



Syllabus

M.A. (Psychology)

(w.e.f 2014-15)

DEPARTMENT OF PSYCHOLOGY

Central University of Haryana
Mahendergarh

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DEPARTMENT OF PSYCHOLOGY
CENTRAL UNIVERSITY OF
HARYANA



University Logo

University Logo is conceived with a globe at its centre surrounded by holy trinity of three arcs and at the bottom is a shloka taken from 'Neeti Shatkam' written by BhartiHari.

The arc at the bottom depicts an open book and a Veena, symbolising University's commitment to meeting the quest for acquiring knowledge, learning, enlightenment and promoting art and culture.

The arc at the right that depicts processes of science, technology and adventurism symbolises the University's commitment to promoting scientific progress and creating a culture of creativity, innovation and enquiring approach.

The arc at the left that depicts nature symbolises University's commitment to promoting education inculcating respect for environment, ecology and living in harmony with nature.

The globe at the centre surrounded by the human chain and the pigeon flying above expresses University's belief that commitments represented by the trinity of three arcs shall lead to global peace, prosperity and human solidarity-the real spirit of education.

The shloka at the bottom conveys that 'education' is the unrivalled treasure of all.

Vision Statement

To develop enlightened citizenship for a knowledge society for peace and prosperity of individuals, nation and the larger world through promotion of innovation, creative endeavors and scholarly inquiry

Mission Statement

- To be a leading model by defining learning, teaching and discovery in a global, national and local context
- To strive to create a learning ambience with diverse cultural backgrounds and enhance student's acquisition of useful knowledge, skills and analytical abilities through innovative teaching and holistic learning environment
- To facilitate cutting edge research in emerging areas and expanding research in traditional areas
- To progressively expand in phases academic and research areas to be pursued by the University from time to time into their diversified focuses
- To focus on relevance, quality and excellence in each area and discipline of study that University is to pursue
- To develop partnership with international and national institutions and facilitate providing international linkages for contextual and cultural learning for both faculty and students
- To involve stakeholders including Government, Industry, Community and others in providing relevant and quality education
- To create and maintain highest level of integrity, ethics and values on Campus and ensure zero tolerance for lack of these core commitments

University Objectives

- To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
- To make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes;
- To take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research;
- To educate and train manpower for the development of the country;
- To establish linkages with industries for the promotion of science and technology; and
- To pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

Central University of Haryana

The Central University of Haryana, established by MHRD, under the Central Universities Act-2009 (Act No. 25 of 2009) made a spirited beginning under the leadership of its sagacious and visionary founder Vice Chancellor Prof. Mool Chand Sharma, from a rented building in Gurgaon as transit office and Narnaul B.Ed. college building as campus. It has now shifted to its Permanent Campus sprawling over 488 acres of land at Jant-Pali Villages, Mahendergarh district of Haryana. The University, fully funded by the UGC, is all set to emerge as a seat of great learning in the Southern Haryana under the leadership of its reverent and visionary Acting Vice-Chancellor Prof. U. P. Sinha. Being at the nascent stage of establishment, the University immediately after getting possession of the land at Jant-Pali, Mahendergarh acted through various empowered Committees and Groups to chart out the course of development. After duly considering the recommendations of various empowered committees the Executive Council of the University approved the road map for the first phase of development of the campus on the site at Jant-Pali, Mahendergarh. The first phase of development comprises the construction of boundary wall and a block of four buildings. The construction of boundary wall is complete and the four blocks are functional to run the academic programmes. These blocks host separate hostels for boys and girls, modest accommodation for faculty and other staff, academic wing with class rooms, seminar rooms, tutorial rooms, laboratories, libraries, conferencing facilities, etc. These buildings will be integrated as a part of hostel zone when the development of the Campus enters in the final phase. Marching ahead on the journey of promoting grass root research and fruitful engagement with society many brainstorming sessions of idea generation are held. After comprehensive deliberations University has adopted “**Multidisciplinary Approach to Inclusive Education**” as motto.



DEPARTMENT OF PSYCHOLOGY

Department of Psychology is one of the latest departments of studies of the University opened in the academic year 2014-15 by offering MA (Psychology) programme. The *Department of Psychology* is functioning under the School of Arts, Humanities and Social Sciences, the oldest & founding school of the University. This school started functioning during the academic year 2009-10 and right now have the following departments

- Department of Economics
- Department of Education
- Department of History & Archaeology
- Department of Political Science
- Department of Psychology &
- Department of Sociology

Department of Psychology offers PG programme (MA- Psychology) of two years duration which are divided into four semesters & based on choice based credit system (CBCS).

The mission of the Department of Psychology is to prepare students for the study and service of psychology. Department seek to empower students to lead and effect positive change in the world by instructing them in the ethical, systematic study of behavior and mental processes, and the application of psychology to community and global issues with the expectation of intellectual engagement and academic excellence.

Upon completion of the prescribed program for the major in psychology, the student should be able to understand and demonstrate: knowledge of theories and principles in the discipline, including those related to the African American experience and the experience of women, the scientific method, how the theories and principles of psychology may be applied to individual, societal and global issues, facility in communicative (oral, reading, writing and listening), research (quantitative and qualitative) and critical thinking skills ,ethical standards and practices within the discipline, relevant applications of technology, competencies required for entry into graduate or professional school, or for entry into the world of work. Psychology is a social science, which focuses on understanding the human mind, and the way in which it interprets and interacts with the world.



Semester – I

S. No	Courses	Course Code	Core/ Elective	Credits
1	Fundamental Psychological Processes	SHS PSY 01101C4004	Core	4
2	Historical Foundation of Psychology	SHS PSY 01102C4004	Core	4
3	Psychometrics	SHS PSY 01103C4004	Core	4
4	Experiments	SHS PSY 01104C4004	Core	4
Elective : (Select Any One Elective)				
5	Advance Educational Psychology	SHS PSY 01101E3003	Elective	3
6	Psychology of Organization	SHS PSY 01102E3003	Elective	3
7	Clinical Community Intervention	SHS PSY 01103E3003	Elective	3
8	Foundation of Health Psychology	SHS PSY 01104E3003	Elective	3
Total Credit:				19

Semester – II

Sr No	Courses	Course Code	Core/Elective	Credits
1	Neuropsychology	SHS PSY 01201C4004	Core	4
2	Cognitive Psychology	SHS PSY 01202C4004	Core	4
3	Research Method	SHS PSY 01203C4004	Core	4
4	Psychological Experiments	SHS PSY 01204C4004	Core	4
Elective : (Select Any One Elective)				
Group A				
5	Education: Cognitive Skills & Performance	SHS PSY 01201E3003	Elective	3
6	Industrial Relation	SHS PSY 01202E3003	Elective	3
7	Clinical Psychology: intervention Strategies, Skills & Application	SHS PSY 01203E3003	Elective	3
8	Management of Health and Illness	SHS PSY 01204E3003	Elective	3
Total Credit:				19

Semester – III

<i>Sr No</i>	<i>Courses</i>	<i>Course Code</i>	<i>Core/Elective</i>	<i>Credits</i>
1	Physiological Psychology	SHS PSY 01301C4004	Core	4
2	Psychological Testing	SHS PSY 01302C4004	Core	4
3	Advance Social Psychology	SHS PSY 01303C4004	Core	4
4	Psychology Assessment	SHS PSY 01304C4004	Core	4
	Elective (Select any One Elective)			
5	Guidance and Counseling	SHS PSY 01301E3003	Elective	3
6	Employees Management Programme	SHS PSY 01302E3003	Elective	3
7	Clinical and Personality	SHS PSY 01303E3003	Elective	3
8	Stress & Health	SHS PSY 01304E3003	Elective	3
9	Course from other department			3
10	Submission of Research Proposal			
				Total Credit: 22

