

JAI NARAIN VYAS UNIVERSITY

JODHPUR (RAJASTHAN)

FACULTY OF ARTS, EDUCATION AND SOCIAL SCIENCES



SYLLABUS

FOR

M.A. PSYCHOLOGY (SEMESTER SCHEME)

(SEMESTER I AND SEMESTER II) EXAMINATIONS 2020-2021

&

(SEMESTER III AND SEMESTER IV) EXAMINATIONS 2020-2021

Professor & Head
Department of Psychology
I.N.V. University, Jodhpur

DETAIL EXAMINATION SCHEME FOR CHOICE BASED CREDIT SYSTEM

GUIDELINES


Definitions of Key Words:

1. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
2. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed elective and skill courses. A student need to select **two elective papers** offered by the Department in which he/she is doing core course this shall be part of core programme during third and fourth semester. Each student has to complete **four skill courses:** two within the Department and two from other Department within JNV University or the Universities approved by JNV University
3. **Course:** Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ project work/ self-study etc. or a combination of some of these.
4. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree is prescribed in terms of number of credits to be completed by the students.
5. **Credit Point:** It is the product of grade point and number of credits for a course.
6. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one period of teaching (lecture or tutorial) or two periods of practical work/field work per week.
7. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
8. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
9. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
10. **Programme:** An educational programme leading to award of the Postgraduate Degree in the Core subject in which he/she is admitted.
11. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
12. **Semester:** Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to November/ December and even semester from December/January to May. Odd semester University examination shall be during second/third week of December and even semester University examination shall be during second/third week of May. The Department shall conduct the Practical examination of odd and even semesters as per the Panel of Examiners approved by the University. Each Board of examiners shall consist for one external Examiner from other University/Institute and another from the Department.
13. **Transcript or Grade Card or Certificate:** Based on the grades earned, a statement of grades obtained shall be issued to all the registered students after every semester. This statement will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester

Fairness in Assessment

Assessment is an integral part of system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student's performance. Accordingly the Faculty of Arts, Education & Social Sciences resolves the following:

- a. All internal assessments shall on term test and seminar. Attendance shall carry the prescribed marks in all papers.
- b. In each semester two out of four theoretical components of the University examinations shall be undertaken by external examiners from outside JNV University, who may be appointed by the competent authorities.


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Grievances and Redressal Mechanism

- The students will have the right to make an appeal against any component of evaluation. Such appeal has to be made to the Head of the Department concerned as the case may be clearly stating in writing the reason(s) for the complaint / appeal.
- The appeal will be assessed by the Chairman and he/she shall place before the **Grievance Redressal Committee (GRC)**, Chaired by the Dean, Faculty of Arts, Education & Social Sciences comprising of the HOD of the concerned Department and if need be Course Teacher(s) be called for suitable explanation; GRC shall meet at least once in a semester and prior to CCA finalization.
- The Committee will consider the case and may give a personal hearing to the appellant before deciding the case. The decision of the Committee will be final.

Table 1: Grades and Grade Points

S. No.	Letter Grade	Meaning	Grade Point
1	'O'	Outstanding	10
2	'A+'	Excellent	9
3	'A'	Very Good	8
4	'B+'	Good	7
5	'B'	Above Average	6
6	'C'	Average	5
7	'P'	Pass	4
8	'F'	Fail	0
9	'Ab'	Absent	0

- A student obtaining Grade F in a paper shall be considered failed and will be required to reappear in the University End Semester examination.
- For noncredit courses (Skill Courses) 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA

Grade Point assignment

= and > 95 % marks Grade Point 10.0

90 to less than 95 % marks Grade Point 9.5

85 to less than 90 % marks Grade Point 9.0

80 to less than 85 % marks Grade Point 8.5

75 to less than 80 % marks Grade Point 8.0

70 to less than 75 % marks Grade Point 7.5

65 to less than 70 % marks Grade Point 7.0

60 to less than 65 % marks Grade Point 6.5


55 to less than 60 % marks Grade Point 6.0

50 to less than 55 % marks Grade Point 5.5

45 to less than 50 % marks Grade Point 5.0

40 to less than 45 % marks Grade Point 4.5

35 to less than 40 % marks Grade Point 4.0


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Computation of SGPA and CGPA:

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e. $SGPA (S_i) = \sum (C_i \times G_i) / \sum C_i$, where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.
- The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $CGPA = \sum (C_i \times S_i) / \sum C_i$ where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.
- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Illustration for SGPA

S.No.	Course	Credit	Grade	Grade Point	Credit Point (Credit x Grade)
1	Course 1	6	B	6	6 x 6 = 36
2	Course 2	6	B+	7	6 X 7 = 42
3	Course 3	6	B	6	6X 6 = 36
4	Course 4	6	O	10	6 X 10 = 60
Total		24			36+42+36+60=174

Thus, $SGPA = 174/24 = 7.25$

Illustration for CGPA

	Semester-I	Semester-II	Semester-III	Semester-IV
Credit	24	24	24	24
SGPA	7.25	7.25	7	6.25

Type of Course	Course Code	Title of the Course	Lecture-Tutorial-Practical/Week	No. of Credits	Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE) [University Examination]	Total
Semester – I							
Core course 1	PSY 101	Theories & Systems of Psychology – I	6-0-0	6	30	70	100
Core course 2	PSY 102	Advanced Abnormal Psychology – I (Behaviour Pathology – I)	6-0-0	6	30	70	100
Core course 3	PSY 103	Cognitive Psychology – I	6-0-0	6	30	70	100
Core course 4	PSY 104	Research Methods & Statistics – I	6-0-0	6	30	70	100
Practical 4	PPC 105	Project Work	0-2-2	3	15	35	50
Practical (1) based on Core course 2	PSY106	Practical – I Advanced Abnormal Psychology – I	0-0-4	3	15	35	50
Practical (2) based on Core course 3	PSY 107	Practical 2 – Cognitive Psychology – I	0-0-4	3	15	35	50
Practical (3) based on Core course 4	PSY 108	Practical 3 – Research Methods & Statistics	0-0-4	3	15	35	50
Skill Course 1	PSY 109	Skill Course -- I (Modern Application of psychology)	2-0-2				
Total				36	180	420	600

Type of Course	Course Code	Title of the Course	Lecture-Tutorial-Practical/Week	No. of Credits	Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE) [University Examination]	Total
Semester – II							
Core course 5	PSY 201	Theories & Systems of Psychology—II	6-0-0	6	30	70	100
Core course 6	PSY 202	Advanced Abnormal Psychology -- II (Behaviour Pathology—II)	6-0-0	6	30	70	100
Core course 7	PSY 203	Cognitive Psychology – II	6-0-0	6	30	70	100
Core course 8	PSY 204	Research Methods and Statistics – II	6-0-0	6	30	70	100
Practical 4	PPC 205	Project Work – II	0-2-2	3	15	35	50
Practical (1) based on Core Course 6	PSY 206	Practical I –Adv. Abnormal Psychology– II	0-0-4	3	15	35	50

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Practical (2) based on Core Course 7	PSY 207	Practical 2 – Cognitive Psychology – II	0-0-4	3	15	35	50
Practical (3) based on Core Course 8	PSY 208	Practical 3 – Research Methods and Statistics – II	0-0-4	3	15	35	50
Skill course II	PSY 209	Skill Course – II (Introduction to Psychology)	2-0-2				
Total				36	180	420	600



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Type of Course	Course Code	Title of the Course	Lecture-Tutorial-Practical/Week	No. of Credits	Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE) [University Examination]	Total
Semester – III							
Core course 9	PSY 301	Social Psychology - I	6-0-0	6	30	70	100
Core course 10	PSY 302	Psychological Testing - I	6-0-0	6	30	70	100
Discipline Specific (Elective) 11 and 12	Elect any any Group (I, II or III)		6-0-0	6	30	70	100
			6-0-0	6	30	70	100
Group I	PSY 303	Clinical Psychology - I					
	PSY 304	Psychology of Personality					
Group II	PSY 305	Educational Psychology - I					
	PSY 306	Guidance Psychology - I					
Group III	PSY 307	Organizational Psychology - I					
	PSY 308	Personnel Psychology - I					
Practical (1) Based on core Course 9	PPC 309	Practicum – Social Psychology – I	0-0-4	3	15	35	50
Practical (2) based on core course 10	PPC 10	Practicum – Psychological Testing – I	0-0-4	3	15	35	50
Practical (3 and 4) based on Elective course 11 and 12	Practical (3 and 4) for Elective Course 11 and 12		0-0-4	3	15	35	50
			0-0-4	3	15	35	50
Group I	PSY 311	Practicum – Clinical Psychology – I					
	PSY 312	Practicum – Psychology of Personality - I					
Group II	PSY 313	Practicum – Educational Psychology – I					
	PSY 314	Practicum – Guidance Psychology – I					
Group III	PSY 315	Practicum – Organizational Psychology – I					
	PSY 316	Practicum – Personnel Psychology – I					

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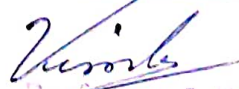
	367	100 credit and practical physiology					
Total			26	100	4.75	600	

Type of Course	Course Code	Title of the Course	Course- Tutorial Practical	No. of Credits	Continuous Component %	End- Semester Examination	Total
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Dr. Gaurav A. Kinda
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			Week		Assessment (CCA)	(ESE) [University Examination]	
Semester – IV							
Core course 13	PSY 401	Social Psychology- II	6-0-0	6	30	70	100
Core course 14	PSY 402	Psychological Testing – II	6-0-0	6	30	70	100
Elective Course 15 and 16	Elect any one Group (I,II or III) (Same as Semester- III)		6-0-0	6	30	70	100
			6-0-0	6	30	70	100
Group I	PSY 403	Clinical Psychology-II					
	PSY 404	Health Psychology					
Group II	PSY 405	Educational Psychology – II					
	PSY 406	Guidance Psychology - II					
Group III	PSY 407	Organizational Psychology – II					
	PSY 408	Personnel Psychology- II					
Practical Course (1)	PSY 409	Practicum – Social Psychology II	0-0-4	3	15	35	50
Practical Course (2)	PSY 410	Practicum – Psychological Testing II	0-0-4	3	15	35	50
Practical Course (3) based on Elective course 15 and 16	Practical 3 for Elective course 15 and 16		0-0-4	3	15	35	50
Group I Practical Course (3)	PSY 411	Practicum – Clinical Psychology II					
Group II Practical Course (3)	PSY 412	Practicum – Educational Psychology II					
Group III Practical Course (3)	PSY413	Practicum – Organizational Psychology II					
Practical Course (4)	PSY 414	Internship	0-0-4	3	15	35	50
Skill Course	PSY 417	Skill Course – IV (Life Skills)	2-0-2				
Total				36	180	420	600


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*The Department shall offer one skill course per semester from the list of skill courses approved for the Department.

In view of the course content, the Department of Psychology distributed the Periods between Theory/ Tutorial/ Practical as under per paper

- 6: 0 : 0 (six lectures only (no tutorial and no practical) per week) – For Theory
 0: 0 :12(no lecture, no tutorial and twelve practical only per week)- For practical per paper
 2+0+2 (two lectures, no tutorial and two practical/field experimentations) - For Skill course

The Duration of the Period shall be forty five minutes. In each of these combinations, the first value stands for the same number of lecture instructions per week, whereas the last two values stand for doubles the number of tutorial/ practical instructions per week. In each practical group the number of students that can be accommodated will be fifteen.

Course Evaluation (Evaluation of the Students)

All courses (Core/ Elective/ Practicals) involve an evaluation system of students that has the following two components:-

- Continuous Comprehensive Assessment (CCA)** accounting for 30% of the final grade that a student gets in a course; and
- End-Semester Examination (ESE)** accounting for the remaining 70% of the final grade that the student gets in a course.

- Continuous Comprehensive Assessment (CCA):** This would have the following components:


Term Test: One term test shall be arranged for each paper prior to End-Semester Examination; examination duration shall be of three hours; maximum marks shall be 60 (reduced to 15).

Seminar: Each student shall prepare and deliver a seminar per theory paper; maximum marks shall be 40 (reduced to 10). The seminar shall be completed prior to term test for all the papers.

Classroom Attendance – Each student will have to attend a minimum of 75% Lectures / Tutorials / Practicals. A student having less than 75% attendance will not be allowed to appear in the End-Semester Examination (ESE). Attendance marks will be awarded by following the system proposed below:

Those having 75% attendance and greater than that will be awarded CCA marks as follows:-

75% to 80%	=	1 mark
81% to 85%	=	2 marks
86 to 90%	=	3 marks
91% to 95%	=	4 marks
96% and above	=	5 marks


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Note:

- Compensation in classroom attendance of a student will be as per prevalent University rules.
- Each student's cumulative attendance shall be displayed in the Department Notice Board every month with a copy to the Dean, Faculty of Arts, Education & Social Sciences.
- CCA is based on open evaluation system without any bias to any student.
- Any grievance received in the Department from student shall be placed before the Grievance Redressal Committee with adjudicated comments
- Each component marks will be added making it rounding as per norms.

