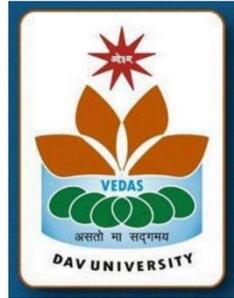


# **DAV UNIVERSITY JALANDHAR**



**Faculty of Psychology**

**Course Scheme and Syllabus**

**For**

**M.A. PSYCHOLOGY**

**SEMESTER I to IV**  
**2018–2019 Session**

## Syllabi Applicable for Admission in 2018

### Scheme of Courses for M.A. in Psychology

#### Master of Arts

#### SEMESTER-I

S.NO	COURSE CODE	COURSE NAME	COURSE TYPE	L	P	Cr
1.	PSY501	Experimental Psychology-I (Learning and Memory)	Core	4	0	4
2.	PSY502	Perceptual Processes	Core	4	0	4
3.	PSY503	Social Psychology	Core	4	0	4
4.	PSY504	Statistical Techniques in Psychology and Psychological Scaling	Core	4	0	4
5.	PSY505	Practical	Compulsory	0	8	4

**TOTAL CREDITS: 20**

**L: LECTURES P: PRACTICAL CR: CREDITS**

## SEMESTER-II

S.NO	COURSE CODE	COURSE TITLE	COURSE TYPE	L	P	CR
1.	PSY511	Experimental Psychology-II (Thinking, Problem Solving and Concept formation)	Core	4	0	4
2.	PSY512	Approaches to Personality	Core	4	0	4
3.	PSY513	Motivation	Core	4	0	4
4.	PSY514	Experimental Designs in Psychology	Core	4	0	4
5.		Educational Technology and ICT	Compulsory	2	0	2
6.	PSY515	Practical	Compulsory	0	8	4

**TOTAL CREDITS: 22**

**L: LECTURES P: PRACTICAL CR: CREDITS**

## SEMESTER-III

<b>S. NO.</b>	<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>COURSE TYPE</b>	<b>L</b>	<b>P</b>	<b>CR</b>
1.	PSY521	Psychometrics & Psychological Assessment (Personality and Interests)-I	Core	4	0	4
2.	PSY522	Organizational Psychology	Elective	4	0	4
3.	PSY523	Child Psychology	Core	4	0	4
4.	PSY524	Counselling Psychology	Elective	4	0	4
5.	PSY525	Clinical Psychology	Elective	4	0	4
6.	PSY526	Applied Social Psychology	Elective	4	0	4
7.	PSY527	Cognitive Psychology	Elective	4	0	4
8.	PSY528	Emotions	Elective	4	0	4
9.	EDU402	Peace and Value Education	Compulsory	2	0	2
10.	PSY529	Practical	Compulsory	0	8	4

**TOTAL CREDITS: 22**

**L: LECTURES P: PRACTICAL CR: CREDITS**

**SEMESTER-IV**

<b>S. NO.</b>	<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>COURSE TYPE</b>	<b>L</b>	<b>P</b>	<b>CR</b>
1.	PSY531	Research Methodology & Psychological Assessment (Intelligence, Creativity and Aptitude)-II	Core	4	0	4
2.	PSY532	Industrial Psychology	Elective	4	0	4
3.	PSY533	Psychology of Adolescence	Elective	4	0	4
4.	PSY534	Health Psychology	Elective	4	0	4
5.	PSY535	Positive Psychology	Elective	4	0	4
6.	PSY536	Intelligence and Creativity	Elective	4	0	4
7.	PSY537	Developmental Psychopathology	Elective	4	0	4
8.	PSY538	Environmental Psychology	Elective	4	0	4
9.	PSY539	Educational Psychology	Elective	4	0	4
10.	PSY540	Psychology of Exceptional Children/Special Education	Elective	4	0	4
11.	PSYP541	Practical	Compulsory	0	8	4

**TOTAL CREDITS: 20**

**L: LECTURES P: PRACTICAL CR: CREDITS**

**M.A. PSYCHOLOGY (SEMESTER SYSTEM) (CBCEGS)  
SCHEME**

**SEMESTER-I**

<b>COURSE NAME</b>	<b>C/E *</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
PSY 501	C	Experimental Psychology-I (Learning and Memory)	4
PSY 502	C	Perceptual Processes	4
PSY 503	C	Social Psychology	4
PSY 504	C	Statistical Techniques in Psychology & Psychological Scaling	4
PSY505	C	Practical	4
		<b>Total</b>	<b>20</b>

**Note: All Papers are Compulsory.**

‘\*’ C Means Compulsory and E Means Elective.

**SEMESTER-II**

<b>COURSE NAME</b>	<b>C/E *</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
PSY 511	C	Experimental Psychology-II (Thinking, Problem Solving & Concept Formation)	4
PSY 512	C	Approaches to Personality	4
PSY 513	C	Motivation	4
PSY 514	C	Experimental Designs in Psychology	4
	C	Educational Technology and ICT	2
PSY515	C	Practical	4
		<b>Total</b>	<b>22</b>

**Note: All Papers are Compulsory.**

‘\*’ C Means Compulsory and E Means Elective.

**SEMESTER-III**

<b>COURSE NAME</b>	<b>C/E *</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
PSY 521	C	Psychometrics & Psychological Assessment (Personality and Interests)-I	4
PSY 522	E	Organizational Psychology	4
PSY 523	C	Child Psychology	4
PSY 524	E	Counselling Psychology	4
PSY 525	E	Clinical Psychology	4
PSY 526	E	Applied Social Psychology	4
PSY 527	E	Cognitive Psychology	4
PSY 528	E	Emotions	4
EDU402	C	Peace and Value Education	2
PSY529	C	Practical	4
		<b>Total</b>	<b>22</b>

**Note:** Papers PSY521, PSY523, PSY529 and EDU402 are Compulsory. In addition to the Compulsory Papers, Students will be required to select two optional papers each having 4 Credits.