Semester – IV

<i>Sr No</i>	<i>Courses</i>	<i>Course Code</i>	<i>Core/Elective</i>	<i>Credits</i>
1	Cross-Cultural Psychology	SHS PSY 01401C4004	Core	4
2	Psychopathology	SHS PSY 01402C4004	Core	4
3	Dissertation (including viva voce)	SHS PSY 01403C0336		6
4	Course from other department			3
				Total Credit: 17
6. Self-Study Course				

Total Credit: 19+19+22+17=77

**ORDINANCE RELATING TO PROGRAMMES
LEADING TO THE AWARD OF POST GRADUATE DEGREES / DIPLOMAS**

1. Definitions:

- 1.1 “Course” means a Semester course.
- 1.2 “Credit” (c) is the weightage assigned to a course in terms of contact hours.
- 1.3 “Grade” means a letter grade assigned to a student on the basis of evaluation of a course on a ten point scale.
- 1.4 “Grade point” (g) means the numerical equivalent of a letter grade assigned to a student in the ten point scale.
- 1.5 Semester Grade Point Average (SGPA) means the grade point average of a student for a semester calculated in the following manner:
$$SGPA = (g_1 \times c_1) + (g_2 \times c_2) + \dots$$
(in respect of all courses for which the student has registered in the semester concerned) divided by the total number of credits offered by the student in the semester.
- 1.6 “Cumulative Grade Point Average” (CGPA) means a cumulative index grade point average of a student calculated in the following manner:
$$CGPA = (g_1 \times c_1) + (g_2 \times c_2) + \dots$$
(in respect of all the courses for which the student has registered up to and including the semester for which the cumulative index is required) divided by the total number of credits offered by the student in the said courses.
- 1.7 “Final Grade Point Average” (FGPA) is the final index of a student at the time of award of a degree, calculated in the following manner:

$$FGPA = \frac{\sum_{i=1}^n g_i \times c_i}{\sum_{i=1}^n c_i}$$

Where $\sum_{i=1}^n c_i$

c_i = credit in the i^{th} course

g_i = grade point secured by the student in the i^{th} course

n = total number of courses prescribed for the student for the entire programme.

- 1.8 “Final Grade” is the letter equivalent assigned to a student on the basis of his/her FGPA at the time of the award of the degree.

2. Eligibility for admission:

A candidate may be admitted to the Master’s programme if he/she has obtained a Bachelor’s degree under 10+2+3 system recognized by the University, or a degree recognized as its equivalent, provided such a candidate has attained the minimum proficiency in the subject at the time of admission as decided by the University from time to time.

3. Semesters:

3.1 An academic year shall consist of two semesters, viz.:Odd semester and Even semester.

3.2 Ordinarily an Odd semester shall extend from July to December, and an Even semester from January to May.

3.3 A semester normally extends over a period of 15 weeks, each week having 30 hours of instruction spread over a week.

4. Type of courses:

Each programme may have three types of courses, viz. core courses, elective courses and self-study-courses.

4.1. Core courses:

4.1.1 Core courses are those, knowledge of which is deemed essential for students registered for a particular Master's programme. Where feasible and necessary, two or more programmes may prescribe one or more common core courses.

4.1.2 Core courses shall be mandatory for all students registered for that Master's programme.

4.1.3 Core courses shall be spread over all the semesters of the programme.

4.2 Elective courses:

Elective courses are intended to:

- allow students to specialize in one or more branches of the broad subject area; or
- acquire knowledge and skills in a related area that may have applications in the broad subject area; or
- bridge any gap in the curriculum and enable acquisition of essential skills (e.g. statistical, computational, language, communication skills, etc.); or
- help pursue an area of interest to the student.

4.3 Self-study courses:

4.3.1 Self-study courses are optional, not mandatory. They are not taken into account for awarding grades.

4.3.2 Students may also choose 3 additional courses to enable them to acquire extra credits through self-study.

4.3.3 Self-study courses shall be in advanced topics in a course (core or elective) under the supervision of a faculty member.

Note: A course (Core/Elective/Self-study) may also take the form of a Dissertation/ Project work/ Practical training/ Field work/ Internship/ Seminar, etc.

5. Credits:

Credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, in each course, credits are assigned on the basis of the number of lectures/tutorials/laboratory work/field work and other forms of learning required completing the contents in a 15 week schedule. 2 hours of laboratory work/field work is generally considered equivalent to 1 hour of lecture.

- 1 credit = 1 hour of instruction per week (1 credit course = 15 hours of instruction per semester)

- 3 credits = 3 hours of instruction per week (3 credit course = 45 hours of instruction per week)

A Core course may carry 3 to 4 credits; an elective/ Self-study will not normally carry more than 3 credits. However, a dissertation/ project work may carry up to 6 credits; a semester-long field work may carry 10-15 credits.

6. Auditing:

Students may be permitted by the individual faculty member at his/her discretion to audit two courses without assigning any credits.

7. Course numbering:

Each course offered by a faculty/department is identified by a unique course code: e.g. SSS C 001 Eco 3003, where

- SSS stands for School of Social Sciences;
- C stands for core course;
- 001 stands for the serial number of the course;
- The figures 3,0,0,3 stand for credits attached to lectures (practical, if it is a practical course), tutorials, practical work (theory, if it is a practical course) and total number of credits for the course respectively.

8. Duration of programme:

The minimum duration for completion of a one-year Post Graduate Diploma programme shall be two consecutive semesters (one odd and one even semester), for a two-year Master's programme in any subject shall be four consecutive semesters (two odd and two even semesters) and for a three-year Master's programme - six semesters, i.e. three odd and three even semesters. The maximum period for completion shall be four semesters, six semesters and eight semesters respectively.

Provided that a semester or a year may be declared by the Academic Council zero semester or zero year in the case of a student if he/she could not continue with the academic work during that period due to illness and hospitalization, or due to accepting a foreign scholarship/fellowship, subject to fulfillment of requirements laid down in this respect by regulations. Such zero semester/year shall not be counted for calculation of the duration of the programme in case of such a student.

9. Student Advisor:

The Department in which the student gets admitted shall appoint an Advisor for him/her from amongst the members of the faculty concerned. All faculty members of the department shall function as Student Advisors and shall have more or less equal number of students. The Student Advisor shall advise the student in choosing courses and render all possible help to the student.

10. Course Registration:

- 10.1 Registration of courses is the sole responsibility of a student. No student shall be allowed to do a course without registration, and no student shall be entitled to any credits in the course unless he/she has been formally registered for the course by the scheduled date fixed by the University.