Marking Scheme of Continuous Comprehensive Assessment (CCA)

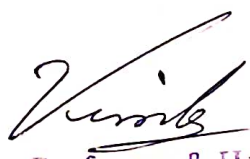
Components	Maximum Marks	Reduced and Original Marks
Term Test	60	(reduced to 15)
Seminar	40	(reduced to 10)
Classroom Attendance	05	05
Total Marks of CCA	100	30

Note : Classroom Attendance marks will be as follows :-

Those having 75% attendance and greater than that will be awarded CCA marks as follows:-

Percentage	Marks
75% to 80%	1 mark
81% to 85%	2 marks
86 to 90%	3 marks
91% to 95%	4 marks
96% and above	5 marks

Skill Course Evaluation: Based on his/her performance and hands on practice, the respective Department shall declare the result as "Satisfactory" or "Non-Satisfactory"; each student need to get a minimum of three "Satisfactory" declaration for the course completion


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For the Term test and ESE:

Part A

Ten questions (Definitions, illustrations, functions, short explanations, etc; 25-50 words) for one mark each. 10 × 1 = 10 marks; comprising questions from each Unit; no choice in this part

Part B

Four questions of long/explanatory answer (500 words) type, one drawn from each Unit; with internal choices : 4 × 15 = 60 marks.

10+60 = 70 marks

MEDIUM

Candidates are not allowed to use any medium except Hindi or English for answering question papers. For answering papers in the subjects of English/Hindi the medium will be corresponding language only.

Qualifying for Next semester


- i. A student acquiring minimum of 40% in total of the CCA is eligible to join next semester.
- ii. A student who does not pass the examination (CCA+ESE) in any course(s) (or due to some reason as he/she not able to appear in the ESE, other conditions being fulfilled, and so is considered as 'Fail'), shall be permitted to appear in such failed course(s) in the subsequent ESE to be held in the following October / November or April / May, or when the course is offered next, as the case may be.
- iii. A student who fails in one or more papers in a semester shall get three more chances to complete the same; if he/she fails to complete the same within the prescribed time, i.e. three additional chances for each paper; the student is ineligible for the Postgraduate degree in the Subject in which he/she is admitted, for additional chances examination fee shall be on additive basis.

Improvement Option:

Every student shall have the opportunity to improve Credit thorough University Examination only. Improvement opportunity for each paper is only with two additional chances; improvement examination fee shall be on additive basis; the Credit obtained in improvement examination shall be final.

Result Declaration:

The ESE (End Semester Examination/University Examination) results shall be declared within twenty days of the last examination. The Theory Classes of even semesters shall begin from the next day of ESE; whereas odd semester classes shall commence after summer vacation.


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POST -GRADUTE COURSE: A DESCRIPTION

The full course is of FOUR SEMESTERS spread for TWO YEARS duration. A semester-wise list of courses to be offered is given below. In each paper there will be four units.

SEMESTER I

SEMESTER II

SEMESTER III

SEMESTER IV

Elective paper group – First – Semester III

Elective paper group – Second – Semester III

Elective paper group – First – Semester IV

Elective paper group – Second – Semester IV

Skill Courses in the respective subject

Electives would be discipline centric and only students from concerned departments can register.

ADMISSION

The details of the eligibility conditions and admission procedures are given in the admission forms and on university website. The admission would be done on the basis of merit as per university rules. Reservation for SC, ST and OBC would also be done as per J.N.V. University, Jodhpur rules. Candidates are required to attend minimum 75% of the classes in theory and practicals both.

FACILITIES

The Department of Psychology possesses several sophisticated, advanced and modern equipments required for teaching and research.

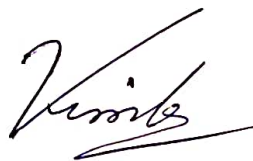
FACULTY MEMBERS:

Professor:

- Pof. L.N. Bunker (Head)
- Prof. Vimla Verma

Assistant Professor:

- Dr. Hemlata Joshi
- Dr. Arpita Kackar



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TEACHING AND EXAMINATION SCHEME
Per Semester

Course	Periods/Week	Examination Hours	CCA	ESE	Total
Theory Papers/Practicals					
Course – I	6	3	30	70	100
Course – II	6	3	30	70	100
Course – III	6	3	30	70	100
Course – IV	6	3	30	70	100
Course – V	6		30	70	100
Course VI Practical I	2	3	10	20	30

UNIVERSITY EXAMINATION

Each course paper shall be of three hours duration.

Note: In Semester I and II all the four papers shall be compulsory. In semesters III and IV two papers will be compulsory and the student will be allowed to opt from the three area of specialization, viz., Clinical, Guidance Counseling and Industrial. Each group consists of two papers and the student will have to study both of them. The opted group shall remain the same for semesters III and IV. In the odd semester two skill courses will be those offered by the respective departments in the even semester skill courses will be from other departments.



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SCHEME OF EXAMINATION FOR M.A PSYCHOLOGY (SEMESTER SYSTEM) FOR THE EXAMINATION OF 2020-21

INSTRUCTIONS FOR THE PAPER SETTERS AND THE STUDENTS

Max. Marks – 70
Duration – 3 Hours

Min. Marks – 25

Note :

- i. There shall be 9 questions in all. Five questions have to be attempted.
- ii. The first question shall be short answer type containing 10 short questions spread over the whole syllabus to be answered in about 30 words each. It shall carry 10 marks and shall be a compulsory question.
- iii. Rest of the paper shall contain 8 questions with internal choice. The entire syllabus has been divided into four units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidate shall attempt one question from each unit.

SEMESTER – I

Type of Course	Course Code	Title of the Course	Lecture-Tutorial-Practical/Week	No. of Credits	Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE) [University Examination]	Total
Semester – I							
Core course 1	PSY 101	Theories & System of Psychology – I	6-0-0	6	30	70	100
Core course 2	PSY 102	Advanced Abnormal Psychology – I (Behaviour Pathology – I)	6-0-0	6	30	70	100
Core course 3	PSY 103	Cognitive Psychology – I	6-0-0	6	30	70	100
Core course 4	PSY 104	Research Methods & Statistics – I	6-0-0	6	30	70	100
Practical 4	PPC 105	Project Work	0-2-2	3	15	35	50
Practical (1) based on Core course 2	PSY106	Practical – 1 Advanced Abnormal Psychology – I	0-0-4	3	15	35	50
Practical (2) based on Core course 3	PSY 107	Practical 2 – Cognitive Psychology – I	0-0-4	3	15	35	50
Practical (3) based on Core course 4	PSY 108	Practical 3 – Research Methods & Statistics	0-0-4	3	15	35	50
Skill Course I	PSY 109	Skill Course -- I (Modern Application of psychology)	2-0-2				
Total				36	180	420	600

Total marks of Semester – I = 600 marks and Credits 36
Skill Course – I (for Students of the Deptt.) 2-0-2


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SEMESTER – II


Type of Course	Course Code	Title of the Course	Lectur e- Tutori al- Practi cal/ Week	No. of Credi ts	Continu ous Compre hensive Assessm ent (CCA)	End-Semester Examination (ESE) [University Examination	Tot al
Semester – II							
Core course 5	PSY 201	Theories & Systems of Psychology—II	6-0-0	6	30	70	100
Core course 6	PSY 202	Advanced Abnormal Psychology -- II (Behaviour Pathology—II)	6-0-0	6	30	70	100
Core course 7	PSY 203	Cognitive Psychology – II	6-0-0	6	30	70	100
Core course 8	PSY 204	Research Methods and Statistics – II	6-0-0	6	30	70	100
Practical 4	PPC 205	Project Work – II	0-2-2	3	15	35	50
Practical (1) based on Core Course 6	PSY 206	Practical 1 –Adv. Abnormal Psychology– II	0-0-4	3	15	35	50
Practical (2) based on Core Course 7	PSY 207	Practical 2 – Cognitive Psychology – II	0-0-4	3	15	35	50
Practical (3) based on Core Course 8	PSY 208	Practical 3 – Research Methods and Statistics – II	0-0-4	3	15	35	50
Skill course II	PSY 209	Skill Course – II (Introduction to Psychology)	2-0-2				
Total				36	180	420	600

Total marks of Semester – II = 600 marks and Credits 34

Total marks of M.A (Semester I and II) 1200 marks and Credits 72

Skill Course – II (PSC202) (for Students of other Deptt.) 2-0-2

Educational Tour will organized before II semester and report will be submitted after the examination of II semester (For every 15 students one teacher shall accompany the group).


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**SCHEME OF EXAMINATION FOR M.A PSYCHOLOGY (SEMESTER SYSTEM) FOR THE
EXAMINATION OF 2020-21
SEMESTER – III**

Type of Course	Course Code	Title of the Course	Lecture-Tutorial - Practica l/ Week	No. of Credi ts	Continuous Comprehensive Assessment (CCA)	End-Semster Examination (ESE) [Universi ty Examina tion	Total
Semester – III							
Core course 9	PSY 301	Social Psychology – I	6-0-0	6	30	70	100
Core course 10	PSY 302	Psychological Testing - I	6-0-0	6	30	70	100
Discipline Specific (Elective) 11 and 12	Elect any any Group (I,II or III)		6-0-0	6	30	70	100
			6-0-0	6	30	70	100
			6-0-0	6	30	70	100
Group I	PSY 303	Clinical Psychology - I					
	PSY 304	Psychology of Personality					
Group II	PSY 305	Educational Psychology -I					
	PSY 306	Guidance Psychology - I					
Group III	PSY 307	Origination Psychology – I					
	PSY 308	Personnel Psychology – I					
Practical (1) Based on core Course 9	PPC 309	Practicum – Social Psychology – I	0-0-4	3	15	35	50
Practical (2) based on core course 10	PPC 10	Practicum –Psychological Tasting – I	0-0-4	3	15	35	50
Practical (3 and 4) based on Elective course 11 and 12	Practical (3 and 4) for Elective Course 11 and 12		0-0-4	3	15	35	50
			0-0-4	3	15	35	50
Group I	PSY 311	Practicum – Clinical Psychology – I					
	PSY 312	Practicum – Psychology of Personality - I					
Group II	PSY 313	Practicum – Educational Psychology – I					
	PSY 314	Practicum – Guidance Psychology – I					
Group III	PSY 315	Practicum – Origination Psychology – I					
	PSY 316	Practicum – Personnel Psychology - I					
Skill Course III	PSY 317	Skill Course – III(self and positive psychology)	2-0-2				
Total				36	180	420	600

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Total marks of Semester – III = 600 marks and Credits 36
Skill Course – III (Psy301) (for Students of the Deptt.) 2-0-2

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SEMESTER – IV

Type of Course	Course Code	Title of the Course	Lecture-Tutorial-Practical/ Week	No. of Credits	Continuous Comprehensive Assessment (CCA)	End-Semester Examination (ESE) [University Examination]	Total
Semester – IV							
Core course 13	PSY 401	Social Psychology - II	6-0-0	6	30	70	100
Core course 14	PSY 402	Psychological Testing – II	6-0-0	6	30	70	100
Elective Course 15 and 16	Elect any one Group (I, II or III) (Same as Semester- III)		6-0-0	6	30	70	100
			6-0-0	6	30	70	100
			6-0-0	6	30	70	100
			6-0-0	6	30	70	100
Group I	PSY 403	Clinical Psychology-II					
	PSY 404	Health Psychology					
Group II	PSY 405	Educational Psychology – II					
	PSY 406	Guidance Psychology - II					
Group III	PSY 407	Orgzn. Psychology – II					
	PSY 408	Personnel Psychology- II					
Practical Course (1)	PSY 409	Practicum – Social Psychology II	0-0-4	3	15	35	50
Practical Course (2)	PSY 410	Practicum – Psychological Testing II	0-0-4	3	15	35	50
Practical Course (3) based on Elective course 15 and 16	Practical 3 for Elective course 15 and 16		0-0-4	3	15	35	50
Group I Practical Course (3)	PSY 411	Practicum – Clinical Psychology II					
Group II Practical Course (3)	PSY 412	Practicum – Educational Psychology II					
Group III Practical Course (3)	PSY413	Practicum – Organizational Psychology II					
Practical Course (4)	PSY 414	Internship	0-0-4	3	15	35	50
Skill Course	PSY 415	Skill Course – IV (Life Skills)	2-0-2				
Total				36	180	420	600

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Total marks of Semester – IV = 600 marks and Credits 36

Skill Course – IV (Psy404) (for Students of other Deptt.) 2-0-2

Total marks of M.A (Semester III and IV) 1200 Marks and 64 Credits

Total marks of M.A (Semester I, II, III and IV) 2400 Marks and Credits 128



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M.A. SEMESTER – I

Theories and Systems of Psychology – I (PSY101)

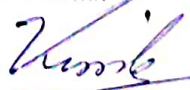
Course outcomes

- Students will be understand the sources and processes of development of modern scientific psychology.
- Students can define the three terms structuralism, functionalism and behaviorism.
- Students will be gain knowledge of hormic psychology and its main pioneers.

