

SCHEME OF EXAMINATION
M.A. PSYCHOLOGY
(As per Choice based Credit System w.e.f. the academic year 2016-18)

Program Specific Outcomes

Program Specific Outcomes:

- PSO1 Students would gain proficiency in theoretical knowledge of psychological principles and apply them in research and professional areas.
- PSO2 Students would gain an understanding of the Experimental basis of psychological concepts and apply them in research and professional areas.
- PSO3 Students would gain the theoretical knowledge of biological basis of behaviour.
- PSO4 Students would acquire the fundamental knowledge of the concepts of social psychology.
- PSO5 Students would gain proficiency in research methodology and assessment techniques in Psychology and would be able to conduct and analyze research in Psychology.
- PSO6 Students would achieve the knowledge of content related to environment, health and positive perspectives of psychology and would able to apply in day to day life.
- PSO7 Students would attain the expertise in the application of psychological perspectives in the areas of school, sports and criminology.
- PSO8 Students would gain competencies and professional skills for working and conducting research in the field of Clinical Psychology, Counselling and Organisational Psychology.

The entire course will be of four semesters. Each student should earn a minimum of 92 credits over the entire course (Core = 60; Discipline specific course = 24; Foundation elective = 2; Open Elective = 6).

M.A. Psychology (Semester I & II)

(Session 2016-2017)

In Semester I, there would be five core papers (four theory papers and a practical) and in Semester II there would be four core (three theory papers and a practical) and one discipline specific course. Each Student will opt for at least one foundation elective (minimum 2 credits) and an open elective course (minimum 3 credits) in Semester II.

Sem	Paper Code	Nomenclature	Hrs/ week L+T+P/G r.	Marks			Exam (hrs)	Credits L+T+P	
				Int. Ass.	Semester end Exam	Total			
I	16PSY21C1	Historical and Theoretical Foundations of Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY21C2	Experimental Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY21C3	Social Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY21C4	Research Methods and Statistics in Psychology	4+0+0	20	80	100	3hrs	4+0+0=4	
	16PSY21CL	Practicals	0+0+10	-	100	100	4hrs	0+0+5=5	
Credits		C=21	Total Credits:					21	
II	16PSY22C1	Biological Bases of Behaviour	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY22C2	Cognitive Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY22C3	Research Designs and Statistics in Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY22D1 or 16PSY22D2 or 16PSY22D3	<i>Environmental Psychology</i> or <i>Positive Psychology</i> or <i>Health Psychology</i>	4+0+0	20	80	100	3 hrs	4+0+0=4	
	16PSY22CL	Practicals	0+0+10	-	100	100	4 hrs	0+0+5=5	
		Foundation Course	To be chosen from the basket/pool provided by the University.					2	
		Open elective	To be chosen from the basket/pool provided by the University.					3	
Credits		C=17; D=4; F*= 2; O=3	Total Credits:					26	

M.A. Psychology (Semester III & IV)
(Session 2017–2018)

In Semester III, there would be three core papers (two theory papers and a practical) and two discipline specific papers. In Semester IV there would be two core papers (one theory paper and one practical) and three discipline specific courses. Each student has to opt for the discipline specific papers from **one group only, i.e. 1: Clinical & Abnormal Psychology, 2: Guidance & Counselling; 3: Industrial & Personnel Psychology**. Each Student will opt for at least one open elective course (minimum 3 credits) in Semester III.

Sem	Paper Code	Nomenclature	Hrs/ week L+T+P /Gr.	Marks			Exam ination (hrs)	Credits L+T+P
				Inter nal Asst.	Seme ster end Exam	Total		
III	17PSY23C1	Psychological Assessment	4+0+0	20	80	100	3 hrs	4+0+0=4
	17PSY23C2	Psychology of Individual Differences	4+0+0	20	80	100	3 hrs	4+0+0=4
	17PSY23DA1	School Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	17PSY23DA2	Or Developmental Psychology						
	17PSY23DB1	Criminal & Forensic Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	17PSY23DB2	Or Sports And Exercise Psychology						
	17PSY23CL	Practicals	0+0+10		100	100	4 hrs	0+0+5=5
	Open elective	To be chosen from the basket/pool provided by the University.					3	
Credits		C=13; D=8 O=3	Total Credits:			24		
IV	17PSY24C1	Indian Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	17PSY24DA1	Basics of Clinical & Abnormal Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4
	17PSY24DA2	or Basics of Guidance and Counselling						
	17PSY24DA3	or Industrial and Personnel Psychology						
	17PSY24DB1	Psychodiagnostics	4+0+0	20	80	100	3 hrs	4+0+0=4
	17PSY24DB2	or Processes and Skills of Counselling						
	17PSY24DB3	or Organisational Psychology						
	17PSY24DC1	Interventions in Clinical Psychology	4+0+0	20	80	100	3hrs	4+0+0=4
	17PSY24DC2	or Counselling Techniques and Strategies						
17PSY24DC3	or Interventions in Organisational Development							
	17PSY24CL	Practicals	0+0+10		100	100	4 hrs	0+0+5=5
Credits		C=9; D= 12	Total Credits:			21		

M.A. Psychology (Semester-I)

Paper-16PSY21C1 HISTORICAL AND THEORETICAL FOUNDATIONS OF PSYCHOLOGY
Course Outcomes

Course Outcomes:

- CO1 Students would gain theoretical knowledge of historical developments as well as working knowledge of different perspectives in Psychology.
- CO2 Students would gain theoretical knowledge of basics of Learning and Personality.
- CO3 Students would gain theoretical knowledge of basics of Motivation, Emotion and Intelligence.
- CO4 Student would achieve the knowledge of applications of various intelligence theories.
- CO5 Student would attain the skills and knowledge to apply the theoretical and conceptual perspectives of psychology in human life.

Credits: 4 (Hrs/week: 4)

Total: 100 marks

Internal Assessment: 20 marks

Examination : 80 marks; Time : 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Need for study of History in Psychology; Problems in Historiography; Philosophical Issues: Mind-Body Problem, Free Will vs. Determinism.

Schools: Structuralism- Contributions of Wundt and Titchener, Methodology and Tenets; Functionalism- Antecedents, Pioneers, Methodology and Tenets.

UNIT II

Classical Psychoanalysis: Freud; Neo-Freudians: Fromm, Sullivan, Horney. Analytic Psychology: Jung; Behaviorism: Watson; Gestalt psychology.

UNIT III

Learning Theories: Guthrie, Tolman, Hull, Bandura.

Personality Theories: Adler, Erikson, Eysenck, Rogers.

UNIT IV

Motivational and Emotion Theories: Lewin, Maslow, James-Lange Theory, Cannon-Bard Theory, Schachter & Singer Theory.

Intelligence Theories: Cattell, Guilford, Goleman.

Recommended Books:

Chaplin, T., & Kraweic, T.S. (1979). *Systems and Theories of Psychology*. NY: Thompson Learning.

Hergenhahn, B.R. (1997). *An Introduction to the History of Psychology*. U.S.A: Brooks.

Leahey, T.H. (1987). *A History of Modern Psychology*. U.S.A.: Prentice Hall International.

Schultz, D. & Schultz, S. (2000). *A History of Modern Psychology* U.S.A.: Harcourt Brace.

Viney, W. & King, D.B. (1998). *A History of Psychology*. Boston: Allyn and Bacon.

Weiner, B.B. (1985). *Human Motivation*. Tokyo: Springer.

Paper-16PSY21C2

EXPERIMENTAL PSYCHOLOGY

Course Outcomes

Course Outcomes:

- CO1 Students would be able to understand depth perception, movement perception and illusions along with theoretical basis of pattern recognition.
- CO2 Student would focus on the classical methods of psychophysics and its applications.
- CO3 Students would demonstrate knowledge about the techniques of quantification of sensation and application of subliminal perception in daily life.
- CO4 Students would be able to use the conceptual and experimental knowledge of conditioning in further research and its applications in everyday situations.
- CO5 Students would be able to use the experimental knowledge of verbal learning and memory for research and its applications in everyday situation.

Credits: 4 (Hrs/week: 4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks ; Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Perceptual Processes: Perception of Size and Movement: Depth Cues, Size Constancy and Illusions; Perception of Real movement, Types of Apparent Movement.

Pattern Recognition: Prototype, Feature and Structural approach.

UNIT II

Psychophysics: Estimating Sensory Threshold: Classical Methods.

Signal Detection Theory: Assumptions, Procedures and Applications.

Subliminal Perception: Nature and Empirical Evidence.

UNIT III

Conditioning: Classical Conditioning: Measurement of Conditioned Response; Variables affecting Classical Conditioning; Applications: Conditioned Emotional Response, Taste Aversion.

Instrumental and Operant Conditioning: Appetitive and Aversive; Schedules of Reinforcement; Applications: Shaping and Superstitious Behaviour.

UNIT IV

Verbal Learning: Methods, Organizational Processes; Improving Memory: Imagery and verbal mnemonics, Preparing for Examination.

Memory: Memory Codes and Attributes; Factors affecting forgetting.

Recommended Books:

Anderson, D.C., & Borkowski, J.G. (1978). *Experimental Psychology: Research Tactics and their Applications*. Illinois: Scott foreman.

Babbeley, A., Eysenck, M.W., & Anderson, M.C.(2015). *Memory*. New York: Psychology Press.

Bartoshuk, L.M., Herz, R.S., Klatzky, R., Lederman, S. J., & Merfeld, D.M. (2012). *Sensation and Perception*. U.S.A.: Sinauer.

Chance, P.(1988). *Learning and Behaviour*. California: Wadsworth.