- 10.2 Every student has to register in each semester (in consultation with his/her Student Advisor) for the courses he/she intends to undergo in that semester by applying in the prescribed proforma in triplicate, duly signed by him/her, the Student Advisor and the Head of the Department, within the deadline notified for the purpose by the University.
- 10.3 Late registration may be permitted by the Dean of the faculty upto a maximum of two weeks after the commencement of the semester on payment of prescribed late registration fee.
- 10.4 A student shall register for a minimum of 15 credits and can register for a maximum of 24 credits in a semester.
- 10.5 Withdrawal from a course shall be permitted up to one week from the date of registration, provided the courses registered after withdrawal shall enable the student to earn a minimum of 15 credits. Withdrawal from a course shall not be allowed for those who had late registration.
- 10.6 A student shall be allowed to add a course or substitute a course for another course of the same type (core, elective or self study) for valid reasons with the consent of the Student Advisor not later than two weeks from the date of commencement of the semester.
- 10.7 A student may take more elective courses than prescribed in the programme, in which case in the calculation of the Semester/ Cumulative/ Final Grade Point Average only the prescribed number of elective courses in the descending order of the grades obtained by him/her shall be included.

11. Evaluation & examination:

- 11.1 Sessional evaluation shall be done on a continuous basis, taking into account the student's class performance, fulfillment of home assignments and performance at the compulsory sessional tests (2 best out of 3 tests to be conducted in a semester). For uniformity, particularly for interdepartmental transfer of credits, there shall be a uniform procedure of examination to be adopted by all faculty members. There shall be three sessional tests and one end-semester examination in each course during every semester.
- 11.2 Sessional Test 1 shall be held during the sixth week of the semester for the syllabi covered till then.
- 11.3 Sessional Test 2 shall be held during the eleventh week for the syllabi covered between seventh and eleventh week.
- 11.4 Sessional test 3 shall be held during the fourteenth week of the semester for the remaining syllabus after the sessional test 2.
- 11.5 Sessional tests may employ one or more assessment tools such as objective tests, assignments, paper presentation, laboratory work, etc. suitable to the course.
- 11.6 The pattern of assessment of sessional work, including the weightages to be given to different elements like class performance, home assignments and the sessional tests, for each course shall be prescribed by the School Board on the recommendation of the Board of Studies of the Department concerned and shall be made known to the students at the commencement of each semester.

- 11.7 A student cannot repeat sessional tests.
- 11.8 The sessional work and the end semester examination shall have equal weightage i.e. 50% each. The 50% weightage allotted to sessional work shall consist of 30% for class performance and home assignments and the remaining 20% for the two compulsory sessional tests (i.e. 10% each), or 20% for class performance and home assignments and 30% for the two sessional tests, depending upon the nature of the course.
- 11.9 A student clears the sessional work in a course if he / she has participated in the sessional work and secured a grade higher than F in it.
- 11.10 End semester Examinations covering the entire syllabus prescribed for the course and carrying 50% of weightage shall be conducted under the direction of the Dean of the School.
- 11.11 Examiners or Board of Examiners shall be appointed for each course by the School Board on the recommendation of the Board of Studies of the Department concerned.
- 11.12 The distribution of weightage for the valuation of semester-long project work/ dissertation shall be:
- i) Periodic presentation : 20%
 - ii) Concise dissertation : 60%
 - iii) Viva voce : 20%
- Or as decided by the School Board on the recommendations of the Board of Studies of the Department concerned.
- 11.13 An application for admission to the semester examination shall be made in the prescribed form and forwarded to the Dean of the School through the HOD concerned and shall be accompanied by the following documents:
- i) Clearance in sessional evaluation;
 - ii) Clearance of all dues.

12. Grades and Grade points:

The students shall be graded in sessional tests, end semester examinations, etc. in each course on the following ten point scale:

Grade	Grade Point
A+	9.00
A	8.25
A-	7.50
B+	6.75
B	6.00
B-	5.25
C+	4.50
C	3.75
C-	3.00
F	0

Note:

1. There shall be no rounding of SGPA/CGPA/FGPA.
2. The SGPA/CGPA/FGPA obtained by a student is out of a maximum possible 9 points. The Final Grade Point Average obtained by a student shall be classified into the following divisions:

FGPA	Class/ Division
8.5 and above	First Class with Distinction
7.0 and above, but less than 8.5	First Class
5.0 and above, but less than 7.0	Second Class
4.0 and above, but less than 5.0	Pass

13. Credit requirements:

- 13.1 For a one-year Post Graduate programme, the credit requirements for the award of the Post Graduate Diploma shall be 40 credits ($\pm 10\%$), including a minimum of 9 credits from elective courses (of which at least 3 credits shall be from elective course offered by another Department).
- 13.2 For a two-year Master's programme, the credit requirements for the Master's degree shall be 80 credits ($\pm 10\%$), including a minimum of 18 credits from elective courses (**of which at least 6 credits shall be from elective courses offered by other Departments**).
- 13.3 For a three-year Master's programme, the credit requirements for the Master's degree shall be 120 credits ($\pm 10\%$), including 27 credits from elective courses (of which 9 credits shall be from elective courses offered by other Departments).

14 Grade point requirements:

A student in order to be eligible for the award of the Master's degree of the University must have fulfilled the following requirements:

- i) He/she has taken and passed all the prescribed courses as laid down;
- ii) He/she has obtained a FGPA of 4.00 at the end of the programme.

Provided that students who are otherwise eligible for the award of the degree / diploma but have secured a FGPA less than 4.00 at the end of the permissible period of semesters may be allowed by the Department / School concerned to repeat the same course/s or other courses of the same type in lieu thereof in the two extra semesters provided in clause 8 on "Duration of Programme".

15 Removal of name of a student from the programme:

- a. The name of a student falling under the following categories shall automatically stand removed from the rolls of the University:
 - (a) A student who fails to fulfill the minimum grade point requirements under clause 14.
 - (b) A student who has already exhausted the maximum duration allowed for completion of the Programme and has not fulfilled the requirements for the award of the degree / diploma.
- b. The School Board, on the recommendation of the Board of Studies of the Department concerned, may remove the name of a student from the programme of study if
 - (a) he / she fails to clear at least 50% of the prescribed core courses at the end of the 1st semester.
 - (b) he / she has still to clear courses which cannot possibly be cleared in the remaining period of the programme which he/ she is allowed to register for the normal load in the said period.

Notwithstanding what is contained in the foregoing clauses of this Ordinance, the Academic Council may, in exceptional circumstances and on the recommendations of the Board of Studies of the Department and the School Board as well as on the merits of each individual case, consider at its discretion and for reasons to be recorded relaxation of any of the provisions except those prescribing CGPA / FGPA requirements.

SEMESTER-I

COURSE-I
FUNDAMENTAL PSYCHOLOGICAL PROCESSES
COURSE CODE: SHS PSY 01101C4004

Unit-I-Motivation

Content models- Alderefer process model, Porter and Lawler, P feffer, Nadler and Lawler:
Satisfaction-Performance controversy, relevance of Self-actualization in India

Unit-II : Behavioral Approach

Dimensional Model, Emotion and Motivation

Unit-III – Personality:

Approaches- Erickson, Lewin, Eysenck, Bandura, existential: eastern and Indian
viewpoint of personality- Concept of Gunas; the five Robust factors or the Super traits

Unit-IV- Intelligence:

Theoretical models of intelligence-jensen and Eysenck; PASS model, theory of multiple
intelligence; Emotional Intelligence Models, Significance and Assessment; Artificial
Intelligence

Recommended Readings

- Hall, C & Lindzey, G: theories of Personality New Delhi; Wilney
- Strongman, K.T: the Psychology of Emotion
- Porter and Lawler: Motivation at work; McGraw & Sons; New Delhi
- Eysenck, H.J: A model of Intelligence

COURSE-II
HISTORICAL FOUNDATIONS OF PSYCHOLOGY
COURSE CODE: SHS PSY 01102C4004

UNIT-I Historical origins:

Historiography: Approach to Historical Investigation, Psychology in History.
Philosophical Issues: Mind vs. Body problem, Free Will vs. Determinism, Sensationalism and Positivism, Mental Passivity vs. Mental Activity, Realism vs. Pragmatism.

