

**JALPRAKASH UNIVERSITY CHAPRA**



**COURES OF STUDY FOR  
M.A. SEMESTER EXAMINATION (CBCS)**

**UNIVERSITY DEPARTMENT OF PSYCHOLOGY JAI PRAKASH UNIVERSITY  
CHAPRA (INDIA)**

**विद्या ददाति विनयम्**

SEMESTER - I



**M.A. (PSYCHOLOGY) NEW SYLLABUS UNDER CBCS**

Semester	Course Code	Name of paper	Marks	Marks of CIA	Marks of ESE	Passing criterion	Qualifying criterion
Semester-I	CC-1	ADVANCED GENERAL PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CG PA decide
	CC-2	ADVANCED SOCIAL PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CG PA decide
	CC-3	RESEARCH METHODOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CG PA decide
	CC-4	EXPERIMENTS IN PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CG PA decide
	AEC C-1		100	30	70	45% marks in CIA 45% marks in ESE	Qualify

**SEMESTER-I**

**1. ADVANCED GENERAL PSYCHOLOGY**

**Course Contents:**

**Unit-1**

**Schools of Psychology : Structuralism; Functionalism; Behaviourism; S.O.R. Concept; Psychodynamic.**

**Unit 2**

**Genetic Influence on Behaviour: Chromosomes and Genes; Methods of studying genetic or hereditary determinants, Evolution, Culture and Behaviour; Psychophysics; Problems of Psychophysics, Psychophysical Methods, Errors in Psychophysical Methods, Experimental Findings, Theory of Signal Detection (TSD).**

### **Unit-3**

**Learning: Classical Conditioning; Operant Conditioning; Cognitive Learning; Skinner's Viewpoints towards Programmed Learning, Computer Assisted Instruction or CAI – Personalized System of Instruction of PSI, Probability Learning, Verbal Learning.**

## **Unit- 4**

**Motivation and Emotion: Basic motivational concepts, Types of motives, Approaches to the study of motivation: Psychoanalytical, Ethological, S-R Cognitive, Humanistic; Physiological correlates of emotion; current theories of emotion and facial feedback hypothesis**

## **UNIT- 5**

**Intelligence: Nature of Intelligence, Theories: Spearman's Two Factor, Multiple Factor Theory (Thorndike and Guilford), Cattell's Theory, Theory of Multiple Intelligence (Gardner), Emotional Intelligence; Personality: Nature, determinants, Theories: Freud, Erik Erikson, Bandura, Cattell, Carl Rogers; Indian approach; measurement of personality: psychometric and projective tests.**

### **Recommended Books:**

**Ahmad, Anis (2014). General Psychology. Axis Books Pvt. Ltd., New Delhi. Baron, R. A. (2009)**

**Psychology, Pearson, New Delhi**

**Singh A.K. Manovigyan ke samperday.**

**Ciccareli, S. K., & Meyer, G. E. (2009). Psychology. India: Pearson.**

**1998 Morris, Psychology an Introduction, Prentices Hall, Inc Eaglewood, Cliffs.**

**Singh, A.K. (2014). Advanced General Psychology. Delhi: Motilal Banarsidas.**

**Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1993). Introduction to Psychology. New Delhi: McGraw Hill Publication.**

**Passer, M. W., & Smith, R. E., (2011). Psychology: The Science of Mind and Behaviour. India: McGraw Hill (2009).**

**Baron R.A.S.Psychology.Pearson**

## **2. ADVANCED SOCIAL PSYCHOLOGY**

### **Course Contents:**

### **UNIT – I**

**Introduction: Nature, Fields of social psychology, Social psychology in the new millennium: cognitive perspective, multicultural perspective, biological and evolutionary perspective; Understanding Social World: Social Perception;**

## **Social Psychology in Indian Perspective Attribution Theories and Attribution Biases.**

### **UNIT-II**

**Impression Formation and Management; Attitude and its change; aggression and ways to manage aggression; pro-social behaviour.**

### **UNIT-III**

**Intergroup relations: Group dynamics, leadership style and effectiveness, Theories of intergroup relations: relative deprivation theory, realistic conflict theory, equity theory.**

### **Unit-IV**

**Applications in real world: Revisiting the meanings of social psychology in social psychological perspectives; challenges of societal development, application of social psychology in education and judiciary.**

#### **Recommended Books:**

**Baron, R. A., & Byrne, D. (2000). (8th ed.). Social psychology. New Delhi: Prentice Hall of India.**

**Dalal, A.K., & Misra, G. (Ed.) (2001). New directions in Indian psychology, Vol. 1: Social psychology. New Delhi: Sage.**

**Misra G. (Ed.) (2009). Psychology in India, Vol. 2: Social and organizational processes. New Delhi: Pearson.**

**Shaw, M. E., & Costanzo, P. R. (1970). Theories of social psychology. USA: McGraw-Hill.**

**Singh, A. K. (2016). Social Psychology, Prentice Hall, New Delhi**

**Taylor. M., & Moghaddam, F.M. (1987). Theories of intergroup relations. NY: Praeger.**

**Khan Imran (2017) Principles of Social psychology & Interaction, Alka Publication(New Delhi)**

**Singh A.K.(2016) Social Psychology, Prentics Hall, India, Delhi**

### **3. RESEARCH METHODOLOGY**

#### **Course Contents:**



## **Unit-I**

**Introduction to research: Meaning, purpose and dimensions of research; Steps in test development and standardization, Ethical issues in psychological testing; Research Problem and Hypothesis, Characteristics or criteria of a good Research problem, Selection of Research problem and formulation of Hypothesis.**

