

MASTER OF ARTS PSYCHOLOGY

SYLLABUS



**Under
CHOICE BASED CREDIT SYSTEM (CBCS)
With
LEARNING BASED OUTCOMES**

2023-2025

MAHARAJA PURNACHANDRA AUTONOMOUS COLLEGE

BARIPADA, MAYURBHANJ -757003

Course Contents of M. A. in Psychology

The M.A. course in Psychology aims at developing an understanding of the growing discipline of psychology and promoting skill based education. An important goal of this course is to facilitate self-discovery in the students and ensure their enthusiastic and effective participation in responding to the needs and challenges of the contemporary world. The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of the society, educational institutions and the workplace and inculcate the required skills in the students to understand and respond to the same efficiently and effectively.

The teaching-learning of the course would be organized through lectures, tutorials, practical, projects, presentations, workshops, seminars, experiential exercises, and hands on training. Students would be encouraged to develop an understanding of real life issues and participate in the programs and practices in the social context. Practicum is incorporated as an important component in many papers with hands on training in the use of various research methods such as laboratory experiments, field experiments, observation, psychological testing, survey, interview and case study. Use of ICT and mass media and web based sources (like documentaries, videos, films etc.) is highly recommended to make the teaching-learning process interactive, interesting and fruitful.

1. At PG level there will be five papers in each of the four semesters constituting total 20 papers each comprising of 100 marks and 6 credits with the streams of special papers. Total marks for two years M. A. course in Psychology will be 2000.

2. In first, second semesters and third semesters there will be four theory papers and one practical paper. In fourth semesters there will be three theory papers, one Dissertation and one Internship paper.

3. Among the theory papers, in third semester students will be offered two sets of special papers- Counselling Psychology, and Human resources Management carrying same marks and credits. A student has to choose one out of these two papers in the third semester.

4. Teaching and supervision of the papers of PG Course will be done in the following manner:

a. Teaching of all the theory papers will involve general class-room teaching involving the students in discussions and tutorials. Each theory class will be of Fourty Five minutes (one period). Each practical will of two-hours Fifteen minutes (3 periods).

b. The practical papers in the first and second semesters will involve laboratory work or field works. The practical works will be based on the theory papers of that semester, class- room teaching and discussions.

c. i) The Dissertation work and Internship will be done in fourth semester.

ii) Students may choose any relevant topic of their choice for Dissertation under the supervision of their respective Guides allotted to them by the Dept of Psychology in the beginning of the fourth semester.

iii) Their research may be based either on laboratory work or field work.

iv) In the fourth semester students have to done one month internship/ field work programme relevant to their special paper of research work, after their internship work they have to submit internship report to the department. Evaluation of this internship will be done accordingly for 100 marks.

d. In the fourth semester students are required to finalize a topic, write the review of literature, methodology, collection of data and; analyzing the data, drawing inferences/conclusions and writing full and final Dissertation which they are to submit for evaluation. Evaluation of this portion of dissertation will be done accordingly for 100 marks.

e. In first and second semester there will be a weekly class for Seminar in which some students, serially selected as per their roll numbers, will present their papers followed by discussions and question-answer. All the students of the class and all faculty members are required to be present in the Seminar Class. One person from the faculty members or the HOD will be the chairperson to conduct the seminar for that day.

**Maharaja Purnachandra Autonomous College,
Baripada, Takhatpur**

POST GRADUATION COURSE FOR PSYCHOLOGY DEPARTMENT

SEMESTER – I

Paper Code	Paper Name	Credit	Marks in Each Semester		Total Marks
			MID SEM	END SEM	
CC- 101	Advanced General Psychology-1	5	20	80	100
CC- 102	Life Span Development Psychology	5	20	80	100
CC- 103	Psychological Research - I	5	20	80	100
CC- 104	Statistics in Psychology - I	5	20	80	100
PRACTICAL					
CC- 105	Practical (Paper - 1) Psychological testing & Seminar	5			100
Total		Credits=25			Total marks=500

SEMESTER – II

Paper Code	Paper Name	Credit	Marks in Each Semester		Total Marks
			MID SEM	END SEM	
CC- 201	Advanced General Psychology-II	5	20	80	100
CC- 202	Psychology in Educational Setting	5	20	80	100
CC- 203	Psychological Research - II	5	20	80	100
CC- 204	Statistics in Psychology- II	5	20	80	100
PRACTICAL					
CC- 205	Practical (Paper - 2) Statistical package for social science (SPSS)	5			100
Total		Credits=25			Total marks=500

SEMESTER – III

Paper Code	Paper Name	Credit	Marks in Each Semester		Total Marks
			MID SEM	END SEM	
CC- 301	Positive Psychology	5	20	80	100
CC- 302	Clinical Psychology	5	20	80	100
CC- 303	<u>Special paper</u> a. Counselling Psychology b. Human resource Management	5	20	80	100
CC- 304	Practical (Paper - 3) Psychological testing	5	20	80	100
OPEN ELECTIVE					
OEC-305 (Open Elective)	Application of Psychology in Morden life	5			100
Total		Credits=25			Total marks=500

SEMESTER – IV

Paper Code	Paper Name	Credit	Marks in Each Semester		Total Marks
			MID SEM	END SEM	
DEC- 401	Health Psychology	5	20	80	100
DEC- 402	Social Psychology	5	20	80	100
CC- 403	Clinical assessment and therapy	5	20	80	100
CC- 404	Internship/Field training	5	20	80	100
CC- 405	Project/Dissertation	5			100
Total		Credits=25			Total marks=500

Total Credits=100

Total Marks= 2000

M.A. FIRST YEAR

SEMESTER-I

CC-101

ADVANCED GENERAL PSYCHOLOGY-I

F.M: 20+80=100

Objective: To acquaint students with the processes involved in cognition and to also enrich their understanding of major concepts, theoretical perspectives, and research findings in cognitive psychology. It also helps students to develop an insight into their own and others' behaviour and underlying mental processes.