UNIT-II

The Psychology of Consciousness: William Wundt's Psychology, Titchener's Structural Psychology, Scientific Phenomenology: Gestalt Psychology, The Fate of Psychology of Consciousness. The Psychology of the Unconsciousness: Freudian Psychoanalysis, Psychoanalysis after Freud, Legacy; Social Psychoanalysis: Sullivan and Fromm's contribution and their contemporary impact.

UNIT-III

The Psychology of Adaptation

Lamarckian Psychology: Herbert Spencer, American Psychology: William James. The Consciousness Debate: Relational Theory (Neorealism) and Functional Theory (Instrumentalism).

The Rise of Behaviorism: Watson's Behaviorism, legacy; Tolman's Purposive Behaviorism.

Behaviorism and Human Mind: Informal Behaviorism.

UNIT-IV

The Rise of Applied Psychology: Scientific Applied and Professional Psychology Origins of Applied Psychology.

Founding Applied Psychology in the United States: Testing: The Galtonian Tradition in the United States, Articulating Applied Psychology: Hugo Munsterberg.

Recommended Readings

- Brenman, J. F. (2004). History and Systems of Psychology (6th ed). Delhi. Pearson Pub.
- Leahey, T.H. (1987) A History of Psychology, U.S.A.: Prentice Hall International.
- Schultz, D. and Schultz, S. (2000). A History of Modern Psychology. U.S.A.: Harcourt Brace & Co.
- Viney, W. and King, D. (1998) History of Psychology. Boston: Allyn and Bacon.

COURSE-III
PSYCHOMETRICS
COURSE CODE: SHS PSY 01103C4004

Unit-I Perdition in Relation:

The multiple r coefficients, Linear regression, Assumption of regression, forecasting efficiency, partial correlations, Path Analysis

Unit-II: Orthogonal Polynomials

Inerrant quadratics, cubic and quartic- Least square method.

Unit III: Multiple comparison among means:

Mewman keul Test, Turkey test, Omega Square

Unit IV: Two way ANOVA:

Equal group, Homogeneity of variance; Concept of ANOVA and MANOVA, Discriminant Analysis.

Recommended Readings

- Statistics in Education- ferguson. New Delhi: McGraw Hills
- Fundamental Statistics in Education- Guilford, New Delhi: Mc graw Hills
- Statistics principles in Experimental design- Winer, B.J.
- Experimental Design in Behavioural research, K.D. Broota, New Delhi : Wiley & Co

COURSE-IV
EXPERIMENTS
COURSE CODE: SHS PSY 01104C4004

Unit-I: Verification of Weber's Law:

Method of limit and method of constant stimuli

Unit-II: Retroactive Inhibition:

As a function of Degree of learning and Temporal location of interpolated activities or task;
Proactive Inhibition: Recall of task as a function of the nature of pre learned materials.

Unit-III: Temporal Perception:

Filled and unfilled time, short and long time.

Unit- IV : Transfer of Principles:

Effect of instructional set; Person Perception: effect of order of presentation of adjectives.

Recommended Readings

- Experiments in Psychology- Stevens, B.J. New York: Harper Row.
- Experimental Psychology_ Woodworth & Scholesberg.
- Experiments in Psychology_ S.M.Mohsin. patna: Motilal Banarasidas

ELECTIVES

ELECTIVE COURSE-I
ADVANCE EDUCATIONAL PSYCHOLOGY
COURSE CODE: SHS PSY 01101E3003

Unit-I Human Diversity and Education

Cultural Difference in Learning Styles, Readiness and Classroom Achievement; Multiculturalism and Education; Disadvantaged and Education.

Individual and Group Difference in Intelligence; Theories of Intelligence, Multiple intelligence, Gender Difference/ Issues in the Classroom, Multilingualism and Minority Language Issues in Education –Mother-Tongue Education , Bilingual or Multilingual Education, Language Acquisition and Reading Development,

Effective Teaching and Class Room Management

Characteristics of effective teachers; Teaching Methods (Direct Instruction-Lecturing and Explaining, Question Aptitude –Treatment Interaction; Student-Centered Teaching); Individualized Instruction, Ecology of Class rooms; Social Psychology of Classroom, Classroom Management, Disciplining and Communication.

UNIT-II Heredity and Environment

Heredity and Environment

- Concept
- Relative Importance of Heredity and Environment in Learner's
- Development. □ Stages and Aspects of Development with Special Reference to Needs and
- Problems of Adolescents in the Indian context.

Approaches to Learning

- Introduction to Learning – Concept, Nature and Importance
- Behavioral- Trial and Error, Conditioning (Classical & Operant).
- Cognitive (Insightful Learning, and Information Processing Model)

Constructivism- Concept, Planning & Development of Learning Experience through Constructivism.

Co-operative Learning

- Concept
- Practicability

Motivation

- Concept and Theories (Maslow's Theory of Self- Actualization & Achievement Motivation by David McClelland.)

Unit-III Exceptional and Special Education

- a. Categories of Exceptionality, Leveling and Educational relevance; Physically challenged Students; Students with cognitive disabilities or brain dysfunction and communication disorders.
- b. Student with emotional and behavior disorders; Attentional Deficit Disorder (ADD) Attentional Deficit Hyperactively Disorder (ADHD) , Gifted and Talented Students.

- c. Specific Learning and Reading Disability.
- d. Intervention and Special Education for Various forms of exceptionality mainstreaming.

Recommended Books

- Aggarwal, J. C. Essential of Educational Psychology, Delhi: Doaba Book House
- Allen, B. P. (2000). Personality Theories, Boston: Allyn and Bacon
- Bhatnagar, S. (1980). Psychological Foundations of Teaching Learning and Development(Hindi), Meerut: Loyal Book Depot
- Chauhan, S. S. (2001).Advanced Educational Psychology, New Delhi: Vikas PublishingHouse
- De, Ceco & Crawford, L. (1988). The Psychology of Learning and Instruction, New Delhi:Prentice Hall
- Rothstein, P. R. (1990). Educational Psychology, New York: McGraw Hills
- Sharma, H.L.(2006). Dynamics of Creativity and Interest, New Delhi: Vista International
- Publishing HouseSharma, S. & Sharma, P. (2011) Psychological Foundations of Education, Agra: Agrawal Publication
- Sprinthal, R. C. & Sprienthal, N. A. (1977). A Developmental Approach, New York: Addison Wesley
- Wheldall, Kevin (2006). Developments in Educational Psychology, New York: Routledge
- Woolfolk, Anita (2004), Educational Psychology, published by Darling Kindersley (India) Pvt. Ltd, Licensees of Pearson Education In South Asia
- Heward, W.L. & Orlansky, D.(1992. Exceptional Children. New York: Maxwell Macmillan.
- Singh, L.B. (1992). Santal Youths: An Unseen Talent, New Delhi: Wisdom Publication.

ELECTIVE COURSE-II
PSYCHOLOGY OF ORGANIZATION
COURSE CODE: SHS PSY 01102E3003

Unit I- Organization:

Nature, Structure, Status of Organizational Behavior in India, Challenges and Opportunities.

Unit-II Organizational Design:

Determinants of design, organizational environment interface- Burns and Stalker model, Lawrence and Lorsch, Duncan model.