‘\*’ C Means Compulsory and E Means Elective.

#### **SEMESTER-IV**

<b>COURSE NAME</b>	<b>C/E *</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
PSY 531	C	Research Methodology & Psychological Assessment (Intelligence, Creativity and Aptitude)- II	4
PSY 532	E	Industrial Psychology	4
PSY 533	E	Psychology of Adolescence	4
PSY 534	E	Health Psychology	4
PSY 535	E	Positive Psychology	4
PSY 536	E	Intelligence and Creativity	4
PSY 537	E	Developmental Psychopathology	4
PSY 538	E	Environmental Psychology	4
PSY 539	E	Educational Psychology	4
PSY540	E	Psychology of Exceptional Children/ Special Education.	4
PSY541	C	Practical	4
		<b>Total</b>	<b>20</b>

**Note:** Papers PSY 531, PSY541 are Compulsory Papers. The students will be required to select three optional papers each having 4 Credits.

‘\*’ C Means Compulsory and E Means Elective.

**M.A PSYCHOLOGY**  
**(Under Credit Based System)**

**CREDITS**

**SEMESTER SYSTEM**

SEMESTER - I	20
SEMESTER - II	22
SEMESTER - III	22
SEMESTER - IV	20
<b>TOTAL</b>	<b>84</b>

## **M.A. PSYCHOLOGY (SEMESTER-I) (CBCEGS)**

**COURSE NAME: EXPERIMENTAL PSYCHOLOGY-I(LEARNING AND MEMORY)**

**COURSE CODE: PSY501**

**CREDITS: 4**

### **MISSION:**

The course aims to covers the core areas of psychological inquiry that reflects contemporary developments in experimental domains of learning and memory; encouraging the students to develop analytical knowledge of learning; and processes of information processing, human abilities and memory.

### **Objectives**

1. To develop a deep understanding and broad knowledge of the theoretical and scientific principles of Experimental psychology;
2. To acquire in-depth knowledge in specialized areas of the subject such as Learning, memory; etc and
3. To acquire and integrate the various viewpoints given by psychologists who worked in the field of Experimental Psychology and understanding the holistic concepts drawn out of different schools of thought.

### **COURSE CONTENT:**

#### **UNIT-I**

Theories of Learning: Hull, Pavlov, Tolman and Skinner.

Verbal Learning: Methods, materials and organizational processes.

#### **UNIT-II**

Memory: Nature, types, methods and materials of memory.

Serial position effect, Proactive and Retroactive theories of forgetting.

#### **UNIT-III**

Schools of Psychology- Emergence of Psychology as a science, Structuralism & Functionalism, Associationism, Behaviourism and Gestalt Psychology, Psychoanalytic and Humanistic Psychology.

#### **UNIT-IV**

Neurophysiology of Learning and Bio-Chemistry of memory.

### **Suggested Readings:**

1. Carlson, N.R. (2007) Foundations of Physiological Psychology, Pearson Education, New Delhi.

2. D. Amato, M.R. (1970) Experimental Psychology: Methodology, Psychophysics & Learning, New York: McGraw Hill Co.
3. Ellis, H.C. (1978) Fundamentals of Human Learning, Memory and Cognition, New York, Brown Publishers.
4. Hergenhahn, B.L. (1997) Theories of Learning. Prentice Hall.
5. Leukal, F.L. (1968) Introduction to physiological psychology, Japan: Toppan Company Ltd.
6. Levinthal, C. F. (2003) Introduction to physiological Psychology. Prentice Hall, United States of America.
7. Pinel, J.P.J. (2007) Biopsychology. Pearson Education: New Delhi.
8. Woodworth, R. S. & Schlosberg, H. (1971) Experimental Psychology, New York: Holt, Rinehart & Winston INC. Revised Indian Edition.
9. Liberman, D.A. (2000) Learning Behavior and Cognition. Stirling: Wadsworth.
10. Chaplin, J.P. & Krawiec, T.S (1979) Systems and Theories of Psychology, New York, Rhinehart Winston.
11. Hergenhahn, B.R. (2001) An Introduction to the History of Psychology (4<sup>th</sup> Edition) Wadsworth; a Division of Thompson Learning, USA
12. Shultz, D.P. (2003) History of Psychology (4<sup>th</sup> Edition) Pearson Education, Inc. New York.

**COURSE NAME: PERCEPTUAL PROCESSES**

**COURSE CODE: PSY502**

**CREDITS: 4**

**MISSION:**

This course covers the aspects related to the psycho-physical and perceptual processes, perceptual styles and their integral role in understanding the human mind and behavior.

**Objectives:**

1. To create awareness regarding human perceptual systems and the rules governing psychophysics.
2. To provide detailed explanation of the human sense organs- ear and eye and their unique functions as perceptual mediators in the individuals
3. To provide insights into various perceptual processes with their applications in different fields apart from psychology

**COURSE CONTENT**

**UNIT-I**

**Psychophysics:** Classical Psychophysics, Method of limits, Method of constant stimuli and method of average error.

Signal Detection theory and its applications

## **UNIT-II**

Structure and functions of eye with special reference to structure of retina

Fundamental perceptual phenomena: Scotopic and photopic vision, dark and light adaptation

Perception of form and shape.

## **UNIT-III**

Structure and functions of ear with special reference to auditory sensation and perception.

## **UNIT-IV**

**Perception of space:** Spatial cues, Constancy phenomena and illusions.

**Perception of movement:** Kinesthetic and time perception.

### **Suggested Readings:**

1. D. Amato, M.R. (1970) Experimental Psychology: Methodology, Psychophysics & Learning, New York: McGraw Hill Co.
2. Rajamanickam, M. (2002) Modern Psychophysical and Scaling Methods and Experimentation. New Delhi: Concept Publishing Company.
3. Schiffman, H.R. (1982) Sensation and Perception Wiley & Sons: USA.
4. Sekuler, R & Blake, R. (1994) Perception, New York. McGraw Hill Co.
5. Levin, H.W. (2000) Fundamentals of Sensation and Perception. Oxford University Press, New York.