Unit – I

Perceptual Process : Nature and definition of perception, process of perception, Approaches to study perception; Gestalt and Physiological, Perceptual organization ; Gestalt, figure – ground, law of organization, Perceptual constancies; size, shape, brightness, Perception of depth and distance, Errors in perception of depth and distance, errors in perception; Illusion & Hallucination.

Unit – II

Learning Process: Concept, Nature, Definition and characteristics of learning, Methods of learning – Trial and error learning, Classical conditioning, Operant conditioning, Theories of learning – Tolman, Hull, Kohler

Unit -III

Remembering and Forgetting: Concepts of memory, memory process, Models of memory; Sensory memory, Short term memory (STM), Long term memory (LTM), Retention; Recall, Recognition and saving, Physiological bases of memory

Forgetting – Theories of forgetting; Trace-decay and Interference theory of forgetting.

Unit – IV

Thinking and Problem solving: Concepts, Nature and Definition of thinking, Theories of thought process, concept formation, reasoning; deductive & Inductive, Thinking as a problem solving behaviour, steps involved in problem solving; Cognitive strategies Algorithms and heuristics, Convergent and Divergent thinking.

Reference Books:

1. Robert I. Solso (2008). *Cognitive Psychology*, Sixth Edition. Pearson Education Pvt. Ltd., New Delhi, 2004.
2. John. B. Best, *Cognitive Psychology*, II Edition, West Publishing Company, New York, 1989.
3. Baron.A. Robert (2001). *Psychology*. New Delhi, Prentice Hall of India.
4. Hilgard, E.R. (1999). *Introduction to Psychology* (6th Edition), New Delhi; Oxford and IBH Publishing Co, Pvt Ltd.
5. Morgan, C.T. King, R.A., Weisy, J.R. Scooper, J. (1993). *Introduction to Psychology*, New Delhi, Tata Mc-Graw Hill Publishing Company.
6. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology*. New Delhi: Pearson Education.

CC-102

LIFE SPAN DEVELOPMENT PSYCHOLOGY

Objective : The course is designed to expose students to a basic understanding about fundamental concerns of developmental Psychology, Understanding nature, types and principal of development, understanding different aspects of preparation for future life

Unit- I

Developmental processes: Nature, Principles, Factors in development, Stages of Development. Successful aging.

Theories of development: Psychoanalytical, Behavioristic, and Cognitive Various aspects of development: Sensory-motor, cognitive, language, emotional, social and moral.

Unit 2:

Childhood: Physical Development; Cognitive Development: Piagetian Theory & Vygotsky's Socio-Cultural Perspective; Language Development and language disorders of childhood; Moral development: Kohlberg's Theory; Psycho-Social Development: Erickson's theory, developing sense of self and Gender roles, development of attachment and temperament

Unit 3:

Adolescence: Physical development; Cognitive Development: Piagetian Theory and Vygotsky Socio-Cultural Perspective; Language Development; Moral Development: Kohlberg's Theory; Psycho-Social Development: Search for identity , Gender Roles and Sexuality; Problems during adolescence.

Unit 4:

Adulthood: Physical Development; Cognitive Development: Schaie's model, Sternberg's perspective; Moral Development; Psycho-Social Development: Personality Development, Social and Intimate Relationship, Midlife Issues.

Old age: Physical changes; Cognitive Functioning: Psycho-Social Issues

TEXT BOOK

Human Development by D.E.Papalia, S.W. Olds• & R.D Feldman

REFERENCE BOOKS

Human Development (Hardcover)by Grace J. Craig• Life Span Human Development by C.K. Sigelman.

Objective: To train students in the research methods and designs in Psychology and to equip them to take up psychological researches independently.

Unit I:

Foundation of Research: Definition of research, Types of research, Method of research, Objectivity; Limitation of Psychological/Social Science Research; and Ethics in Psychological/Social science Research.

Unit II:

Types of Research: Classification of Research- Qualitative Research and Quantitative Research, Pure and applied research, Exploratory and Formulative research, Descriptive Research, Diagnostic Study, Evaluation study, Action Research, Experimental Research, Analytical Study or Statistical Method, Historical Research, Surveys, Case Study, Field Study, Reliability and Validity in Research.

Unit III:

Planning of Research: Planning Processes, Selection of Problem for Research, Formulation of the selected problem, Review of Literature- Literature search Procedures, sources of Literature, Planning the Review work, Note taking; Hypothesis, Concepts, measurement, Research design or Plan.

Unit IV:

Sampling and Tools of Research: Meaning of Sample and Universe, Sampling techniques- Probability and Non-probability Sampling Techniques, Sample design and Choice of Sampling Techniques, Sample Size, Sampling and Non-sampling errors. What are Research Tools, Types of Research Tools, Reliability and Validity of Research Tools, Psychological test and Inventories, Qualities of good test, Types of Tools, Construction of schedules and Questionnaires, Measurement Scale and indices, Pilot studies and Pre-tests.

Reference Books:

1. Best, J.W. and Kahn, J.V. (2006) Research in education (9th Edition) New Delhi: Pearson Education.
2. Kerlinger, F.N. (1983). *Foundations of Behavioural Research*. Delhi: Surjeet Publications.
3. Kothari, C.R. (2012). *Research Methodology*. New Delhi: Tata – Mc Graw Hil4. Heiman, Gary (2000). *Understanding Research Methods and Statistics: An Integrated Introduction for Psychology*. Wadsworth Publishing.