## **Unit-II**

**Sampling and Research Design: Sampling procedures, Types of Sampling, Errors in Sampling; Research Design: Randomized ,experimental and quasi- experimental approaches, Group vs. single-subject designs, Factorial design.**

## **Unit-III**

**Research settings and Methods of Data collection: Observation, Interview, Questionnaire, Survey research and other non-experimental methods; Test Standardization, Guideline for Item writing, Item Analysis; Reliability – Methods of Estimating Reliability; Validity – Types of Validity; Factors affecting reliability and validity, Norms – Types of Norms – Percentile Rank, Standard Score Norm.**

## **Unit IV**

**Qualitative Research: Philosophy and conceptual foundations; proposing and reporting qualitative research, formulating research questions, Sampling in qualitative research; developing semi-structured interview schedule, generating and analyzing qualitative data.**

### **Recommended Books:**

**Bridget, S., & Cathy, L. (Eds.) (2008). Research methods in the social sciences. New Delhi, India: Vistaar Publication.**

**Chadha, N. K. (2009). Applied psychometry. New Delhi, India: Sage.**

Goodey, W. J & Hatt, P. K. (1952). *Methods in Social Research*, Mc Graw Hill, NY Kothari, C. R. *Research Methodology*, New Age International Publishers, New Delhi

Kerlinger, F. N. (1973). *Foundations of behavioral research*. USA: Holt, Rinehart & Winston.

Denzin, N. K., & Lincoln, Y. (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Singh, A. K. (2016). *Test, Measurement and Research Methods in Behavioral Sciences*, Bhart Bhavan, Patna.

Willig, C., & Stainton-Rogers, W. (Eds.) (2008). *Handbook of qualitative research in psychology*. London: Sage.

#### **4. EXPERIMENTS IN PSYCHOLOGY**

**Course Contents:**

##### **Unit-I**

- 1. Speed of learning as a function of meaningfulness of material.**
- 2. Bilateral transfer of training.**
- 3. Effect of reward & punishment on learning.**

##### **Unit-II**

- 1. Retention as a function of time: Study of retention curve.**
- 2. Retention as a function of time: Study of retention curve.**
- 3. Efficiency of Massed V/s. Distributed practice in learning.**

##### **Unit-III**



1. **Transfer of training in Maze Learning**
2. **Habit interference**

#### **Unit-IV**

1. **Effect of knowledge on result on performance**
2. **Zeigarnik Effect**

#### **Recommended Books:**

**D' Amato, M.R: Experimental Psychology: Methodology, (1970): Psycho- Physics & Learning, New York: McGraw Hill**

**Mohsin, S. M. (1974). Experiments in Psychology. Oxford Publications, New Delhi**

**Underwood, B. J. (1963): Experimental: An Introduction, Bombay, The Times of India Press**

**Woodworth, Robert S. & Schlosberg, Harold (1971); Experimental Psychology, Calcutta: Oxford & IBH Publishing Co.**

**Suleman & Tarranum (2005) ; Manovigyan me prayog aur parikshan, Motilal Banarsi Das, Patna**





**SEMESTER – II**

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**M.A. (PSYCHOLOGY) NEW SYLLABUS UNDER CBCS**

Semester	Course Code	Name of paper	Marks	Marks of CIA	Marks of ESE	Passing criterion	Qualifying criterion
Semester-2	CC-5	COGNITIVE PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CGP A decide
	CC-6	NEURO PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CGPA decide
	CC-7	PSYCHO PATHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CGPA decide
	CC-8	STATISTICS FOR PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CGP A decide
	CC-9	PSYCHOLOGICAL ASSESSMENT	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CGP A decide
	AEC-1		100	30	70	45% marks in CIA 45% marks in ESE	Qualify

**SEMESTER-II**

**5. COGNITIVE PSYCHOLOGY**

**Course Contents**

**UNIT- I**

**Cognitive psychology: Origin and current status; Attention and perception: nature and theories of selective attention, sustained attention- nature, determinants and theories, subliminal perception; Perceptual organisation, Time Perception : Fourth Dimension, Pattern Recognition : Bottom up and Top Down Approach, Perceptual Learning, Perception of distance and depth.**

**Unit-II**

**Memory Processes: Sensory Memory, Short Term and Long Term Memory- types, coding and retrieval; working memory, Forgetting: Incidental and Motivated Forgetting; Applications: Everyday memories; Autobiographical memory; Flashbulb memory, improving memory.**

### **UNIT-III**

**Thinking and problem solving: types of thinking, Components of thinking: images, concepts.**

#### **Unit-4**

**Decision Making: Models and Theories; Complex, Uncertain Decision Making; Human Problem Solving: Strategies and Heuristics; Artificial Intelligence.**

#### **Recommended Books:**

**Babbeley, A., Eysenck, M.W., & Anderson, M.C.(2015). Memory. New York:Psychology Press. Chance,P.(1988).Learning and Behaviour. California: Woodsworth.**

**Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). Psychology (8th Ed.). N.Y.: Houghton Mifflin.**

**Smith, E. E. & Kosslyn, S. M.. (2007) Cognitive Psychology Mind and Brain, Prentice – Hall of India Private Limited.**

**Kellog, R.T. (2007). Fundamentals of Cognitive Psychology, Sage Publication, New Delhi. Matlin, M. W. (2006). Cognition, John Wiley & Sons, Inc. U.S.A.**

**Baron, R.(2004) Psychology. New Delhi: Prentice – Hall of India.**

## **6. NEURO PSYCHOLOGY**

### **Course Contents:**

#### **UNIT - I**

**Brain, Mind and Behavior: Emerging research areas in Neuropsychology, Methods of Investigating Brain: Electrophysiological procedures; Neuro- imaging techniques; Function of cortex, Neuro-endocrine system.**

## **UNIT - II**

**Neuropsychological deficits in stroke, head injury, tumors, epilepsy. Spontaneous recovery, Rehabilitation.**

## **UNIT-3:**

**Frontal lobe syndrome: Neuropsychology of motivation, Neuro physiological base of learning and memory, speech and hearing disturbances.**

**Parietal lobe syndrome: Coma and altered consciousness Disturbance of visual, memory, reading and writing disturbances.**

## **UNIT-4:**

**Occipital lobe syndromes: Visual Theory, Disturbance of visual Perceptions**

**Temporal Lobe Syndromes: Hearing Theory, Disturbances of hearing and Vestibular functions**

### **Recommended Books:**

**Heilman, K.M. & Valenstein, E. (1993). Clinical Neuropsychology. New York: Oxford University Press.**

**Kolb, B., & Whisaw, I.Q. (1990). Fundamentals of human Neuropsychology. New York: Freeman, W.H**

**Gupta, Ashum (2006). Cognitive rehabilitation: A multimodal approach. Journal of Indian Health Psychology, 1 (1), 98-106.**

**Pinel, J.P. (2006). Biopsychology. Pearson Education, Inc.**

**Singh, A.K. Nero Manovigyan, Patna: Motilal Banarsidas**

## **7. PSYCHOPATHOLOGY**



## **Unit I**

**Psychopathology: Nature, Historical background, Perspectives-Biological and Psychological.**  
**Classification: DSM system of classification: DSM-5; ICD-10. & 11.**

## **UNIT-II**

**Anxiety and Obsessive Disorders: GAD, Panic, Specific phobia, OCD, PTSD. Dissociative Disorders: Dissociative identity disorder, Dissociative amnesia, Dissociative depersonalization; Sleep,sexual and eating disorders.**

## **UNIT-III**

**Somatoform Disorders: Somatization disorder, Illness anxiety disorder, Body dysmorphic disorder, Conversion disorder. Bipolar and related disorders: Bipolar I disorder, Bipolar II disorder.**

## **UNIT-IV**

**Schizophrenia and Delusional Disorders: Clinical picture, Etiology and Treatment approaches. Substance Use Disorders: Alcohol abuse and dependence, Drug abuse and dependence, Personality disorders:**

### **Recommended Books:**

**Adams P.B. and Sutker, H.E. (2001) Comprehensive Handbook of Psychopathology. Third edition. NY: Springer.**

**Carson, R.C. & Butcher, J. N. (2016). Abnormal Psychology. Pearson, New Delhi**

**Hersen, M and Beidel, D (2012) Adult psychopathology and diagnosis, 6th edition. NY: Wiley.**

**Singh A.k. Asamanya Manovigyan**



Sadock B.J. and Sadock V.A.(2007) Kaplan and Sadock's Synopsis of Psychiatry, 10th edition. PA: Lipincott, Williams and Wilkins.

## 8. STATISTICS FOR PSYCHOLOGY

### Course Contents

#### UNIT 1

- a. Distributions: discrete distributions; continuous distributions, jointly distributed random variables.
- b. Inference: estimation theory, statistical hypothesis testing, types of errors.
- c. Normal Probability Curve and Deviation (Skewness and Kurtosis)

#### UNIT - 2

- a. Correlation Statistics: Product Moment; Rank Order; Biserial; point- biserial, phi-coefficient.
- b. Inferential Statistics: t-test;

#### UNIT – 3.

- a. ANOVA (One way & two ways)
- b. Chi square
- c. Mann-Whitney U-test.

#### UNIT - 4.

### Multiple Regression and Factor Analysis using Software Packages

- a. Multiple Regressions: basic concepts, methods and uses
- b. Factor Analysis: basic concepts, methods of extraction and methods of rotation.