M.A. Psychology 2016-18

- D'Amato, M.R. (1979). *Experimental Psychology: Methodology Psychophysics and Learning*. New Delhi: Tata McGraw Hill.
- Domjan, M. (2003). *The Principles of Learning and Behaviour*. California: Wadsworth / Thomson.
- Goldstein, B.E. (2002). *Sensation and Perception*. USA: Wadsworth.
- Kling, J.W., & Riggs, L.A. (1984). *Woodworth & Schlosberg's Experimental Psychology*. New Delhi: Khosla.
- Leahey, T.H., & Harries, R.J. (1989). *Human Learning*. New Jersey: Prentice Hall.
- Lieberman, D.A. (1990). *Learning: Behaviour and Cognition*. California: Wadsworth Schwartz, B.L., & Krantz, J. H. (2016). *Sensation & Perception*. Los Angeles, CA: Sage.

Paper-16PSY21C3

SOCIAL PSYCHOLOGY

Course Outcomes

Course Outcomes:

- CO1 Students would have an understanding of fundamental and historical knowledge of social psychology along with its methods.
- CO2 Students would be acquainted with the concepts of Social Perception and Social Cognition along with their applications.
- CO3 Students would demonstrate knowledge of the conceptual and applied aspects of attitudinal processes and social influence.
- CO4 Students would demonstrate knowledge of concepts of Conflict & Aggression and their management.
- CO5 Students would gain the knowledge to apply the practical and conceptual perspectives of social psychology in everyday life.

Credits: 4 (Hrs/week: 4)

Total: 100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Introducing Social Psychology: Social Psychology: Nature, Origins and Development; Subject matter: Social Psychology yesterday and today.

Methods in Social Psychology: Experimental, Observation, Co-relational, Survey, Field study, Cross-Cultural, Sociometry

UNIT II

Understanding Social World: Social Perception: Impression Formation and Management; Attribution Theories and Attribution Biases.

Social Cognition: Social Schema & its impact; Heuristics, Prototypes and Social Representations.

UNIT III

Influencing others: Attitude: Nature, Formation, Measurement and Attitude Change: Persuasion and Cognitive Dissonance.

Social Influence: Unintended Social Influence, Conformity: Asch and Sherif's approach; Compliance: Principles and Tactics; Obedience and Disobedience.

UNIT IV

Social Processes: Co-operation and Conflict: Social exchange theory; Factors affecting conflict, Inter group Conflict and Resolution techniques.

Aggression: Nature and Theories: Biological, Social learning and cognitive; Causes of aggression: Social and personal; Techniques and Prevention to control aggression.

Recommended Books:

Alcock, J., & Sadava, S. (2014). *An Introduction to School Psychology: Global Perspectives*. New Delhi: Sage Publication.

Baron, R.A., & Byrne, D. (2004). *Social Psychology*. Singapore: Pearson Education.

Baron, R.A., Byrne, D. & Johnson, B.T. (1998). *Exploring Social Psychology*. USA: Allyn and Bacon.

Myers, D.G., Sahajpal, P. & Behera, P. (2012). *Social Psychology*. New Delhi: Tata McGraw-Hill.

Worchel, S., Cooper, J., Goethals, G.R., & Olsons, J.M. (2000). *Social Psychology*. USA: Wadsworth/Thomson.

Paper-16PSY21C4 RESEARCH METHODS AND STATISTICS IN PSYCHOLOGY

Course Outcomes

Course Outcomes:

- CO1 Students would be acquainted with basics of research in Psychology.
CO2 Students would be able to apply their knowledge of applications of NPC and sampling procedures.
CO3 Students would gain the potential knowledge of sampling techniques and their applications.
CO4 Students would demonstrate knowledge of computation of correlation and would gain an understanding regarding specific techniques utilised in analysing various information with the help of statistical methods.
CO5 Students would be able to report research work as per APA style and demonstrate knowledge of ethical standards.

Credits: 4 (Hrs/week: 4)

Total: 100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*
- d) *Candidates may be allowed to use non-programmable calculators and statistical tables during the examination.*

UNIT I

Methods of Enquiry; Scientific Approach; Research: Nature and Types.

Research Questions; Hypotheses and Variables.

UNIT II

Methods of Psychological Research: Experimental; Observation; Interview; Case Study and Questionnaire.

Normal Probability Curve (NPC): Nature; Characteristics; Applications (Area under NPC) and Measuring Divergence (Skewness & Kurtosis)

UNIT III

Sampling Procedures: Probability and Non-Probability Techniques.

Correlation Methods: Pearson Product Moment; Spearman Rank-order; Kendall Rank Correlation; Biserial and Tetrachoric.

UNIT IV

Research Ethics and Report Writing Styles.

Special Correlation Methods: Partial Correlation (First order); Multiple Correlation (Three Variables) and Kendall Method of concordance.

Recommended Books:

Bordens, K.S. & Abbott, B.B.(2006).*Research and Design Methods: A Process approach.* (6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) *Statistics in Psychology and Education.* Delhi: Paragon International Publishers.

Haslam, S.A. & Mc Garty., C. (2014). *Research Methods Statistics in Psychology.* (2nd Ed.) New Delhi;Sage.

Helode, R.D. (2012). *Basic of Research in Behavioural Sciences.* Wardha; Psychoscan.

Mangal, S.K. and Mangal, S.(2013). *Research Methodology in Behavioural Sciences.* Delhi; PHI Learning Private Limited.

- Mc Bride, D.M.(2013). *The Process of Research in Psychology*. (2nd Ed.) New Delhi; Sage.
- Milluwi, J.O. and Rashid, H (2015) *Research Methodology: Principals Methods and Practices*. Delhi; Manglam.
- Mohanty, B. and Misra, S. (2016). *Statistics for Behavioural and Social Sciences*, New Delhi: Sage.
- Nestor, P.G. and Schutt, R.K. (2012) . *Research Methods in Psychology: Investigating Human Behavior*. New Delhi :Sage .
- Shaughnessy, J.J., Zechmeister, E.B.& Zechmeister, J.S.(2000). *Research Methods in Psychology*.(5th Ed.)New Delhi:McGraw Hill.
- Siegel, S. (1994)_*Non-Parametric Statistics*. New York: McGraw Hill.
- Singh, A.K. (2011). *Tests, Measurements and Research Methods ion Behavioural Sciences*. New Delhi: Bharati Bhawan (Publishers & Distributors).
- Singh, R. and Radheshyam & Gupta,L. (2015)._*Fundamental Statistics For Social Sciences*. Rohtak: Intellectual Foundation(India).
- Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). *Research Methods for the Behavioural and Social Sciences*. New Jersey: John Wiley.

Paper-16PSY21CL

PRACTICALS
Course Outcomes

Course Outcomes:

CO1 Students would be able to design, conduct and report experimental research.

CO2 Students would acquire the ability to administer, interpret and report psychological tests.

CO3 Students would gain proficiency in data analysis using statistical software.

CO4 Students would gain specialised applied knowledge in specific areas of psychology.

Credits : 5(Hrs / week: 10/group)

Maximum Marks: 100

Examination Time: 4 hrs

Note:

Each student would perform six experiments and six tests from the areas mentioned below along with computer applications. The list of exact problems would be decided by the concerned teachers.

It would be mandatory for each student to submit a record file containing a report of all tests, experiments, computer applications duly signed by the respective teachers. During examination one experiment, one test and one part from computer applications would be conducted. Evaluation would be based on performance in conduct, written and viva.

a) Experiments

(50 marks)

Any six experiments from following areas

1. Perception
2. Conditioning
3. Memory
4. Forgetting
5. Social Conformity
6. Psychophysics
7. Ethological observation

b) Tests

(35marks)

Any six tests from following areas

1. Self
2. Intelligence
3. Sociometry
4. Attitude
5. Aggression
6. Personality (objective)

c) Computer Applications in Research

(15marks)

1. Graphical Representation
2. Central Tendencies & Variability.
3. Mean Comparison
4. Correlation

M.A. PSYCHOLOGY (SEMESTER-II)

Paper-16PSY22C1

BIOLOGICAL BASES OF BEHAVIOUR

Course Outcomes

Course Outcomes:

CO1 Students would gain knowledge of basic divisions of Biopsychology and its methods of study and research.

CO2 Students would understand the structure and functions of Nervous System.

CO3 Students would gain understanding of Behavioural Genetics and would be able to explain the mechanism of Affecter-Effector systems.

CO4 Students would be acquainted with the biological basis of digestive behaviour.

CO5 Students would attain the knowledge of physiological mechanism related to sleep.

Credits: 4 (Hrs/week: 4)

Total: 100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Nature of Biopsychology: Meaning and approach; Major divisions of Biopsychology; Methods of study and research.

Cells of Nervous system: Neuron: Structure and Types; Conduction of Nerve Impulse; Synapse; Synaptic transmission: Process and stages

UNIT II

Nervous System: Central Nervous System: Structure and Function of Brain and Spinal cord.

Peripheral Nervous System: Somatic Nervous System: Cranial and Spinal nerves. Autonomic Nervous System: Sympathetic and Parasympathetic Nervous System.

UNIT III

Behavioural Genetics: Medalian Genetics, chromosomes, sex-linked and sex-limited genes.

Biological basis of Affecter and Effector : Visual system, Auditory system; Motor system and Endocrine glands

UNIT IV

Biological basis of Ingestive Behaviour: Hunger and Thirst

Biological basis of Sleep: Stages and Types of Sleep; Physiological mechanism of Sleep; Disorders of Sleep.

Recommended Books:

Carlson, N. R. (2013). *Physiological of Behaviour*. USA: Pearson.

Kalat, J.N. (2016). *Biological Psychology*. Boston, USA: Cengage Learning.