**COURSE NAME: SOCIAL PSYCHOLOGY**

**COURSE CODE: PSY503**

**CREDITS: 4**

**Mission :**

To acquaint the students with the major theoretical perspectives regarding understanding of the individual in relation to the social world.

**Objectives:**

1. Introduce students to the realms of social influence, as to how individuals think, feel and behave in social situations; and
2. To make them understand and appreciate interpersonal - group level psychological processes and their relevance in the socio-cultural contexts.

**COURSE CONTENT**

**UNIT-I**

**Social Psychology:** Concept, Nature and Scope.

**Socialization and Culture:** Concept, agents and Mechanism of Socialization.

**Interpersonal Attraction:** Friendship, love and marriage.

**Social Facilitation and Social Impact:** Conformity, compliance and obedience.

**UNIT-II**

**Altruism & Pro Social Behaviour:** Concept, nature, determinants, Theoretical Explanations of Pro-Social Behaviour

**Aggression:** Concept of Anger, Aggression and Hostility, Determinants, Theories of Aggression, Prevention and Control of aggression

**Attitude:** Concept, Nature and formation, Theories of attitude change, Measurement of Attitudes.

**Stereotypes, Prejudice and Discrimination.**

**UNIT-III**

**Self Perception, Person Perception and Social Perception:** Concept, Nature, Theories, Models of Information Integration.

**Attribution:** Concept, causes and moral attribution, attribution for achievement.

Attribution Theories of Jones and Devis', Kelley, Weiner, Heider's attribution Formulation.

**UNIT-IV**

**Group Dynamics:** Concept of Group, Formation of Groups and their Development, Theoretical Approaches to the Study of Groups, Social Facilitation and Social loafing in groups, Coordination in Groups, Fairness in Groups, Decision making processes in Groups, Leadership and power.

**Suggested Readings:**

1. Baron, R. A. & Byrne, D. (2006) Social Psychology, Understanding Human Interaction, New Delhi Prentice Hall of India.
2. Lindzey, G. & Aronson, E. (1975) The Handbook of Social Psychology, New Delhi, American Publishing Co.
3. Raven, B. H. & Rubin, H.L. (1983) Social Psychology, New York: John Wiley Sons.
4. Shaver, K. G. (1987) Principles of Social Psychology, Lawrence Erlbaum Associates, Publisher, London.
5. Shaw, K. E. & Constanzo P. R. (1976) Theories of Social Psychology, New York Mc Hill & Co.
6. Sinha, D. (1981) Socialization of the Indian, New Delhi: Concept Publishing Co.
  
7. Worchel, S., Cooper, J. & Goethals, G. R. (2000) Social Psychology, Wadsworth: Thomson: USA.
8. Friedenberg, J. & Silverman, G. (2012) Cognition Science, Sage Publications, Inc.

**COURSE NAME: STATISTICAL TECHNIQUES IN PSYCHOLOGY**  
**COURSE CODE: PSY504**

**CREDITS:4**

**MISSION:**

To provide a course that acquaints students with various statistical tools and their application in fields of psychology supporting them as budding research scholars involved in research as part of their academic requirement.

**OBJECTIVES:**

1. To impart in depth knowledge regarding various techniques of descriptive and inferential statistics and hypothesis testing.
2. To understand the nature of the data distribution and deriving statistical interpretations.
3. To learn the usefulness and scope of different statistical techniques to analyze the data.

**COURSE CONTENT**

**UNIT-I**

**Descriptive Statistics:** Measurement of central tendency & variability, normal probability curve and its implications.

**UNIT-II**

**Parametric Vs Non-Parametric Statistics and Scales of Measurement.**

**Tests of Significance:** t-test, z-test, chi-square test, Wilcoxon's T-test.

**UNIT-III**

**Correlation:** Nature and types, Pearson's Product Moment method, Spearman's Rank order correlation.

Biserial, Point-biserial, Tetrachoric and Phi-co-efficient methods.

Partial and Multiple correlation (Three Variables).

**Simple and Multiple Regression (Three Variables)**

**Factor Analysis:** Nature and Basic Assumptions, Principal Axis, Principal Component and Centroid methods, Problems of factor analysis, Rotation.

**UNIT-IV**

**Measurement:** Concept, physical and psychological measurement, measurement error.

**Scaling Methods:** Paired comparison, rank order method, method of successive categories.

**Scales:** Likert scale, Thurstone scaling, Bogardus scaling and Guttman scaling.

**Suggested Readings:**

1. Fruchter, B. (1967) Introduction to Factor Analysis, New Delhi, East West Press.

2. Guilford, J. P. & Fruchter, B. (1978) Fundamental Statistics in Psychology and Education New York McGraw Hill Series.
3. Guilford, J. P. (1954) Psychometric Methods New York McGraw Hill.
4. Siegal S. (1971) Non Parametric Statistics. McGraw Hill.
5. Winer, B.J. Statistical Principles in Experimental Designs, New York: McGraw Hill Ltd.
6. D. Amato, M. R. (1970) Experimental Psychology: Methodology, Psychophysics and Learning, New York; McGraw Hill Publishers.
7. Neuman, W. L. (2007) Social Research Methods, Qualitative and Quantitative Approaches. Pearson Education, New Delhi.
8. Nunnally, J. C. (1978), Psychometric Theory. Tata McGraw Hill Publishers, New Delhi.

**COURSE NAME: PRACTICAL**

**COURSE CODE: PSY505**

**CREDITS:4**

Five practical will be performed by the students related to the topics of theory papers.