### Recommended Books:

1. **Howell, D. (2009). Statistical Methods for Psychology (7th ed.). Woodsworth.**
2. **Wilcox R. R. (2009). Basic Statistics: Understanding Conventional Methods and Modern Insights. NY: OUP.**
3. **Minimum, E. W., King, B. M., & Bear, G. (2001). Statistical reasoning in psychology and education. Singapore: John-Wiley.**
4. **Aron & Aron (2008). Statistics for Psychology (5th ed). New Delhi: Pearson**

## **9. PSYCHOLOGICAL ASSESMENT**

### **Applications and Report Writing in Practice**

#### **UNIT - I**

**Introduction to Psychological Assessment: Meaning of Psychological Assessment, Types of test, scale, batteries, Ethical and Professional standards for tests, report writing.**

#### **UNIT - II**

**Assessment of ability and aptitude: Assessment of intelligence- WISC-4; WAIS; Assessment of aptitude, achievement and interest: Differential Aptitude Test.**

#### **UNIT - III**

**Assessment of Personality: MBTI, 16 PF, RT, TAT, Big Five personality Test**

#### **UNIT - IV**

**Assessment in other related areas: Emotional Intelligence Test, Well-being scale. Recommended Books:**

**Garret, H.E (1951): Great Experiments in Psychology, New York: Appleton- Century Crafts, Inc Third Edition**

**Kuppuswami, B. (1954) Elementary Experiments in Psychology, Madras: Oxford University Press**

**Anastasi, A. & Urbina, S. (2009). Psychological Testing. Prentice Hall, New Delhi**

**Woodworth, Robert S. & Schlosberg, Harold (1971); Experimental Psychology, Calcutta: Oxford & IBH Publishing Co.**



SEMESTER – III



**M.A. (PSYCHOLOGY) NEW SYLLABUS UNDER CBCS**

Semester	Course Code	Name of paper	Marks	Marks of CIA	Marks of ESE	Passing criterion	Qualifying criterion
Semester-3	CC-10	HEALTH PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CG PA decide
	CC-11	COUNSELLING PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CG PA decide
	CC-12	EDUCATIONAL PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CG PA decide
	CC-13	HUMAN RESOURCE MANAGEMENT	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CG PA decide
	CC-14	GENERAL COUNSELLING SKILLS	100	30	70	45% marks in CIA 45% marks in ESE	Marks class/CG PA decide
	AEC C-2		100	30	70	45% marks in CIA 45% marks in ESE	Qualify

**Semester- III**

**10. HEALTH**

**PSYCHOLOGY Course**

**Contents**

**UNIT-I**

**Health Psychology: Nature, Mind-body relationship, Models of health psychology: Biomedical, Bio-psychosocial model, Need of health psychology. Health behaviours: Health enhancing behavior.**

**UNIT-II**

**Health Beliefs: Health belief model, Theory of reasoned action, Theory of planned behaviour, Cognitive-behavioural approaches to health change. Stress & Coping: sources of stress, Transactional model of stress, coping with stress.**

**UNIT-III**

**Hypertension & Diabetes: Psychosocial factors of hypertension, Psychological Intervention of hypertension; Types of diabetes, Problems in self management of diabetes, Psychological management of diabetes, Obesity - Factors Associated**

**with Obesity, Treatment of Obesity; Eating Disorders - Anorexia Nervosa - Bulimia; Alcoholism and Problem Drinking.**  
**UNIT-IV**

**AIDS: Psychological intervention; Psycho-social factors of AIDS, Coping with AIDS, Effects and treatment of AIDS;**

**CANCER: -The Prevalence and types of Cancer, Causes of Cancer: Socio-cultural**



factors in Cancer, diagnosing and treating Cancer, the psycho-social impact of Cancer, psycho- social Interventions for Cancer.

**Recommended Books:**

Edward P. Sarafino,(1990). Health Psychology, John Wiley&Sons, INC.

Linda Brannon and Jess Feist. (2007). Introduction to Health Psychology, Thomson: Indian Edition.

Shelley E. Taylor. (2007). Health Psychology, Tata McGrawHill , Sixth Edition.

Malhotra, S.M., Batra, P. & Yadava, A. (2007). Health Psychology: Psycho-Social Perspective. New Delhi: Common Wealth Publishers.

Singh, R.,Yadava, A. & Sharma, N.R. (2015). Health Psychology. New Delhi: Global Vision Publishing House.

**11. ADVANCED EDUCATIONAL PSYCHOLOGY**

**Course Contents**

**UNIT – I**

Nature of educational psychology and its applications; Historical perspective to Educational Psychology; Education, learning and adjustment of Gifted children, Mentally retarded, Backward children and Physically handicapped children; Moral Development: Piaget & Kohelberg Theory.

**UNIT - II**

Understanding disability: Range of disabilities: (locomotor, hearing, visual, specific learning disabilities and mental disability), addressing learning difficulties in the classroom: Pedagogic strategies for children with special needs.

**UNIT - III**

Educational assessment: Assessment methods: Formative and summative assessment, Comprehensive and continuous assessment; standardized and diagnostic tests. Interpretation and critique.

**Unit-IV**

Psychological vulnerability and distress in schools- nature of psychological vulnerabilities and distress: exam anxiety, negative media influences (including social media), school pressures, child abuse, Issues of gender identity and sexuality, consumerism, crisis of values etc.

**Recommended Books:**

Puri, M., & George, A. (2004). Handbook of inclusive education for educators, administrators, and planners. New Delhi, India: Sage Publications.

Thapan. M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage.