Levinthal, C.R. (1991). *Introduction to Physiological Psychology*. New Jersey: Prentice Hall

Pinel, P.J. (2009). *Biopsychology*. (International edition). New Delhi: Pearson Education

Paper-16PSY22C2

COGNITIVE PSYCHOLOGY

Course Outcomes

Course Outcomes:

CO1 Students would be able to understand the nature and historical background of Cognitive Psychology.

CO2 Students would be sensitized to the importance of attention and would become aware of the structure and function of memory along with its applicability in everyday situation.

CO3 Students would be able to apply the conceptual and experimental knowledge of imagery and language in research and everyday situation.

CO4 Students would master problem solving skills and would understand various issues related to language and the relevance of cross cultural factors in psychological research.

CO5 Students would be able to understand and apply the cognitive approach in everyday life.

Credits: 4 (Hrs/week: 4)

Total: 100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Introduction: Emergence of Cognitive Psychology, Information Processing Approach.

Attention: Filter (Broadbent and Treisman) and Resource (Kahnman) Theories; Factors affecting Division of Attention.

UNIT II

Memory: Working Memory: Nature, Theories, Educational Applications.

Semantic and Episodic Memory: Semantic vs Episodic Memory; Level of Processing and Hierarchical Network model.

Prospective Memory: Types and Common Failures of Prospective Memory in Everyday life.

UNIT III

Imagery : Empirical Investigations: Mental Rotation and Scanning; Analogical and Propositional Theory.

Language: Speech Recognition: Phonology, Morphology, Syntax and Parsing.

Speech Production: Theories:Garrett and Dell ; Speech Errors.

UNIT IV

Problem Solving: Strategies of Problem Solving; Blocks in Problem Solving; Finding Creative Solutions.

Cognition in Cross Cultural Perspective: Cross Cultural Studies of Perception, Memory and Categorization.

Recommended Books:

Eysenck, W. M., & Keane, M.T. (1990). *Cognitive Psychology: A Students Handbook*. London : Lawrence Erlbaum.

Galotti, K.M. (2014).*Cognitive Psychology: In and Out of the Laboratory*. New Delhi: Sage. Riegler, B.R., & Riegler, G.L.R. (2008). *Cognitive Psychology: Applying the Science of the Mind*. India: Pearson Education.

Jahnke, J.C., & Nowaczyk, R.H. (1998).*Cognitive Psychology*. NewJersey: Prentice Hall. Matlin, M. W. (1995). *Cognition*. Bangalore: Prism Book.

Reed, K.S. (2000).*Cognition: Theory and Applications*. California: Wadsworth.

Paper-16PSY22C3 RESEARCH DESIGNS AND STATISTICS IN PSYCHOLOGY
Course Outcomes

Course Outcomes:

- CO1 Students would develop in-depth knowledge about quantification and research design in psychology.
CO2 Students would be able to demonstrate knowledge and skills of research designs.
CO3 Students would be able to use Quasi Experimental Designs and apply Non-Parametric Statistics.
CO4 Students would be able to get the knowledge of nonparametric statistics and its applications.
CO5 Students would be able to design and analyse Qualitative Analysis and mixed researches and their applications in research.

Credits: 4 (Hrs/week: 4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks; Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*
- d) Candidates may be allowed to use non-programmable calculators and statistical tables during the examination.*

UNIT I

Measurement: Nature, History, Functions and Levels. General Problems and Sources of Errors in Measurement.

Research Designs: Nature, Characteristics, Types and Functions.

UNIT II

Experimental Designs: Between Subjects Designs; Within Groups Designs and Mixed Designs.

Significance of Mean Difference: Independent and Dependent Groups.

Analysis of Variance: One way and Two way ANOVA for Separate Groups.

UNIT III

Quasi Experimental Designs: One Group Designs; Non-Equivalent Groups Designs and Time Series Designs.

Non-Parametric Statistics: Mann-Whitney U-Test; Wilcoxon Matched Paired Test; Chi-Square; A-Test and Kruskal Wallis H-Test.

UNIT IV

Qualitative Research: Qualitative versus Quantitative Research. Qualitative Data: Nature and Types. Approaches for Qualitative Data Analysis.

Mixing Methods: Quantitative and Qualitative Combined; Qualitative and Mixed-Methods Data Collection and Analysis; Benefits and Challenges of Mixed-Methods Research.

Recommended Books:

Bordens, K.S. & Abbott, B.B.(2006). *Research and Design Methods: A Process approach.* (6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) *Statistics in Psychology and Education.* Delhi: Paragon International Publishers.

- Haslam, S.A. & Mc Garty., C. (2014). *Research Methods Statistics in Psychology*. (2nd Ed.) New Delhi;Sage .
- Helode, R.D. (2012). *Basic of Research in Behavioural Sciences*. Wardha; Psychoscan.
- Mangal, S.K. and Mangal, S.(2013). *Research Methodology in Behavioural Sciences*. Delhi; PHI Learning Private Limited.
- Mc Bride, D.M.(2013). *The Process of Research in Psychology*. (2nd Ed.) New Delhi; Sage.
- Milluwi, J.O. and Rashid,H (2015) *Research Methodology: Principals Methods and Practices*. Delhi; Manglam.
- Mohanty, B. and Misra, S. (2016). *Statistics for Behavioural and Social Sciences*, New Delhi: Sage.
- Nestor, P.G. and Schutt, R.K. (2012) . *Research Methods in Psychology: Investigating Human Behavior*. New Delhi :Sage .
- Shaughnersy, J.J., Zechmeister, E.B.,& Zechmeister, J.S.(2000). *Research Methods in Psychology*. (5th Ed.)New Delhi: Mc Graw Hill.
- Siegel, S. (1994)_*Non-Parametric Statistics*. New York: McGraw Hill.
- Singh, A.K.(2011). *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Bharaqti Bhawan (Publishers & Distributors)
- Singh, R. and Radheshyam & Gupta,L. (2015)._*Fundamental Statistics For Social Sciences*. Rohtak : Intellectual Foundation(India).
- Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). *Research Methods for the Behavioural and Social Sciences*. New Jersey: John Wiley.

Paper: 16PSY22D1

ENVIRONMENTAL PSYCHOLOGY
Course Outcomes

Course Outcomes:

- CO1 Students would gain knowledge about Environment psychology and theoretical bases of Environment – Behaviour relationship.
- CO2 Students would understand the relation between personality, Crowding and environment.
- CO3 Students would acquire the conceptual knowledge regarding crowding and privacy in relation to environment.
- CO4 Students would become sensitized to the psychological impacts natural disasters, noise and air pollution.
- CO5 Students would gain knowledge of strategies for conservation of environment and understand the economic, political and legal implications of environmental issues as well as the effects of environmental issues on human behaviour.

Credits : 4 (4 hrs/week)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Environment: Nature and Scope of Environmental Psychology.

Theories of Environment-Behaviour Relationship: Arousal, Stimulus-Load, Behaviour-Constraint, Ecological, Environmental–Stress Theory. Environmental Attitudes and Appraisals.

UNIT II

Personality and Environment: Traditional and Environmental Personality Dimensions. Some uses of Personality in Environment.

Crowding and Privacy: Crowding, Density and Population, Influences on Crowding. Crowding and Environmental Design. Privacy and Human Behaviour, Privacy and Environmental Design.

UNIT III

Natural Disasters: Characteristics of Natural Disasters, Perception and Psychological Effects of Natural Disasters.

Noise and Air Pollution: Source and effects of Noise in the Work Place, Noise and Social Behaviour. Perception, Health, Performance, Social Behaviour and Air Pollution.

UNIT IV

Changing Behaviour to save the Environment: The Commons Dilemma as an Environment-Behaviour Problem, Strategies to Encourage Environmentally Responsible Behavior.

Contemporary Values and Environmental Attitudes. Economic, Political and Legal Implications of Environmental Issues.

Recommended Books:

Bechtel, R. B. (1997). *Environment and Behaviour: An Introduction*. New Delhi: Sage

M.A. Psychology 2016-18

- Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental Psychology* Orlando (US): Harcourt.
- Gifford, R. (1991). *Environmental Psychology; principles and practice*. USA: Allyn. Bacon.
- Veitch, R., & Arkkelin, D. (1995). *Environmental Psychology: An Interdisciplinary Perspective*. USA: Practice-Hall.

Paper: 16PSY22D2

POSITIVE PSYCHOLOGY

Course Outcomes

Course Outcomes:

CO1 Students would gain knowledge about the nature of Positive Psychology.

CO2 Theoretical knowledge about human virtues and positive emotional states would enable the students to understand its relationship with wellbeing and undertake research in this area.

CO3 Students would acquire the knowledge of positive emotional states and its impact on well being.

CO4 Knowledge about the latent role played by positive cognitive states in boosting well-being would prove an asset to the students in their profession.

CO5 Students would understand the relevance of close relationships and benefits of pro social behaviour.

Credits : 4 (4 hrs/week)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Introduction to Positive Psychology: Traditional Psychology; Origin, Assumptions and Goals of Positive Psychology, Eastern Perspective on Positive Psychology.

Virtues and Strengths of Character: Classification of Human Virtues and measuring Strengths of Character.

UNIT II

Positive Emotional States and Well- being: Broaden and Build theory of Positive Emotions; Positive Emotions and Health Resources- Physical, Psychological and Social.

Happiness, Flow and Savouring: Different viewpoints of Happiness, Factors affecting Happiness and strategies to enhance Happiness; Cultivating Flow and Savoring.

UNIT III

Cognitive States and Processes: Wisdom, Self-efficacy, Hope and Optimism;
Mindfulness and Well-being.

UNIT IV

Close relationships: Characteristics of close relationships; Love and Flourishing relationships

Pro- Social Behaviour: Gratitude and Forgiveness.