## **M.A. PSYCHOLOGY (SEMESTER-II) (CBCEGS)**

**COURSE NAME: EXPERIMENTAL PSYCHOLOGY-II(THINKING, PROBLEM SOLVING AND CONCEPT FORMATION)**

**COURSE CODE: PSY511**

**CREDITS: 4**

The course aims to covers the theoretical knowledge related to memory ,thinking and attentional processes along with gaining understanding of experimental domains of thinking styles ,problem solving ,concept formation and human creative abilities.

### **Objectives**

1. To develop a deep understanding and broad knowledge of the theoretical principles of psychology pertaining to memory, attention, thinking and problem solving;
2. To acquire in-depth knowledge regarding experimental domains of the human abilities such as creativity ; and
3. To acquire and integrate the various viewpoints given by experimental psychologists and understanding them as integral psychological concepts.

### **COURSE CONTENT**

#### **UNIT-I**

**Attentional and Memory Processes:** Selective attention, Division of attention.

**Memory:** Methodology, STM and LTM, factor affecting memory, Neural Network, Long term memory, Knowledge memory systems, simple and stable associations (example: conditioning), Procedural Memories.

#### **UNIT-II**

**Thinking:** Nature, types, tools and theories (Associationism, Gestalt and Information processing) of thinking .

#### **UNIT-III**

**Problem Solving:** Nature, stages,factors, strategies and theories of problem solving.

**Creativity:** Nature, stages, factors, strategies and theories of creativity.

#### **UNIT-IV**

**Concept formation:** Nature, rules and strategies, factors affecting concept learning.

### **Suggested Readings:**

1. Bourne, J. E., Ekstrand, B.R. &Dominowski, R.L.(1971). Psychology of Thinking. Prentice Hall Inc.
2. Ellis, H.C. (1978) Fundamentals of Human Learning, Memory and Cognition, New York, Brown Publishers.

3. Mayer, R.E. (1981). The Promise of Cognitive Psychology Freeman and Co.,New York.
4. Wessels, M.G. (1982). Cognitive Psychology, Harper & Raw publishers, NewYork.
5. Matlin, M.W. (2003) Cognition. Wiley & Sons, USA.

**COURSE NAME: APPROACHES TO PERSONALITY**

**COURSE CODE: PSY512**

**CREDITS: 4**

**Mission:**

The course aims to investigate models, theories and approaches of pioneers who contributed to our understanding of personalityand examine the factors that influence the complex construct of personality.

**Objectives:**

1. To make the students able to determine a person's personality in scientific psychological terms and context.
2. To understand the psychodynamic perspective of personality, along with the theories of behaviorism and humanistic psychology, considering how personality is influenced by the culture of the society.
3. To acquire the holistic framework of applying theoretical knowledge further through objective and projective personality assessment tools

**COURSE CONTENT**

**UNIT-I**

**Psychodynamic Approaches:** Psychoanalytic theory-Sigmund Freud

**Neo-Freudian psychoanalysis:** Carl Jung, Alfred Adler and Karen Horney

**Life span approach:**Erik Erikson

**UNIT-II**

**Humanistic Approach:** Abraham Maslow, Carl Rogers and Rollo May.

**Cognitive Approach:** George Kelly

**UNIT-III**

**Trait Approach:** Hans Eysenck , Raymond Cattell and Gordon All port.

#### **UNIT-IV**

**Social Learning Approach:** Miller and Dollard, Albert Bandura and Julian Rotter.

#### **Suggested Readings:**

1. Burger, J.M. (2000) Personality (Fifth Edition) Wads worth and Thompson Ltd., Belmont, U.S.A.
2. Hall, L.A. & Lindsey ,G. (1978) Theories of Personality, Wiley Eastern Ltd., New Delhi.
3. Hijelle D.A. & Ziegler D.J. (1985) Personality Theories: Basic Assumptions, Research and Applications, McGraw Hill International Book Company, New Delhi.
4. Mischel, W. (1986) Introduction to Personality. Holt, Rhinehart and Winston Inc. London. Pervin, L.A. & John, O.P. (1997) Personality Theory and Research, John Wiley & Sons, Inc.
5. Phares, J. E. (1984) Introductions to Personality Charlis E. Merrill Publishing Company a Bell and Howell Company Coloumbus, Ohio.
6. Shultz. D.P. & Shultz. S.E. (2001), Theories of Personality Wadsworth Thompson Learning, Belmont, U.S.A.
7. Sigelman, C.K. & Rider, E.A. (2003) Life Span: Human Development. Thomson Wadsworth, USA.

**COURSE NAME: MOTIVATION**

**COURSE CODE: PSY513**

**CREDITS: 4**

**Mission :** To understand the significance of human motivation , the processes involved and understanding what represents rewards to people, as well as the nature of negative motivators.

#### **Objectives:**

1. Learn about setting expectations and goal setting, identifying the differences between people that distinguish the application of motivational skills
2. To explain the ways that actions can be motivated by negative motivators such as pain, suffering, discipline, threat, and distinguish this type of motivation from positive motivation.
3. To elaborate as how motivation can be maintained or increased in both successful and unsuccessful environments.

## **COURSE CONTENT**

### **UNIT-I**

**Motivation:** Concept, characteristics, Classification and measurement.

**Need Reduction Theories:** Psychoanalytic (Freud), Drive (Hull, Spence, Miller and Mowrer).

### **UNIT-II**

**Expectancy Value :** Field Theory (Lewin), Achievement (Atkinson &McClelland), Social Learning (Rotter).

**Mastery and Growth:** Humanistic (Maslow, Herzberg), Vroom, Porter and Lawler.

### **UNIT-III**

Neurophysiological Basis of Hunger, Thirst and Sleep.

### **UNIT-IV**

**Nervous System:** Classification of Nervous System: Structure, Types and functions of neurons, Structure and functions of synapse. Structure and Functions of Central Nervous System: limbic system, hypothalamus, cerebral cortex and its lobes and RAS. Autonomic Nervous system- Structure and functions.