**Kakar, S. (2008). The inner world: A psychoanalytic study of childhood and society in India. New Delhi, India: Oxford University Press.**  
**Alexander, C., & Langer, E. (Eds.) (1991). Higher stages of human development. New York: Oxford University Press.**

## **12. COUNSELLING**

### **PSYCHOLOGY Course**

#### **Contents:**

#### **UNIT- I**

**Definition of counseling, Counseling and psycho-therapy, counseling as a helping relationship, as a solution to human problems; Counselling – expectations and goals, Achievement of positive mental health**

#### **UNIT -II**

**Approach to counseling: The directive or authoritarian approach (Psycho-analytic), Humanistic Approach, Behavioristic Approach, The existential Point of view; Counselling Process: preparation, process, content, steps in the counseling process, variables affecting the counseling process.**

#### **UNIT -III**

**Counseling in the Educational setting: Counseling of School & College students; the role of teachers in counseling. Evaluation programme of educational counseling.**

**Special Areas in Counseling: Family group consultation – Counseling with families Concern children as well as parents, Counselling with delinquents, Marriage & Pre-marital Counselling.**

#### **UNIT -IV**

**Training for Counseling – Counselor preparation & professional issues, Academic preparation, practical skills, Ethical standards, Legal considerations, Conception of a professional worker, Modern Trends in Counselling: Counselling Movement in India, present status of counseling & Psychotherapy. Recommended Books:**

**Alam, Shah (2012). Modern Concept of Guidance & Counseling. Gyananda Prakashan, New Delhi.**

**Alam, Shah & Ahmad, Ghufan ( 2011). Nirdeshan Evam Pramارش Ka Moolbhut Aadhar. Gyananda Prakashan, New Delhi.**

**Bordin, E. S. (1985): Psychological Counselling, N.Y. : Appleton Century Crofts, Inc. Cantroc, J. W. (2004). Educational Psychology, Delhi Book Stores.**

**Narayanrao, S. (1989): Counselling Psychology, (3rdedi.), N.D. Tata McGraw Hill Book Co. Ltd.,**

**Steffler, B. (Ed.) (1965): Theories of Counselling, New York: MacGraw Hill Book Company. Singh, A.K (2015) Educational Psychology, Bharti Bhavan, Patna.**

**Tyler, L.E. (1969): The work of a counselor (3rd edi.)N.Y. Appleton Century Crafts.**

Warters, J. (1964): Techniques of Counselling, (2ndedi.), N.Y.: MacGraw Hill Book Company.

### 13. HUMAN RESOURCE

#### MANAGEMENT

##### Course Contents

##### Unit-I

**Human Resource Management: objectives; relationship with the internal and external environment; roles and responsibilities of HRM department, emerging trends in HRM.**

##### UNIT – II

**Recruitment and Selection: importance of recruitment and selection; Recruiting methods: External recruiting; Internal recruiting, Effectiveness of various recruiting methods; selection process. - Fundamentals of personnel measurement; measurement of individual differences: Application blanks; Personality assessment.**

##### UNIT – III

##### Training and Development:-

**Importance of training and development; Types of training: substantive knowledge and skill training, human process, attitudinal and sensitivity (T group) training; Models for evaluation of program effectiveness: Kirkpatrick's four level model, and CIRO models.**

##### UNIT - IV

##### Performance Appraisal System:-

**Performance appraisal process and procedures, Methods of performance appraisal – norm referenced methods, Behavioral methods; MBO; output methods, 360 degree performance appraisal, self-appraisal- advantages, disadvantages.**

##### Books Recommended –

**Ashwathappa, K. (2008) Human Resource Management: Text and Cases (5th Ed.) Tata McGraw Hill, New Delhi.**

**Dwivedi, R.S. (2006) Managing Human Resources: Personnel Management in Indian Enterprises (2nd Ed.) Galgotia Publishing Company, New Delhi.**

**Mondy, W. R. & Noe R.M., (2006) Human Resource Management (9th Ed.) Pearson Education.**

**Mamoria, C.B. & Gankar, S.V. (2006) Personnel Management: Text & Cases Himalaya Publishing House, Mumbai.**

**Pestonjee, D. M. & Pandey, S. (2013). Stress and Work: Perspectives on Understanding and Managing Stress. Sage Publications, New Delhi**  
**Sharma, A. and Khandekar, A. (2017). Strategic Human Resources Management: An Indian Perspective. Sage Publications, New Delhi.**

#### **14. GENERAL COUNSELLING SKILLS**

- 1. Journal article evaluation- Student shall critically evaluate one recent research article and present the same in counseling - journal club meeting orally using audio- visual aids.**
- 2. Case problem observation- case history, identification of problem: forming impression suggested and employed intervention strategies history taking and writing report of the same and submits for perusal.**
- 3. Assessment of Social Maturity Scale or Dyslexia Screening Test or Screening of autism Wechsler Intelligence Scale (adult/children) Differential Aptitude Test**

**Personality and Interests Assessment: 16PF, MBTI, EPQ/NEO**

**Projective Test: IBT/ TAT, Rosenzweig Picture Frustration Study (Children/ Adult)**

- 4. Outreach program: Guidance and/or counseling workshop for specified groups as decided by the concerned teachers' committee.**
- k) Institutional visits:**

**Each student is required to complete practical file containing five testing reports, two case history reports, visit report and workshop report and submit the same for practical examination.**