Unit-III Organizational culture

Meaning and characteristics; maintenance and function, process of developing Organizational culture.

Unit-IV Organizational Change:

Lewin's Action Research, Resistance Of Organizational Change; Transformational Change In Indian Universities.

Recommended Readings

- Robbins, S.P. Organizational Behavior (7th ed.) Pearson, New Delhi
- Understanding organisations- M. Shukla, Prentice-Hall, New Delhi

ELECTIVE COURSE-III
CLINICAL AND COMMUNITY INTERVENTIONS
COURSE CODE: SHS PSY 01103E3003

Unit-I Therapeutic Interventions

Nature, Goals And Course Of Interventions, Objectives And Approaches, Distinctions Between Psychotherapy And Other Orientations, Common Features Of Interventions. Skill Of A Therapist Listening, Leading , Summarizing, Interpreting And Informing; Crisis Intervention: Competence Building; Primary ,Secondary And Tertiary Prevention, Ethical Issues In Psychotherapy; Client Therapist Relationship.

Unit -II types of therapist:

Supportive Therapies: Milieu Therapy, Inspirational Group Therapy, Creative Art Therapy And Structural Integration, Re-Educative Therapies: Behavior Therapy; Cognitive Approach: Ellies, Goldfried, Mechenbaum; Client-Centered Psychotherapy; Re-Educative Therapies; Psychoanalysis : Indian Traditions Of Healing.

Unit-III counseling:

Basic Features, Counseling Relationship And Counseling Process; Training In Social Skills; Life Skill Training; Social Skill Training And Anger Control, Programmes For Special Population; Juvenile Offenders In A Institutional Setting; Parents As Mediators In The Social Skills Training Of Children; Social Skills For Women And Elderly, Programmes For The Severely Impaired.

Recommended Readings

- Abate,L.&Milan,M.A.(ED. 1985).handbook of social skill training and research . new York; john wiley &sons
- Dittillo,F.M.& Kleefeld,J.(1997). Introducing and building social skills. American Guidance Service, M.H.
- Elhiot.S.N.& Gresham.F.M.(1970) Social skill intervention guide.
- Ewing.C.P.(1978) Crisis intervention as psychotherapy. New York oxford university press.

ELECTIVE COURSE-IV
FOUNDATION OF HEALTH PSYCHOLOGY
COURSE CODE: SHS PSY 01104E3003

Objectives

1. To acquaint the students with the nature and significance of the emerging area of health psychology with in a life –span perspective.
2. To highlight the importance of social and psychology processes in the experience of health and illness.
3. To focus on the behavioural risk factors vis-à-vis disease prevention and promotion.

CONTENTS

Unit I Health Psychology

Nature, scope and its interdisciplinary and socio-cultural contexts. The relationship of health psychology, behavioural medicine, Health and Medical anthropology, Gender and health.

Unit II Models of Health

Personality-Allport, Roger, Maslow, Biopsychosocial perspective. Eastern approaches: Zen Buddhism, Concept of Sthita Prajna (Bhagvad Gita) ,Behavioural Referents of the concept of Anasakti . Health related beliefs.

Unit III Health Promotion and Disease Prevention

Behavioural Risk factors (e.g., drug and alcohol use; unsafe; sexual behaviour; smoking, diet and sedentary life style), Development of health habits and/or reduction of unhealthy behaviour.

Conditions/Resources promoting and maintaining Health

Biological, Socio-Cultural, Psychological, Economic, and Spiritually-Oriented Interventions.

Recommended Readings

Aboud, FE (1998). HEALTH PSYCHOLOGY in global Perspectives. Thousand Oaks,CA:Sage

SEMESTER-II

COURSE-I
NEUROPSYCHOLOGY
COURSE CODE: SHS PSY 01201C4004

Unit-I- Foundation of Brain Behaviour Relationship:

Topography of the Brain: the cerebral cortex and its lobular organization. The cerebral hemispheres and their internal structure; Neurochemical and vascular system in Brain; Elements of behavioural neurology; Neurophysiology of perception; learning and memory; Neurophysiology of emotion and motivation; Neural mechanism of wakefulness, sleep and dream, ARAS and arousal

Unit II Method of investigation:

Neurological, radiological and electrical investigation; Neuropsychological assessment (Halstead-Reitan, Luria-Nebraska Neuropsychological Batteries). Case study; Common disorders, Cerebral trauma, intracranial tumours; cerebrovascular disorders, degenerative disorders.

Unit III Lobular Syndrome

Frontal lobe syndrome; Disturbance of attentional and memory processes; Disturbance of emotional behavior; Disturbance of hearing and vestibular functions; disturbance of speech; Disturbance of emotion and consciousness; parietal and occipital lobe syndrome; Disturbance of visual perception and memory, Disturbance of reading and writing.

Unit- IV Hemispheric Asymmetry of Function:

Structural asymmetry of cerebral hemispheres; functional asymmetry of cerebral hemispheres; Unilateral lesion studies; Sensory and cognitive disorders, disorders of perception; expression and experience of emotion; movement disorders; studies on Hemispherectomy and commissurotomy; Therapeutic interventions- Relaxation techniques, supportive psychotherapies etc.

Recommended Readings

- Whitaker, H.A (1998). Neuropsychological studies of Nonfocal brain damage, New York: Springer-Verlag
- Kolb B & Whitshaw, I.Q. (1990) Fundamental of human neuropsychology, New York: Freeman; W.H
- Boller, F & Graftman, J (1988). Handbook of Neuropsychology, New York, Elsevier
- Hielman K.M & Valenstein: E (1993): Clinical Neuropsychology. New York; Oxford University Press

COURSE-II
COGNITIVE PSYCHOLOGY
COURSE CODE: SHS PSY 01202C4004

Unit-I Attentional and perceptual processes

Selective attention and its theories: Broadbent sustained attention theory; Single detection theory; Arousal and information processing, Bottom-up and Top-Down approaches; pattern recognition; picture perception.

Unit- II learning Theories:

Guthrie, Hull, Tolman, Skinner, Cybernetic and Mathematical models of learning

Unit- III Memory:

Models of memory –structural and levels of processing models: Tulving's Episodic, Autobiographical and procedural models: Mc Clelland PMP approach, Sensory memory, Iconic and Echoic memories; STM, LTM, Flashback memories, Memory improvement.

Unit-IV Problem Solving:

Problem solving approaches: means-end heuristics and analogy approach and other approaches, Classroom problem solving; Peripheral and central theories of thought processes.

Recommended Readings

- Kellogg, D. (1999). Cognitive Psychology. NY: Sage
- Maltin, M.W. (1995). Cognition (3rd ed) Prism books: Bangalore.
- Hewes Mary B (1980). The Psychology of Human cognition, New York: Pergamon Press.
- Hillgard E.R and Bower, G.H. (1977), Theories of Learning, New Delhi: Prentice-Hall of India.

COURSE-III
RESEARCH METHOD
COURSE CODE: SHS PSY 01203C4004

Unit-I Between Group Designs

Single factor designing; randomized Block Design; Factorial Design-Types; Nested Design.

Unit- II Within-Group Design and Mixed Designs

Single and two factors repeated measures designs; trend analysis (Linear, Quadratic and Cubic); Two or three factor mixed designs and repeated measures on one factor.

Unit- III Non-and Quasi-Experimental Design

One group designs; non-equivalent control group designs; Interrupted time-series designs,

Unit- IV Correlational Design

Cross-sectional and Longitudinal designs, Panel design; Sources and Ethical issues in psychological research.