Recommended Books :

Baumgardner, S.T., & Crothers, M, K. (2009). *Positive Psychology*. New Delhi:Pearson.

Bryant, F.B., & Veroff (2007). *Savoring: A new model of positive experience*. Mahwah, New Jersey:Lawrence Erlbaum.

Carr, A. (2005). *Positive Psychology:The Science of Happiness and Human Strengths*. New York: Routledge.

Snyder, C.R., & Lopez, S.J. (2008). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage.

Paper: 16PSY22D3

HEALTH PSYCHOLOGY
Course Outcomes

Course Outcomes:

- CO1 Students would be able to understand the nature and research methodology of Health Psychology.
CO2 Students would be able to understand the role of Macro-socio Environment and Culture in Health.
CO3 Students would demonstrate understanding of biopsychosocial aspects of Diabetes and Cardiovascular diseases and substance abuse.
CO4 Students would focus in understanding the biopsychosocial aspects of substance abuse.
CO5 Students would gain knowledge about the techniques of Pain Management and attain the potential and factual knowledge of psychological consequences of health along with its remedies.

Credits : 4 (4 hrs/week)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory.*
- d) *It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Health Psychology: Psychology's involvement in Health. Emergence of Health Psychology; Health Psychology's position/status and rationale in Health. Research methods of Health Psychology: Correlational, Cross-sectional & Longitudinal Studies, Observational, and Experimental Method.

UNIT II

The Macro-socio Environment and Health: Global Health trends, Population Growth, Increasing Life Expectancy, Inequalities, Gender & Ethnicity.

Culture & Health: Health belief systems, Western: Bio-medicine & Bio-psychosocial Model, Non-Western belief systems: Indian, Chinese, & African.

UNIT III

Cardiovascular System & Diabetes: Coronary Artery Disease (CAD), Stroke, Blood Pressure. Measurement & Prevention of Cardiovascular System: ECG, Angiography, Mortality. Risk factors: Behavioural, Physiological, Psychosocial. Diabetes: Type I & II diabetes, Impact & Management. Health behaviour: Smoking and Alcohol, cultural variations in Smoking and Alcohol, psychological causes of Addiction. Biological and Psychological consequences of Smoking and Alcohol.

UNIT IV

Pain and Managing Pain: Typology and Biology of pain. Measurement of pain. Factors affecting Pain: Physical and Psychological Factors. Treatment of Pain.

Future Challenges: Healthier People, Increasing Life Span, Health Care in West and India. Future of Health Psychology.

Recommended Books

Brannon & Fiest, (2007). *Introduction to Health Psychology*. New Delhi, ASkash Press.

Gurung, (2010). *Health Psychology A Cultural Approach* (2nd Ed). USA, Wadsworth.

Marks, et al., (2011). *Health Psychology Theory, Research & Practice* (3rd Ed.). India, Sage Publication

Straub, R. O. (2014). *Health Psychology: A Biopsychosocial Approach*. NY: Worth Publisher

Paper-16PSY22CL

PRACTICALS
Course Outcomes.

Course Outcomes:

CO1 Students would be able to design, conduct and report experimental research.

CO2 Students would acquire the ability to administer, interpret and report psychological tests.

CO3 Students would become acquainted with basic psychological tests and instruments and would be able to use the knowledge in designing future research.

CO4 Students would gain an understanding for the implementation of practical knowledge in daily life.

Credits:5 (Hrs/week: 10)

Maximum Marks : 100

Examination Time : 4 hours

Note:

Each student would perform four experiments and four tests from Section A (i & ii), three experiments or tests from Section A (iii) and prepare profiles of six tests/ instruments. The list of exact problems would be decided by the concerned teachers.

It would be mandatory for each student to submit a record file containing a report of all tests and experiments duly signed by the respective teachers. During examination one experiment, one test would be conducted and one profile would be reported. Evaluation would be based on performance in conduct, written and viva.

Section A

(Marks: 80)

(i) Experiments

1. Attention
2. Language
3. Semantic Memory
4. Problem Solving
5. Physiological Arousal

(ii) Tests

1. Motivation
2. Anger
3. Problem Solving Ability
4. Personality (Subjective)
5. Memory

(iii) Optional paper

Environmental Psychology

1. Noise Sensitivity/ Air Pollution
2. Environmental Attitude/ Awareness
3. Personal Space
4. Crowding
5. Environmental Perception
6. Environmental Education

Or

Positive Psychology

1. Happiness

2. Hope/Optimism
3. Self Efficacy
4. Fostering positive Emotions
5. Resilience
6. Character Strengths

Or

Health Psychology

1. Assessment of Adolescent Health
2. Resilience
3. BMI
4. Biofeedback
5. Assessment of Pain
6. Well- Being

Section B

Profiling of Instruments/Tests

(Marks: 20)

Six profiles of Instruments/Tests (at least three instruments) to be prepared. Details of instrument/test and its working/administration, scoring, interpretation, and application would be described.

M.A. PSYCHOLOGY SEMESTER III

Paper: 17PSY23C1

PSYCHOLOGICAL ASSESSMENT

Course Outcomes

Course Outcomes:

CO1 Students would understand the importance and role of psychological assessment and testing.

CO2 Students would be able to construct and standardize a psychological test.

CO3 Students would understand the importance of reliability and validity in psychological testing.

CO4 Students would become aware of computer aided testing along with issues in psychological testing.

CO5 Students would get the knowledge of ethical issues involved in psychological evaluation.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time : 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT- I

Psychological Measurement: History of Psychological Measurement, Levels of Measurement (Scales), Measurement theory, Errors and Sources of Error in Measurement.

Psychological Testing: Nature, Uses of Psychological testing, Characteristics of a good test, Types of Tests.

Test Administration: Effect of Examiner and Situational variables; Examinee's perspective; Effect of training on test performance.

UNIT-II

Test Construction: Steps of test construction, Item Writing, Design of Ability tests, Design of Performance tests.

Item Analysis: Item – Difficulty, Item Discrimination, Distractor Power, Item Characteristic curves.

UNIT-III

Reliability: Meaning, Types of Reliability Analysis (Methods), Factors affecting Reliability.

Validity: Meaning, Methods for Calculating Validity, Factors affecting Validity.

UNIT-IV

Norms: Raw Scores, Raw Scores transformations, Types of Norms.

Legal, Ethical & Social Issues in Psychological Testing

Computer- Aided Psychological Assessment

Recommended Books:

Aiken, L.R. & Groth- Marnat, G. (2009). *Psychological Testing and Assessment* (12th ed) Delhi: Pearson.

Anastasi, A.,& Urbina, S. (1997). *Psychological Testing* (7th ed) NY: Prentice- Hall.

Gregory, R.J. (2004). *Psychological Testing: History, Principles, & Applications* (4th ed) New Delhi: Pearson Education.

Husain, A. (2012). *Psychological Testing*. Delhi: Pearson.

Miller, L.A., Lover, R.L. & McIntire, S.A. (2013). *Psychological Testing*. New Delhi: Sage.

Singh, A.K. (2008). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhawan.

Paper: 17PSY23C2 PSYCHOLOGY OF INDIVIDUAL DIFFERENCES
Course Outcomes.

Course Outcomes:

- CO1 Students would gain awareness of nature of Individual Differences and Methodological Advances in Differential Psychology.
- CO2 Students would gain conceptual knowledge of different perspectives to Personality and Cognition and their applicability in professional areas.
- CO3 Students would get insight regarding the genetic and environmental influences on personality.
- CO4 Students would get specialised knowledge of biological bases of mental abilities with regard to individual differences.
- CO5 Students would be able to apply the knowledge of Individual Differences in Cognition in research and its applicability in professional areas.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time : 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

Individual Differences: Differential Psychology, Nature, History, Subject matter, Current Trends and Future Directions.

Methodological Advances in Differential Psychology : Methods of Data Collection; Types of Design; Experimental Approaches; Observational Approaches; Methods of Analysis

UNIT II

Personality: Overview of Theoretical Perspectives: Psychoanalytical, Neo-Analytic, Biological, Social, Behaviourist, Cognitive, Trait, Humanistic.

Cognitive: Overview of Theoretical Perspectives: Cattell–Horn–Carroll (CHC), Gardner, Sternberg.

UNIT III

Applications to Individual Differences- Personality

Biological Bases of Personality; Theoretical Perspectives to Gender Differences in Personality; Genetic and Environmental Influences on Personality; Cultural and Ethnic Differences; Evolutionary Function of Personality.

UNIT IV

Applications to Individual Differences- Cognition

Biological Bases of Mental Abilities; Individual differences in Cognitive Abilities and Style; Gender Differences in Cognition; Empirical evidences of Cross Cultural Differences in Cognition; Effect of Schooling and Literacy.

Books Recommended:

- Ackerman, P. L., & Lohman, D. F. (2006). Individual differences in cognitive functions. In P. A. Alexander, P. R. Pintrich, & P. H. Winne (Eds.), *Handbook of Educational Psychology, 2nd Edition* (pp. 139-161). Mahwah, NJ: Lawrence Erlbaum Associates.