**Planning and recording of intervention plan for at least 3 case studies: 20 marks**

**Classroom presentation of at least one case along with test profiles and therapy plan: 10 marks Semester end Practical examination: 70 marks.**

**Viva voce examination: 40 marks Test conduction and report writings: 30 marks Recommended Books:**

**Australia, E. (2005). Understanding autism. Elsevier Australia.**

**Niles, S. & Harris Bowsbey, J. (2009). Career development interventions in the 21st Century (3rd ed.). Upper Saddle River, NJ: Pearson Education.**

**Geldard, K and Geldard, D (2004) Counselling Adolescents. Sage Publications, New Delhi. Wong,B., Butler,D.L (2012) (4th edition) Learning about disabilities. Academic press.**





**SEMESTER – IV**

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**M.A. (PSYCHOLOGY) NEW SYLLABUS UNDER CBCS**



Semester	Course Code	Name of paper	Marks	Marks of CIA	Marks of ESE	Passing criterion	Qualifying criterion
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Semester-4	EC-1	CLINICAL PSYCHOLOGY/ ORGANISATIONAL BEHAVIOUR/ POSITIVE PSYCHOLOGY / PSYCHOMETRICS/ COMPUTER APPLICATION IN PSYCHOLOGY- PAPER-1	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	EC-2	-DO- PAPER-2	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	DSE-1		100	30	70	45% marks in CIA 45% marks in ESE	Qualify
	OR GE-1		100	30	70	45% marks in CIA 45% marks in ESE	Qualify

#### Semester-IV

#### SPECIAL PAPER- ELECTIVE PAPERS- 1 & 2

#### A. M.A. SPECIALISATION IN ORGANISATIONAL BEHAVIOUR PAPER-1. ORGANISATIONAL BEHAVIOUR IN INDIAN PERSPECTIVE Course Contents UNIT-I

Traditional and Modern Approach; Indian cultural context: History of OB in India, The Indian mind-set, Appreciating enabling and disabling contexts, Context sensitivity of Indians.

#### Unit-II

Self, culture and personality: Understanding Indian view of self, Individual differences and their impact on managerial and interpersonal behavior: Dependence proneness; Orientations: Collectivist; materialist and holistic, UNIT-III

Groups and teams: Difference between groups and teams, types of team, hindrance in team building: Group think; Indian societal stereotypes and prejudice; Building effective teams: Stages of team building and issues at each stage.

#### Unit-IV

Leadership: Theories of Leadership, Leadership styles congruent with Indian culture: Pioneering-Innovative (PI) style; Paternalistic Leadership; Nurturant Task Leadership style.

#### Recommended Books:

Robbins, P.S.(2003).Organizational Behaviour. New Delhi: Prentice Hall of India Private Limited.

Pareek, U. (2007). Understanding Organizational Behaviour (2nd ed.). Delhi, India:

Oxford University Press.

Parikh, M., & Gupta, R. K. (2010). *Organisational Behavior*. New Delhi: Mc Graw Hill.

Sinha, J. B. P. (2009). *Culture and Organisational Behaviour*. New Delhi:

Sage Publications. Sinha, J. B. P. (2014). *Psycho-social analysis of Indian mind set*. New Delhi: Springer.

**Paper-II Interpersonal Processes in**

**Organisations Course Contents:**

**Unit-I**

**Individual in organisation: Importance of interpersonal relationships in organization: Concept of work motivation - theories of motivation, Integrating contemporary theories of motivation, Job satisfaction.**

**Unit-II**

**Organisational culture**

**Nature of organisational culture: Typology of organisational culture, Indian patterns of work culture, Manifestation of organisational culture; measurement and changing organisational culture.**

**Unit-III**

**Introduction to organisation development: Definition, history of organisational development; process of organisation development: Models and theories of planned change: Kurt Lewin, Burke-Litwin Model, Porras and Robertson model. Unit-IV**

**Behaviour in Organisation:**

**Productive behaviour: Nature and Process; Organisational citizenship behaviour and Organisational commitment.**

**Counterproductive Behaviour: Nature and Processes: Absenteeism, Employee Turnover, Ineffective job performance.**

**Emerging challenges of organisational behaviour: Knowledge management and people issues; Competency mapping and psychological processes, Coaching- mentoring and counseling**

**Recommended Books:**

**Jex, S. M. (2002). *Organisational Psychology*. New York: John Wiley & Sons**

**Robbins, P.S. (2003). *Organisational Behaviour*. New Delhi: Prentice Hall of India Pvt. Ltd.**

**Pareek, U. (2007). Understanding Organisational Behaviour (2nd Ed.). Delhi, India: Oxford University Press.**

**Parikh, M. & Gupta, R. K. (2010). Organisational Behaviour. New Delhi: McGraw Hill.**

**Sinha, J. B. P. (2009). Culture and Organisational Behaviour. New Delhi: Sage Publications.**  
**Sinha, J. B. P. (2014). Psycho-social analysis of Indian mind set. New Delhi: Springer.**

**M.A. SPECIALISATION IN CLINICAL PSYCHOLOGY Paper I - Introduction to Clinical Psychology**

**Course Contents:**

#### **Unit-1**

**Foundations: Historical background: Early & Recent history; Nature of discipline: Theory and research; Developing a professional identity: Education & training, professional activities and employment setting.**