- Unit I** Emergence and growth of Psychology the impact of physiology, Scientific Psychology- Wundt. Structuralism – Titchener.
- Unit II** The Challenge of Introspections, Functionalism – William James, John Dewey.
- Unit III** Behaviorism Basic Tenets, Watson, Lashley
Neo Behaviorism : baci tenets, Guthrie, Skinner, Tolman, Bandura
- Unit IV** Hormic Psychology: Basic tenets, McDougall Humanistic Psychology: Basic Tenets, Rogers, Maslow
Existential Psychology: Basic tenets, Rollo May

SUGGESTED READINGS:

- Wolman: Contemporary Theories and Systems in Psychology, Harper and Row, New York, 1979
- Hilgard and Bower: Theories of Learning, Prentice Hall of India, 4th Ed., New Delhi, 1977
- Shahakin, W S.: Psychology of Learning, Markhan Publishing Co., Chicago, 1970
- Marx and Hillix: Systems and Theories in Psychology, Tata McGraw Hill, New Delhi, 2nd Ed., 1979
- Chaplin and Krewice : Systems and Theories in Psychology, Rinehart and Winston, 3rd. Ed., Holt, 1974
- Woodworm and Sheehan: Contemporary Schools of Psychology, Ronald Press, 3rd Ed* New York, 1974
- Helson: Approaches in Contemporary Psychology, Affiliated East West Press, New Delhi, 1964
- Schultz, R. W.: History of Modern Psychology, Academic Press, 3rd Ed., New York, 1983
- Singh, A.K.: History and Systems in Psychology New Delhi. Motilal Banarsidas, 2010.
- Singh, A. K Manovigyan Ke Sampraday avam itihās, new Delhi. Motilal


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Semester – I
Advanced Abnormal Psychology I
(PSY102)

Objectives:

To provide an in depth understanding of abnormal Psychology.

To provide background knowledge regarding psychopathology, etiology and symptomatology of various psychological disorders.

Course outcomes:

- Students can able to define and understand the basic concepts underlying abnormal behavior and causes of development of abnormal behavior.
- Students will be understand the assessment techniques for identifying and classifying maladaptive behavior and mental disorders.
- Students gain specific knowledge about different types of mental disorders.
- Learn the symptoms, causes and treatment of stress, depression, bipolar disorder and anxiety disorders.

Unit I : Abnormal Behaviour: Its meaning, Historical background, evidence and Risk factors, Causes of abnormal Behaviour : Biological, psycho-social , Socio cultural and neuro – psychological factors.

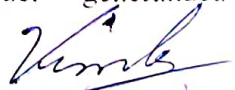
Unit II : Theoretical perspective on maladaptive Behaviour:
Biological perspective, Psychodynamic perspective, Behavioral Perspective, Humanist – perspective, diatheses, stress Model.

Unit III : Stress coping and maladaptive Behaviour :
Stress and coping, stressful life situations and transitions, clinical reaction to stress and its management. Trauma and stress related Disorder : Post traumatic stress disorder, Acute stress disorder Adjustment disorder.

Unit IV : Depression, Anstey, Obsessive Compulsive Disorder Depression : Definition , types – Deregulation disorder Major depression, dysthymia , causes and treatment of depression.

Bipolar disorder: Types – Bipolar I and Bipolar cyclothymia disorder, symptoms causes and treatment.

Anxiety related disorder : separation Anxiety disorder generalized anxiety disorder, pain disorder


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Cognitive Psychology – I (PSY103)

Course outcomes:

- Students will be gain knowledge of emergence of Cognitive Psychology and its Approaches, students will be understand psychophysics.
- Students will be know the attention theories and its relation to neurological activities.
- Students will be understand the mental processes to begin with sensation and perception up to how it results in thoughts and communication.
- Students will be understand the role of mental processes in imagery and cognitive map.

- Unit I:** Introduction:
Emergence of Cognitive Psychology; Approaches: Information Processing Approach, Ecological, Connectionist and Evolutionary perspective.
Psychophysics: meaning, problems and the three classical methods of psychophysics; Theory of signal detection.
- Unit II:** Attention:
Nature; divided attention, automaticity, sustained attention, selective attention – theories: Filter theory, Attenuation theory and late-selection theory. neuropsychological studies of attention.
- Unit III:** Perceptual Process: Perceptual constancy: Size; Principles of organization
Meaning and nature of sensation and perception; Pattern recognition: top-down and bottom-up approaches; cognitive and motivational influences on perception.
- Unit IV:** Imagery and cognitive maps:
Imagery- dual code theory: Analogical images versus symbols; mental manipulations of images-mental rotations, image scaling, image scanning; cognitive maps -mental shortcuts, text maps and development of visuo -spatial relationships.

SUGGESTED READINGS:

- Soslo, 6th Ed. : Cognitive Psychology. Pearson Education.
- Medin, D.L. and Ross, B.H. (1992). Cognitive Psychology. Orlando CL Harcourt Brace Jovanovich.
- Posner, M.(Ed) (1989). Foundations of Cognitive Science London : MIT Press.
- Galotti, K.M. (1999). Cognitive Psychology in and Outside Laboratory. Mumbai : Thomson Asia
- Matlin, Margaret W. (1995). Cognition (IIled.). Prism Books Pvt. Ltd., Bangalore.
- Reed, Stephen K. (1988). Cognition: Theory and application (III ed.) Pecific Grove, California: Brooks/Cole Publishing Company.
- Hewes, Mary B. (1990). The Psychology of Human Cognition. New York : Pergamon Press.
- Baddeley, A.D. (1997) Human Memory : Washington : Psychology Press.
- Crowder R.G. (1976). Principles of Learning and Memory. NY : Lawrence Erlbaum.
- Dember, & Warm, J.S. (1979). Psychology of Perception. NY : Holt.
- Gardner, H. (1985). The Mind's New Science : A History of the Cognitive Revolution. Cambridge Mass : Bert Books.
- Ittyearh, M. and Broota, K.D. (1983). Inter and Intra-model Processing of Sensory – specific Information. Perceptual and Motor Skills 56. 5.7-517
- Mark L.E. (1978). Unity of the Senses. London : Academic Press.

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- Newell, A. and Simon H. (1972). Human Problem Solving. NJ : Prentice Hall.
- Rock, I. (1995). Perception. NY : Scientific American.
- Sen, A. (1983). Attention and Distribution, ND : Sterling.
- Sen, A.K. and Pande, P. (Ed.) (1998). Current Issues in Cognitive Psychology Delhi : Campus.
- Wilhite, S.C. and Payne, D.E. (1992). Learning and Memory : The Basis of Behaviors. Needham Heights, Mass : Allyn and Bacon.
- Snodgrass, Berger Hayden (1985). Human Experimental Psychology. New Delhi : Oxford University Press.
- Sternberg . J. Robert : Cognitive Psychology, Thomson Wadsworth, India Edition
- Shergill Kaur Hardeep: Experimental Psychology, PHI Learning Private Limited, New Delhi.
- Singh A.K., Sangyanatmak Manovigyan, Motilal Banarsidas. New Delhi.

Research Methods and Statistics I

(PSY104)

Course outcomes:

- Students will be understand the nature of psychological research and characteristics of scientific methods of research.
- Students will be learn different type of research techniques and students able to write report writing.
- Students will be learn methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.
- Students will be learn to analysis different methods of correlation in research variables.

Unit I: Nature and purpose of research in Psychology; Research Problem and Hypothesis; Variables; Review of literature; Probability, Normal Curve: properties and applications.

Unit II: Research Techniques: Observation, Experimental Method- Lab Experiment, Field Experiment, Field Studies; Survey research; case history, interview method, schedule, and questionnaire; Research format and report writing

Unit III: Sampling theory and its techniques; Testing of statistical hypothesis, levels of significance and types of errors; Parametric tests: t-test, 'A' test and 'F' test and one-way analysis of variance.

Unit IV: Correlation: Pearson's product moment correlation, Spearman Rank Difference Correlation, special correlational methods; Bi-serial correlation, point Bi-serial correlation, Phi-Coefficient, Linear regression.

SUGGESTED READINGS:

- Guilford J.P. (1954). Psychometric Method. McGraw Hill, N.Y. Guilford J.P. Psychometric Method (1981). Fundamental Statistics in Psychology Education. International McGraw Hill Publisher, New York.
- Kerlinger, F.N. (1983). Foundations of Behavioral Research, ND : Surjeet.

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- Kothari, C.R. (1986) : Research Methodology, Methods and Techniques. ND : Wiley Eastern Limited.
- Singh, A.K. (1997). Tests Measurements and Research Method in Behavioral Science. Patna : Bharti Bhavan.
- Garrett, Henry and (1981). Statistics in Psychology and Education. Vakils, Fefferman Simons Ltd, Bombay.
- Minium, E.W. , King B.M. and Bear G (1995) Statistical Reasoning in Psychology and Education. NY : John Wiley.
- Welkowitz, J. Ewen, R.B. and Chocen J. (1982). Introduction to Statistics for Behavioral Sciences. Academic Press New York
- Glenburg, Arthur, (1988). Learning From Data. An Introduction to Statistical Reasoning Harecourt Brace, Hovanovich. New York.
- Bailey, K.D. (1978). Methods of Social Research. The Free Press New York.
- Cattell, R.P. (1966). Handbook of Multivariate Experimental Psychology. Rand McNancy. Chicago.
- Guy, R.F., Edgley, C.E., Arefat, J and Allen, D. E. (1987). Social Research Methods : Puzzles and Solutions. Allyn and Bacon, Boston.
- Holt, R.R. (1978). Methods in Clinical Psychology (Vols. I & II) Plenum Press, N.Y.
- Whiting J.W., M. (1969). Methods and Problem in Cross-culture research. In B.

PRACTICALS (Sem. I):

- The students will be required to do practical's for three theory papers:- paper II, III and IV.
- 3-4 Practical's to be introduced to the students based on the syllabus of the relevant theory paper.

Skill I (PSY109)

Modern Applications of Psychology


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Course outcomes

- Students will be learn about children's mental health issues and gain knowledge how to give intervention to parents and teachers
- Students will be define sports psychology and factors affecting performance of sports person.
- Students can able to define criminal behavior and explain the psychosocial factors of crime and criminal behavior.
- Students will be know about the engineering psychology and its scope

Unit I: School Psychology:

Academic stress and anxiety, adjustment problems and depression in students, intervention program for parents and teachers for creating student friendly environment.

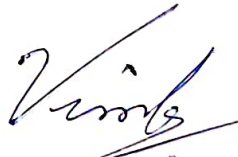
Unit II: Sports Psychology:

Definition, nature and scope of sports psychology, motivating sports persons and building team morale, factors affecting performance of sportspersons.

- Unit III: Forensic Psychology:**
Definition, nature and fields (Correctional and Investigative). Criminal Psychology, cyber crimes, violence (meaning and types); contribution of psychology to law; Current challenges (reliability of investigative procedures- Polygraph and Eye witness testimony.)
- Unit IV: Engineering psychology:**
Origin, nature and scope; man-machine systems, problems of spatial configuration and arrangement, situational and individual factors related to accident reduction.

SUGGESTED READINGS

- Deb, Sibnath (2006). Children in Agony. New Delhi, Concept Pub.
- Deb, Sibnath (2006). Contemporary Social Problems in India. New Delhi, Anmol Pub.
- Deb Sibnath, Mitra Chirasree, Majumdar Bishakha and Sun Jiandog (2011). Effect of '12 Day Induction Training for ART/CCC Counsellors' under GFATM Project in India: an In-depth Study, *Indian Journal of Health and Wellbeing*, Vol.2 (2), pp.5-11.
- HIV Counselling Training Modules for VCT, PPTCT and ART Counsellors, developed by NACO, MHFW, GOI (2006).
- Cariappa, M. & Geeta, D. (1997). How to help your disabled child. UBSPD.
- Carter, J.W. (1986). Research contributions from community psychology in community health. Behaviour Pub. NY.
- Dalton J.H., Elias, M.J. et al., (2007). Community psychology, linking individuals and communities. Wadsworth, Thomson Learning US.
- Desai, A.N. (1995). Helping the handicapped. Ashish Pub. House.
- Iscoe, I. Block, B.L. & Spielberger, CD (Eds.) (1997). Community psychology: Perspectives in training and research. Appleton Century Crofts. NY.
- Kapur, M. (1995). Mental health of Indian Children, Sage Pub.
- Mandelbawn, B. (1972). Society in India. Popular Prakashan. Bombay.
- Mann, P.A. (1978). Community Psychology: Concepts and Applications. The Free Press.
- Part, J.E. & Park, K. (1989). The Text Book of Social and Preventive Medicine. Baranasidas, Jubbulpur.
- Rajan, S.I. et al., (1999). Indian's elderly: Burden or challenge, Sage Pub.
- Patel, Vikram, Flisher alan, Hetrick Sarah and McGorry Patrick (March, 2007). Mental Health of Young People: A Global Public-health Challenge, *the Lancet*.


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M.A. SEMESTER II

Course outcomes:

- Student will be able to define the term psychoanalysis given by Freud and students can describe other important concepts of psychoanalysis.
- Student will be know the theory of individual psychology and its main pioneer.
- Student will be understand concept of Gestalt psychology and Personality psychology.
- Students gain knowledge of field theory and Indian psychology.

- Unit I** Psychoanalysis: Sigmund Freud – Postulates, Theory of Instincts, Theory of Personality, Developmental Stages.
- Unit II** **Away from Freud-** Horney, Fromm, Sullivan
Individual Psychology- Alfred Adler, Analytic Psychology- Carl Gustav Jung.
- Unit III** Gestalt Psychology- perception, Learning and Thinking.
Personality Psychology- Spranger, William Stern, Gordon Allport
- Unit IV** Field Theory: Lewins Concepts and Theory of Behaviour
Indian Psychology : Psychology in Vedas, Upanishads.

