometric methods. New York: Mc Graw – Hill

Kaplan, R. M. & Saccuzo, D. P. (2005). Psychological testing: Principles, applications and issues. Thompson, Wadsworth.

SEMESTER IV

PSYC – 521: CLINICAL PSYCHOLOGY

Learning Outcomes:

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 study in clinical psychology

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 and Dream Analysis
- Behavioral Therapies: Systematic de-sensitization, Aversion therapy, Modeling and Assertive training.

Unit 4: Cognitive therapies

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

Recommended Reading:

Bellack, A.S., Hersen, M., & Kazdin, A.E. (1982). (Eds.). *International Handbook of Behaviour Modification and Therapy*. New York: Plenum Press.

Bergin, a.E., & Garfield, S.L. (1994). *Handbook of Psychotherapy and Behavioural Change*.

Carson, R.C., Butcher, J.N. & Mineka, S. (2001). *Abnormal psychology and modern life*. New York: Harper Collins Publication.

M.A. Psychology

- Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
- Hecker, J.E., & Thorpe, G.L. (2005). Introduction to Clinical Psychology. Science, Practice, and Ethics. New Delhi: Pearson Education.
- Kaplan, R.M. & Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues (6th edition) US: Thomson-Wadsworth, Cengage Learning India Pvt Ltd.
- Klopfcr, W.G & Reed, M.R. (1974) Problems in psychotherapy. New York: John Wiley
- Korchin, S.J. (1986). Clinical psychology. New York: Basic Books.
- Lieberman, R.P. (1972) A guide to behavioural analysis and therapy. New York: Pergamon Press.
- Phillips, E.L. (1977) Counseling and psychotherapy: A behavioural approach. New York: John Wiley and Sons.
- Van Hoose, W.H. & Kottler, J.A. (1977) Ethical and legal issues in counselling and psychotherapy. San Francisco: Jossey-Bass.

PSY C– 522: DEVELOPMENTAL PSYCHOLOGY

Learning Outcomes:

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 of developmental psychology
- 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 and cognitive development during adulthood
- Intimate relationship of friendship and love, marriage, parenthood, vocational adjustment during adulthood
- Old age – Nature and challenges of old age, coping and successful ageing

Books Recommended:

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

PSYC – 523: CROSS CULTURAL PSYCHOLOGY

Learning Outcomes:

1. To understand basic concepts, issues, theories and debates in the field of cross-cultural psychology.
2. To understand the method of cultural psychology.
3. To discuss the relationship between human cognition and culture.
4. To understand the relation between culture and emotion and process of adaptation and acculturation in culture change.

Unit 1: Culture and behaviour

- Concept of culture
- Mechanisms of cultural transmission.

Unit 2: Methods of cross-cultural psychology

- Types of cross-cultural studies: etic and emic approaches
- Sampling and measurement issues; translation and back translation procedures

Unit 3: Culture and cognition

- Major issues, cultural influences on perception, memory and problem solving, everyday cognition

Unit 4: Culture, emotion and basic adaptation

- Basic emotions, recognition and judgment of emotions, cultural display rules, cultural construction of emotional experiences
- Cultural change and adaptations: Acculturation framework, measurement of acculturation
- psychological and socio-cultural adaptations: behavior shifts and acculturative stress

Books Recommended:

Berry, J. W, Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2002). *Cross-cultural psychology: Research and application*. New York: Cambridge University Press.

Berry, J. W. et al. (Eds.). (1997). *Handbook of cross-cultural psychology* (2nd Ed.) (Vol 1-3), Boston: Allyn & Bacon.

Heine, S.J. (2015). *Cultural Psychology*. New York: W.W. Norton. Co.

Matsumoto, D. (2001). *The handbook of culture and psychology*. New York: Cambridge University Press.

Matsumoto, D., & Juang, L. (2013). *Culture and Psychology*. Belmont Wadsworth: Cengage.

Shirayev, E., & Levy, D. (2016). *Cross-cultural psychology: Critical thinking and contemporary applications*. New York: Routledge.

PSYC – 524 PRACTICAL

Learning Outcomes:

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 Counselling on the basis of Psychological test results

*Note: Only Standardized Tests should be used.

The students opting for practical will be required to do six practical based on the theory papers of the current semester. 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.

DISSERTATION

The maximum intake for dissertation will be 20% of the actual intake in the second semester of M.A. psychology course. The allotment of supervisor will be done by the Departmental Council of the Department of Psychology based on merit index of the First semester and second semester examination. Preference will be given to supervisor's consent during the allotment process.