5. Singh, A K (1998). *Tests, Measurement and Research Methods in Behavioural Sciences*. (Third Ed). Patna, Bharati Bhawan (P & D)
6. Kerlinger, Fred N (1983). *Foundation of Behavioural Research*. Delhi, Surjeet Publication.
7. Dash, Priyaranjan (2011). *Research Methodology with SPSS*. Delhi, Vrinda Publication (P) Ltd.
8. Shaughnessy, John J and Zechmeister (1997). *Research Methods in Psychology*. The McGraw-Hill Companies, Inc.
9. Aron, A., Aron, E.N., & Coups, E.J. (2007). *Statistics for Psychology*. (4 Ed.) India: Pearson Education, Prentice Hall.
10. Chadha, N.K. (1991). *Statistics for Behavioural and Social Sciences*. Reliance Pub. House: New Delhi.
11. Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.
12. King, B.M. & Minium, E.W, (2007). *Statistical Reasoning in the behavioral Sciences*. USA: John Wiley & Sons.
14. Mangal, S.K. (2012). *Statistics in Psychology & Education*. (2nd Edition). New Delhi: PHI learning Pvt. Ltd.

Objective: To acquaint students with different statistical tests and techniques and to train them to decide and use the appropriate statistical tests in different types of psychological research.

UNIT – I

Measures of central tendency and variability: Calculation of measures of central tendencies – Mean, Median and Mode, Significance of measures of central tendencies , Calculation of measures of variability, Significance of measures of variability

UNIT-II

Normal Probability Curve and Hypothesis Testing: The meaning and importance of the normal distribution, Properties of the normal probability distribution, Applications of the normal probability curve, Logic of Hypothesis Testing, Type I and Type II Errors, Power of Statistical tests, Null hypothesis, level of significance, One-tail and two –tail test, An Introduction to the t-test, Correlated and Uncorrelated t-test

UNIT-III

Tests of Correlation: An introduction to tests of correlation, Pearson’s ‘r’: parametric test of correlation, Spearman’s rho: nonparametric test of correlation, Partial correlation, Multiple correlation, Biserial correlation, Point – Biserial correlation, The Phi – Coefficient , Tetra choric Correlation , Kendall’s Tau’s coefficient

UNIT-IV

Analysis of variance and covariance: Analysis of variance (ANOVA), Assumption in the ANOVA, Repeated Analysis of variance, Repeated measures design: Advantage & Disadvantages, Analysis of Co-variance, Factorial analysis of covariance, Multiple Comparisons: Tukey test, and Scheffe test.

Reference Books:

1. Ferguson, G. A. (1989). *Statistical Analysis in Psychology and Education*,(6th Edition), NewYork, McGraw-Hill.
2. Minium, E.W. (1978). *Statistics in Psychology and Education* (2nd Edition), New York,Wiley.
3. Siegel, S. & Castellan, N.J. (1988). *Nonparametric Statistics for The Behavioural Sciences* (2nd Edition), Tata McGraw Hill.
4. Howell, D. C. (2009). *Statistical Methods for Psychology* (7th Edition), Wadsworth Publishing.

5. Guilford, J. P. (1976). *Statistics in Psychology and Education* (6th Edition), Tokyo, Tata McGraw Hill International Education.
6. H.E. Garrett.(2005). *Statistics in psychology and Educatio*. Vakils, Peffer and Simons Ltd, Bombay
7. David C. Howell. *Statistical methods for Psychology* (3rd Edition), Duxbury press, California.
8. Sidney Siegal. *Non – parametric statistics for the behavirioural science*. McGraw Hill, Kogakusha, New Delhi.
9. Guilford J.P & Fruchter.B. *Fundamental statistics in Psychology and education*. New – York, McGraw Hill.
- 10.Hair, F.H, Black W.C. & Anderson E.E. (2015). *Multivariate data analysis*. (7th edition). New Delhi, Pearson publisher.

PRACTICAL PAPER-1 (Psychological testing & Seminar)

Objectives: To train the students to undergo the practical works using the knowledge gained from the theory papers taught to them.

Note: This paper carries 50 marks out of which 30 marks mid-semester. Thus the paper in the term end examination will carry 20 marks, will be of 3 hours duration and will be conducted in one sitting. Students are required to conduct at least four practical which will follow from the theory papers as mentioned in the syllabus and classroom teaching and discussions. The following are some of the suggested practicals:

1. Cattell's 16 personality factor test
2. Mayer -Brig personality test
3. Emotional Intelligence scale
4. WAIS intelligence test

SEMINAR PAPER (Practical Works)

Objectives:

1. To train the students to choose a topic of interest from any area of Psychology and collect materials to develop a thorough knowledge on it.
2. To train the students to write a seminar paper on the chosen topic as per the APA style.
3. To facilitate the development of the skill of presentation of the paper before the audience.

Note: This paper carries 50 marks out of which 30 marks are allotted to the write up and 20 marks, for its oral presentation. Within each modality the students are to be evaluated with to the relevance of the topic chosen, content coverage, organization of information and originality in the style of writing and presentation of the paper. The five point scale for each will involve the following.

1. Poor *
2. Fair **
3. Good ***
4. Very Good ****
5. Outstanding *****

SEMESTER-II

CC-201 ADVANCED GENERAL PSYCHOLOGY – II

Objectives: To provide the students with the knowledge of basic cognitive processes that give rise to varying forms of human behaviour.

Unit – I

Motivation and Emotion : Motivation : Concept, Meaning and Definition of motives, Cross – Cultural perspective of motivation; Achievement and Aggression, Theories of motivation.