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BOOKS RECOMMENDED

- Wolman: Contemporary Theories and Systems in Psychology, Harper and Row, New York, 1979
- Hilgard and Bower: Theories of Learning, Prentice Hall of India, 4th Ed., New Delhi, 1977
- Shahakin, W S.: Psychology of Learning, Markhan Publishing Co., Chicago, 1970
- Marx and Hillix: Systems and Theories in Psychology, Tata McGraw Hill, New Delhi. 2nd Ed., 1979
- Chaplin and Krewice : Systems and Theories in Psychology, Rinehart and Winston, 3rd. Ed., Holt, 1974
- Woodworm and Sheehan: Contemporary Schools of Psychology, Ronald Press, 3rd Ed* New York, 1974
- Helson: Approaches in Contemporary Psychology, Affiliated East West Press, New Delhi, 1964
- Schultz, R. W.: History of Modern Psychology, Academic Press, 3rd Ed., New York, 1983
- Singh, A.K.: History and Systems in Psychology New Delhi. Motilal Banarsidas, 2010.
- Singh, A. K Manovigyan Ke Sampraday avam itihās, new Delhi. Motilal



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Advanced Abnormal Psychology II (PSY202)

To acquaint the student with:

- a) Various paradigms of psychopathology
- b) The symptoms and prognosis of different Mental disorder.

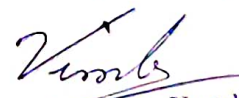
Course outcomes:

- Students will be learn the symptoms, causes and treatment of neuro-developmental disorder, schizophrenia and psychotic disorder.
- Students will be understand dissociative and somatic disorders and able to differentiate these two disorder.
- Students will be gain specific knowledge about different types of eating, elimination and sleep disorders disorders.
- Student can able to diagnosed disorder related to infancy like Autism, learning disorder, conduct disorder and learn causes and treatments.

- Unit – I : Neuro-developmental disorder, schizophrenia and other Psychotic disorder
Intellectual disability : Definition, types, causes and treatment.
Schizophrenia : Definition, Phases, Symptoms etiology and treatment.
Schizophrenia spectrum Psychotic Disorder : Brief Psychotic Disorder, schizoaffective Disorder, Delusional Disorder.
- Unit – II : Dissociative and somatic disorders , Dissociative disorder: definition and types -
Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Trique, Depersonalization.
Somatic Symptom related Disorders : Types – Somatic Symptom disorder, .
Conversion disorder.
- Unit III : Eating, Elimination and sleep wake disorders eating disorders – Piray Rumination, Bulimia
Elimination Disorder – Enuresis, Encopresis sleep wake Disorder – Insomnia, Hypersomnia Naredepsy.
- Unit IV : Disorders diagnosed in Infancy. ADHD, Autism, learning disorder, conduct disorder – Causes, Symptoms and Treatment.

Reference Books :

- Carson, R.C. Butcher, J.N. Mineka,
S., & Hodey, J.M. (2007) : Abnormal Psychology, 15th Edn. Pearson Education India.
- Sarason, IG & Sarason, : Abnormal Psychology : The Problem of
R.B. (2002) Maladaptive Behaviour (10th edit.) Delhi :
Pearson Education.


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- Idemna, J.C. (1986) : Abnormal Psychology and modern life,
Bombay : Taraporewala Sons & Co.
- Barlow, D.H. & Durand, : Abnormal Psychology (4th Ed.) Pacific Grove :
V.M. (2005) Books / Role.
- Davison G.C., Neal, : Abnormal Psychology : Current Perspectives,
J.M. & Kring, A.M 9th Ed. Tata Mc Graw Hill : New Delhi, India
(2004)
- Oltmanns T.F., Emery : "Abnormal Psychology" Prentice Hall
R.E. (1995)



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Cognitive Psychology - II (PSY203)

Course outcomes:

- Students will be gain knowledge of the Important processes and principles of human learning as well as its different type.
- Student will be understand concept learning, memory and forgetting, also learn the structural functional attributes of human memory to help conserve the learning outcomes.
- Students will be able to define the nature of intelligence and concept of creativity.
- Students able to define theories of mental processes like thinking, reasoning and problem solving.

Unit I: Learning:

Meaning and nature of learning; classical conditioning- paradigm and phenomena;
Instrumental Conditioning: types and schedules of reinforcement; cognitive learning-
Latent learning, Insight learning and Observational learning.
Verbal Learning : material and proudest.

Unit II:

Concept learning and memory

Concept learning- Theories – Hypothesis and Cue selection and Information
Processing. Meaning, Types of memory- nature and characteristics of sensory , short-
term and long-term memory; levels of processing model of memory; theories of
forgetting; mnemonics, , Construction and Re-construction in memory

Unit III:

Intelligence and Creativity:

Definition and nature of Intelligence; cognitive theories of intelligence- Piaget and
Sternberg; Artificial Intelligence- concept and importance; Creativity: definition and
nature, stages of creative thinking, functional fixity.

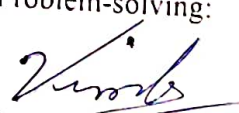
Unit IV:

Thinking , Reasoning and Problem solving:

Thinking: nature and types, theories of cognitive development: Bruner and Vygotsky;
Types and errors of reasoning; Judgment and decision making; Problem-solving:
meaning and classification, problem solving approaches.

SUGGESTED READINGS:

- Soslo, 6th Ed. : Cognitive Psychology. Pearson Education.
- Medin, D.L. and Ross, B.H. (1992). Cognitive Psychology. Orlando CL Harcourt Brace Jovanovich.
- Posner, M.(Ed) (1989). Foundations of Cognitive Science London : MIT Press.
- Galotti, K.M. (1999). Cognitive Psychology in and Outside Laboratory. Mumbai : Thomson Asia
- Matlin, Margaret W. (1995). Cognition (Iiled.). Prism Books Pvt. Ltd., Bangalore.


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- Reed, Stephen K. (1988). Cognition : Theory and application (III ed.) Pacific Grove, California : Brooks/Cole Publishing Company.
- Hewes, Mary B. (1990). The Psychology of Human Cognition. New York : Pergamon Press.
- Baddeley, A.D. (1997) Human Memory : Washington : Psychology Press.
- Crowder R.G. (1976). Principles of Learning and Memory. NY : Lawrence Erlbaum.
- Dember, & Warm, J.S. (1979). Psychology of Perception. NY : Holt.
- Gardner, H. (1985). The Mind's New Science : A History of the Cognitive Revolution. Cambridge Mass : Bert Books.
- Tyearh, M. and Broota, K.D. (1983). Inter and Intra-model Processing of Sensory – specific Information. Perceptual and Motor Skills 56. 5.7-517
- Mark L.E. (1978). Unity of the Senses. London : Academic Press.
- Newell, A. and Simon H. (1972). Human Problem Solving. NJ : Prentice Hall.
- Rock, I. (1995). Perception. NY : Scientific American.
- Sen, A. (1983). Attention and Distribution, ND : Sterling.
- Sen, A.K. and Pande, P. (Ed.) (1998). Current Issues in Cognitive Psychology Delhi : Campus.
- Wilhite, S.C. and Payne, D.E. (1992). Learning and Memory : The Basis of Behaviors. Needham Heights, Mass : Allyn and Bacon.
- Snodgrass, Berger Haydon (1985). Human Experimental Psychology. New Delhi : Oxford University Press.
- Sternberg . J. Robert : Cognitive Psychology, Thomson Wadsworth, India Edition
- Shergill Kaur Hardeep: Experimental Psychology, PHI Learning Private Limited, New Delhi.
- Singh A.K., Sangyanatmak Manovigyan, Motilal Banarsidas. New Delhi.



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Research Methods and Statistics-II

(PSY204)

Course outcomes:

- Students will be able to understand the nature of psychological tests and also important concepts of psychological testing.
- Understand the nature and purpose of psychological research and characteristics of research designs and principles of research.
- Students will be develop critical thinking for application of appropriate statistical analysis like non-parametric techniques in psychological research.
- Students will be know the methods of test construction and standardization and application of SPSS in statistic.

Unit I: Nature, functions and uses of tests, Scaling methods, test norms, ethical issues in psychological research and testing.

Unit II: Research Designs: Meaning, purpose and principles; pre-experimental, quasi-experimental and experimental designs, randomized groups design, matched groups design, randomized block designs and factorial designs.

Unit III: Non-Parametric Techniques: Wilcoxon Sign rank test, median test, Mann-Whitney U test; Kruskal-Wallis H test, Chi-Square, Kendall's rank difference correlation, Kendall's coefficient of concordance W

Unit IV: Test construction- Item writing and analysis; reliability and validity; application of SPSS in psychological statistics.

SUGGESTED READINGS:

- Garrett, Henry and (1981). Statistics in Psychology and Education. Vakils, Feffner Simons Ltd, Bombay.
- Guilford J.P. (1954). Psychometric Method. McGraw Hill. N.Y. Guilford J.P. Fruchter's (1981). Fundamental Statistics in Psychology Education. International McGraw Hill Publisher, New York.
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- Welkowitz, J. Ewen, R.B. and Chocen J. (1982). Introduction to Statistics for Behavioral Sciences. Academic Press New York.
- Winer, B.J. (1971). Statistical Principles in Experimental Designs. McGraw Hill, New York.
- Singh, A.K. (1997). Tests Measurements and Research Method in Behavioral Science. Patna: Bharti Bhavan.
- Kerlinger, Fred, N. (1980). Foundations of behavioral Research (Revised Edition) Holt, Rinehart and Winston, N.Y.

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Skill II (PSY209)
Introduction to Psychology

Course outcomes:

- Student will be understand basic of psychology subject.
- Students will be learn basic concept of motivation, emotion and adjustment.
- Students will be understand importance of attitude, prejudice and discrimination.
- Students will be able to define psychological testing.

Unit I What is Psychology? Importance and Scope of Psychology in Life.

Unit II Motivation, Emotion and Adjustment: Basic processes

Unit III Attitude, Prejudice and discrimination

Unit IV What is a Psychological test?

SUGGESTED READINGS:

- Morgan and King: Introduction to Psychology.
- Baron.A.Robert: Psychology; Pearson Education.



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M.A.SEMESTER III

SOCIAL PSYCHOLOGY (PSY301)

Course outcome:

- Know the nature of studying social psychology and Students will be understand the significance of social cognition and social perception.
- Understand the significant aspects interpersonal attraction and nature of aggression.
- Students will be gain insight into the dynamics of prejudice and attitude of individual within societies.
- Students will be develop awareness of the concepts of social influence and prosocial behavior that constitute the core of human relationship.

Unit-I

Introduction

Social Perception and Social Cognition: Nature and Focus of Social Psychology, Causes of Social Behaviour, New Perspectives in Social Psychology, Role of Theory in Modern Social Psychology; Social Cognition: Self Perception, Self concept and self esteem; Impression Formation and Management; Schemas in Person Perception

Unit- II

Social Relations

Interpersonal Attraction: Nature and Determinants of Interpersonal Attraction, Theories of Interpersonal Attraction, Bases of Friendship and Family Relationships; Aggression: Nature and Types of Aggressive Behaviour, Determinants of Aggression, Prevention and Control of Aggressive Behaviour

Unit- III

Attitudes and Prejudice

Attitudes: Nature and Characteristics of Attitudes, Attitude Formation, Attitude Change, Theories of Attitude Change; Prejudice: Nature and origins of Prejudice and Discrimination, Prevention and Control of Prejudice and Discrimination

Unit- IV

Social Influence and Pro-social Behaviour: Conformity, Groups Influence and Groups Norms, Determinants of Conformity; Compliance: Nature and Tactics of Compliance, Obedience, Imitation and Modeling

SUGGESTED READINGS:

- Brown, R. (2000), Group processes: Dynamics within and between groups, 2nd edition, Blackwell Publishers.
- Hastie, R. and Stasser, G. (2000). In Reis H.T. and Gudd C.H. (eds). Handbook of Research Methods in Social and Personality Psychology. Cambridge University.
- Higgins, E.T. and Kruglansk A.W. (1996) Social Psychology Handbook of Basic Principles. Guilford Press, New York. London.
- Mamson and Harvey (2002). Attribution in Close Relationships. Cambridge University Press.
- Myers, D. G (1996) Social Psychology, International Edition Fifth Edition.

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- Aronson, E. Ellsworth, P., Calsmith, J.M. & Gonzales, M.H. (1990). *Methods of Research in Social Psychology*. NY: McGraw Hill.
- Farr, R.M. (1996). *The Roots of Modern Social Psychology*. Oxford: Blackwell.
- Ruscher, J.B. (2001) *Prejudiced Communication: A Social Psychological Perspective*. New York: The Guilford Press.
- Semin, G.R. and Fiedler, K. (1996). *Applied Social Psychology* Sage Publications, Delhi.
- Vago, S. (1990) *Social Change*, New Jersey: Prentice Hall.

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PSYCHOLOGICAL TESTING I (PSY302)

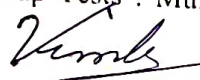
Course outcome:

- Student will be understand the basic facts about psychological assessment and measurement scales.
- Students will be able to define basic concept of reliability and validity.
- Understand the processes of test construction and standardization.
- Student will be know the different type of assessment of personality.