### **Suggested Readings:**

- |   |   |
|---|---|
| Atkinson, J. W. & D. Birch, (1978)        | An Introduction to Motivation Van Nostrand Company, New York.                           |
| Atkinson, R. C. (1999)                    | Stevens Handbook of Experimental Psychology John Wiley & Sons, Canada.                  |
| Bolles, R. C. (1975)                      | Theory of Motivation. Harper & Row  |
| Cofer, C. N. &Appley, M.H. (1964)         | Motivation: Theory and Research John Wiley & Sons, Inc. New York                        |
| Geen, R. ; Beathy, W. Arkin, R. M. (1984) | Human Motivation: Physiological Behavioural and Social Approaches. Allyn & Bacon, Inc . |
| Weiner, B. ((1985)                        | Motivation, Springer-Verlay New York.   |
| Weiner, B. (1992)                         | Human Motivation, Metaphors, Theories and Research Sage Publications, New Delhi.        |

**COURSE NAME: EXPERIMENTAL DESIGNS IN PSYCHOLOGY**

**COURSE CODE: PSY514**

**CREDITS: 4**

**MISSION:**

To provide knowledge regarding the in advanced techniques of inferential statistics required for large data interpretations

### **OBJECTIVES:**

1. To equip students with in depth knowledge of the various designs to layout a research, and
2. To provide advanced utility of the specialized research statistics to discuss in detail aspects of research enquiry

### **COURSE CONTENT**

#### **UNIT-I**

**Types of Research:** Naturalistic observation, Field Studies, Survey Research, ExpostFacto research and Laboratory Experiments. Quasi-Experimental Designs and Single Subject Designs.

#### **UNIT-II**

**ANOVA:** Nature and Assumptions of ANOVA.  
Randomized Group and Randomized Block Designs, Latin Square and Greeko Latin Square Designs.

#### **UNIT-III**

**Factorial Designs:** Two way ANOVA and three way ANOVA.

#### **UNIT-IV**

**Multiple Comparison tests:** Duncan's and Newmankeuls' Tests.  
ANCOVA of Randomized Group Design.

#### **Suggested Readings:**

1. Broota, K.D. (1990) Experimental Designs in Behaviour Research, Willey Eastern Ltd.. New Delhi.
2. Edwards, A.L.(1972) Experimental Designs in Psychological Research, Holt Rinehard and Winston Ltd., New York
3. Kerlinger, F.N.(1964)Foundations of Behavioural Research Holt, RienhartWinston Ltd., New York.
4. McGuigan, F.J. (1990) Experimental Psychology, Methods of Research Prentice- Hall Private Ltd. New Delhi.
5. Singh, A.K. (1986) Tests, Measurements and Research Methods in Behaviour Sciences. Tata McGraw Hill Co., New Delhi.
6. Coolican, H. (1995) Introduction to Research Methods and Statistics in Psychology. Hodder & Stoughton.

**COURSE NAME: EDUCATIONAL TECHNOLOGY AND ICT**  
**COURSE CODE:**

**CREDITS: 2**

**Mission:** To enable the students to learn and apply the basic computer techniques and skills to their work.

**Objectives:**

- 1.To gain in depth knowledge regarding the various specialized aspects of ICT ,and
2. To understand the ways to enhance practical utility with ICT tools in education.

**COURSE CONTENT:**

**UNIT-I**

**Educational Technology: Concept, Approaches of Educational Technology:** Hardware and software, Multimedia and Mass media approach.

Concept of Teaching, Anatomy and principles of teaching. Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination.

Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET

**UNIT-II**

**Systems Approach to Education and Communication**

Systems Approach to Education and Components: Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies. Computer Assisted Learning (CAL) and Computer Managed Learning (CML) – Concept, process, merits and demerits.

Communication and Instruction: Concept, nature, principles, modes, facilitators and barriers of communication process, Classroom Communication (Interaction- verbal and Non-verbal).

Instructional Strategies and Media for Instruction; designing of instructional strategies such as lecture, team teaching, discussion, smart class, seminar and tutorials (concept and importance), Programmed Learning – Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, Various steps involved in construction of programmes.

**UNIT-III**

**Innovations in Teaching Learning Process**

Bloom’s Taxonomy of instructional objections.

**Teaching Models:** concept, types- concept attainment and Advance Organiser Model

**Micro Teaching:** Concept process , limitations and knowledge of few important teaching Skills.

**UNIT-IV**

**ICT in Education**

**Information & Communication Technology:** Concept, Need and Scope alongwith its difference with Educational Technology.

E-learning, Mobile learning as manifestation of ICT

Digital resources and Digital platform as means for integrating ICT in Edu.

**Suggested Readings:**

1. Agarwal, J.P. (2013). *Modern Educational Technology*. Delhi: Black Prints.
2. Chauhan, S.S. (1978). *A Text-Book of Programmed Instruction*. New Delhi: Sterling Pub. Co.
3. Mangal, S.K. & Uma Mangal (2009). *Essentials of Educational Technology*. New Delhi.
4. Mohanty, J. (2007). *Modern trends in Educational Technology*, Neel Kamal publications Pvt.Ltd; New Delhi-110063 [www.neelkamalpub.com](http://www.neelkamalpub.com)
5. Mukhopadhyay, M. (2003). *Educational Technology-Knowledge assessment ( IInd edition)*. Shipra publications, New Delhi-110092
6. Sharma, R.A. (1997). *Technology of teaching*. Loyal Book Depot, Meerut.
7. Sharma, Y.K. & Sharma, M, (2006). *Educational Technology and Management*. Vol 1. New Delhi: Kanishka Publishers and Distributors.