Emotion: Concept, meaning and definition, Theories of Emotion : James –Lang, Cannon – Bird, Conflict; sources and types, stress and coping.

Unit – II

Intelligence : Concept, Nature and definition , Measurement of Intelligence, Theories of intelligence: Spearman, Guilford, Jensen, Sternberg, Goleman, Guilford, Jensen, PASS model

Creativity: Creativity views of Torrance & Guilford

Unit – III

Personality: Concept, Meaning and Definition of personality, Nature of Personality, Determinants of Personality, Perspectives on Personality; Psychodynamic, Humanistic, Trait & type, Approaches to the study of personality, Personality Assessment.

Unit – IV

Biological bases of Behaviour : Cell, Neurons, Synapse, Central Nervous System, Spinal Cord, Human Brain – its structure and function, Endocrynic system –Pituitary gland, Thyroid gland, Adrenal gland, Sleep and waking; Stages of sleep, disorders of sleep.

Reference Books:

1. Robert I. Solso,(2008). *Cognitive Psychology*, Sixth Edition. Pearson Education Pvt. Ltd., New Delhi, 2004.
2. Michael G. Wessells, *Cognitive Psychology*, Harper and Row Publishers, New York, 1982.
3. Baron.A. Robert (2001). *Psychology*. New Delhi, Prentice Hall of India.
4. Hilgard, E.R. (1999). *Introduction to Psychology* (6th Edition), New Delhi; Oxford and IBH Publishing Co, Pvt Ltd.
6. Morgan, C.T. King, R.A., Weisy, J.R. Scooper, J. (1993). *Introduction to Psychology*, New Delhi, Tata Mc-Graw Hill Publishing Company.
7. Robinson, Bridget and Robinson, Greg L (2009). *Cognitive Psychology*. (2nd Edition). CengageLearning.

Objectives

1. To help the students to develop an idea about educational psychology and understand its importance.
2. To guide students in appreciating the role of psychological concepts in educational setting.
3. To enable the students to use some of the basic facts and findings obtained in the field of educational psychology in the actual context.

Unit – I

Teaching and Educational Psychology: The role of educational psychology, concepts and principles of educational psychology, Goals of teaching objectives for learning, Method of educational psychology; Correlation method, experimental method and descriptive method.

Unit – II

Cognitive development and Language: Piaget's theory of cognitive development; sensory motor , Pre-operational, Concrete operational, formal operational, Basic tendencies in thinking; Organisation, adaptation, equilibration, Vygotsky's Socio-cultural perspective, the development of Language; Pronunciation, syntax, vocabulary and semantic, pragmatics.

Unit – III

Creating learning environment: Goals of classroom management; more time for learning, Access to learning, creating positive learning environment – rules for primary school and rules for secondary schools, student conflict and confrontations; Peer harassment, violence in schools.

Unit – IV

Classroom Assessment: Formative and summative assessment; Objective testing, essay testing, Evaluation, Measurement and Assessment; Norm referenced test and criterion referenced test, Interpreting test scores; Reliability and Validity , Types of standardized tests, Achievement test, diagnostic test, Aptitude test

Reference Books:

1. Woolfolk, A. (2004). *Educational Psychology*, (9th Edition). Boston, Pearson.
2. Gage, N.L. & Berliner, D.C. (2009). *Educational Psychology* (5th Edition), Boston, Houghton Mifflin.
3. Slavin, Robert E. (2012). *Educational Psychology: Theory and Practice*. Delhi, Pearson,

Objective: To provide the students a thorough knowledge of research and research methods so as to enable them to carry out researches later.

Unit - I

Methods of Data Collection: Meaning and Importance of data, Sources of data, Use of secondary data, Methods of collecting Primary data- Observation, Q-Methodology, Experimentation, simulation, Interviewing, Panel Method, Mail Survey, Projective Techniques, Sociometry, Content Analysis, Rating scale, Types of rating scale

Unit - II

Research Designs: Meaning and purpose of Research Designs, Types of Research Designs, Experimental Research Designs, Single subject experimental design, Between group design, within-group design, Pre-experimental design, True experimental design, Quasi – experimental design, Ex-post facto design, Correlational Research Designs, Threats to Internal and External Validity of Research Designs.

Unit - III

Field Work and Data Analysis: The Nature of Field Work, Actual Sampling frame and sample selection, Field Operation. Preparation for Analysis, Editing, Coding and Classification, Transcriptions of Data, Choosing Appropriate Statistical Tests, Descriptive Analysis, Inferential Analysis, Use of SPSS.

Unit - IV

Writing Research Proposal and Research Report: Research Proposal- Title of the Research, Introduction- Definition, Assumption, limitation and delimitations; Review of Related Literature, Hypothesis, Methods, Time Schedule, Expected Results, References, Appendix. Research Report- Meaning, Purpose and Characteristics of a report, Types of Reports- Technical Reports/Thesis, Popular report, Interim report, Summary report, Research abstract, Research Article, and Research Report Format.

Reference Books:

1. Best, J.W. and Kahn, J.V. (2006) Research in education (9th Edition) New Delhi: Pearson Education.
2. Kerlinger, F.N. (1983) Foundations of Behavioural Research. Delhi: Surjeet Publications.
3. Kothari, C.R. () Research Methodology. New Delhi: Tata – Mc Graw Hill.
4. Heiman, Gary (2000). Understanding Research Methods and Statistics: An Integrated Introduction for Psychology. Wadsworth Publishing.
5. Singh, A K (1998). Tests, Measurement and Research Methods in Behavioural Sciences. Patna, Bharati Bhawan (P & D). (Third Ed).
6. Dash, Priyaranjan (2011). Research Methodology with SPSS. Delhi, Vrinda Publication (P) Ltd.
7. Haslam, S. Alexander and McGary, Craig (2003). Research Methods and Statistics in Psychology. London, SAGE Publications.
8. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4 Ed.) India: Pearson Education, Prentice Hall.
9. Chadha, N.K. (1991) Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.
10. Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
11. King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons.
12. Mangal, S.K. (2012). Statistics in Psychology & Education. 2nd Edition. New Delhi: PHI learning Pvt. Ltd.