- Unit 1 Introduction : Nature and uses of Tests, Basic Principles of Testing, Measurement, Statistics and Mathematics, Measurement Scales.
- Unit 2 Reliability : Basic concepts, Types and Measurement
Validity : Basic concepts, Types, Measurement and Interpretation.
- Unit 3 Test Construction : Item Analysis-Constructing items. Testing Items : Classical Test theory and Item Response theory.
- Unit 4 Ability Testing and Theories of Intelligence: Intelligence Testing : Individual Tests SBIS, Wechsler Scales WAIS, WISC; Group Tests : Multiple Aptitude Tests- DAT, GATB, MAB

Books Recommended

- Anastasi & Urbina : Psychology Testing, New Delhi : Prentice Hall of India. New Delhi : Pearson Education, 7th Ed., 2004.
- Gregory Psychology Testing : History, Principle and Application. New Delhi: person Education, 4th Ed., 2005
- Freema : Theory and practices of Psychological Testing. New Delhi: Oxford & IBH 3rd, Ed. 2001.
- Singh, A.k. : Tests Measurement and Research methods in Behaviour Sciences. New Delhi : Bharti Bhawan 2nd, ED., 2002.
- Bhargava, M.: Modern psychological Tests and Measurements (Hindi). Agra: H.P. Bhargava Book House, 15th Ed., 2006.
- Guilford : Psychometric Methods, New Delhi : Tata McGraw Hill, 1984.


Professor & Head
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'hour

Clinical Psychology – I (PSY303)

Course outcome:

- Students will be able to define nature and history of clinical psychology and mental health interventions.
- Students will be able to interpret or analysis clinical assessments and gain knowledge of DSM-5 classification.
- Students can gain skills necessary for selecting and applying different tests for personality and intelligence.
- Students will be learn about basic concept of neurological Assessment and where to use it.

Unit-I. Introduction and Mental health

Introduction and Mental health: Perspective of clinical psychology: brief history and conceptual framework, Nature of Mental health concept of normality and pathology, Models of Mental health intervention.

Unit-II. Clinical Assessment

Clinical Assessment: Nature and purpose of Assessment,. Formal and Informal assessment, Classification of Psychiatric disorders with special reference to international classification and DSM V


Unit- III. Psychological Testing

Psychological Testing: Description of TAT, Rorschach and WAIS. General Principles. Diagnostic test in clinical use: Intelligence and Personality test.

Unit-IV. Neurological Assessment

Neurological Assessment: Role and Purpose: diagnosis of brain damage localization of brain injury, Neurological test in neurological assessment, single and multiple test procedures.

SUGGESTED READINGS:


Professor & Head
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- Korchin, S. I. : Modern Clinical Psychology, Tokyo, Harper International Edition, 1976
- Kendall and Norton Ford : Clinical Psychology. Tokyo, Wiley International Edition, 1982
- Wolman : Handbook of Clinical Psychology, New York, Me Graw Hill, 1965
- Anderson and Anderson : Introduction to Projective, Techniques, New York, Prentice Hall, 1951
- Klopfer and Davidson : Rorchach Techniques, New York, Harcuourt, Brace and World, 1962
- Stein : Thematic Apperception Test, Massachusetta, Addison-Wesley, 1955
- Worberg : Techniques of Psychotherapy, New York, Gum and Stration, 1967
- Lezak, M. D : Neuropsychological Assessment, London, Oxford University Press, 1976

**Clinical Psychology – I
(PSY303)**

Course outcome:

- Students will be able to define nature and history of clinical psychology and mental health interventions.
- Students will be able to interpret or analysis clinical assessments and gain knowledge of DSM-5 classification.
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Unit-II. Clinical Assessment

Clinical Assessment: Nature and purpose of Assessment,. Formal and Informal assessment, Classification of Psychiatric disorders with special reference to international classification and DSM V

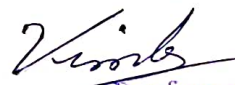
Unit- III. Psychological Testing

Psychological Testing: Description of TAT, Rorschach and WAIS. General Principles. Diagnostic test in clinical use: Intelligence and Personality test.

Unit-IV. Neurological Assessment

Neurological Assessment: Role and Purpose: diagnosis of brain damage localization of brain injury, Neurological test in neurological assessment, single and multiple test procedures.

SUGGESTED READINGS:


Professor & Head
Department of Psychology
N. V. University, Jodhpur

- Korchin, S. I. : Modern Clinical Psychology, Tokyo, Harper International Edition, 1976
- Kendall and Norton Ford : Clinical Psychology. Tokyo, Wiley International Edition, 1982
- Wolman : Handbook of Clinical Psychology, New York, Me Graw Hill, 1965
- Anderson and Anderson : Introduction to Projective, Techniques, New York, Prentice Hall, 1951
- Klopfer and Davidson : Rorschach Techniques, New York, Harcourt, Brace and World, 1962
- Stein : Thematic Apperception Test, Massachusetts, Addison-Wesley, 1955
- Worberg : Techniques of Psychotherapy, New York, Gum and Stration, 1967
- Lezak, M. D : Neuropsychological Assessment, London, Oxford University Press, 1976

- Golden, C. J. *Diagnosis and Rehabilitation in Clinical Neuropsychology*. Springfield, Charles
Thomas, 1975

Wink

Frederick A. Wink
Professor of Psychology
U.S. V. Hospital, Baltimore

**Psychology of Personality
(PSY304)**

Course outcome:

- Students will be gain knowledge of concept of personality of individual and different type of approaches.
- Students will be learn the determinants of personality which develop personality of individual.
- Students will be able assess personality using different test and techniques.
- Students will be learn different kind of theories of personality given by different theorist.

Unit 1: Introduction and Approaches:

Introduction: Nature of Personality, Constructs of Personality Types, Traits, Temperament, Cognitive Styles, Social Learning.

Unit 2: Determinants of Personality:

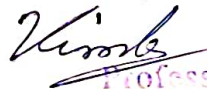
Determinants: Biological and Constitutional factors. Psycho-social factors. Socio-cultural factors, Environmental factors, Gender Differences in Personality

Unit 3: Assessment of Personality:

Assessment: Nature and purpose of Assessment, Idiographic and Nomothetic Approaches. Interviewing, Self-Report Inventories, Objective-Behavioral Tests; Values and Self concept; Projective Techniques

Unit 4 : Theories of Personality :

Theories : Allport's Theory, Eysenck's Biological Trait Theory. Cattell's Facto-Analytic Trait Theory, Kelly's Personal Construct Theory, Social Learning Theories of Rotter and Bandura


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SUGGESTED READINGS

- Friedman and Schustak Personality: Classic Theories and Modern Research, New Delhi : Pearson Education, 2nd Ed., 2004
- Pervin-Personality : Theory and Research. New York : John Wiley 5th Ed., 2000.
- Hall, Lindzey and Campbell: Theories of Personality, Singapore : Wiley Student Edition (WSE) 4th Ed. 2004
- Fiest Theories of Personality, Tokyo: HRW International Edition, 2000
- Singh, A.K. : Psychology of Personality (Hindi), Delhi : Motilal Banarasidas, 2004
- Srivastava, D. N. : Psychology of Personality (Hindi). Agra: Vinod Pustak Mandir, 2001.

EDUCATIONAL PSYCHOLOGY I

(PSY 305)

Course outcome:


- Students will be able to define educational psychology and function of teachers.
- Students will be learn to used basic teaching model and educational objectives.
- Students will be able to explain the role of motivation on learning and verbal knowledge.
- Students will be gain knowledge of nature of verbal knowledge and instruction used in verbal knowledge.

- Unit 1 Nature and Scope of Educational Psychology; Methods of Educational Psychology: Roles and Functions of teachers, characteristics of effective and successful teachers.
- Unit 2 Educational Objectives & Models: taxonomy of educational Objectives, cognitive, affective and psychomotor domain; Basic Teaching Model : psychological teaching models.
- Unit 3 Motivations, Learning and Verbal Knowledge:
Motivation : Definition of Motivation, Motivation of the students
Learning : Basic concept, Basic conditions, S. R. views and Gestalt views on learning; learning conditions and procedure.
- Unit 4 Teaching and learning of Verbal Knowledge; Nature and development of Verbal Learning conditions, Instructions in Verbal knowledge.

Books Recommended

DeCecco and Crawford : Psychology of Learning and Instruction, New Delhi, Prentice Hall of

India, 2nd Ed., 1974


Professor & Head
Department of Psychology
New Delhi, Prentice Hall of

Kolesnik : Educational Psychology, New York, McGraw Hill, 2nd Ed., 1970.

Thorndike and Hag: Measurement and Evaluation in Psychology and Education, New
Delhi,

Waley Easern 4th Ed., 1976

Stanley and Hopkin : Education and Psychological Measurement mill Evaluation, New
Delhi,

Prentice hall, 1972.

Krik : Educating Exceptional Children, New Delhi, Oxford and IBH, 1970.

Bhongove M.: Exceptionl Children ; HP Ishorgn Book Hours, Agra,2002



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Guidance Psychology I (PSY 306)

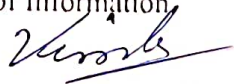
Course outcome:

- Students will be understand the problems and need of guidance in India.
- Students will be know the need and purpose of research in guidance.
- Students will be able to assess different type of test to understanding the individual.
- Understand the basics of counseling process and know the environment.

- Unit I : **Introduction, Evaluation and Research :**
Nature of Problems : Basic movement and need of guidance.
A brief history of. Guidance movement with special reference to India
- Unit II : **Evaluation and Research :**
Need and Purpose of research and evaluation, Guidance research in India.
- Unit III : **Understanding the Individual :**
Understanding the individual : Testing and Non-Testing techniques. Testing-Intelligence tests, Personality tests, Achievement tests, Aptitude tests and Interest inventories; Non-testing-anecdotal records, biographies, observation rating inventories, interviews, cumulative records, card nature, preparation and use.
- Unit IV : **Knowing the Environment and Counselling :**
Knowing the environment: Securing and organizing information, various methods and sources, Classification I and evaluation of Information.

Books Recommended

- Miller, Carrrol, H. : Guidance Services : An introduction, Harper and Row, 1971
- Downing, Laster, N. : Guidance and counselling services : An Introduction, New York, McGraw Hill, 1968
- Traxier, A.E. and Humphreys : Guidance Services, Chiago, Science Research Associate Inc. 1986
- Crites : Vocational Psychology, McGraw Hill, 1967
- Kochar : Guidance and counseling in school and colleges subject plus, New Delhi, 1988


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Organizational Psychology - I
(PSY307)


Course outcome:

- Students will be able to understand different concepts and dynamics related to organizational system, behavior, and management.
- Understand significance of human resource and define organization behavior.
- Student will be understand the tricks of power and politics management in the organizations stress and conflict.
- Student can identify steps managers can take to decision making and also significance of communication .

- Unit I** Organizations, management and Organizational Behaviour:
Definition, characteristics of organization, Management of Organization.
Organisational components, approaches, Perspective of management.
- Unit II** Defining organization Behaviour:
Cognitive, Behaviouristic and Social learning from work, Total quality management, Organizational Behaviour model: Classical Bareaustic model, Administrative management of Fayol and Urwick, Human Resource.
- Unit III:** Organizational Influence and Control Processes:
Organizational Influence and Control: Power & Politics, Authority, legitimacy, Compliance and obedience, Occupation stress, Organizational conflict.
- Unit IV:** Communication and Decision Making:
Communication: Function and Process, Technology, Downward and upward communication. Interactive communication in organizations.
Decision Making: The Nature of decision making, Decision Rationality, Techniques, Factors affective decision making.

SUGGESTED READINGS

- Luthans: Organizational Behaviour, McGraw, Hill 2010
- Robbins, S. "Organizational Behaviour, Prentice-Hall of India Pvt. Ltd., 2012.
- Katz, D. and Khan, R.L.: The Social Psychology of Organizations, Tokyo, Wiley International, Edition 2, 1976
- Nenstom & Davis: Organizational Behaviour, New Delhi: Tata McGraw


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N.V. University, Vadodra

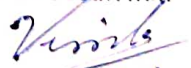
Personnel Psychology – I
(PSY308)

Course outcome:

- Students will be understand the how to apply psychology in personnel management and importance of human resources.
- Students will be able to define the term manpower and how to plan and manage manpower.
- Students will be able to learn job analysis, information and evaluation.
- Students will be gain knowledge of selection processes managerial/executive position.

- Unit I: Overview and Main Functions:**
Psychology applied to Personnel Management :
Conceptualisation and issues; the Concept of Human Resource Development; Training and Development : Development of Human Resources; Employee and Supervisor development; Executive/Managerial development.
- Unit II: Manpower Planning and Management**
Definitions and Concepts; Systematic Manpower planning; Staffing requirements, policies, constraints; Personnel Appraisals: Practices, Limitations and Deficiencies, ways of Improvement; Recruitment and its sources: Guidelines, Internal and External Recruitments.
- Unit III: The Job:**
Job Analysis, information and Evaluation: Uses and Value of job Analysis methods of Job Analysis; Job Evaluation and Evaluation of Job evaluation; Occupational Information
Job Analysis for Supervisory and Managerial Jobs: Terms and Definitions; Job Specification; Job Analysis Information's; Comparison and Utility of Methods; The process of Job analysis.
- Unit IV: The Selection Process:**
Recruitment, Selection and Managerial Selection: Recruitment and Screening; Role of Policy Employee Selection : Programmes, use of testing in selection, review and evaluation;
Managerial/Executive Selection: Personnel Selection: Decision Making and Models; Criteria of Managerial Success; Effectiveness of Prediction Strategies.