Recommended Readings

- Heiman, G.A (1995). Research Methods in Psychology: Boston Toronto: Houghton Mifflin.
- Broota, K.D. (1989). Experimental Design in behavioural Research, New delhi: Wiley Eastate.
- Kerlinger, F.N. (1973).Foundations of Behavioural Research.
- Mohsin, S.M.(1980). Researches, methods in behavioural Sciences: Wiley.

COURSE-IV
PSYCHOLOGICAL EXPERIMENTS
COURSE CODE: SHS PSY 01204C4004

Unit-I

Perceptual defense: as a function of different social taboo words

Unit- II

Level of aspirations and measurements of bodily changes in emotion.

Unit-III

Spersed of effect: the effect of reward

Unit-IV

Re- enforcement schedule and verbal conditioning and development of the concepts

Recommended Readings

- Experiments in psychology- stevens,B.J.,HarpenRow, New York
- Experiments in psychology-woodworth& Schlosberg
- Experiments in psychology-S.M. Mohsin, Motilal Banarsi Das, Patna

ELECTIVE

ELECTIVE COURSE-I
EDUCATION: COGNITIVE SKILLS AND PERFORMANCE
COURSE CODE: SHS PSY 01201E3003

Unit I: Mental Work load

Nature and measures, Strategies, Objectives & Workload, Concurrent performance and time sharing, experience and strategies in time sharing, Concurrent performance- Limitation and theoretical considerations.

Unit II: Visual and Cognitive Aspects of Readings

Reading and eye movement, perception span in reading; Acquisition of visual information in reading; Psycholinguistic signposts; Cognitive Guidance of eye movement: Global vs Local control; Errors in oral reading, New reading technology.

Unit III: Skill and Performance

Skill acquisition and human performance; perceptual, motor skill, performance of multiple task; Thinking Skills; Training; Individual differences; situational influence on skills performance; Fostering Creativity.

Recommended Readings

- Barber, P. (1988) Applied Cognitive Psychology NY: Methuen
- Demetrian, A. et. A. (Eds) (1992). Neo-piagetion Theories of Cognitive development. London : Routledge.
- Healy, A.F. & Bourne, J.L.E (Eds) (1995). Learning and memory of knowledge and skills. Thousand Oaks: Sage.
- Proctor, R W & Dutta , A (1995) Skill acquisition and human performance: Sage
- Yuill, N & Oakhill, J. (1991). Children's problems in text comprehension Cambridge. University Press.

ELECTIVE COURSE-II
INDUSTRIAL RELATIONS
COURSE CODE: SHS PSY 01202E3003

Unit I: Introductions Of Employee- Employer Relationship

Nature, Scope, Changing Industrial Relation In India, Emerging Problems of Employee – Employer Relationship, Supervision And Leadership- Training of Supervisor And Manager

Unit II Compensation

Wages and Salary Administration; Merit Rating; Non-Financial Compensation; Equitable Compensation, Negotiation and Bargaining.

Unit III Employee Benefit Programme

Fringe benefit, incentives and performance standards; skill development programme, design of benefit programme.

Worker's participation: Objectives and functions of trade union, Changing Scenario of Indian Trade Union Workers, Workers Participation in India

Recommended Readings

- Myers,C. Industrial Relations In India
- Karnik,V.D. Indian Trade Union –A Survey
- Cole,C.D.H. A History of British Trade Union Movement

ELECTIVE COURSE-II

CLINICAL PSYCHOLOGY: INTERVENTION STRATEGIES, SKILLS AND APPLICATIONS

COURSE CODE: SHS PSY 01203E3003

Unit-I Intervention Strategies:

Models of intervention: Collective and Individual Orientations; Short Term and Long term intervention, Intervention design, Monitoring and Evaluation.

Unit-II Intervention Skills :

Skills and personal qualities of psychologists in intervention; Persuading the policy makers, administrator and community leaders; Leadership skills ; Group Dynamics : Conflict, Conflict Management and resolution.

Unit-III: Applications Across Life Span:

Child abuse (Sexual or otherwise); Issues and scope for intervention; Motivating Adults for Education; Health and rehabilitation of the aged; health and sexuality; drug addiction and alcoholism; problems and remedial measures; unemployment and its psychosocial consequences.

Recommended Readings

- Padaki, V. (1995). Development intervention and Programme evaluation, Thousand Oaks: Sage
- Proctor , R.W., & Dutta, A . (1995), Skill acquisition and human performance, Thousand Oaks: Sage
- Singh L.B. (2006). The scourge of unemployment in India and Psychological Health, ND: Concept Publications.
- Thompson, S. & Khan, J.H.(1970), Group Process as a helping technique . Oxofrd: Pergamon
- Tripathi, R.C. (1988), Applied Social Psychology . In J. Pandey(Ed.), Psychology in India: The state of the art, (pp.95-157). ND: Sage

ELECTIVE COURSE-IV
MANAGEMENT OF HEALTH AND ILLNESS
COURSE CODE: SHS PSY 01204E3003

Unit-I

Health Promotion, Health Behaviours, Barriers to Effective Health promotion; Factors influencing the Promotion of Health Behaviours. Changing Health Behaviours , Role of Behavioral Factors in Disease and Disorder; Cognitive behavioural Approaches to Health Behaviour Change; Stages of Health Behaviour Change.

Unit-II

Pain and its management

Nature and Significance of Pain: Biological and Psycho social aspects of Pain; Theories of Pain; Assessment of Pain; Managing and controlling pain.

Biofeedback and Relaxation Training

Biofeedback: Clinical Applications, Procedures, Treatment and Effectiveness; Relaxation training: Progressive muscle relaxation, Meditation and Yoga.

Unit-III

Management of Chronic and Terminal Illness

Coping with Chronic Illness, Co-Management of Chronic Illness, Psychological Interventions and Chronic Illness.

CHD: Modification of CHD Risk-Related Behavior, Management of Heart Disease; pBehavioural interventions in Diabetes; Cancer : Psychological treatment and coping with cancer.

Unit-IV

Psychological Issues in Advancing and Terminal Illness

Psychological Issues in Advancing Illness, Psychological and Social Issues Related to Dying, Stages in Adjustment to Dying (Kübler-Ross's Five-Stage Theory)

Psychological Management of the Terminally Ill

Medical Staff and the Terminally Ill Patient, Alternatives to Hospital Care for the Terminally Ill (Hospice Care and Home Care), Problems of Survivors

Recommended Readings

- Feist, J., & Brannon, L. (2000). **Health Psychology : Introduction to Behaviour and Health**. USA Wadsworth.
- Kaplan, R.M., Sallis, Jr. J.F., and Patterson , T.L. (1993). **Health and Human Behaviour**. New York : Mc Graw Hill.
- Sarafino, E.P. (2002). **Health Psychology : Biopsychosocial Interactions**. USA : John Wiley.
- Snyder J.J. (1989). **Health Psychology and Behavioural Medicine**. New Jersey: Prentice Hall.
- Taylor, S.E. (1995). **Health Psychology**. New Delhi : Mc Graw Hill.

SEMESTER-III

COURSE- I
PAPER-I PHYSIOLOGICAL PSYCHOLOGY
COURSE CODE: SHS PSY 01301C4004

UNIT-I

Nature of Physiological Psychology: Meaning and approach; Physiological Psychology and neuroscience, Mind –brain relationship.