Objectives: To impart the statistical knowledge to the students so that they would be able to understand the statistical analyses carried out in any research and apply the knowledge in their own research as well.

Unit – I

Non parametric and distribution free statistical tests: Non-Parametric statistics, Chi-Square, Mann – Whitney ‘U’ test , Wilcoxon’s matched – pairs signed rank test , Sign test, Median test, Kruskal – Wallis one – way analysis of variance, Friedman’s rank test for correlated samples

Unit – II

Regression and prediction: The regression equations, Accuracy of predictions from regression equations, Factors affecting the interpretation of ‘r’, The interpretation of the coefficient of correlation, Multiple regression analysis, Assumptions in multiple regression, Calculation of simple regression and multiple regression.

Unit – III

Exploratory Factor Analysis: What is factor analysis? Aim and objective of factor analysis, R-type factor analysis, Q-type factor analysis, Common factor analysis, component analysis, Eigen values, Scree test, Factor loading, Factor Rotation : Orthogonal rotation and Oblique rotation, Cronbach’s alpha.

Unit – IV

Structural Equation Modelling: What is structural equation modelling (SEM)?
Confirmatory factor analysis (CFA): Construct validity, Convergent validity, Average variance extracted, Construct reliability, Discriminate validity, Modification indices; Goodness-of-fit Index (GFI), Root mean square error of approximation (RMSEA), Normed fit index (NFI), Comparative Fit index (CFI).

Reference Books:

1. Ferguson, G. A. (1989). Statistical Analysis in Psychology and Education,(6th Edition), New York, McGraw-Hill.
2. Minium, E.W.(1978). Statistics in Psychology and Education (2nd Ed),New York,Wiley.
3. Siegel, S. & Castellan, N.J. (1988). Nonparametric Statistics for The BehavioralSciences(2nd Edition), Tata McGraw Hill.
4. Howell, D. C. (2009). Statistical Methods for Psychology (7th Edition)Hardcover, WadsworthPublishing.

5. Broota, K. D. (1989). *Experimental Designs in Behavioural Research*. New Delhi: Wiley Eastern Limited.
6. Sidney Siegal. "Non – parametric statistics for the behavioural sciences" McGraw Hill, Kogakusha, New Delhi.
7. Guilford J.P & Fruchter.B. "Fundamental statistics in Psychology and education" New – York, McGraw Hill.
8. Hair, F.H, Black W.C. & Anderson E.E. (2015). *Multivariate data analysis*. 7th edition. New Delhi, Pearson publisher.

CC-205 Psychology- Practical Work

PRACTICAL PAPER-2 (Statistical package for social science (SPSS))

Objectives: To train the students to organize and analyze data with SPSS and Choosing appropriate statistical techniques for carrying out research.

Note: This paper carries 100 marks out of which 50 marks mid-semester. Thus the paper in the term end examination will carry 50 marks, will be of 3 hours duration and will be conducted in one sitting.

SEMESTER -III

CC-301

POSITIVE PSYCHOLOGY

Objective: The main objective of this course is to provide an orientation to the students to the various aspects of positive psychology as opposed to traditional psychology and to move beyond disease to well being. To explore the assessment of positive psychology constructs such as happiness, positive emotions, character strengths and locus of control and to introduce the ways positive psychology can be applied in real-world settings.

Unit I

Introduction to positive psychology

- a. Need for a science of human strengths and virtues
- b. Deconstruction of illness ideology and inclusion of human strengths
- c. Positive psychology: assumptions, goals and definitions
- d. Three pillars of positive psychology

Unit II

Positive emotional states and processes

- a. Subjective well-being
- b. Positive emotions
- c. Positive psychology of emotional intelligence
- d. Resilience in development

Unit III : Positive cognitive states and processes

Self-efficacy , Wisdom and hope

The flow experience

Pursuit of meaningfulness in life

Unit IV : Pro-social behaviour and wellbeing

- a. Empathy and altruism,
- b. Psychological forgiveness
- c. Gratitude and science of positive psychology, Love

References Books

1. Snyder, C. R. & Lopez, S. J. (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.
2. Seligman, M.E.P. & Csikszentmihalyi, M.(2000). Positive Psychology: An Introduction. *American Psychologist*, 55 (1), 5-14.
3. Seligman, M. E. P., Steen, T. A., Park, N.,& Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, 60 (5), 410-421.
6. Carr, A. (2004). *Positive Psychology a science of happiness and human strengths*. New York, NY: BR Publishers

Objectives: To acquaint the students with different paradigms about abnormal behaviour and to acquaint them with the symptoms, etiology and treatment of different types of abnormal behaviour.