## Web-references

[www.emrc.org/](http://www.emrc.org/)[www.ciet.nic.in/](http://www.ciet.nic.in/)[www.ignou.ac.in/](http://www.ignou.ac.in/)[www.cec.nic.in/](http://www.cec.nic.in/)[www.avrc.ucsd.edu/](http://www.avrc.ucsd.edu/)**COURSE NAME: PRACTICAL****COURSE CODE: PSY515****CREDITS:4**

Five practical will be performed by the students related to the topics of theory papers.

## **M.A. PSYCHOLOGY (SEMESTER-III) (CBCEGS)**

**COURSE NAME: PSYCHOMETRICS AND PSYCHOLOGICAL ASSESSMENT  
(PERSONALITY AND INTERESTS)-I**

**COURSE CODE: PSY521**

**CREDITS: 4**

### **MISSION:**

The course aims to familiarize the students in relation to psychometric testing ,personality profiling, ability ,interest and aptitude testing broadening the practical utility of various domains of psychology.

### **Objectives**

1. Students will have an opportunity to learn the nature, purpose and different aspects related to psychometric testing
2. To review the trait-based tests and personality testing with its applications , and
3. Gain insight to provide varied interpretations of psychological tests.

### **COURSE CONTENT**

#### **UNIT-I**

**Tests:** Nature and types of Psychological tests: Classical Theory of test Scores, ItemResponse Theory.

**Test Standardization and steps of test construction** - Item writing, Item Analysis, Itemdifficulty and Item Discrimination.

#### **UNIT-II**

**Reliability:**Nature and types, Factors influencing reliability of test, Reliability of speedtests.

**Validity:** - Nature and types, Factors influencing validity of test, Relationship between validity and reliability.

#### **UNIT-III**

**Norms:**Nature and types of Norms, Norm - referencing Vs criterion - referencing.

**Profiles:**Nature and Construction of Profiles.

#### **UNIT-IV**

**Psychometric Tests:** MMPI, CPI, EPI, Cattell's 16PF, NEO Five factor Inventory.

**Projective Tests:** Rorschach Inkblot technique, TAT, Word Association Test, SentenceCompletion Test.

**Interest:** Strong Interest Inventories, Kuder Occupational Interest Survey.

### **Suggested Readings:**

1. Anastasi, A. (2002) Psychological Testing. Pearson Education Ltd., New Delhi.

2. Chadha, N. K. (2009) Applied Psychometry. Sage Publication, India Pvt.Ltd. New Delhi.
3. Cronbach, L.J. (1970) Essentials of Psychological Testing. Harper & Row International Company, London.
4. Freeman, F.S. (1971) Theory and Practice of Psychological testing. Oxford and IBH Publishing Co., New Delhi.
5. Guilford J.P. (1971) Psychometric Methods. Tata McGraw Hill Publishing Co., New Delhi.
6. Nunnally, J.C. (1978) Psychometric Theory. Tata McGraw
7. Gregory, R.J. (2004) Psychological Testing. Pearson Education Ltd, New Delhi.

**COURSE NAME: ORGANIZATIONAL PSYCHOLOGY**

**COURSE CODE: PSY522**

**CREDITS: 4**

**Mission :**

To broaden the application of behavioral sciences theory and model for organizational change and development and to equip the students with application of various intervention strategies for the success and development of an organization.

**Objectives:**

- 1 To develop an awareness and connectivity of the concepts and practices related to organizational behavior.
- 2.To expand and build the cultural sensitivity of psychological processes in organizational behavior
3. To enable students develop cultural reflective competencies for taking up research and practices in organizational behavior

**COURSE CONTENT**

**UNIT-I**

Nature and Development of Industrial and Organizational Psychology.

**Organizational Designs:** The classical approach, Behavioural approach, sociotechnical systems approach and modern organizational designs.

**Communication:** Functions, Process and Types of Communication. Barriers to effective communication, Overcoming communication Barriers.

**UNIT-II**

**Leadership:** Trait and Situational Approach. Classical Theories: Theory X and Theory Y; Argyris' Continuum of immaturity /maturity. Tannenbaum and Schmidt continuum. Lawa, Michigan and Ohio studies. Systems and Process, Path-Goal theory, Vroom- Yetton normative model. Situational and stylistic models: Fielder's contingency theory, 3-D model, Grid Model, Hersay and Blanchard's situational leadership theory/life cycle theory.

### UNIT-III

**Decision and Making:** Nature and steps in decision making Process, Types of Decisionmaking and models of decision making. Group decision making techniques. Creativity and Decision making, Ethics in Decision making.

### UNIT-IV

**Organizational Climate:** Nature, antecedents and consequences, models of organizational climate, measurement of organizational climate.

**Organizational change & Development:** Sources of change; Resistance to change; managing change

**OD Techniques:** Relational Techniques (Sensitivity Training, Grid Training, Team Building, Survey feedback and Transactional Analysis) Structural Techniques (Job Redesign, MBO & Supplemental organizational Processes.

### Suggested Readings:

1. Davis, K. (1981) Human Behaviour at Work, Tata McGraw Hill, New Delhi
2. Dunnette, M.D. (1976) Handbook of Industrial and Organisational Psychology, Rand McNally, Chicago.
3. Gibson, J.L., Ivancevich, J.M. and Bomnally, J.H. (1976) Structure, Processes, Behaviour, Organisations Dallas Business Pub.
4. Hersay, R.E. and Blanchard, T. (1977) The Management of Organisational Behaviour Prentice Hall, New Delhi.
5. Hodgetts, Pichard, M (1990). Modern Human Relations at work The Dryden Press, Harcourt Brace Jovanovich College Publishers, New York.
6. Luthans, F. (1986) Organisational Behaviour, McGraw Hill, New York.
7. Mc Shane, S.L. & Von M.A. (2000) Organisational Behaviour. Irwin McGraw Hill New York.
8. Robbins, S.P. (1992) Organisational Behaviour, Prentice Hall, New Delhi.
9. Spector, P. E. (2003) Industrial and Organizational Psychology. John Wiley Sons, New York.