Methods of study: Lesion; Brain Stimulation; Scanning methods - CT, MRI, PET: Electrophysiological recordings - EMG, EEG, AEP.

UNIT-II

Building blocks of Nervous system: Neuron- structure, function and types; supporting cell in Nervous system: Glia- structure and function, Conduction of Nerve impulse.

Synaptic transmission – structure of synapse, process of synaptic transmission (chemical events at synapse); Neurotransmitters: types

UNIT-III

Nervous system: Central nervous system (Brain and Spinal cord): structure and function, Peripheral nervous system: Somatic system - spinal and cranial nerves; Autonomic nervous system – Sympathetic and Parasympathetic.

UNIT-IV

Ingestive Behaviour: Drinking and its neural mechanism; Hunger and its neural mechanism.

Physiology of Emotions: Physiological correlates ; Neural bases of emotions; Theories – James Lange; Canon Bard; Schachter and Singer.

Recommended Readings

- Carlson, Neil R. (2005) Foundations of Physiological Psychology, 6th ed. Pearson Education and Dorling Kindersley (India): New Delhi.
- Gazzaniga, M.S. LeVay, R.B. and Mangun, G.R.(2002) Cognitive Neuroscience : The Biology of the mind 2nd Edition. New York :W.W. Norton & Company, Inc.
- Graham, R.B. (1990) Physiological Psychology. California: Wadsworth.
- Kalat, J.N. (2001) Biological Psychology. California: Wadsworth.
- Levinthal, C.R. (1991) Introduction to Physiological Psychology. New Jersey: Prentice Hall.
- Pinel, John P.J. (2006) Biopsychology 6th ed. Pearson Education Inc. and Dorling Kindersley (India): New Delhi.
- Rosenzweig, M.R., Liemen, A.L. and Breedlove, S.M. (1999) Biological Psychology: An Introduction to Behavioural, Cognitive and Clinical Neuro Science. 2nd edition Massachusetts: Sinauer.
- Singh, I.B. (1982) A Text Book of Human Neuroanatomy. Delhi: Vikas.

COURSE- II
PSYCHOLOGICAL TESTING
COURSE CODE: SHS PSY 01302C4004

UNIT –I

- Psychological Testing
- Nature, Origins, Functions of Psychological Tests.
- Test Administration
- Effects of Examiner and Situational Variables; Examinee's perspective; Effects of training on test performance.

UNIT –II

- Test construction
- Steps of test construction; Ethical issues in psychological testing.
- Norms , Meaning, Types: Age, Grade, Percentile, Standard Scores, Normalized standard score.

UNIT –III

- Intelligence and Aptitude testing
- Stanford- Binet, Wechsler Scales; Differential Aptitude Test.
- Personality Testing
- Self- reporting inventories: MMPI, Neo Personality Inventory; Projective techniques: Inkblot & Pictorial

UNIT –IV

- Applications of Testing
- Achievement tests; Career and Work Values Assessment; Infant and Pre school testing; Assessment of mentally retarded
- Special Topics and Issues in Testing
- Computer – aided psychological testing and its evaluation; Future of testing.

Recommended Readings

- Aiken, L.R., & Groth- Marnat, G. (2009). **Psychological Testing and Assessment**. New Delhi: Pearson Education.
- Anastasi , A., & Urbina, S. (1997). **Psychological Testing** (7th Ed.). New Delhi: Pearson Education.
- Gregory, R.J., (2004). **Psychological Testing: History, Principles and Applications** (4th Ed.). New Delhi: Pearson Education.
- Kline, P. (1993). **The Handbook of Psychological Testing**. London: Routledge.
- Murphy, K.R., & Davidshofer, C.O. (1988). **Psychological Testing: Principles and Application**. New Jersey: Prentice Hall.
- Singh, A.K. (2006). **Tests Measurements and Research Methods in Behavioural Sciences**. New Delhi: Bharati Bhawan.

COURSE- III
ADVANCED SOCIAL PSYCHOLOGY
COURSE CODE: SHS PSY 01303C4004

Unit-I- Theoretical perspectives:

Cognitive-dissonance, Social comparison, Attribution, Field and Social Equity.

Unit-II understanding Relationship and Group processes:

Human relationship; social motivation: pro social behavior, Aggression, Group_ Meaning and group dynamics, Decision making and problem solving; Insights from small Group research; Contemporary Application of Small group process- Self-group; total Quality management (TQM)

Unit-III- Social Cognition and Influence processes:

Person perception and social cognition: Nature, determinants, Self-perception and Attributional Theory-Kelly and Bem; Social cognition: Perceptual Sensitivity, perceptual defense and perpetual Accentuation: Social powers- Bases, types, mass-Media communication and Attitude change in Indian context; Leadership styles and effectiveness.

Unit-IV Applied Social Psychology:

Inter-group relations; poverty, social institutions, education of human, Right to education (RTE); Domestic violence Gender Discrimination, motivational factors in rural development program

Recommended Readings

1. Alam, M. R. et al (2020), Dimensions of social behavior: Delhi: Maek Publications.
2. Farr, R.M. (1996). The Roots of Modern Social Psychology, Oxford, Blackwell.
3. Mishra, G. (Ed) (1990). Applied Social psychology. Nd: Sage
4. Pandey J (ED) (1988) Psychology in India: the state of art: Basic and Applied Social psychology (vol.20, new Delhi: Sage
5. Pandey, J. (1980). Perspectives on Experimental Social psychology in India, ND: Concept
6. Leah Levin- Human Rights Questions and Answers, National Book Trust; New Delhi.
7. Dalal A.K & Mishra, G. (2001) Social Psychology (Vol.1), ND, Sage

COURSE- IV
PSYCHOLOGICAL ASSESSMENT
COURSE CODE: SHS PSY 01304C4004

Unit I:

- Personality Test : Eysenck Personality inventory (EPI)
- Cattell's 16 personality factor. (16 P.F)
- Tripathi Personal. Preference Schedule (TPPS).
- Joshi & Malik Multiphasic Personality Inventory (JMPI)

Unit-II

- Rorschach Test (RT)
- Thematic Appreciation Test(TAT) – Indian Adaptation.

Unit-III

- Picture frustration study/Test (PFT) – Indian Adaptation.
- Draw a Man Test/Lowenfeld Mosaic Test (LMT) – Indian Adaptation.

Unit-IV

- Raven's progressive Matrces
- Indian Adaptation of Wechsler Adult intelligence test (WAIS)

Recommended Readings

- Psychological Testing-Cronbach
- Psychological Testing- Freeman

ELECTIV

E

ELECTIVE COURSE- I
GUIDANCE AND COUNSELING
COURSE CODE: SHS PSY 01301E3003

Unit-I Tools Of Guidance

Tests of intelligence, aptitude, personality, interest , case study, interview, sciometry

Unit-II Counseling

Porcess, Approaches To Counseling- Directive, Non Directive, Behavioursitics And Eclectic, Grestalt And Transactional Analysis ; Responsibilities and Professional Training Of Counselor , Tend In Counseling

Unit-III Group Counseling

Nature ,Similarities and Differences Between Individual And Group Counseling, Techniques Of Group Counseling; Advantages and Limitations of Group Counseling

Recommended Readings

- Traxler And North- Techniques Of Guidance
- Downing- Guidance And Counciling Services : An Introduction
- S. Naranayana Rao- Counsilleing Psychology
- Herman Et.Al Vocational Guidance And Career Development
- Glading.S.T.(1992) Counseling

ELECTIVE COURSE- II
EMPLOYEE MANAGEMENT PROGRAM
COURSE CODE: SHS PSY 01302E3003

Unit-I Performance Management

Difference Between Appraisal And Management, Criteria Of Management Performance, Techniques Of Appraisal , Behavioral Appraisal Scal,BARS, Talent Review System, Problem In Appraisal Program

Unit- II Planning And Recruiting

Effective Recruiting, Internal And Extranal Sources, Recruitment Online, E-Recruiting, Outsourcing Temps

Unit III: Training And Developments

Managerial Development Program, needs For Training, Training Strategies , Electronic Training

Recommended Readings

- Robbins,S.P.(2010) Personnel: The Management Of Human Resources Pearson: New Delhi
- Dessler.G(2010): Human Resources Management

ELECTIVE COURSE- III
CLINICAL AND PERSONALITY
COURSE CODE: SHS PSY 01303E3003

Unit-I

- Personality
- Nature, History and Assessment; Biology of Personality.
- Personality Research Methods
- Experimental, Correlational and Case study.