Unit – I

Introduction : Definition of Abnormal Behaviour, Explanation of Abnormal Behaviour, Conceptions of Abnormal Behaviour – A short History with special reference to classification of psychological disorders, A multi – perspective approach – psychological and biological perspectives, Assessment: The issues – need for assessment; psychiatric diagnosis and classification of abnormal behaviour (DSM – IV TR/CD -10)

Unit II.**Anxiety and mood spectrum disorders**

- a. Panic, phobic disorders, Generalized anxiety disorder and PTSD
- b. Obsessive Compulsive disorders, Somatization and dissociative disorders
- c. Depressive disorders and bipolar disorders
- d. Sleep, eating and sexual disorders and their comorbidities

Unit – III**Personality Disorders and Schizophrenia**

a. Personality disorders: Individual syndromes – paranoid, schizotypal, schizoid, avoidant, dependent, borderline, histrionic, narcissistic, obsessive – compulsive, passive – Antisocial personality disorders

b. Schizophrenia : The symptoms of schizophrenia and its subtypes

Unit – IV : Mental Retardation and Autism

- a. Definition and levels of mental retardation , Organic and environmental factors in mental retardation
- b. Autism – symptoms and perspectives
- c. ADHD, ADD, Pervasive developmental disorders, Intellectual deficits

Reference Books

1. Carson, R.C., Butcher, J.N., & Mineka, S. (1996). Abnormal Psychology and Modern Life (14th Edition). New York: Harper Collins.
2. Davison, G. C., & Neale, J.M. (1998). Abnormal Psychology. New York: John Wiley
3. Kring, Ann M; Johnson, Sheri L; Davison, Gerald C; and Neale, John M. (2012). Abnormal Psychology (12th Edn). John Wiley and Sons.
4. Sarason, I.G., & Sarason, B.R. (2002). Abnormal Psychology: The problem of maladaptive behaviour. New Delhi: Prentice Hall.

CC-303

COUNSELLING PSYCHOLOGY (SPECIAL PAPER)

Objective: To train the students to become an effective counsellor with an understanding of the theories and practice of counselling and application of this knowledge in real life set up. They will be able to learn the various types of counselling, and the assessment procedures as well.

Methods:

This course will be taught by using methods like teaching, role play, simulated cases, group discussion, and self-work, videotaped sessions of role play. Classroom activities, homework activities and assignments are expected to be used. In addition, individual psychological support for self-work to learner may be provided if needed.

Unit-I

Introduction to Counselling Psychology: Counselling Psychology: A Growing Profession- Definition, Meaning and Scope; Counselling Psychology and other Specialities and Fields, Ethical issues in Counselling

Unit II

Skills for counselling and psychotherapy

- a. **Basic skills:** empathy, genuineness, unconditional positive regard, congruence, listening, paraphrasing, reflecting, summarizing
- b. **Advanced skills:** interpretation, insight, transference interpretation, exploring projections, identifying failure of therapy, identifying working with burnout, self-supervision, confrontation
- c. Characteristics of effective counsellor/ therapists
- d. Issues faced by young therapist: dealing with anxiety, being oneself, self-disclosure, avoiding perfectionism, honesty with limitations, understanding silence, demands from clients; understanding one's own self and psychotherapy with self

Unit-III

Theory and Practice in Counselling: The Psychoanalytic Approach- Contributions of Freud, Adler and Erickson, Cognitive Behavioural Approaches- Rational Emotive Therapy and Transactional Analysis Therapy; Behavioural Approaches- Skinner's Contributions.

Unit IV

Intervention Areas in Counselling: Career counselling (in brief); Family and Marital counselling (in brief); School counselling (in brief); and Group Counselling (in brief).

Reference Books:

1. Gladding, Samuel T (2011). Counselling: A Comprehensive Profession. (6th Edn);Prentice Hall.
2. Peterson, J. Vincent and Nisenholz, Bernard (1998). Orientation to Counselling. (4th Edition). Allyn & Bacon.
3. Judith, Todd and Arthur, C Bohart (2005). Foundations of Clinical and Counseling Psychology. (4th Edition).
4. Corey, Gerald (2008). Theory and Practice of Counselling and Psychotherapy. Thomson Brooks/Cole.
5. Corsini, Raymond J and Wedding, Danny (2010). Current Psychotherapies. Brooks Cole.
6. Gibson & Mitchell (2003) Introduction to Counseling and Guidance. 6th edition pearson Education.

CC-303 HUMAN RESOURCE MANAGEMENT (SPECIAL PAPER)

Objectives

1. To enable the students to understand various concepts in Training and Development.
2. To gain an in- depth understanding of various Training Methods.
3. To understand the principles of Organization Development and its Techniques.

Unit I

Introduction: What is Human Resource – Human Resource Development and Human Resource Management – Personnel Management vs. HRM – HR’s Strategic Role – Line and Staff aspects various functions involved., Importance of Human Resource Planning – Assessing current human resources

Unit II

Job analysis and Recruitment: Uses of job analysis – Methods of job analysis – process of job analysis – job description – job specifications – job evaluation – role analysis, Sources of recruitment – methods of recruitment – constraints of recruiting sources.

Unit III

Employee testing and Selection: Basic testing concepts – types of tests – work samples and simulations – Psychometric testing – advantages and limitations – background investigations and reference checks.

Basic features of interview – designing and conducting effective interview – different types of interview – advantages and limitations.

Unit IV

Job Stress and Occupational Health And Safety: Legal problems for occupational health – promoting employee health, safety – causes and prevention – effective safety management. Safety training – job stress – stress and job performance – management of stress – stress and burn-out.

Reference books:

1. David A.D. and Robbins S.P. (2004), “Personnel and/Human Resource Management”, Third Edition, New Delhi .
2. Gary D. (2005). “Human Resourced Management”, Tenth Edition, P/Pearson-Prentice Hall, New Delhi.
3. Rao V.S.P. (2007) “Human Resources Management: Text and Cases”, Second Edition, Excel Books New Delhi .
5. Bermardin, H.J. (2007) Human Resource Management. New Delhi: Tata McGraw Hill.

Objectives: To train the students to undergo the practical works using the knowledge gained from the theory papers taught to them.