10. Vecchio, R. P. (1995) Organizational Behaviour (3 Edition) The Dryden Press Fortworth.
11. Sinha, J.P.B. (2008) Culture and Organizational Behavior. Sage Publications: New Delhi.

**COURSE NAME: CHILD PSYCHOLOGY**  
**COURSE CODE: PSY523**

**CREDITS: 4**

**Mission :** To provide a thorough understanding of the concepts and processes of development across the childhood years.

**Objectives:**

1. To impart an understanding of the various domains of child development and behavior.
2. To integrate the various aspects of the cognitive, social and emotional development of the child.
3. To inculcate sensitivity to socio-cultural context of child development highlighting various practical applications.

## **COURSE CONTENT**

### **UNIT-I**

Nature and principles of Development, process of Heredity, Genetic Abnormalities, Genetic Counselling

### **UNIT-II**

**Pre-natal Development:** Stages and Hazards. Physical Development in Children.

### **UNIT-III**

**Theoretical Perspectives:** Freud, Erickson, Bandura, Bronfenbrenner, Piaget & Vygotsky.

### **UNIT-IV**

**Development of Cognitive Processes:** Attention, Perception, Memory and language.

**Socioemotional Development:** Attachment, Temperament, Gender-Role Socialization, Moral Development.

### **Suggested Readings:**

1. Bee, H. (1985) The Developing Child. Fourth Edition, Harper & Row Publishers, USA.
2. Berk, L. E. (1993) Infants, Children and Adolescents. Allyn & Bacon, USA.
3. Berndt, T. J. (1997) Child Development. Second Edition, Brown and Benchmark Publishers, USA.
4. Brophy, J. E. (1997) Child Development and Socialization. Science Research Associates, Chicago.
5. Hurlock, E. B.(1972) Child Development, Fifth Edition, McGraw Hill, Tokyo.
6. Novak, G. &Pelaez, M. (2004) Child & Adolescent Development, Sage Publications Inc. New Delhi.
7. Santrock, J. W. &S. R.(1990) Child Development-An Introduction, Third Edition, Yusen, Dubuque, Iowa
8. Santrock, J. W. (2002) Children Higher Education, McGraw Hill, 8th Edition, New Delhi
9. Seifert, K. L. &Hoffnung, R. J.(1991) Child and Adolescent Development Second Edition, Houghton Mifflin Company, USA.
10. Berk, L.E. (2004) Development through the Lifespan, pearson Education, New Delhi.

**COURSE NAME: COUNSELLING PSYCHOLOGY**

**COURSE CODE: PSY524**

**MISSION:** The course provides training to students who wish to promote mental health in individuals, families, organizations, and communities through careers in direct consultancy services, research, and education. The course follows the scientist-practitioner model of training students. Students are given a firm and balanced grounding in theory and research, research methods and counseling skills training in applied settings.

**OBJECTIVES:**

1. To imbibe within the students the requisite competencies in the areas of assessment skills, personal development along with counseling and therapy skills.
2. Development of ethical behavior in counseling settings
3. To provide balanced grounding in theory and research, research methods and counseling skills training in applied settings as therapeutic interventions.

**COURSE CONTENT**

**UNIT-I**

Concept, Historical Antecedents, Goals and Current Trends of Counselling, Ethical Issues in Counselling.

**UNIT-II**

Theoretical Approaches: Psychoanalytic, Behaviouristic, Client Centered Therapy and Gestalt Therapy.

**UNIT-III**

Theoretical approaches: Cognitive Therapy, Cognitive Behaviour Therapy, Rational Emotive Therapy, Transactional Analysis.

**UNIT-IV**

Application of counselling therapies.

**Suggested Readings:**

1. Brown, J.A. & Pate, R.H. (1983) Being a Counsellor: Directions and Challenges Brooks/Cole Publishing Company, USA.
2. Corey, G. (2009) Theory and Practice of Conselling and Psychotherapy, 8<sup>th</sup> Edition, Wadsworth, USA
4. Herr, E. L. & Crammer, S.H. (1988) Career Guidance &Counselling Through the life Span. Third Edition, Scott, Foresman& Company, USA.
5. Kotler, J. A. & Brown, R.W. (2000) Introducaton to Therapeutic Counselling Process. 4th Edition Brooks/Cole Publishing Company, USA.

6. Patterson, L. E. &Welfel, E. R. (2000) The Counselling Process, Wadsworth, USA
7. Shertzer, B. &Stone ,C.(1976)Fundamentals of Guidance. Third Edition Houghton Mifflin Company, USA.
8. Woolfe, R.,Strawbridge,S. Dryden, W. & S. (2003) Hand Book of Counselling Psychology, Sage Publications, London.

**COURSE NAME: CLINICAL PSYCHOLOGY**

**COURSE CODE: PSY525**

**CREDITS: 4**

**MISSION:** This course will cover the basic concepts of clinical psychology, or the study of diagnosing, treating, and understanding abnormal and maladaptive behaviors.

**OBJECTIVES:** To provide an introduction to the field of clinical psychology related to:

- 1.To provide a review of the historical context of emerging of the discipline ,defining the major roles and tasks of clinical psychologists discussing current paradigms and classification of the clinical disorders
- 2.To study the realistic impact of the changing healthcare environment and evolving role of Clinical Psychology as a healthcare specialty learning about individual disorders
3. To delineate the various methods of research in the arenas of diagnostic assessment and clinical interventions.

**COURSE CONTENT**

**UNIT-I**

Nature, Scope and History of Clinical Psychology, Relationship of Clinical Psychology with Psychiatry, Counselling Psychology, School Psychology and Social Work.