Students opting dissertation in this semester will be required to give their preference for this paper in the third semester and submit the title along with the written consent of the supervisor in a stipulated period. Further, the candidate will be required to submit the brief write up of the plan proposal within stipulated time. If the candidate fails to submit the written consent of the supervisor and plan proposal in the stipulated time frame then he/she will not be allowed to opt dissertation in the third semester. In such case the candidate, however, will have a choice to opt any theory paper in the third semester in lieu of dissertation.

The preliminary work for dissertation (e.g., planning the research, selecting tools, etc.) should be started preferably during the third semester in consultation with the concerned supervisor and data collection may be started after third semester examinations. The remaining work and writing of the dissertation should be completed during the fourth semester and the

dissertation must be submitted before the commencement of theory examination of the fourth semester.

The dissertation work may involve laboratory research, field work, survey research, case study or any other type of psychological research. Further, it may include one large study/experiment or several studies/experiments depending on the objectives of the research. The writing of dissertation must be in accordance with the Publication Manual of the American Psychological Association and should be within 60 to 80 pages including references and appendices.

Scheme of Evaluation

The evaluation of the dissertation will be done in 100 marks (80 marks + 20 marks of sessional). The sessional component will be evaluated by the concerned supervisor. The end term evaluation (in 80 marks) will be done by a board of examiners. The end term evaluation in 80 marks will include the literary and scientific presentation of the dissertation and the performance in the viva-voce.

PSYE-525 : COUNSELLING PSYCHOLOGY

Learning Outcomes:

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

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 Counselling

- Marital Counselling, Family Counselling, Career counselling, School counselling
- Substance abuse counselling, HIV/AIDS counselling and Gerontological counselling

Recommended Readings:

Nayak, A.K. (2007). Guidance and counselling APH Publishing New Delhi

Barki, B.G.&Mukhyopadhyay, B.(2008) Guidance and counselling A Manual 10th reprint Sterling

Corey G (2008). Theory and practice of group counselling 7th edition Stanford:Cengage Learning.

S. Naranayana Rao- Counselling Psychology

Herman et.al. Vocational Guidance And Career Development

Glading.S.T.(1992) Counseling

M.A. Psychology

- Feltham C. & Horton, I. (2000). Handbook of Counseling and Psychotherapy.
- Kohler, J. A. & Shepard, D. S. (2008). Counseling: Theories and Practice. US: Brooks/ Cole-Cengage Learning.
- Welfel, E.R & Patterson, L.E. (2005). The Counseling Process – A Multitheoretical integrative approach. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).
- Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). Therapeutic Counselling and Psychotherapy. London: Prentice Hall.
- Woolfe, R & Dryden, W. (1996). Handbook of Counselling Psychology. New Delhi: SAGE
- Geldard, K. & Geldard, D. (1997) Counselling Children: A Practical Introduction. London: SAGE.
- Bergin, A.E. & Garfield, S.L. (Eds.) (1994). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.

PSYE-526 :REHABILITATION PSYCHOLOGY

Learning Outcomes:

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 assess 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
- Locomotor disability, intellectual impairment and learning disability
- Etiological factors of disability

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, behavioral and cognitive approach
- Government schemes and policies for rehabilitation

Books Recommended:

- 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.
- 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.

PSYE-527: INDUSTRIAL PSYCHOLOGY

Learning Outcomes:

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, scope and brief history of Industrial Psychology
- 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, and 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

Books Recommended:

Blum, M.L. and Naylor, J.C. (1968). Psychology in Industrial Relations. New York: Harper and Row.

Dunnette, M.D. and Hough, L.M. (1998). Handbook of Industrial and Organizational Psychology (Vol. 1-4). Mumbai: Jaico Publishing House.

Engel, J.F., Kollat, D.T. and Blackwell, R.D. (1968). Consumer Behaviour. III Dryden Press.

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.

M.A. Psychology

- Bennis, W.C. (1969). *Organization development: Its nature, origins, and prospects*. Reading, MA: Addison-Wesley.
- Colenso, M. (2001). *Successful organizational change: Evolution and revolution in the organization*. New York: Prentice Hall. French, W. L. & Bell, C. H. (1995). *Organization development*. New York: Prentice Hall.
- Nilakant, V. & Ramanarayan, S. (1998). *Change management*. New Delhi: Response Books.
- Ramnarayan, S., Rao, T.V. and Singh, K. (1998). *Organization development: Interventions and strategies*. New Delhi: Response Books.
- Thornhill, A., Lewis, P. Millmore, M., & Saunders, M. (2000). *Managing Change: A human*