SUGGESTED READINGS:


Professor & Head
Department of Psychology
J.N.V. University, Ludhiana

- Cascio, W.F. : Applied Psychology in Personnel Management, Prentice Hall, New Jersey (IV Edition), 1979 (Ref. : Units 1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 5a, 5b)
- Yodanis, D.: Personnel Management and Industrial Relations, Prentice Hall of India, New Delhi (VI Edition), 1979 (Ref. : Units : 1a, 1b, 3a, 5a, 5b).
- Blum, M.L. and Naylor, J.C.: Industrial Psychology of Its Theoretical and Social Foundation, CBS Publishers, Delhi; Its India Edition, 1984 (Ref. : 2a, 2b, 3b, 4a, 5a)
- Anastasi, A. : Field of Applied Psychology, McGraw-Hill, Kogakusha Ltd., Tokyo (ii Edition), 1979, (Ref. : Unit : 5b)
- D. S. Bech; Personnel, N.Y., McGraw Hill, 1985
- M. M. Meidel: The Selection Process, Bombay, Tarapore, 1970 Dunnette, M : Handbook of Industrial and organizational Psychology, Chicago, Rand McNally, 1976
- D.B. Gilmer : Industrial Psychology. New Delhi, TMH, 1971

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PRACTICALS (Semester – III):

- The students will be required to do four practical papers in all. Two practical papers will be compulsory for all, based on theory papers I and II of the semester. The other two
- practical papers will be based on the papers of the optional group that the student opts for.
- Atleast 3-4 practicals based on the content of the relevant theory papers are to be done by the students.

Skill III (PSY317) Self and Positive Psychology

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Course outcome:

- Students will be understand the concepts of self and positive psychology.
- Students will be learn subjective wellbeing and concept of happiness.
- Students will be gain knowledge of model of resilience.
- Students will be understand importance of self esteem.

UNIT I: Introduction
Concept of self and personal growth.
Sources of self knowledge, positive psychology.

UNIT II: Subjective well being
The science of Happiness and life satisfaction.

UNIT III: Resilience in Development

History, conceptual models of resilience,
Fostering resilience, future directions for resilience research.

UNIT IV: The Social Construction of Self esteem.
Experience of self esteem; Self Efficacy: Introduction, source of self
efficacy, Importance of self efficacy.

SUGGESTED READINGS:

- Bayer, B.M. and Shotter, J.S. (1997). *Reconstructing the Psychological Subject*. London : Sage.
- Hand book of Positive Psychology; Snyder C.R., Lopez Shane J. 2005, Oxford University Press.
- Andrews, F.M., & Robinson, J.P. (1992) Measures of subjective well-being. In J.P. Robinson, P.R. Shaver, & L.S. Wrightsman (Eds.) *Measures of Personality and social psychological attitudes* (pp. 61-114). San Diego, CA : Academic Press.
- Andrews : F.M., & Withey, S.B. (1976). *Social indicators of well-being*. New York : Plenum Argyle, M. (1987). *The Psychology of happiness* London : Methuen.
- Campbell A, Converse, P.E. & Rodgers, W.L. (1976). *The Quality of American Life*. New York. Russell Sage Foundation.
- Costa., P.T., & McCare, R.R. (1988). Personality in adulthood : A Six year longitudinal study of self-reports and spouse rating on the NEO personality Inventory. *Journal of Personality and Social Psychology*, 54, 853-863.
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 93, 542-575.
- Diener, E. (2000a) Subjective well-being : The Science of happiness and a proposal fro a national index. *American Psychologist*, 55, 34-43.
- Diener, E. & Diener C (1996), C. (1996) Most people are happy. *Psychological Science* 7, 181-185.
- Diener, E. & Diener, M. (1995). Cross cultural correlates of life satisfaction and self-esteem. *Journal of Personality and Social Psychology*, 68, 653-663.
- Diener, E. Emmons, R.A., Larsen, R.J. & Griffen S. (19885). The Satisfaction with Life Scale *Journal of Personality Assessment*, 49, 71-75.
- Emmons, R.A. (1986). *Personal Strivings : An approach to personality and subjective well-being*

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M.A.SEMESTER IV

Social Psychology II (PSY401)

Course outcome:

- Students will be understand individual and group function and nature.
- Students will be learn leadership characteristics and theories.
- Students will be gain knowledge of social problem and social change.
- Students will be learn how environment affect social behavior or human behavior.

Unit I: Group and Individuals:

Nature and Function, social facilitation, group values and group world, group dynamics; Decision making and commitment, group cohesiveness: nature, factors and effects.

Unit II: Leadership and Performance:

Leadership characteristics, types and functions of , power, theories of leadership.

Unit III: Social Problems and Social Change:

Social problems: meaning and types - poverty, problems of deprivation, population explosion. Solution of social problems, social change – sanskritization, westernization and modernization.

Unit IV: Environment and Social Behaviour:

Environment and Human Behavior : Crowding and urbanization, environmental stresses, health related behavior, coping with stress and promoting health and wellness.

SUGGESTED READINGS

- Brown, R. (2000), Group Processes : Dynamics within and between groups. 2nd edition, Blackwell Publishers.
- Hastie, R. and Stasser, G. (2000). In Reis H.T. and Gudd C.H. (Eds). Handbook of Research Methods in Social and Personality Psychology. Cambridge University.
- Higgins, E.T. and Kruglansk A.W. (1996) Social Psychology Handbook of Basic Principles. Guilford Press, New York. London.
- Mamson and Harvey (2002). Attribution in Close Relationships. Cambridge University Press.
- Myers, D. G (1996) Social Psychology, International Edition Fifth Edition.
- Aronson, E. Ellsworth, P. , Calsmith, J.M. & Gonzales, M.H. (1990). Methods of Research in Social Psychology. NY : McGraw Hill.
- Farr, R.M. (1996). The Roots of Modern Social Psychology. Oxford : Blackwell.



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Rosenthal, J. B. (2001) *Prejudiced Communication: A Social Psychological Perspective*. New York: The Guilford Press.

- Levine, G. R. and Fischer, R. (1996) *Applied Social Psychology*. Sage Publications, Dallas.
- Vago, S. (1990) *Social Change*. New Jersey: Prentice Hall.

King

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**PSYCHOLOGICAL TESTING II
(PSY402)**

Course outcome:

- Students will learn different theories of trait and learn personality assessment by different techniques.
- Students will gain knowledge of different type of educational testing and inventories.
- Students will be understand the occupational testing and analysis job and how it help in selection of individual for job.

- Unit 1 Theories of Trait organization : Spearman :Thrustone, Cattell, Guilford,Gardner and Strenberg, Emotional Intelligence-Concept and Measurement.
- Personality Testing : Self-Report, Personality Inventories : MMPI, CPI, EPPS, MBTI, 16 PF, NEO-PiR.
- Unit 2 Projective Techniques : Association, Completion Construction and Expression Techiques, TAT, Rorsharch, Measuring interests and values.
- Unit 3 Applications of Testing and Issues
- Educational Testing : Educational Achievement Test, General Achievement Batteries, Teacher's made Achievement Tests.
- Unit 4 Occupational Testing: Industrial and Organizational
- Assessment : Personnel Assessment and Selection Occupational use of Tests, Job analysis and Job Performance.



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Books Recommended

Anastasi & Urbina : Psychology Testing, New Delhi : Prentice Hall of India. New Delhi :

Pearson Education, 7th Ed., 2004.

Gregory Psychology Testing : History, Principle and Application. New Delhi: person Education,4th Ed.,2005

Freema : Theory and practices of Psychological Testing. New Delhi: Oxford & IBH 3rd, Ed.

2001.

Singh, A.k. : Tests Measurement and Research methods in Behaviour Sciences, New
Delhi :

Bharti Bhawan 2nd, ED., 2002.

Bhargava, M.: Modern psychological Tests and Measurements (Hindi). Agra: H.P.
Bhargava

Book House, 15th Ed., 2006.

Guilford : Psychometric Methods, New Delhi : Tata McGraw Hill, 1984



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Clinical Psychology II

(PSY403)

Course outcome:

- Students will be able to use psychotherapy and gain knowledge how to apply in clinical setting.
- Students will be gain knowledge of existential-humanistic therapy , gestalt therapy and cognitive therapy.
- Students will be know concept of positive psychology and its application.
- Students will be know the basics of health psychology and illness from the Bio-psychosocial perspectives and stress.

Unit I : Psychotherapy : Definition , Objectives, Types of Psychotherapy .
Freudian Psychoanalytic
Therapy – Objectives , Steps, Merits, Limitations Behaviour therapy –
Methods and applications.

Unit II : Existential – Humanistic Therapy : Carl Rogers person Centered therapy,
Gestalt therapy, BeR's Cognitive Therapy, Ellis Rational Emotive
Therapy.

Unit III : Positive Psychology : Definition, Origin , Methods and applications of
Positive Psychology. Three pillars of Positive Psychology.
Forgiveness, Gratitude Empathy.

Unit IV : Health Psychology
Introduction : Definition , Origin and development . Objective and
applications of health psychology. Stress: The Modern Concept ,
stressors : Environmental, social Psychological.

सिंह, ए के (2008) : आधुनिक नेदानिक euksfoKku,


मोतीलाल बनारसी दास, : आधुनिक नेदानिक मणोवी euksfoKku, जनरल बुक
एजेसी , पटना

दिल्ली सुलेमान, मुहम्मद

एव कुमार, दिनेश (2006)

List of Practical's

1. Mental Health Scale
2. Ravens standard Matrices
3. Rorschach INR Blot Test
4. TAT
5. Preparation of case histories
6. Psychological well being scale
7. Mindful Attention Awareness scale
8. Quality of life Inventory (QOLI)


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Books Recommended

- Korchin, S.I. : Modern Clinical Psychology, Torko, Harper International Edition 1976.
Wolman : Handbook of Clinical Psychology, New York, Mc Graw Hill 1965
Carr, A (2008) : Positive Psychology : The science of happiness and human strength.
New Delhi : Routledge.
Peterson, C (2006), A Primer in Positive Psychology. New York : Oxford University Press.
Dimatteo, M.R. & Martin, L.R. (2007).
Health Psychology. New Delhi, Pearson Education Inc., & Dorling Kindersley Publishing, Inc.

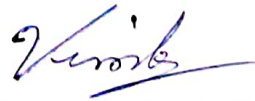
Health Psychology (PSY 404)

Course outcome:

- Students will be able to understand the issues of Health Psychology and how to address them by the bio-psychosocial model of health and illness.
- Students can describe behavioral factors that influence health and illness.
- Students will be able to describe health problems and their cognitive representation.
- Students will be able to understand about health enhancing behaviors including coping with illness.

- Unit 1 Health and well being: Concept and indicators, medical and bio-psychosocial models of Health, cross cultural perspectives on health, goals of health psychology, approaches to health.
- Unit 2 Health Behaviour : Role of behavioral factors in disease and disorder : Changing health habits; Models and approaches to health behavioural change – Cognitive, behavioral and social engineering approaches and trans-theoretical model.
- Unit 3 Health problems and their cognitive representation: General and chronic health problems: Causal factors and explanations. Stress born health problems; coping strategies
- Unit 4 Management of health problems: Preventive, Promotive and curative aspects of health; choice of medicinal systems ; patient doctor relationship, treatment adherence, alternative medicines.

Books Recommended


Professor & Head
Department of Psychology
J.N.V. University, Jodhpur

1. Brann, A. Gatchel, R. J. & Keane, D. S. (1997). An introduction to health psychology. New York: MC Graw Hill
2. Diamant, M. R. & Martin, L. R. (2002). Health psychology. Boston: Allyn & Bacon.
3. Kailley, M. (1998). Health psychology: The Psychology - Social integration. New York: John Wiley
4. S. S. Mathur, Dr. Anji Mathur Swasthya Manuragyan

V. V. V.

Professor & Head

Department of Health Psychology
Faculty of Health Sciences
University of Delhi

EDUCATIONAL PSYCHOLOGY II (PSY405)

Course outcome:

- Student will be understand nature of concept formation and educational psychology help in teaching concept.
- Students will be gain knowledge of problem solving strategies and creativity to solve problem.
- Student will be learn individual difference and its impact on personality and intelligence. And importance of special education.
- Student will be learn strategies to develop education innovative program.

- Unit 1 Concepts, principle, Problem solving and Creativity Learning of Concepts and Principles; Nature of concept formation, Teaching of concepts and principles.
- Unit 2 Problem solving and Creativity: Nature of problem solving and creative thinking, Instructions for creativity and problem solving.
- Unit 3 Teaching of Individual Difference: Individual Differences in Intelligence and Personality.
Individual difference and educating exceptional children, problem of behavior deviants, special education
- Unit 4 Educational Innovations and Research Evaluation: Educational innovation: Programmed Instructions, Instructional media.


Books Recommended

DeCecco and Crawford : Psychology of Learning and Instruction, New Delhi, Prentice

Hall of

India, 2nd Ed., 1974

Kolaczynski : Educational Psychology, New York, McGraw Hill, 2nd Ed., 1970


Professor & Head
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J.N.V. University, Jodhpur

Thorndike and Hag: Measurement and Evaluation in Psychology and Education, New Delhi,

Waley Easern 4th Ed., 1976

Stanley and Hopkin : Education and Psychological Measurement mill Evaluation, New Delhi,

Prentice hall, 1972.

Krik : Educating Exceptional Children, New Delhi, Oxford and IBH, 1970.

Bhongove M.: Exceptionl Children ; HP Ishorgn Book Hours, Agra,2002



Professor & Head
Department of Psychology
U.N.V. ... hour

Guidance Psychology II (PSY406)

Course outcome:

- Students will be learn nature and different approach of counselling .
- Student will beknow educational and vocational placement and follow up techniques.
- Student will be able to define or explain different areas of guidance like educational ,vocational and social-personal.