- Friedman, H.W., & Schustack, M.W. (2003). *Personality: Classic Theories and Modern Research*. India: Pearson.
- Galotti, K.M. (2014). *Cognitive Psychology: In and Out of the Laboratory*. New Delhi: Sage.
- Revelle, W., Condon, D. M. and Wilt, J. (2011) Methodological Advances in Differential Psychology. T. Chamorro-Premuzic, S. von Stumm and A. Furnham (Eds.), *The Wiley-Blackwell Handbook of Individual Differences* (pp.39-73), Oxford, UK :Wiley-Blackwell, Oxford, UK.
- Revelle, W., Wilt, J. and Condon, D. M. (2011) Individual Differences and Differential Psychology: A Brief History and Prospect. T. Chamorro-Premuzic, S. von Stumm and A. Furnham (Eds.), *The Wiley-Blackwell Handbook of Individual Differences* (pp.1-38), Oxford, UK :Wiley-Blackwell,
- Sternberg, R.J. (2000). *Handbook of Intelligence*. UK: Cambridge University Press.
- Tomas Chamorro-Premuzic, T. (2013). *Personality and Individual Differences*. UK: BPS Blackwell

Paper: 17PSY23DA1 SCHOOL PSYCHOLOGY
Course Outcomes

Course Outcomes:

- CO1 Students would gain knowledge about school psychology and its utility in the professional areas.
CO2 Students would become sensitive to learning and behavioural issues and their management.
CO3 Students would be acquainted with the lifestyle issues and their management.
CO4 Students would gain knowledge of process and issues of counselling in schools.
CO5 Students would acquire the knowledge of the importance of psychological principles in school setting.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT I

School Psychology: Nature, Scope and Historical development. Latest Development of School Psychology. Approaches and Ethical Issues of School Psychology Practice; Traditional Approach: Correlational, Alternative Approach: Experimental /Problem Solving. Ethical Issues related to competence of school psychologist.

UNIT II

Assessment in School: Intellectual, Academic Skills, Socio-Emotional and Behavioural Functioning. Prevention and Intervention: Academic Skills: Data driven problem solving process, Evidence based instruction and intervention strategies; Mental Health: Addressing Mental Health issues from problem solving stance and evidence-based practice movement.

UNIT III

Learning, Behavioural and Life Style Issues: Learning issues: Learning Disability in Reading, Writing and Mathematics (Causes and Management). Behavioural Issues: Bullying, Sexual Behaviour, Drug Abuse, Depression and suicide, Internet Addiction and Conduct Disorder (Causes and Management). Life Style Issues: Obesity, Anorexia and Bulimia Nervosa, Type 1 diabetes.

UNIT IV

Professional Counselling in Schools: Methods of Counselling: Adlerian Method, Behaviourism (Operant Conditioning), Cognitive, Strength based. Issues for Counselling: Child Maltreatment, Homeless Child, Parent-Child Relationship, Truancy and School Refusal, Academic Stress and Grade.

Recommended Books:

- Merrell, K.W., Ervin, R. A. and Peacock, G.G. (2006). *School Psychology for 21st century: Foundations and practices*. New York: The Guilford Press.
- Wright, R.J. (2012). *Introduction to School Counselling*. India: Sage.
- Berk, L.E. (2013). *Child Development*. New Delhi: PHI Learning.

Paper: 17PSY23DA2 DEVELOPMENTAL PSYCHOLOGY
Course Outcomes

Course Outcomes:

CO1 Students would understand the conceptual and theoretical perspectives as well as methods of developmental psychology.

CO2 Students would understand the nature and nurture perspective to development.

CO3 Students would gain knowledge of physical, cognitive and language development across the developmental stages.

CO4 Students would gain knowledge about psychosocial aspects of development and theoretical perspective to moral development.

CO5 Students would get an insight regarding psychosocial aspects involved in lifespan developmental process.

Credits: 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT -I

Developmental Psychology: Nature and Principles; Life-Span Perspectives: Psychoanalysis, Behaviourism, Social Learning, Cognitive and Recent theoretical perspectives.

Research Methods and Designs: Observation, Interview, Questionnaire, Case Study and Clinical; Crosssectional, Longitudinal and Sequential.

UNIT- II

Perspectives of Nature and Nurture: Preformationism, Genetic Determinism, Eugenics; Human Diversity: Genetic code, Genotypes & Phenotypes; Interplay between Genes and Context; Bronfrenbrenner's Ecological Perspective on development.

Physical Development & Aging: Prenatal, Infancy, Childhood, Adolescence, Adult and Old Age.

UNIT-III

Cognitive and Language Development: Cognitive Development in infancy and childhood; Theories of Cognitive Development: Piaget's stage theory, Vygotsky's Socio-Culture theory; Language Development: Theories of Language Acquisition: Behavioural Learning, Nativist, Cognitivist.

UNIT-IV

Social Development: Social Processes: Family, School and Work, Social Aspects of Aging; Erikson's theory of Psychosocial Development.

Moral Development: Nature, Process; Theories of Moral Development: Psychoanalytic, Social Learning, Piaget and Kohlberg's theory.

Recommended Books:

Berk, L. E. (2013). *Child Development (9th Edition)* .New Delhi: PHI Learning

- Hurlock, E. (1997). *Child Development*. New Delhi: Tata McGraw-Hill.
- Levin, L.E., and Munsch, J. (2014). *Child Development An Active Learning Approach* (2nd Ed.). London: Sage.
- Merrill, K.W., Ervin, R. A., and Peacock, G.G. (2006). *School Psychology for 21st century: Foundations and practices* (2nd Edition). Newyork: The Guilford Press.
- Papalia, D.E., and Olds, S.W. (1978). *Human Development*. New York: McGraw Hill.
- Steinberg, L.V.D., & Bornstein, M. (2011). *Development: Infancy Through Adolescence*. International Edition: Wadsworth Cengage Learning.
- Wright, R. J. (2012). *Introduction to School Counselling*. India: Sage

Paper: 17PSY23DB1 CRIMINAL AND FORENSIC PSYCHOLOGY
Course Outcomes

Course Outcomes:

- CO1 Students would be able to explain the conceptual and theoretical perspectives of Criminal and Forensic Psychology.
- CO2 Students would gain knowledge about various types of offenders and understand the antecedents and consequences of crime.
- CO3 Students would achieve an understanding regarding various theoretical frameworks of criminal behaviour.
- CO4 Student would be acquainted to the procedures for detecting lying and measures for prevention and control of crime.
- CO5 Students would gain the factual knowledge of human psychology in relation to crime and its management.

Credits: 4 (hrs/week: 4)

Total: 100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT- I

Forensic and Criminal Psychology: Nature and History of Forensic Psychology; Social context of Crime: Extent of Criminality, Changing nature of Crime: Conservative and Radical interpretations in view of complexity of victimisation.

Theories of Crime: Psychoanalytic; Eysenck's Biosocial Theory, Social Learning Theory.

Unit-II

Types of Offender: Juvenile Offender: Criminogenic factors in child and adult antisocial behaviour; Consequences of social interventions on reducing Criminogenic effects; Specific explanations of antisocial behaviour in Childhood: Moral reasoning and cycles of Abuse.

Violent Offenders: Media influences and Research Statistics, Theories of Homicide: Psychological disposition, Socio biological theory and multi-factorial approach.

Unit – III

Sexual Offenders: Rapists: Nature of Rape, Rape myths, Youthful sex offenders, Theories of Rape: Feminist theory, Social learning and Evolutionary theory.

Eyewitness Testimony: Accuracy of witness evidence in Court, Witness confidence and improving the validity of line-up.

Mental Illness and Crime: Problem of evidence: Controlling for confounding factors, Confounding effects of Medication; Mental illness and Crime in general.

UNIT- IV

Profile Analysis: FBI Profiling; Polygraph process and detection of lying.

Measures to prevent and control Crime: Role of Jury decision rules and real Jury deliberations; Risk assessment and dangerousness issues: Political context, Clinical approaches in Risk and dangerous assessment.

Recommended Books:

Howitt, D.(2002). *Forensic and criminal psychology*. England: Pearson education ltd.

Petherick..W.A,Turvey, B.E. and Ferguson,C.E.(2010).*Forensic Criminology*.Elseiver Academic Press.

Shipeay, S.and Arrigo, B.(2012). *Introduction to forensic Psychology*. USA: Academic press.

Paper: 17PSY23DB2

SPORTS AND EXERCISE PSYCHOLOGY

Course Outcomes

Course Outcomes:

CO1 Students would understand the nature of conceptual perspectives related to sports and exercise Psychology.

CO2 Students would be acquainted with the role of competition, cooperation, reinforcement and punishment in influencing behaviour.

CO3 Students would understand the role of personality and motivation in sports.

CO4 Students would gain knowledge about the utility of leadership and team cohesion processes in sports.

CO5 Students would be sensitized about the relation between exercise and psychological well-being, overtraining and burnout and utility of relaxation strategies for sports persons.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT-I

Sports and Exercise Psychology: Nature; Distinguishing between two specialties; Understanding present and future trends; Issues for special populations in Sports; Barriers for women in sports.

Competition and Cooperation: Concept Enhancing Competition and Cooperation; Approaches to Influencing Behavior; Guidelines for using positive reinforcement and punishment.

UNIT-II

Personality and Sports: Major perspectives of Personality; Personality and Sports performance; Examining cognitive strategies and success.

Motivation: Nature; Major approaches to Motivation; Achievement Motivation in Professional Practice; Psychological Momentum in Sports.

UNIT-III

Leadership and Coaching: Components of effective Leadership; Sports oriented interactional approaches to Leadership; Recognizing Breakdowns and Communication, Dealing with Confrontation.

Team cohesion: Nature; Relationship between Cohesion and Performance, Strategies for enhancing Cohesion; Building Self-confidence; Effectiveness of Goal-setting.

UNIT-IV

Exercise and Psychological Well-Being: Reducing Anxiety and Depression with Exercise, Enhancing Quality of Life with Exercise; Relationship between Stress and Injury, Role of Sports Psychology in Injury Rehabilitation.

Overtraining and Burnout: Factors leading to Athlete Overtraining and Burnout; Relaxation strategies for Sports: Progressive Relaxation, Autogenic Training, Yoga, Meditation and Biofeedback Training.

Recommended Books:

Cox, R.H. (2002). *Sport Psychology: Concepts and Applications*. New York; McGraw – Hill.