Unit-II

- Theories of personality (Neo-Psychoanalytic Approach)
- Horney's Neurotic Anxiety Theory.
- Erikson's Psycho-social theory of Development.
- Theories of Personality (Dispositional Approach)
- Eysenck's Biological Trait Theory.
- The Big five- Contemporary Trait Theory.

Unit-III

Theories of Personality (Humanistic Approach)

- Roger's Person Centered Theory.

Theories of Personality (Existential Approach)

- Rollo May
- Viktor Frankl

Theories of Personality (Social-Learning Approach)

- Bandura's Social Learning Theory.
- Rotter's Cognitive-social learning Theory.
- Theories of Personality (Cognitive Approach)
- Kelly's Personal Construct Theory.
- Mischel's Cognitive-Affective Theory.

Recommended Readings

- Burger, J. M. (2004). **Personality** (6th Ed.). USA : Thomson Wadsworth.
- Carver, C. S., & Scheier M.F. (1996). **Perspectives on Personality**. Boston : Allyn and Bacon.
- Ellis, A., Abrams, M., & Abrams, L.D. (2009). **Personality Theories Critical Perspective**. New Delhi: Sage Pub. Co.
- Engler, B. (2003). **Personality Theories** (6th Ed.). New York : Houghton Mifflin Company.
- Frager, R., & Fadiman, J. (1998). **Personality and Personal Growth** (4th Ed.). New York : Longman (Chapters -15, 16 & 17 only).
- Friedman, H.S., & Schustack, W. (2003). **Personality : Clasical Theories and Modern Research** (2nd Ed.). New Delhi : Pearson Education.
- Hall, C. S., Lindzey, G., & Campbell. (1998). **Theories of Personality**. New York : John Wiley and Sons.
- Misra, G., & Mohanty, A.K. (2002). **Personality on Indigenous Psychology**. New Delhi: Concept Publishing Company.
- Rckman, R.M. (2000). **Theories of Personality**. (7th Ed.). USA : Thomson Wadsworth.

ELECTIVE COURSE- III
STRESS AND HEALTH
COURSE CODE: SHS PSY 01304E3003

Unit : I The nature of Stress and Health :

Lazarus and Folkman's Transactional Model ; Eastern/ Oriental Conceptualization of Stress; Sources/ Type of Stress; Life Events Stress; Worksite/organizational/executive stress; Gender and Stress.

Unit :II Stress and Health-Related Consequences

Behavioral and Physical Symptoms. Burnout Stress Syndrome(BOSS), Anxiety, anger and depression as emotional vital signs of mental health: Their nature and management.

Unit : III Social Resources

Sources – Social , Family , Peer and Supervisory support and their appraisal as moderators of the relationship of stress and health; Borderline case of health management.

Managing Stress -Self-Management via increasing self-awareness; Yogic Medication: Buddhist vipassana ; Assertiveness training ; Time management , Role stress, Coping with mergers and acquisitions Dealing with dual-career relationship.

Recommended Readings

- Cartwright, S. & Cooper, C.L. (1997). Managing Work Place Stress, New Delhi . Sage
- Cooper, C.& Payne, R. (Eds.) (1998). Causes, coping and consequences of stress at work, Chichester : Wiley.
- Cooper, C. & Payne , R.(Eds.)(1991). Personality and Stress : Individual Difference in stress, Process, Chichester: Wiley.
- Pestonjee D.M. (1999), Stress and Coping: The Indian Experience. New Delhi Sage.

SEMESTER-IV

COURSE-I
CROSS –CULTURAL PSYCHOLOGY
COURSE CODE: SHS PSY 01401C4004

Unit I: Culture, cognition and behavior:

Nature Of Cross –Cultural Psychology, Emic And Etic Research; Cultural Influences On Perception, Cognition, Learning, Memory, Problem Solving, Creativity, Mechanisms Of Cultural Transmission.

Unit II: Culture and organization

Work value, commitment, communication and interpersonal dynamics; managerial techniques and their effectiveness, team building.

Unit III: Culture and Health

Psychopathology across culture, culture bound syndromes and therapeutic models, cultural factors in health interventions

Unit IV: Culture and Social Behavior

conformity, values, individualism- collectivisms; cultural change and adaptations- process of acculturation, acculturation in pluralistic societies, acculturation and adaptation of tribal people.

Recommended Readings

- Berry,j,w; poortinga,y,h,& pandey,j.(1997). Handbook Of Cross Cultural Psychology. Boston: Allyn & Bacon
- Triandis,H.S.& Berry,J.W(1980). Handbook Of Cross Cultural Psychology.(vol.1-6)Boston: Allyn & Bacon
- Saraswathi,T.S.(2003). Cross Cultural Perspectives In Human Development. New Delhi: Sage Publications.

COURSE-II
PSYCHOPATHOLOGY
COURSE CODE: SHS PSY 01402C4004

Unit I: Introduction to Psychopathology

Approaches- Psychodynamic , Humanistic, Behavioral, Phenomenological, Cognitive, Biological and Socio cultural; W.H.O. classification (ICD-10) and SM-IV-R.

Unit II: Organic Mental Disorder

Changing views of brain function and dysfunction, Neuropathological considerations, Common syndromes, Disorder associated with tumors, Head injury.

Unit III: Mental Disorders

Panic , Phobic- Agoraphobia , Social Phobia and Specific Phobia: GAB: Generalized Anxiety Disorder; Dissociative Disorders, Schizophrenia and other psychotic disorders, Delusional disorder; Mood disorders; Depressive-Unipolar and bipolar disorder.

Unit IV: Psychophysiological and Personality Disorder

Theories : Personality disposition, CMD, Asthmatics, Allergy, Eczema, Rheumatoid Arthritis, Diabetes and Menstrual Disorders; Personality Disorders: Adjustment disorder, Impulse control disorders, Substance related disorders, Eating disorders and sleep disorders: Sexual and gender identity disorders.

Recommended Readings

- Buss, A.H. (1999), Psychopathology , N.Y.John Wiley. Lamm, A (1997) Introduction to Psychopathology , N.Y.Sage.
- Coleman, J.C. Abnormal Psychology and Sue. Et.al-Understanding Abnormal Behaviour.
- Alexander –Psychosomatic Medicine.
- Adams, H.E. & Sutker, P.B. (1984). Comprehensive Handbook of Psychopathology . New York, Plenum Press



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