Unit I : Counseling : Nature and theories of Counselling, directive, non-directive and elective approach ; use and limitation of test in counselling; counselling process; diagnosis in counselling, counselling interviews and professional competence of counselor.

Unit II : Placement and Follow-up :
Placement: Importance of placement service, placement at various levels, educational and vocational placement Follow-up : Need of follow-up, procedures, instruments an techniques.

Unit III : Areas of Guidance : Educational, Vocational and Social-personal

Educational guidance: Importance and nature of guidance at various levels; Various guidance personnel in school, career masters, their qualifications.

Unit IV : Vocational guidance : Theories of Vocational choice, procedures in vocational guidance, vocational counseling, informational collection and dissemination Social and personal guidance : Adjustment, nature of adjustment, motivation, conflict and frustration, Special problems of guidance. Handicapped and gifted children and their adjustment problems.

Books Recommended

- Miller, Carrol, H. : Guidance Services : An introduction, Harper and Row, 1971
Downing, Laster, N. : Guidance and counselling services : An Introduction, New York, McGraw Hill, 1968
Traxier, A.E. and Humphreys : Guidance Services, Chiago, Science Research AssociateInc.1986
Crites : Vocational Psychology, McGraw Hill,1967
Kochar : Guidance and counseling in school and colleges subject plus, New Delhi,1988



Professor & Head
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U.N.V. University, Jaipur

Organizational Psychology – II (PSY407)

Course outcome:

- Students will understand how leadership and decision making play important role in organization.
- Students will learn criteria of effectiveness of organization.
- Students will understand importance of organizational culture and its functions.
- Students will learn about organizational change and its impact.

Unit I: Leadership

Decision Making: The Nature of decision making, Decision Rationality, Techniques, Factors affective decision making.

Leadership: The nature, function and theories of leadership, contemporary issues in leadership.

Unit II Organizational effectiveness:

The definition of the efficiency, efficiency and effectiveness, criteria of organizational effectiveness- Behavioural and motivational requirements.

Unit III : Organizational culture:

Meaning, nature, functions, creating and maintaining a culture.

Unit IV: Organizational Change:

The changes facing organizations, forces of change, resistance of change and approaches to managing organizational changes. Contemporary changes issues for today.

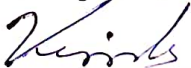
SUGGESTED READINGS:

Luthans: Organizational Behaviour, McGraw, Hill 2010

Robbins, S. "Organizational Behaviour, Prentice-Hall of India Pvt. Ltd., 2012.

Katz, D. and Khan, R.L.: The Social Psychology of Organizations, Tokyo, Wiley International, Edition 2, 1976

Nenstom & Davis: Organizational Behaviour, New Delhi: Tata McGraw


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Department of Psychology
N.V. Narasimha Murthy

**Personnel Psychology II
(PSY408)**

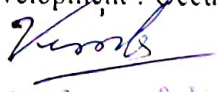
Course outcome:

- Students will understand the concept of training and learning in organization and able to do testing in organization.
- Students will be able to explain nature of scales psychological measurement and process of measurement.
- Students will learn maintenance and progress in organization by maintaining morale and effect of attitude.
- Students will understand the role of counsellor in career planning and development.

- Unit – I Training and Placement :**
Concept and Training Design: Training and Learning; Training; Evaluation of Effectiveness/ Outcomes; Classification and Placement Testing in Organisations : Introduction; Types of tests; Views, Attitudes and practices; Overview and Evaluation of testing in selection, device.
- Unit – II Personnel Testing for Measuring Difference:**
Nature of Measurements; Scales Psychological Measurements and their criteria for evaluation; Nature of measuring procedures; Interpreting Results of Measurement Procedures; Reliability and Validity of Measures.
- Unit III: Maintenance and Progress:**
Effect of Attitudes and Behaviour on outcomes; Commitment & Morale; Employment communications; Reward/Punishment and Benefit systems.
- Unit IV. Counselling, career Planning and Development;**
Work and Role of Counsellor; Using tests in counselling; Using occupational information; Evaluating counselling, effectiveness; Developing Employee and Managers
Career and its management: Definitions, Career ladders, Career Systems, Career Paths, and Career Planning. Career Development : Occupations : Decisions; Development.

SUGGESTED READINGS

- Cascio, W.F. : Applied Psychology in Personnel Management, Prentice Hall, New Jersey (IV Edition), 1979 (Ref. : Units Ia, Ib, 2a, 2b0, 3a, 3b, 4a, 4b, 5a, 5b)
- Yodr, D. : Personnel Management and Industrial Relations, Prentice Hill of India, New Delhi (VI Edition), 1979 (Ref. : Units : Ia, Ib, 3a, 5a, 5b).
- Blum, M.L. and Naylor, J.C.: Industrial Psychology of Its Theoretical and Social Foundation CBS Publishers Delhi: Its India Edition 1984 (Ref : 2a, 2b, 3b, 4a, 5a)


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Department of Psychology
Prentice Hall, New

- Anand, A. Field of Applied Psychology, McGraw-Hill, Kogakusha Ltd., Tokyo 1970 Edition, 1979. (Ref. List 5b)
- D. V. Brock, Personnel, N. Y., McGraw Hill, 1963
- M. M. Moulton, The Selection Process, Bombay, Varanasi, 1970 Diamette, M. Handbook of Industrial and Organizational Psychology, Chicago, Rand McNally, 1976
- D. B. Gilmer : Industrial Psychology, New Delhi, TMH, 1971

V. K. K.

Professor A. K. K.
Department of Psychology
U. P. University, Lucknow

Internship (Semester - IV):

The students will be required to undertake training/render services in institutions/organisations relevant to their opted group of specialization as paper V of their fourth semester. At the end of training/services they will have to present a report of the work done by them. Viva shall be conducted for internship done.

Skills IV (PSY 415)

Life Skills

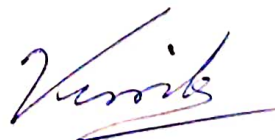
Course outcomes:

- Students can define intelligence and measurements of IQ and EQ.
- Students will be understand communication process.
- Students will be learn empathy and relationship.
- Students will be learn about stress and relaxation techniques.

Unit I	Intelligence – Nature and Types; Concept and Measurement of IQ, emotional intelligence.
Unit II	Communication – Meaning and basic process, barriers to effective communication.
Unit III	Empathy and healthy relationships
Unit IV	Stress and relaxation

SUGGESTED READINGS:

- Katz, D. and Khan, R.L.: The Social Psychology of Organizations, Tokyo, Wiley International, Edition 2, 1976
- Ruscher, J.B. (2001) Prejudiced Communication: A Social Psychological Perspective. New York : The Guilford Press.
- Semin, G.R. and Fiedler, K. (1996). Applied Social Psychology Sage Publications, Delhi
- Morgan and King: Introduction to Psychology.
- Baron.A.Robert: Psychology; Pearson Education.



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Department of Psychology
I.N.V. University, Jodhpur

DEPARTMENT OF PSYCHOLOGY

NEW EXAMINATION SCHEME

Part	Total No. of Questions	Marks of each question	Total Marks
A	10	1	10
B	5	7	35
C	3	10	30
Total			75

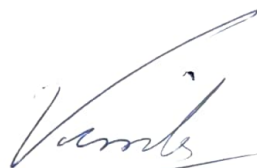
B.A. PART -I- 2020-21

**PAPER 1
BASIC PSYCHOLOGICAL PROCESSES**

Max. Marks:
75 Min. Pass
Marks: 27

Course outcome :

- Students will understand the sources and processes of development of psychology and terminology, concepts, and field of the discipline and Students develop knowledge and understanding of the application of Statistics within Psychology.
- Students will understand the physiological and biochemical links of human behavior.
- Students understand the mental processes to begin with sensation and perception up to how it results in thoughts and communication.
- Students will gain knowledge of principles of human learning as well as human memory to help maintain the learning outcomes.
- Students gain ideas about intelligence and personality relation with human behaviour.
- Students will be able to understand the significance of emotion and motivation in behavior of humans.



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University of Jammu

Unit 1: Introduction and Statistics:

Nature and scope of Psychology: Psychology as a Science of Behavior, Methods of Psychology, Fields of Psychology. Introduction to Statistics and Graphical Presentation of Data: Calculation of Mode, Median and Mean for raw and grouped data. Drawing of Bar Diagram. Frequency Polygon and Histogram.

Unit 2: Response Mechanism, Sensory Processes and Perception: Response Mechanism, Peripheral, Central and Autonomic Nervous System and Endocrine Glands.

Sensory Process/Vision: Structure of Eye, Basic Functions of the Visual System: Acuity, Dark adaptation and Eye movements. Colour Blindness and after effects.

Perception: Nature of perception, Attention and Perception, Perceptual organization.

Unit 3: Learning, Remembering and Thinking:

Learning: Nature of Learning, Procedures of learning.

Trial and Error, Conditioning: Classical and operant. Insightful Learning, Learning Curve.

Remembering and Forgetting: Nature of Remembering: Retention, Forgetting and factors involved in forgetting.

Thinking: Nature of Thinking, Problem Solving: Methods and Materials.

Unit 4: Motivation and Emotion:

Motivation: Nature of Motivation, Need, Drive and Incentive, Primary and Secondary Motives.

Emotion: Nature of Emotional Experience, Physiological changes in Emotions, Role of Autonomic Nervous system in Emotion, Theories of Emotion.

Unit 5: Intelligence: Nature of Intelligence, Individual Differences in Intelligence, Mentally Retarded and Gifted children. Verbal, Non-verbal, Individual and Group Tests.

Personality: Concept of Personality: Classification of Personality: Jung, Kretschmer and Sheldon, Personality Tests.


BOOKS RECOMMENDED

Morgan, King and Robinson: Introduction to Psychology, New Dehli, Tata McGraw Hill, 6/e, 1999

Hilgard, Atkinson & Atkinson: Introduction to Psychology, New Delhi, Oxford & IBH, 6/e, 1998

Baron: Psychology: An Introduction

New Delhi: Prentice Hall of India, Pearson Education, 5/e, 2005


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G.N.V. College, Bangalore

PAPER II ABNORMAL PSYCHOLOGICAL

Max. Marks: 75
Min. Pass Marks: 27

Course outcome :

- Students can able to defined and understand the basic concepts of abnormal behaviour.
- Students will understand the assessment techniques for identifying and classifying maladaptive behavior and mental disorders.
- Students gain specific knowledge about different types of neurosis and psychosis disorders. Understand the differences between neurosis and psychosis disorder.
- Know the importance and the use of assessment techniques in identifying different forms of maladaptive behavior.
- Learn the symptoms, causes and treatment of Mental Retardation, Antisocial Personalities and Crime.
- Students will be able to gain knowledge of different type of Psychotherapy.

Unit 1: Introduction, Motivation and Adjustment: Brief Introduction of Historical Developments, Normal and Abnormal, Scientific criteria of Abnormality.
Motivation and Adjustments: Adjustment process, frustration, conflict, Symptoms and Defense Mechanisms.

Unit 2: Causes and Neuroses, Causes of Abnormal Behavior, Biological, Psychological and Socio-cultural factors.
Psychoneuroses: Symptoms, Causes and Treatment, Hysteria, Anxiety, Obsessive-Phobia, Compulsive and Depression.

Unit 3: Psychoses and Epilepsy: Psychoses: Nature, Causes and Treatment, Functional Psychoses: Schizophrenia, Manic-Depressive, Paranoia Epilepsy: Types, Symptoms, Causes and Treatment.

Unit 4: Mental Retardation, Antisocial Personalities and Crime: Mental Retardation: Types, Symptoms, Causes and Treatment.

Antisocial Personalities and Crime: Symptoms, Causes and Treatment.

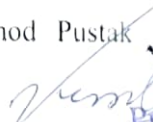
Unit 5: Psychotherapy: Introduction, Psychoanalytic, Client-centered and Group Psychotherapy.

BOOKS RECOMMENDED

Page: Abnormal Psychology, Tata Mc-Graw Hill, New Delhi, 1987

Shanmugam: Abnormal Psychology, Tata Mc-Graw Hill, New Delhi, 1988

Tiwari, G.: Abnormal Psychology, Vinod Pustak, Mandir, Agra, 1988


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PAPER-III
PRACTICALS

Max. Marks: 50
Min. Pass Marks: 18

The distribution of marks will be as follows:

	Marks
Practical Record Book	10
Conduction and report of one experiment	25
Oral as practical	<u>15</u>
Total	<u>50</u>

TOPICS OF PRACTICALS (ANY EIGHT)

1. Trial and Error Learning (Mirror Drawing)
2. Set in Problem Solving
3. Span of Attention
4. Memory Span
5. Anxiety
6. Problem Solving
7. Adjustment Test
8. Extraversion Introversion and Neuroticism
9. Any other proposed by the teacher

Department of Psychology
NEW EXAMINATION SCHEME

Part	Total No. of Questions	Marks of each question	Total Marks
A	10	1	10
B	5	7	35
C	3	10	30
Total			75



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N.V. ... hour

B.A II Year-2020-21
Paper I
Experimental Psychology

Course outcome:

- On completion of this syllabus, students will be understand the basic concepts of Experimental psychology
- Student will be able to understand the way our senses and our brain interpret the environment in psychologically meaningful units and various theories related to this.
- Student will gain knowledge of conditioning ,verbal learning,concept,memory and forgetting ,will know their processess in our mind.
- Student will able to describe about transfer of learning process and also able to measure the variability with help of statistics.