Note: This paper carries 100 marks out of which 50 marks mid-semester. Thus the paper in the term end examination will carry 50 marks, will be of 3 hours duration and will be conducted in one sitting. Students are required to conduct at least four practicals which will follow from the theory papers as mentioned in the syllabus and classroom teaching and discussions. The following are some of the suggested practical's:

1. A Test of Selective Attention
2. Writing a presenting a research report
3. Writing a research proposal
4. Preparing report basing upon on secondary data
5. Thematic apperception test/Roschach personality test
6. Wechsler Adult Intelligence test
7. Personality Adjustment Inventory
8. Neuroticism and extraversion tests
9. Bilateral transfer of training

OEC-305 (OPEN ELECTIVE)

CC-305 APPLICATION OF PSYCHOLOGY IN MORDEN LIFE

F.M: 100

Objective: To course is designed to provide the students a basic understanding of the psychology of human behaviour. The acquaint students with the processes involved in cognition and to also enrich their understanding of major concepts, theoretical perspectives, and research findings in cognitive psychology. To acquaint the students with different paradigms about abnormal behaviour and to acquaint them with the symptoms, etiology and treatment of different types of abnormal behaviour.

Unit – I

What is Psychology, Origin and Development of Psychology : Prescientific psychology, Scientific Psychology, Meaning and operational Psychology, Psychology as a science, Brief about the different approaches to Psychology , Field of Psychology.

Unit – II

Personality and self: Concept of self and Personality, Definition and Characteristics of personality, Classification of Personality, Describe personality theories, Traits theory, assessment of personality.

Unit -III

Psychological Disorders: Concept and meaning of abnormal Psychology , Criteria of abnormal behaviour according to APA, Classification of Psychological disorders , Major Psychological disorder- Dynamic of Anxiety disorders, Panic Disorder, Phobic disorder, Obsessive compulsive disorder, Mood disorder, Schizophrenic disorder.

Unit – IV

Therapeutic approach: Nature and process of Therapy , Psychotherapy, Behaviour therapies, aversion therapy, Flooding therapy, Modelling, Assertion Training, Token economy , Cognitive therapy, REBT, RET.

Reference Books:

1. Baron.A. Robert (2001). *Psychology*. New Delhi, Prentice Hall of India.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology*. New Delhi: Pearson Education.
3. Gladding, Samuel T (2011). *Counselling: A Comprehensive Profession*. (6th Edn);Prentice Hall.
- 4.Gibson & Mitchell (2003) *Introduction to Counseling and Guidance*. 6th edition pearson Education.
5. Carson, R.C., Butcher, J.N., & Mineka, S. (1996). *Abnormal Psychology and Modern Life* (14th Edition). New York: Harper Collins.
6. Sarason, I.G., & Sarason, B.R. (2002). *Abnormal Psychology: The problem of maladaptive behaviour*. New Delhi: Prentice Hall.

SEMESTER- IV

DEC-401

HEALTH PSYCHOLOGY

Objective: To acquaint the students with the importance of psychological processes and its interaction with the medical treatment in the practice of health and illness.

Unit – I

What is Health Psychology ?: Definition of health psychology, Mind-Body relationship, Bio-psychosocial model in health psychology, bio-psychosocial model versus biomedical model, advantages of the bio-psychosocial model, Clinical implications of the bio-psychosocial model .

Unit – II

Health Behaviour: Role of behavioural factors in disease and disorders, Barriers to modifying poor health behaviour, Cognitive approaches to health behaviour; self monitoring, Classical conditioning, Operant conditioning , Modelling, Cognitive behaviour therapy.

Unit –III

Stress and Coping: What is Stressor ?, Types GAS model , Causes of stress, Sources of Chronic stress – PTSD, Stress in Workplace, Chronic stress and health, Coping with stress, Problem focused coping and Emotion focused coping.

Unit – IV

Management of Chronic and Terminal Illness: Emotional responses to chronic illness; denial, anxiety, depression, Coping with chronic illness, Hypertension, Coronary heart diseases, AIDS, Cancer, Death across the life span: death in Childhood, death in middle age, death in old age, Psychological management of terminal illness.

Reference Books:

1. Taylor, Shelly E (2006). Health Psychology. (Sixth Edn), New York, Mc Graw- Hill International Edition.
2. Ogden J. (2000): Health Psychology: A guidebook (2nd Edn). Open University Press. UK
3. Brannon, L & Feist, J (2007) Introduction to Health Psychology. Akash Press New Delhi
4. Dimatto, M Robin and Martin, Leslie R (2011). Health Psychology. New Delhi, Pearson.
5. Marks, David F; and Estacio, Michael D. Emee (2011). Health Psychology: Theory, Research and Practice. London, New Delhi, Sage Publications Ltd.
6. Sarafino, Edward P (2008). Health Psychology: Biopsychosocial Interactions (6th ed). London, Wiley.

Objective: To acquaint the students with the importance of social psychological processes and factors in understanding the behaviour. To enable the students to understand major approaches for understanding the social behaviours. To train the students to understand social psychological problems and suggest remedies to them.

Unit – 1. Psychology of the social

Social psychology: An overview, Definition and meaning of social psychology, field, scope, aim and problems of social psychology with other sciences like sociology & anthropology, Areas of application: Health, law, workplace.

Unit – II. Evaluating and responding to the social world

Self and its processes: self concept, self-esteem and self presentation; Social identity and its functions; Social cognition, Social perception, Attitude: Attitude formation, Attitude – behaviour link, strategies for attitude change, Measurement of attitude.