#### **Unit-2**

**Psychodynamic approach: Brief orientation to psychoanalytic psychologies – Freud, Adler, Jung; Understanding psychological defenses. Unit-3**

**Other major approaches: Behavioural and cognitive-behavioural; Humanistic; Existential; Family systems, Biological.**

#### **Unit-4**

**Clinical assessment: Rationale and planning; Clinical interviewing; Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic.**

**Recommended Books:**

**Fernandes-Ballesteros, R. (Ed.) (2003). Encyclopedia of psychological assessment (Vol. I & II). New Delhi, India: Sage.**

**Gregory, R. J. (2000). Psychological testing: History, principles, and applications (3rd ed.). Boston: Allyn & Bacon.**

**Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.**

**Neitzel, N. T; Brsten, D. A & Milch, R. (2003). Introduction to Clinical Psychology. Prentice Hall, New Delhi**

**Pomerantz, A. M. (2008). Clinical psychology: Science, practice, and culture. New Delhi, India: Sage Publications.**

**Paper II – Psychotherapy**

## **Course Contents:**

### **Unit-1**

**Foundations: Becoming a psychotherapist: Training and supervision; Stages of therapy; Modes of therapy: Individual, group, couples & family; Critical/controversial issues in psychotherapy.**

### **Unit-2**

**Psychodynamic therapies: Psychoanalytic therapies, Object-relations therapies; Interpersonal approaches.**

### **Unit-3**

**Humanistic & transpersonal therapies: Client-centered therapies; Existential therapies; Gestalt therapies; transpersonal therapies.**

### **Unit-4**

**Behavioural & cognitive-behavioural therapies: Behavioural therapy; Cognitive therapy (Beck); Rational emotive behaviour therapy (Ellis).**

#### **Readings:**

**Corey, G. (2015). Theory and practice of counseling and psychotherapy. Boston: Cengage Learning.**

**Feltham, C. (Ed.) (1999). Controversies in psychotherapy and counseling. New Delhi: Sage.**

**Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi, India: Pearson Education.**

**Palmer, S. (Ed.) (2006). Introduction to counseling and psychotherapy: The essential guide. New Delhi, India: Sage.**

## **M.A. SPECIALIZATION IN PSYCHOMETRICS Paper I - Statistics Course Contents:**

### **Unit-I**

**Introduction to statistics: Types of data, describing variables numerically, probability distribution and normal curve, calculating central tendency and dispersion; relationships between two or more variables: Pearson correlation and Spearman's rho, point-biserial, biserial, tetrachoric.**

### **Unit-II**

**Significance testing: Logic of hypothesis testing, The standard error of means and Standard error of difference between means, The t-test: Comparing two samples of correlated/uncorrelated scores, Chi-square: Differences between samples of**



frequency data, One-tailed versus two-tailed significance testing. Unit-III

Introduction to analysis of variance: Analysis of variance (ANOVA): one-way and two-way, Analysis of Co-variance.  
Unit-IV

Partial correlation, multiple regression and multiple correlation

Non-parametric statistics: Difference between parametric and non-parametric statistics; Mann-Whitney-Wilcoxon test, Kendal coefficient of concordance, Sign test.

Recommended Books:

Aron, A., & Aron, E. N. (1994). *Statistics for psychology*. New Jersey, NJ: Prentice Hall.

Garrett, H. E. (1966). *Statistics in psychology and education*. Bombay, India: Vakils Feefer & Simon Pvt. Ltd.

Guilford, J. P. (1965). *Fundamental statistics in psychology and education* (4th ed.). New Delhi, India: Subject Publications.

Levin, J., & Fox, J. A. (2006). *Elementary statistics in social research* (10th ed.). New Delhi, India: Pearson Education.

Paper II - The Science of Psychological

Assessment Course Contents:

Unit-I

Perspectives on psychometrics- Scientific measurement in psychometrics and measurement in the natural sciences, Measurement models: Classical test theory, Latent variable model, Representational measurement model, the theory of true scores.

Unit-II

Process of test construction: Knowledge-based and person-based questionnaire, Objective and open-ended tests, Norm-referenced and criterion-referenced testing.

Item analysis: Classical item analysis statistics for knowledge-based tests, person-based tests, criterion-referenced testing.

Factor analysis: Concept, Exploratory and Confirmatory factor analysis, Eigen value, factor loading, Kaiser criterion and other techniques for identifying the number of Factors.

Unit-III



**Standardization of tests: Reliability: Concept and forms of error; Factors influencing reliability, Methods: Spearman-Brown correction, K-R Formula, cautions in the use of reliability coefficient.**  
**Validity: Concepts and types of validity; factorial validity; difference between validation and validity.**  
**Normalisation: Algebraic normalisation, graphical normalisation Unit-IV**  
**Bias in testing and assessment: forms of bias, item bias: Identifying item bias, differential item functioning, item offensiveness, intrinsic and extrinsic test bias: statistical models of intrinsic test bias**  
**Recommended Books:**

**Borsboom, D. (2005). Measuring the mind: Conceptual issues in contemporary psychometrics. UK: Cambridge University Press.**  
**Kalina, P. (1998). The new psychometrics: Sciences, psychology and measurement. London & New York: Routledge.**