Unit 1: Psychophysics and Perception:

Psychophysics: Basic concept, Problems of Psychophysics.
Classical Psycho physical Methods- Method of limits.
Method

of constant Stimuli and Method of Average error.

Perception: Figure and ground, Geometrical

Illusions, Perception of distance, perceptual
constancy size.

Unit 2: Conditioning: Classical conditioning. Basic principles
(Acquisition delayed conditioning, trace conditioning,
phenomena observed in conditioning and explanation
Operant conditioning: Basic principles: Shaping, role of
Reinforcement, schedule of reinforcement, Differences between
C.C. and I.C.

Unit 3: Verbal Learning and Concept Learning:

Verbal learning: Nature, Materials and Experimental
methods, Basic variables in verbal learning experiments.
Condition of practice and Learner's characteristics.
Concept learning: Definition, Experimental Paradigm.

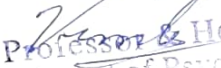
Unit 4: Retention and Forgetting: STM and LTM, Basic
nature, Methods of measuring STM and LTM

Factors of forgetting- Level of original learning, interpolated
activity, testing situation, Experimental procedure
of Retroactive Inhibition.

Unit 5: Transfer of Learning and Statistics:

Transfer of learning: Nature & Types of transfer, Design
of Transfer Experiment,

Measures of Viariability: Range, Q, AD, SD


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BOOKS RECOMMENDED

Tripathi, L.B. and Others: Adhunik Prayogic Manovigyan, Haiprasad Bhargava, Agra (Hindi), 2002.

Postman and Egan: Experimental Psychology: An Introduction, New York, Harper and Row, 1998

D. Amato, M.R.: Experimental Psychology, New Delhi, TMT/H, 1979

Kothmkar V.K.: Experimental Psychology, New Delhi: New Age Publication, 1996.



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PAPER II SOCIAL PSYCHOLOGY

Max. Marks: 75
Min. Pass Marks: 27

Course outcome:

- Student will be able to know the scope of studying social psychology and gain awareness of the concepts, problems and issues in the discipline of social psychology
- Understand the importance of motivation, interpersonal Attraction, attitudes, prejudices and discrimination in explaining human behavior in the social contexts.
- Student will be able to describe about how leadership and conformity plays important role in society.
- Understand the impact of culture on personality and social problems which develop in society.

Unit 1: Introduction and Socialization:

- (a) Introduction: Nature, Fields and Applications, Methods of Social Psychology.
- (b) Socialization and Social Learning: Nature and Determinants of Socialization. Social learning.

Unit 2: Motivation, Interpersonal Attraction: (a)

- (a) Social Motivation- Achievement Motivation
- (b) Interpersonal Attraction- Bases of Attraction

Unit 3: Attitudes, Prejudice and Discrimination:

- (a) Attitudes-nature and Characteristics of Attitudes, Attitude formation, measurement of Attitude.
- (b) Prejudice and Discrimination – Nature of Prejudice and Discrimination, Measurement, Prevention of Prejudice

Unit 4: Leadership and Conformity:

- (a) Leadership – Functions of Leader, characteristic and Types of Leadership
- (b) Conformity: Social Conformity and determinants

Unit 5: Culture and Personality, Social Problems:

- (a) Culture and Personality – Culture and Cultural Products, influence of Culture on Personality
- (b) Social Problems- National Integration, Social change, Social Tension

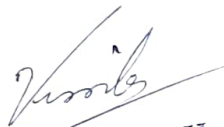
BOOKS RECOMMENDED

Mc David, J.W. and Harari, H.: Social Psychology, New Delhi, DBS Publishers, 1985.

Lindgren, G.: An Introduction to Social Psychology, New Delhi, Wiley Eastern, 1979.

Mishra, G. and Jain, U.: Samaj Manovigyan Ke Mool Adhar, Bhopal, Madhya Pradesh Hindi Granth Academy, 1988 (Hindi)

Mathur. S.S.: Social Psychology. Agra. Vinod Pustak Mandir. 1988.


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I.N.V.

PAPER-III
PRACTICALS

Max. Marks: 50
Min. Pass Marks: 18

The distribution of marks will be as follows:	Marks
Practical Record Book	10
Conduction and report of one experiment	25
Oral as practical	<u>15</u>
Total	<u>50</u>

For each group of practical; not exceeding 20 students, there shall be two consecutive periods per sub-group per week. The practical examinations will be conducted by a panel of examiners- one external and one internal. The credit of 10 marks reserved for Record Books will be awarded on the basis of the bi-monthly report made by the teacher concerned on student laboratory work to the Head of the Department.

TOPICS OF PRACTICALS (ANY EIGHT)

1. Absolute threshold- minimal change
2. Differential threshold-constant stimuli
3. Mass VS Distributed Practice
4. Geometrical Illusion-Methods of average error
5. Serial learning
6. Paired associate learning
7. Retroactive inhibition
8. Concept identification
9. Achievement motivation
10. Transfer of learning
11. Verbal conditioning
12. Social distance
13. Social Attitudes
14. Leadership
15. Comparison between recall and recognition method
16. Any other proposed by the teacher



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U.N.V. University, Udhampur

NEW EXAMINATION SCHEME

Part	Total No. of Questions	Marks of each question	Total Marks
A	10	1	10
B	5	7	35
C	3	10	30
Total			75

Note:-In calculations, statistical tables and calculators are allowed. When using a calculator, the calculated values of each step has to be written down.

B.A. FINAL YEAR-2020-21

PAPER I PSYCHOLOGICAL METHODS AND STATISTICS

Course outcome:

- Students gain an overview of research basic elements, research problem, hypothesis and variables in terms of psychological research.
- Students will understand about sampling techniques, psychometric and non-testing approaches like interview.
- Understand the nature of Statistics within Psychology and students develop critical thinking for application of appropriate statistical analysis in Psychological research.
- The methods of drawing normal curve percentiles and ogive curve, students will be able to see correlation between two or more variable using correlation methods.
- Students can able to testing hypothesis testing by using appropriate statistical analysis

Unit 1: Basic Elements, Research problem, Hypothesis and Variables:
Basic elements of the scientific Methods, Research, Problem, Hypothesis and Variables. Research Design: nature and types, Randomized Group Design Matched Group Design and Before- After Design

Unit 2: Methods of Data Collection:

Sampling: The Representativeness of Sample, Random, Stratified, Incidental and Purposive sampling. Observation: Simple, uncontrolled, Participant and Non-Participant observation.

Questionnaire: Construction of the Questionnaire and Schedule, Pilot study and Pre-test, Problem of Validity, Mailed- Questionnaire.


Interview: Interviewing as a Social process, Rapport, Carrying the interview forward, The Probing, Recoding

Unit 3: Normal Curve Percentiles and Ogive Curve:

Normal Curve: Introduction to Normal Curve and its applications, Skewness, Kurtosis.

Percentiles and Percentile Rank, Ogive.

Unit 4: Correlation: Nature of Correlation: Calculation of Pearson's and Spearman's "rho"


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Unit 5: Significance and Hypothesis Testing:
Test of significance: Standard Error of Mean,
Confidence Interval and confidence limit; Hypothesis
Testing, 't' for correlated and independent Means,
Calculation of Chi Square (equal probability and 2×2)

BOOKS RECOMMENDED

Goode and Hatt: Methods in Social Research, Tokyo, Mc-Graw Hill
International Edition, 1986.
Garratt: Statistics in Psychology and Education, Bombay, Vakils,
Feffer and Simmons, 6/e 1966.



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PAPER II APPLIED PSYCHOLOGY

Max. Marks: 75
Min. Pass Marks: 27

• Course outcome:

- Student will be able to understand basic term of mental health and the important aspects of enhancing mental health through rehabilitation or treatment.
- Student will gain knowledge of applying psychology in education area by using key concept of learning and also able to use different psychological tests to know more about interest, intelligence, aptitude and personality of individual.
- Student can define criminal behavior and explain the psychosocial factors of criminal behavior and describe how crime detection methods and process.
- Understand different concepts and dynamics related to industrial system, selection process, management and industrial morale.
- Student will gain elementary knowledge of psychology of work, accidents and advertising.

Unit 1: Nature, Scope and Mental Health:

Nature and Scope of Applied Psychology

Psychology applied to mental health: Introduction to mental health; The aim of mental health: Prevention treatment and rehabilitation

Unit 2: Psychology Applied to Education and Guidance

Introduction to learning, motivation and learning, maturation and learning, favourable conditions for learning, Formation of habits, breaking of habits

Psychology of testing and guidance: Importance of Psychological tests, classification of Psychological tests, Intelligence and Intelligence tests

Verbal and Non-Verbal tests of intelligence Interest and aptitude tests; personality test; personality inventories and projective tests

Unit 3: Psychology Applied to Crime Understanding:

Introduction to crime, causes of crime. War and crimes, modern urban changes and crime, measures for reforming criminals, causes of crimes in India; Juvenile delinquency. Introduction to Juvenile delinquency, causes: measures for reforming juvenile delinquents. Crime detection Association reaction method, Polygraph (lie-detector) method, autonomic changes in emotions, respiratory responses, psychogalvanic responses, blood pressure and brain waves.

Unit 4: Psychology Applied to Industry and Business:

Application in selection tools-interview, personnel data record, psychological tests, Job analysis Industrial

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morale.

Unit 5: Psychology of Work, Accidents and Advertising:

Course of Work: Characteristics of work curve, fatigue, kinds of fatigue, preventing accidents: Nature and causes of accidents, accident prevention and safety procedure, Psychology applied to advertising: Importance of advertising, various factors of advertising.

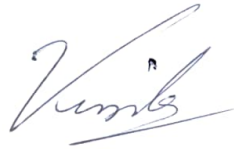
BOOKS RECOMMENDED

Burt: Applied Psychology, Asia Publishing House, New Delhi, 1966.

Brown Berrien and Russel: Applied Psychology, Onperd and IBH, New Delhi, 1966.

Sharma Ram Nath: Applied Psychology, Kedarnath Ram Nath, Meerut, 1972.

Gilmer, V.H.: Applied Psychology, Tata McGraw Hill, New Delhi, 1979.



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PAPER-III PRACTICALS

The practical examinations will be conducted by a panel of examiners- one external and one internal. The credit of 10 marks reserved for Record Books will be awarded on the basis of the bi-monthly report made by the teacher concerned on student laboratory work to the Head of the Department.

For each group of practical; not exceeding 20 students, there shall be two consecutive periods per sub-group per week.

The day-to-day practicals will be assessed by the supervising teacher at least bimonthly and assessment shall be communicated to the Head of the Department for record.

A student will be admitted to the annual examination in practicals only after he/she has conducted the practicals properly presented the record timely and completed the assignment satisfactorily.

Max. Marks: 50
Min. Pass Marks: 18

The distribution of marks will be as follows:	Marks
Practical Record Book	10
Conduction and report of one experiment	25
Oral as practical	<u>15</u>
Total	<u>50</u>

TOPICS OF PRACTICALS (ANY THREE)

1. Free association (study of complexes)
2. Work and rest pauses
3. Respiratory changes in work and rest conditions
4. Knowledge of results as an incentive
5. Aspiration and achievement
6. Distraction and performance
7. Reinforcement and learning
8. Study of appeals in advertisement
9. Any other proposed by teacher

TESTS (ANY FIVE)

1. Verbal test of intelligence
2. Battery of performance tests of intelligence
3. Adjustment inventory
4. Manifest anxiety scale
5. Steadiness test
6. Dexterity test

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Department of Psychology
(N.V. Singh)

8. Interest inventory
9. Study Habits and aptitude
10. Vocational preferences
11. Any other proposed by teacher

Note: In calculations, statistical tables and calculators are allowed. When using a calculator, the calculated values of each step has to be written down.

Unit 1: Basic Elements, Research problem, Hypothesis and Variables:
Basic elements of the scientific Methods, Research, Problem, Hypothesis and Variables. Research Design: nature and types, Randomized Group Design Matched Group Design and Before-After Design

Unit 2: Methods of Data Collection:
Sampling: The Representativeness of Sample, Random, Stratified, Incidental and Purposive sampling. Observation: Simple, uncontrolled, Participant and Non-Participant observation.
Questionnaire: Construction of the Questionnaire and Schedule, Pilot study and Pre-test, Problem of Validity, Mailed-Questionnaire.
Interview: Interviewing as a Social process, Rapport, Carrying the interview forward, The Probing, Recoding

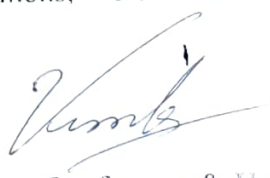
Unit 3: Normal Curve Percentiles and Ogive Curve:
Normal Curve: Introduction to Normal Curve and its applications, Skewness, Kurtosis.
Percentiles and Percentile Rank, Ogive.

Unit 4: Correlation: Nature of Correlation: Calculation of Pearson's and Spearman's rho

Unit 5: Significance and Hypothesis Testing:
Test of significance: Standard Error of Mean, Confidence Interval and confidence limit; Hypothesis Testing, 't' for correlated and independent Means, Calculation of Chi Square (equal probability and 2x2)

BOOKS RECOMMENDED

- Goode and Hatt: Methods in Social Research, Tokyo, Mc-Graw Hill International Edition, 1986.
Garratt: Statistics in Psychology and Education, Bombay, Vakils, Feffer and Simmons, 6/c 1966.



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