Singh, R. (2014). *Sport Psychology*. New Delhi: Friends Publications.

Weinberg, R.S., Gould, D. (2011). *Foundations of Sport and Exercise Psychology*. United State of America. Human Kinetics.

Woods, R.B. (2011). *Social Issues in Sport*. U.S.A.: Human Kinetics.

Paper: 17PSY23CL

PRACTICALS
Course Outcomes

Course Outcomes:

CO1 Students gain expertise in construction standardization of psychological tests.

CO2 Students would be able to design and analyze research in the area of Differential Psychology.

CO3 Students would be able to design and analyze research in the applied areas of Psychology.

CO4 Students would get specialised knowledge for the applicability of practical understanding in research.

Credits: 5(Hrs/ week 10)

Maximum Marks: 100

Time: 4 hours

Note:

Each student would conduct twelve experiments/ test administrations by selecting three from each of the areas mentioned below. The concerned teachers would frame the exact problem where twin variables would be taken for each practical.

It would be mandatory for each student to submit a record file containing a report of all experiments/ tests duly signed by the respective teachers. During examination, each student will be assigned two problems, where one will be from section A or B and one from sections C or D,. Evaluation would be based on report file, practical conducted and viva.

Section: A **Psychological Assessment**

1. Test construction/Translation
2. Item-difficulty
3. Item-distraction index
4. Reliability of a test
5. Validity of a test
6. Developing Norms

Section B: **Psychology of Individual Differences**

1. Gender and Personality
2. Genetics and Personality/Intelligence
3. Gender and Cognition
4. Age/Gender and Cognitive Speed
5. Literacy and Intelligence
6. Age and Categorization

Section C: **School Psychology**

1. Parent Child Relationship
2. Intelligence
3. Body Mass Index
4. Academic Stress
5. Emotional Maturity
6. Internet Addiction

Or

Developmental Psychology

1. Intelligence
2. Social Maturity
3. Health
4. Old Age Adjustment
5. Family Relationship
6. Moral Development/ Reasoning

Section D: Criminal & Forensic Psychology

1. Aggression/Anger
2. Recognition Memory for Faces
3. Lie Detection (Polygraph Record)
4. Moral Disengagement
5. Comparison of Attitudes towards Crime /Violence (Semi structured Interview Schedule)
6. Survey (One month Newspaper based) of Antisocial Behaviour

Or

Sports and Exercise Psychology

1. Achievement Motivation
2. Personality Assessment
3. Competition
4. Cooperation
5. Well Being
6. Self Efficacy

M.A. PSYCHOLOGY (SEMESTER- IV)
INDIAN PSYCHOLOGY
Course Outcomes

Paper: 17PSY24C1

Course Outcomes:

CO1 Students would demonstrate knowledge of nature and applicability of Indian Psychology and the importance of Indian Mythology in the field of psychology..

CO2 Students would demonstrate understanding of Psychological Perspectives of Indian Psychology

CO3 Students would understand Personality, Self and Motivation and Emotion in Indian perspective.

CO4 Students would be able to apply Indian Psychological concepts in research and professional areas.

CO5 Students would get the benefits to know the role of Indian Psychology in the field of Mental Health, Education and Social Conflicts.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination : 80 marks; Time : 3

hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT- I

Introduction: What and Why of Indian Psychology; A Journey Back to the Roots.

Implications and Applications of Indian Psychology

Indian Psychology and the Scientific Method

UNIT-II

Psychological Perspectives: Philosophical bases and fundamental assumptions of *Upanishads, Samkhya-Yoga, Nayaya-Vaisesika, Jaina, Buddhist, Bhagwat Gita*

UNIT –III

Personality in Indian Psychology

Self and Identity in Indian Psychology

Motivation and Emotion in Indian Psychology

UNIT –IV

Applications of Indian Psychology: Management of Mental Health, Resolution of Social Conflicts, Value and Teacher Education

Recommended Books:

Matthijs Cornelissen, R.M., Misra, G., & Varma, S. (2014). *Foundations and Applications of Indian Psychology*. India : Pearson

Rao, K.R., Paranjpe, A.C., & Dalal, A.K.(2008). *Handbook of Indian Psychology*. New Delhi: Foundation Books

Paper: 17PSY24DA1 BASICS OF CLINICAL & ABNORMAL PSYCHOLOGY
Course Outcomes

Course Outcomes:

CO1 Students would have the knowledge about the conceptual and historical foundations as well as approaches of clinical psychology and its relation with other allied fields.

CO2 Students would gain knowledge about role and responsibilities of Clinical psychologist along with related issues.

CO3 Students would be able to apply the knowledge about various methods used to study the behavioral patterns of individuals with clinical diagnosis.

CO4 Students would gain knowledge about nature and factors related to abnormal behavior and treatment modalities used in developmental disorders.

CO5 Students would be able to know about the different myths prevailing in society about sexual and gender identity disorders and understand healthy eating habits.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT-I

Clinical Psychology: Nature, Historical foundation, Activities of a clinical psychologist.

Clinical Psychology and Related Fields: Clinical psychology as a profession, Professional regulation, Training, Ethical and cultural issues.

UNIT-II

Approaches to Clinical Psychology: Biological, Psychological, Psychoanalytic, Behaviouristic, Humanistic.

Methods to Study Clinical Psychology: Epidemiological, Experimental, Correlational.

UNIT-III

Abnormal Psychology: Meaning and Criteria of abnormality, Etiological factors of abnormal behaviour, Past and present of abnormal psychology.

Developmental Disorders: Conduct disorder, ADHD, Learning disorder, Mental retardation.

UNIT-IV

Sexual and Gender Identity Disorders: Clinical picture, Types, Etiology.

Eating Disorders: Clinical features, Types, Etiology.

Recommended Books:

Bennett, P. (2003). *Abnormal and Clinical Psychology*. UK: Open University Press.

Carr, A. (2012). *Clinical Psychology: An Introduction*. New York: Routledge.

Comer, R. J. (2003). *Abnormal Psychology*. New York: Freeman.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13th Ed.). New Delhi: Pearson.

Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). *Introduction to Clinical Psychology* (4th Ed). New Jersey: Prentice Hall.

Bellack, A. S. & Hersen, M. (1980). *Introduction to Clinical Psychology*. New York: Oxford University Press.

M.A. Psychology 2016-18

Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice & Culture* (2nd Ed.). New Delhi: Sage Publications.

Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). *The Clinical Psychology Handbook*. New York: Pergamon.

Paper: 17PSY24DA2 BASICS OF GUIDANCE AND COUNSELLING
Course Outcomes

Course Outcomes:

- CO1 Students would be able to understand the conceptual and historical background of guidance.
- CO2 Students would be able to explain and execute guidance programs.
- CO3 Students would be able to deliver Educational and Career Guidance.
- CO4 Students would be become sensitive to need and ethical issues of Counselling.
- CO5 Students would gain awareness of counselling needs of special groups and undertake research in counselling.

Credits: 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT- I

Foundation of Guidance: Need, Meaning and Scope of Guidance; Basic Principles of Guidance.

Models of Guidance: Early, later and contemporary models. Organizing a Guidance Programme.

UNIT-II

Educational Guidance: Need, Objectives, Educational Problems and Functions; Guidance in Elementary Schools: Nature, Role of teacher and Counsellor; Guidance in Secondary Schools: Nature, Needs related to Education and Personal Development.

Career development facilitation: Theories of career development and decision making, Facilitating career exploration, Collecting and disseminating career information.

UNIT-III

Foundation of counselling: Meaning, Goals, Stages, Need and Types.

Emergence and Growth of Counselling Psychology; Counselling and related fields; Ethical Training, Standards and Dilemmas in counselling.

UNIT-IV

Research in counselling: Need for evaluation, Applied-Action Research, Problems of counselling research, Process and Outcome research, Descriptive research in counselling, Experimental research.

Contemporary Issues in counselling: Working with children and their parents, older adults, differently abled and Religious clients.

Books Recommended:

Gelso, C., & Fretz, B. (2001). *Counselling Psychology*. USA: Harcourt College.

Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning.

Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Ranel Mc Nally.

Sharma, R. A. (2007). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book.

Srivastava, K. K. (2003). *Principles of Guidance and Counselling*. New Delhi: Kanishka.

Welfel, E.R., & Patterson, L.E. (2005). *The Counselling Process: A Multitheoretical Integrative Approach*. New Delhi: Cengage Learning.

Paper: 17PSY24DA3 INDUSTRIAL AND PERSONNEL PSYCHOLOGY

Course Outcomes

Course Outcomes:

- CO1 Students would be able to understand the conceptual and historical development of Industrial Psychology and would be able to comprehend the various research techniques in industrial setup.
- CO2 Students would be able to understand the significance of Physical Working Environment in performance and analysis the Job requirements in Industrial set up.
- CO3 Students would be able to design and analyse Personnel Selection and developmental procedures in Industrial setting.
- CO4 Students would be able to develop and implement Proper training Modules for Effective HR training.
- CO5 Students would gain knowledge in basic skill training for the management programs in industries.

Credits : 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT-I

Introduction to Industrial Psychology: Nature and scope of Industrial Psychology, Challenges of Industrial Psychology, Hawthorne Studies, World war II and Engineering Psychology.

Working Conditions: Physical Working Condition: Illumination, Noise, Music and Temperature; Work Schedules: Working Hours, Rest Pauses and flexible work schedules.

UNIT-II

Techniques, Tools and Tactics: Methods of Psychological Research: Experimental, Naturalistic, Observation, Survey and Opinion polls.

Job and Work Environment: Job Design, Job Analysis and Job Evaluation; Methods of Job Evaluation: Ranking, Factor Comparison and Component .