**Michell, J. (1990). An Introduction to the logic of psychological measurement. Hillsdale, MI: Erlbaum.**  
**Rust, J., & Golombok, S. (2009). Modern psychometrics: The science of psychological assessment. London and New York: Routledge.**  
**M.A. SPECIALIZATION IN POSITIVE PSYCHOLOGY Paper I - Foundations of Positive Psychology**  
**Course Contents:**

#### **Unit-I**

**Introduction: Psychology from a positive perspective, Eastern and Western perspectives on Positive Psychology, Building bridges between Humanistic and Positive Psychology.**

#### **Unit-II**

**The principles of pleasure: Understanding positive affect, positive emotions, happiness and well-being, Complementary roles of eudaimonia and hedonia, Making emotional experiences: Emotion-focused coping, emotional intelligence, emotional story telling.**

#### **Unit-III**

**Positive personality traits and strengths: Classifications and measures of strengths and positive outcomes, Self-efficacy, optimism and hope.**

#### **Unit-IV**

**Positive cognitive states and processes: Wisdom and courage: Characteristics of the wise and the brave, Mindfulness, flow, and spirituality: In search of the optimal experiences.**

## **Recommended Books:**

**Baumgardner, S. R., & Crothers, M. K. (2009). Positive psychology. New Delhi: Pearson Education.**

**David, S. A., Boniwell, I., & Ayers, A. C. (Eds.) (2013). The Oxford handbook of happiness. Oxford, UK: Oxford University Press.**

**Kumar, U., Archana, & Prakash, V. (Eds.) (2015). Positive psychology – Applications in work, health and well-being. Delhi & Chennai: Pearson.**

**Lopez, S. J., & Snyder, C. R. (2011). The Oxford handbook of positive psychology. New York: Oxford University Press.**

**Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press.**

**Seligman, M. P. (2002). Authentic happiness. New York: Free Press.**

**Special Issue on Positive Psychology. (2014). Psychological Studies, 59(2).**

## **Paper II - Positive Psychology in Cultural and Social Context**

### **Course Contents:**

#### **Unit-I**

**Positive Psychology in cultural context: The role of culture in developing strengths and living well, Stages of life and positive living.**

#### **Unit-II**

**Pro-social behaviour: Empathy and egotism: Portals to altruism, Gratitude and forgiveness: Attachment, love and flourishing relationships.**

#### **Unit-III**

**Understanding and changing human behaviour: Balanced conceptualizations of mental health and behaviour, Preventing the bad and promoting the good.**

#### **Unit-IV**

**Positive environments: Positive schooling and good work, the power and practice of gratitude; positive aging**

### **Recommended Books:**

**Baumgardner, S. R., & Crothers, M. K. (2009). Positive psychology. New Delhi: Pearson Education.**

**Kumar, U., Archana, & Prakash, V. (Eds.) (2015). Positive psychology – applications in work, health and well-being. Delhi & Chennai: Pearson.**

**Lopez, S. J., & Snyder, C. R. (2011). The Oxford handbook of positive psychology. New York: Oxford University Press.**

**Seligman, M. P. (2002). Authentic happiness. New York: Free Press. Special Issue on Positive Psychology. (2014). Psychological Studies, 59(2).**

## **E.COMPUTER APPLICATIONS IN PSYCHOLOGY**

### **Paper-I: Computer**

#### **Application Course Contents:**

##### **Unit-I**

**Use of computer software in psychology**

**Experimental/Laboratory control: Use of computers in designing experiments, control of relevant variables**

##### **Unit-II**

**Clinical/Child Psychology: Computer mediated psychological testing, Virtual psychotherapy, computer assisted counselor training, neuropsychological assessment - MRI, PET, computerized report writing, effects of computer/internet on mental health**

##### **Unit-III**

**Use of computer software in psychology: Cognitive Psychology – GPS, Artificial intelligence, expert systems, simulation/virtual reality**

**Unit-IV Organizational: Selection and placement - computer assisted assessment for recruitment, appraisal and screening. Simulated training programs**

**Recommended Books:**  
Baskin, D. (1990). Computer applications in psychiatry and psychology. London: Routledge – Taylor-Francis.

Rajaraman V. (1999). Fundamentals of Computers. New Delhi: Prentice Hall, India.

Crumlish, C.(1998).The ABC's of Internet. New Delhi: BPB Publications  
Manovigyanik software developed by Psy-com, B-4, 80/2 SJE, New Delhi-29  
**Paper-II Practical**

##### **Unit-I**

**Using SPSS for data entry Unit-II**

**For analysing data – basic statistical procedures (UNIVARIATE &**

**MULTIVARIATE) Unit-III**

**For analysing data – non-parametric techniques, for creating bars, charts, and figures, Interpretation of SPSS OUPUT FILES.**

##### **Unit-IV**

Use of internet resources for psychology: ERIC database, Psych Lit, Psych INFO, [www.sciencedirect.com](http://www.sciencedirect.com)

Recommended Books:

Rajaraman V. (1999). Fundamentals of Computers. New Delhi: Prentice Hall, India.

Crumlish, C.(1998).The ABC's of Internet. New Delhi: BPB Publications  
Manovigyanik software developed by Psy-com, B-4, 80/2 SJE, New Delhi-29.