Unit - III . Social interaction and influence

Affiliation: Inter-personal attraction, external sources of attraction, the effects of proximity, pro-social behaviour and altruism, concept and development of social frustration , Types and sources of frustration, Aggression : Basis of aggressions, Forms of aggression, prevention and control of aggression behaviour.

Unit – IV. Prejudice and Stereotypes

Prejudice: Meaning, Definition and characteristics of prejudice, prejudice and discrimination, Development of prejudice, Gender prejudice, causes of prejudice, Theories of prejudice: Scapegoat theory, convergence theory, psychoanalytic theory, methods reducing prejudice and discrimination.

Stereotypes: Nature, definition of stereotypes, causes and development of stereotypes, function of stereotypes, change of stereotypes, comparative analysis of prejudice and stereotypes.

Reference Books:

1. Baron, R. A., Branscombe, N.R., Byrne, Donn., & Bhardawaj, G. (2012). Fundamentals of Social Psychology. Delhi, Pearson.
2. Crisp, R. J. & Turner, R. N. (2010). Essential Social Psychology. New Delhi, Sage.
3. Feldman, R.S. (1998). Social Psychology. New Jersey, Prentice Hall.
4. Kumar, V. B. (2008). A Text Book of Social Psychology. Mumbai- Himalaya Publishing House.
5. Misra, Giriswar (2009). Applied Social Psychology in India (ed). New Delhi, Sage

Unit-I (Basic Elements in Assessment):

The relationship between Diagnosis and Assessment-Taking a social history, Personality factors, the social context, trust and rapport between the clinician and client. II. Assessment of the physical organism: the general physical examination, the neurological examination. III. Anatomical brain scans-CAT scan, MRI, PET scan, the neuropsychological examination.

Unit-II (Psychological Assessment):

Assessment, interviews, the clinical observation of behaviour, kinds of clinical observations. II. Psychological tests- Intelligence tests, projective personality tests- The Rorschach test, TAT, sentence completion test. III. Objective personality test - MMPI, Clinical scales of MMPI, criticisms of the MMPI, Advantage of objective personality test.

Unit- III

Psychodynamic Approach: Interventions; Definitions of Psychotherapy; goals of Psychotherapy; Professional issues, training; ethical issues; personal characteristics of therapists; Freud's Psychoanalytic Therapy: Process and techniques in therapy, Adler's Psychotherapy: Process and techniques in therapy, Yoga and Buddhist tradition in therapy.

Unit IV

Humanistic and Cognitive Psychotherapies: Humanistic therapy (client centered therapy) Gestalt therapy; existential therapy, George Kelley's Fixed role therapy. Albert Ellis Rational Emotive Therapy, Aaron Beck's Cognitive Therapy. Meichenbaum's Cognitive Therapy, Interpersonal Therapy; and components of Psychotherapy.

Unit -V

Behaviour Therapies and Psychoanalysis :Therapeutic techniques based on classical, operant and modeling theories; Behaviour modification, Fading, Token economy: Biofeedback. Aversion therapy and Psychoanalysis

REFERNCE BOOKS:

1. Wolberg. L.R. (1989) The technique of psychotherapy. Vol. I & II London, Warburg and Heinmann.
2. Lane D. & Miller. A. (1992). Child and Adolescent therapy. A Handbook Milton Keynes open Univ. Press.
3. Sarason I.G. & Sarason B.R. (2000s) Abnormal psychology. Prentice Hall of India Pvt. Ltd. New Delhi.
4. Colemom J.C. Butcher J.N. and Carson B.C. Abnormal Psychology and Modern life 12th edition. Scot, Foresman and Company

Course Objective:

1. To impart practical training and hands-on experience to students regarding issues and concerns in the field pertinent to their area of specialization, namely, Organizational Behaviour, Counselling and Clinical Psychology. To enable students to accumulate and add to their existing knowledge, theoretical perspectives and constructs which are operational in the field.
2. To enable students to develop an insight into the psychological processes, developing issues and concerns relevant to their area of specialization.

Structure of Field Work/Internship:

The students will be required to undergo field-training in their area of specialization, namely, Organizational Behaviour, Counselling and Clinical Psychology. Towards achieving the above-mentioned objectives, the students will be placed as interns in different Hospitals/Clinics, Organizations/Industries and Non-Governmental Organizations (NGOs) / Social Agencies for field work towards the end of Semester-III. The duration of the field training is 30 days.

Each student will be supervised jointly by a competent and trained Doctor/Supervisor/Manager in the field, and by a Faculty Supervisor in the Department. The students will be required to complete the mandated 30 days of field work. Assessment of the student's work in the field will be two-fold: Internal Assessment will be ascertained jointly by the Supervisor in the field, (obtained through his or her Confidential Evaluation Report of the student's work) and by the Faculty Supervisor. External Assessment will be carried out through the Viva-Voce Examination, based on the Field Work Report prepared by student detailing their learning in the field. Student would produce a documented evidence of their work.

Field report/Internship: Each student shall prepare a Field report on the basis of guidelines provided by the Supervisors and submit the same to the supervisors for authentication and further evaluation. Evaluation of this portion of field training will be done accordingly, the full marks being 100.

CC-405

DISSERTATION /PROJECT WORK

Objective:

1. To train the students to conduct a research on their own by formulating a topic, developing a research design, and using various techniques and tools of data collection, and data analysis.

Note: Student may take any relevant topic of their choice for Dissertation under the supervision of their respective Guide allotted to them by the Department of psychology in the beginning of the third semester. Their research may be based on either laboratory work or field work. In this semester a student is required to finalize a topic, write the review literature, methodology, collect the data, analyzing the data, drawing inferences/conclusion and writing full and final dissertation which they are to submit for evaluation. Evaluation of this portion of dissertation will be done accordingly, the full marks being 100.