UNIT-III

Personnel Selection and Practices: Recruitment Process, Selection Process, Fair Employment Practices.

Personnel Testing and Development: Adminstrating Psychological Tests and Limitations of Psychological Testing.

Personnel Development: MBTI and 360 feedback system.

UNIT-IV

Personnel Training & Issues: Traditional Training Methods: Presentation, Group Building Method.

Advanced Training Modules: E-learning, Computer based training.

Training Issues: Basic Skill Training, Training and Pay Systems, Melting the glass ceiling and Joint Union – Management Programmes.

Recommended Books:

McCormick.E.J.& Ilgen.D.R.(1984).*Psychology*. New Delhi: Pearson Prentice Hall.

Blum.M.L.& Naylor.J.C.(1984).*Industrial Psychology*. New York: Harper and Row.

Hellriegel,D.and Slocum,J.W.(2007).*Organisational Behavior*. Singapore:Thomson Asia.

Schultz,D.and Schultz,S.E.(2008).*Psychology and Work Today: An Introduction to Industrial and Organisational Psychology*. New Delhi: Pearson Education.

Noe,R.A.(2008).*Employee Training and Development* .New Delhi :Tata McGraw Hill.

Singh K.(2015). *Organisational Behavior*.New Delhi:Vikas Publishing House Pvt.Ltd.

Pandey.M.(2015). *Organisational Behavior*.New Delhi:Himalaya Publishing House Pvt.Ltd.

Paper:17PSY24DB1

PSYCHODIAGNOSTICS
Course Outcomes

Course Outcomes:

CO1 Students would be able to elaborate upon the conceptual understanding about psychodiagnosis and would be able to demonstrate understanding about the use of the classificatory system for Psychodiagnosis.

CO2 Students would be able to identify the purpose of testing and methods and use them to assess individuals on psychological and intellectual level.

CO3 Students would be able to use objective and subjective personality tools to diagnose the potential of the individual.

CO4 Students would gain an understanding of usage of subjective tools to assess personality.

CO5 Students would be able to assess neuropsychological dysfunction and become aware of ethical issues relating to psychological assessment.

Credits: 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT-I

Psychodiagnosis: Nature, Purpose, Elements of psychodiagnosis.

Classification of diseases: Nature, Purpose, Diagnostic systems- DSM-5, ICD-10.

UNIT-II

Psychological Assessment: Clinical Interview-Nature, types; MSE, Observation, Case study.

Intellectual Assessment: Stanford- Binet scales, Wechsler scales, Scatter analysis.

UNIT-III

Personality Assessment I: Description & Evaluation- MMPI, Millon Clinical Multiaxial Inventory, Beck Depression Inventory, NEO-PI-R.

Personality Assessment II: Description & Evaluation- Rorschach, TAT, Sentence Completion Test, Word Association Test.

UNIT- IV

Neuropsychological Assessment: Single test- Bender Visual Motor Gestalt Test, Goldstein- Scheerer test; Test Batteries- Halstead- Reitan, Luria- Nebraska, AIIMS Battery of brain dysfunction.

Interpreting Assessment findings, Psychological assessment reports, Ethical issues in psychodiagnostic testing.

Recommended Books:

Kellerman, H. & Burry, A. (1997). Handbook of Psychodiagnostic Testing: Analysis of Personality in the Psychological Report (3rd Ed.). Boston: Allyn and Bacon.

Aiken, L.R. (1996). Personality Assessment: Methods and Practices (2nd Ed.). Seattle: Hogrefe and Huber.

Bellack, A. S. & Hersen, M. (1980). Introduction to Clinical Psychology. New York: Oxford University Press.

Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). The Clinical Psychology Handbook, New York: Pergamon.

Anastasi, A. & Ubrina, S. (1997). Psychological Testing (7th Ed.). Delhi: Pearson Education.

Fredenberg, L. (1995). Psychological Testing: Design, Analysis and Use. Boston: Allyn & Bacon.

M.A. Psychology 2016-18

Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice & Culture* (2nd Ed.). New Delhi: Sage.

Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). *Introduction to Clinical Psychology* (4th Ed). New Jersey: Prentice Hall.

Paper: 17PSY24DB2 PROCESSES AND SKILLS OF COUNSELLING

Course Outcomes

Course Outcomes:

CO1 Students would be acquainted with the procedure and processes of counselling as well as the obstacles in the process of counselling.

CO2 Students would understand the decision making, evaluation and management processes in counselling.

CO3 Students would become sensitive to the skills required for an effective counsellor.

CO4 Students would be able to use individual and group assessment and counselling techniques.

CO5 Students would be familiar with the applications of counselling skills in various spheres of life.

Credits: 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT-I

Counselling Process I: Initiating counselling; Counsellor Expertness variable; Establishing structure; Observation; Non-verbal behaviour; Listening, Silence, Use of Questions, Transference and counter Transference; Termination of counselling process.

UNIT-II

Counselling Process-II: Responding Considerations: Responding to content, Responding to non verbal, Responding to feeling; Themes; Setting goals: Criteria for setting goals.

Planning for change: Information in counselling, Making Decisions, Counselling program development, Evaluation and Management.

UNIT-III

Becoming an Effective Counsellor: Skills of effective counsellor; Functions, Common pitfalls faced by counsellors.

Individual Assessment: Observation, Observation instruments: Rating Scales, Checklist, Anecdotal Reports, Self- Reporting; Interviews.

UNIT -IV

Group Assessment Techniques: Sociometric techniques, the "Guess who?" Technique, Social Distance technique.

Group Counselling: Theoretical considerations, Values, Selection of group members; Group process: Establishment, Identification productivity, Realization and Termination.

Books Recommended

Gibson, R.L., & Mitchell, M.H. (2008). *Introduction to Counselling and Guidance*. Delhi: PHI Learning.

Ivey,A.E., Ivey, M. B.,& Simek-Downing, L. (1987). *Counseling and Psychotherapy: Integrating skills, theory and practice*. New Jersey: Prentice-Hall.

Nelson – Jones, R. (2003). *Practical Counselling & Helping Skills: Text and Exercises for Life Skills Counselling Model*. London: Sage.

Parrott, L. (2003). *Counselling and Psychotherapy*. United States: Thomson.

- Pietrofessa, J. J., Hoffman, A., Splet, H. H., & Pinto D. V. (1978). *Counselling Theory, Research & Practice*. Chicago: Ranel Mc Nally College.
- Welfel, E.R., & Patterson, L.E., (2005). *The Counselling Process: A Multitheoretical Integrative Approach*. New Delhi: Cengage Learning India.

Paper: 17PSY24DB3

ORGANISATIONAL PSYCHOLOGY

Course Outcomes

Course Outcomes:

- CO1 Students would understand the perspectives to organizational psychology and managerial assumptions about human nature.
- CO2 Students would understand group dynamics and its importance.
- CO3 Students would be able to Foster interpersonal communication skills.
- CO4 Students would gain knowledge of theories of leadership along with current motivational approaches.
- CO5 Students would be sensitized to antecedents, consequences and management of accidents, violence and stress at workplace.

Credits: 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT-I

Nature of Scope of Organisational Psychology: Meaning of Organisation, Types: Formal and Informal, Perspectives of Organisation: Biological, Sociological, Organisational.
Managerial Assumptions about Human Nature: Rational –economic assumptions, Social assumptions and Self- Actualization Assumptions.

UNIT-II

Groups and Communication: Group: Nature and types; Functions of Groups, Group formation and Decision Making.
Fostering Interpersonal Communication: Elements of Communication, Interpersonal Networks: Non- verbal Communication and developing competencies of managing communication.

UNIT-III

Leadership: Approaches to Leadership: Scientific, Human Relations, Theory X and Y; Theories of Leadership: House's Path –Goal Model, Hersey and Blanchard situational theory , LMX Model .
Motivation: Current Theories: Maslow's Need Hierarchy, ERG Theory by Adlerfer.
Process Theory: Equity, Goal Setting and VIE Theory.

UNIT-IV

Safety, Violence and Stress at Workplace: Accident: Nature, Causes and Prevention, OSHA(Occupational Safety Health Act); Causes:
Environmental, Organizational, Personal.
Stress: Nature, Consequences: Physiological ,Psychological and Behavioral ;Coping Strategies: Individual Approaches, Organizational Approaches.

Recommended Books:

- Schein.E.H.(1997).*Organizational Psychology*.New Delhi: Prentice Hall of India.
- Parikh.M.& Gupta R.(2010). *Organisational Behaviour*.New Delhi:Tata McGraw Hill.
- Robbins ,S.P.,Judge,A.T.and Sanghi.S.(2009).*Organisational Behaviour* .New Delhi:Pearson Prentice Hall.
- Robbins,S.P.,Judge,A.T.and Volera N.(2012).*Organisational Behavior*. New Delhi: Pearson.
- Rathore.B.(2013).*Organisational Behaviour*. New Delhi :Asian Books Private Limited.

Paper:17PSY24DC1 INTERVENTIONS IN CLINICAL PSYCHOLOGY
Course Outcomes

Course Outcomes:

- CO1 Students would be acquainted with the nature and models of clinical intervention.
- CO2 Students would understand the importance, role and process of clinical intervention and psychotherapy.
- CO3 Students would understand the basics of various therapies in clinical setting.
- CO4 Students would be sensitized to community mental health and related intervention issues.
- CO5 Students would be able to familiar with non- professional programs and the role of non-professionals in community intervention.

Credits: 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT-I

Clinical Intervention: Nature, Models- Biological, Psychodynamic, Behavioural, Cognitive, Humanistic.

Psychotherapy: Nature, General principles, Types, Process.

UNIT-II

Clinical Intervention: Psychodynamic, Behavioural- Systematic desensitization, Contingency management, Token economy.

Cognitive: CBT, REBT; Humanistic- Client- centered, Gestalt.

UNIT-III

Community Mental Health: History of community movement, Concept and types of prevention.

Community Intervention: Meaning, Principles, Methods: Crisis intervention- Concept, conditions and techniques of crisis intervention; Consultation- Concept, types, general characteristics.

UNIT-IV

Use of Non- Professionals in Community Intervention: Why non- professionals, Non- professional programs, Problems in use of non- professionals.

Epidemiology of Mental Health: Fields and Uses of mental health epidemiology, Social correlates of mental disorders.

Recommended Books:

Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice & Culture* (2nd Ed.). New Delhi: Sage Publications.

Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). *Introduction to Clinical Psychology* (4th Ed). New Jersey: Prentice Hall.

Korchin, S. J. (1975). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New Delhi: CBS Publishers & Distributors.

Spiegler, M.D. & Guevermont, D.C. (1998). *Contemporary Behaviour Therapy*. (3rd Ed.). US: Brooks/Cole.

Claringbull, N. (2011). *Mental Health in Counseling and Psychotherapy*. UK: Short Run Press.

Kloos, B., Hill, J. Thomas, E., Wandersman, Flias, J.M. and Dalton, J.H. (2012). *Community Psychology: Linking Individuals and Communities*. US: LindaSchreiber- Gangster.

M.A. Psychology 2016-18

Bellack, A. S. & Hersen, M. (1980). *Introduction to Clinical Psychology*. New York: Oxford University Press.

Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). *The Clinical Psychology Handbook*, New York: Pergamon.

Davidson, P.W., Prasher, U. P. & Janicki, M.P. (2003). *Mental Health, Intellectual Disabilities and the Aging Process*. USA: Blackwell Publishing.

Paper: 17PSY24DC2 COUNSELLING TECHNIQUES AND STRATEGIES
Course Outcomes

Course Outcomes:

CO1 Students would be able to familiarize with the basic steps, types and approaches of counselling.

CO2 Students would be acquainted with the role of counselling and psychotherapy.

CO3 Students would demonstrate understanding of Psychoanalytical and Affective therapies.

CO4 Students would demonstrate understanding of Cognitive and Behavioural therapies.

CO5 Students would gain knowledge about Family systems and Promotional approaches.

Credits: 4 (hrs/week:4)

Total :100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT-I

Strategies of Counselling: Directive, Non-Directive Approach to Counselling; Elements of Effective Therapeutic Position, Goals Directed Nature of Counselling & Psychotherapy, Need for Pragmatic Therapeutic Position. Counselling vs. Psychotherapy.

Psychoanalytic Approach: View of Human Nature, Development of Personality, Defence Mechanisms, Major methods & techniques.

UNIT-II

Affectively Oriented Approaches: Existential therapy; Person-centred therapy; Gestalt therapy; Theoretical analysis of affective approaches.

Cognitively Oriented Approaches: Rational Emotive Therapy; Beck's Model; Transactional Analysis. Theoretical analysis of cognitive approaches.

UNIT-III

Behaviourally Oriented Approaches: Behaviour Therapy: Meaning & Goals, Behavioural Connections; Systematic Desensitization, Relaxation, Flooding Therapies; Behavioural Contingencies: Reinforcement, Punishment, Shaping; Modelling Techniques; Self Instructional Training, Self Inoculation. Theoretical analysis of behavioural approaches.

UNIT-IV

Family Systems Approach: Bowen's Intergenerational Approach, Structural Family Therapy, Strategic Therapy and Current Trends in Family Systems Therapy.

Promotional Approaches: Creative Art Therapies, Yoga and Meditation, Mindfulness.

Books Recommended

Baruth,L.G., & Huber, C.H. (1998). *Counselling and Psychotherapy*. NJ. : Prentice Hall.

Ivey, A. E., D'Andrea, M. J., & Ivey, M. B. (2012). *Theories of Counselling and Psychotherapy: A Multicultural Perspective*. Thousand Oaks: Sage.

Nelson-Jones, R. (2015).*Theory and Practice of Counselling and Psychotherapy*. London: Sage

Parrott, L. (2003). *Counselling and Psychotherapy*. United States: Thomson.

Sharf, R. S. (2000). *Theories of Psychotherapy and Counseling: Cases and Concept*. Belmont,CA: Wadsworth/Thomson Learning.

Paper: 17PSY24DC3 INTERVENTIONS IN ORGANIZATIONAL DEVELOPMENT

Course Outcomes

Course Outcomes:

CO1 Students would acquire knowledge about the fundamentals aspects of organizational development.

CO2 Students would acquire the theoretical knowledge about the models of organisational development.

CO3 Students would understand the nature and types of Interventions in Organizations.

CO4 Students would understand the nature and processes of team interventions and comprehensive interventions.

CO5 Students would attain and understanding of structural interventions in organisations.

Credits: 4 (hrs/week: 4)

Total: 100 marks

Internal Assessment: 20 marks

Examination: 80 marks; Time: 3 hours

Note:

- a) *Nine questions would be set in all. Candidates would be required to attempt five questions.*
- b) *There would be two questions (16 marks each) from each of the four units. Candidates would attempt one question from each unit.*
- c) *Question No. IX would be compulsory. It shall be based on the entire syllabus and would contain eight short answer questions of two marks each.*

UNIT-I

Organization Development: Nature, History and Dimensions of Organization Development; Process, Values and Assumptions of Organization Development.

Foundation of Organization Development: Models, Theories of Planned change; Teams and Team work; Parallel Learning Structures, Applications in Applied Behavioral Science.

UNIT-II

Interventions in Organizations: Nature and types of Interventions; Need and relevance of Interventions in Organization Development (OD).

Organization Development Interventions: Managing, Diagnosis, Action Component, Programme Management Component.

UNIT-III

Team Interventions I: Board Team, Formal Group Diagnostic meeting and Team Building, Process Consultation, Gestalt Approach to Team Building.

Team Interventions II: Role Analysis, Role Negotiation, Interdependency Exercise, Responsibility, Charting, Visioning and Force Field Analysis.

UNIT-IV

Comprehensive Interventions: Strategic Management Activities, Survey Feedback, Stream Analysis, Grid Organisation Development, Confrontation meeting.

Structural Interventions: Sociotechnical Systems, Self Managed Teams, Work Redesign, MBO and Appraisal Quality Circle, Quality of work life, TQM.

Recommended Books:

French .W.F.& Bell.C.H.(1996).*Organizational Development*. New Delhi: Prentice Hall of India.

Gupta,S. & Chaturvedi, K.(1998).*Organisation and Management*. NewDelhi: Prentice Hall

Prasad.K.(1996).*Organisational Development for Excellence*. New Delhi: Macmillan India Limited.

Paper: 17PSY24CL

PRACTICALS
Course Outcomes

Course Outcomes:

- CO1 Students would be sensitized to the utility and importance of assessing psychological attributes from the Indian perspective.
- CO2 Students would be able to administer, score and interpret various tests.
- CO3 Students would be able to illustrate the applicability of various tests.
- CO4 Students would be able to design and analyze research in the applied areas of Psychology.

Credits: 5(Hrs/ week 10)

Maximum Marks : 100; Time : 4 hours

Note:

Each student would conduct twelve experiments/ test administrations by selecting three from each of the areas mentioned below. The concerned teachers would frame the exact problem where twin variables would be taken for each practical.

It would be mandatory for each student to submit a record file containing a report of all experiments/ tests duly signed by the respective teachers. During examination, each student will be assigned two problems. Evaluation would be based on report file, practical conducted and viva.

Section A: Indian Psychology

1. Assessment of *Trigunas / Tridoshas*
2. Assessment of *Karuna (Compassion)/ Sukha -Dukha*
3. Assessment of *Anasakti* (non-attachment)
4. Assessment of *Karmyoga*
5. Assessment of Virtues
6. Assessment of *Ahamkara*

Section B: Basics of Clinical & Abnormal Psychology

1. Temperament Schedule
2. Self Disclosure
3. State- Trait Anxiety
4. EPQ
5. Psychological Distress
6. Dyslexia Screening Test

Or

Basics of Guidance and Counselling

1. Guidance Need Inventory
2. Vocational Interest Survey
3. School Environment
4. Teacher Effectiveness Scale
5. Planning of Guidance Program
6. Case study of Educational/ Vocational/ Career Guidance

Or

Industrial and Personnel Psychology

1. Sound/ Illumination and performance
2. Job Analysis
3. MBTI
4. Environmental Attitudes

5. Performance Appraisal
6. Observation

Section C: Psychodiagnostics

1. Case Study
2. WAIS/ WAPIS
3. MMPI/CAQ
4. Rorschach/ Holtzman
5. BVMG
6. TAT/CAT

Or

Processes and Skills of Counselling

1. Observation
2. Counselling Interview
3. Case Study of Counselling
4. Rating Scale
5. Sociometry
6. Parent Child Relationship

Or

Organisational Psychology

1. Sociometry
2. Group Dynamics
3. Motivation
4. Job satisfaction
5. Coping Style
6. Organisational Stress

Section D: Interventions in Clinical & Abnormal Psychology

1. Rational/ Irrational beliefs
2. Attribution Style
3. Dysfunctional Analysis Questionnaire
4. Coping Styles
5. Projective Test
6. Systematic Desensitization

Or

Counselling Techniques and Strategies

1. Relaxation
2. Systematic Desensitization
3. Defence Mechanisms Inventory
4. Family Relationship
5. Self-Disclosure
6. Emotional Competence

Or

Interventions in Organisational Development

1. Case Study
2. Role Play
3. Quality Circles
4. Group Cohesiveness

5. Negotiating Style
6. MBO