Classification of Mental disorders (DSM and ICD)

General Etiology of Mental disorders

**Psycho-diagnosis:** Concept, Objectives of Psycho-diagnosis, Relationship of diagnosis and therapy.

**UNIT-II**

**Assessment:** General Issues, Techniques of Assessment: Interviews, Self Report Schedules, Inventories and Tests, Projective Measures, Direct Observation, Psychophysiological Procedures and. Neuropsychological assessment of Behaviour and Behaviour Assessment.

### **UNIT-III**

**Therapies:** Physical Therapies, Chemical Therapies, Psychotherapies, Behaviourtherapies, Cognitive Therapies, Humanistic Therapy, existential therapy, Social & Group therapies.

### **UNIT-IV**

**Group Interventions:** Mechanisms of group psychotherapy; Group therapies: socio-drams, family therapy, encounter group and other interventions. Milieu and community: strategies and interventions Social psychiatry: pathogenic significance of migration, acculturation, poverty, discrimination and automation.

#### **Suggested Readings:**

1. Bellack, A.S. & Hersen, M. (1980) Introduction to Clinical Psychology. Oxford University Press, New York.
2. Carson, R.C., Butcher, J. N. and Mineka, S. (2000) Abnormal Psychology and Modern Life Allyn & Bacon, Boston, USA.
3. Hecker, J. E. & Thorpe, G.L. (2005) Introduction to Clinical Psychology, Science, Practice, and Ethics, Pearson Education, Delhi
4. Korchin, S.J. (1976) Modern Clinical Psychology: Principles of
5. Intervention in the Clinic and Community Basic Books Publishers New York.
6. Mitteler, P. (1970) The Psychological Assessment of Mental and Physical Handicaps.
7. Phares, E.J. (1981) Clinical Psychology: Concepts, Methods & Profession, Dorsey Press, USA.
8. Wolman, B.F. (1965) Handbook of Clinical Psychology McGraw - Hill Book Company, New York.
9. Pomerantz, A.M. (2008). Clinical Psychology. Sage Publication: New Delhi.

**COURSE NAME: APPLIED SOCIAL PSYCHOLOGY**  
**COURSE CODE: PSY526**

**CREDITS: 4**

**MISSION:**

To understand the applied dimensions of complex social systems and learn how to conceptualize and implement change within individuals, social structures and groups.

**OBJECTIVES:**

1. To follow and understand the scientist-practitioner model, emphasizing both applied and research training regarding all social contexts.
1. To understand the cross-cultural organizational psychology, cultural values in organizational processes, and work performance in international relations context.
2. To understand the use of technology as a psychology tool to be part of intervention towards dynamic social psychology to be applicable in economics, population biology, and complex social relations.

**COURSE CONTENT**

**UNIT-I**

**Increasing role of Social Psychology in Social problems, Applied Social Psychology and Social Policy.**

**Social Change:** Approaches, Factors affecting change and Resistance to Social change.

**Social Integration** Concept and Measures to achieve Social Integration.

**UNIT-II**

**Poverty and Deprivation:** Social Psychological analysis of poverty, consequences and explanations of poverty. The concepts of disadvantaged, deprivation and Socially deprived. Physical Social, Cultural and Economic Consequences of Disadvantaged and deprived groups. Educating and motivating the disadvantaged towards development.

**UNIT-III**

Applying Social Psychology to the Interpersonal aspects of legal system.

**Violence:** Concept, Explanations, Violence in families. Terrorism and Strategies to deal with terrorism.

**Psychology of Corruption**

**Impact of Information Technology and Communication Technology on Social Behaviour**

**UNIT-IV**

Marital Adjustment: Concept and areas of marital adjustment-adjustment to mate, in law adjustment. Factors affecting marital adjustment. Criteria of successful marital adjustment. Interventions for marital conflict.

## **Suggested Readings:**

1. Baron, R. A. & Byne, D. (2006) Social Psychology, Understanding, Human Interaction, Prentice Hall of India, New Delhi.
2. Jain, U. (1987) The Psychological Consequences of Crowding, Sage Publications Pvt. Ltd., New Delhi.
3. Lindzey, G. & Aronsen E. (1975) The Handbook of Social Psychology, American Publishing Co., New Delhi.
4. Raven, B. H. & Rubin, H. L. (1983) Social Psychology, John Willy Sons, New York.
5. Shaver, K. G. (1987) Principles of Social Psychology, Lawrence Erlbaum, Associates, Publisher, London.
6. Shaw, M. E. & Costanzo P. R. (1976) Theories of Social Psychology, McGraw Hill & Co., New York.
7. Sinha, D. (1981) Socialization of the Indian Child, Concept Publishing Co., New Delhi.

**COURSE NAME: COGNITIVE PSYCHOLOGY**

**COURSE CODE: PSY527**

**CREDITS: 4**

### **Mission :**

The course focuses on some of the most advanced areas, including perception, memory and language, metacognition and artificial intelligence.

### **Objectives:**

1. To provide an in-depth understanding of the cognitive processes in terms of theories, models and their applications.
2. To help learners understand the importance of the complex, advanced cognitive processes in everyday life and its importance in neuropsychology.
3. To interlink conceptual aspects with the behavioral research methods to gain insights of advanced processes like artificial intelligence

## **COURSE CONTENT**

### **UNIT-I**

**Nature, paradigms and current status of cognitive Psychology.**

**Attention:** Information processing approach to attention.

Theories of Attention: Filter, Attenuation and Late Selection Theories

Automaticity models (Automatic V/s Controlled Processing and Feature Integration Approaches).

### **UNIT-II**

**Memory:** Models of memory - Multistore, Working - memory, Levels of processing and Network models

Ways of organization of memory stores

### **UNIT-III**

**Reasoning:** Inductive and Deductive Reasoning

**Decision Making:** Models and Theories, Complex Uncertain Decision Making.

### **UNIT-IV**

**Language Processes:** Language Acquisition; Brain and Language; Models of Reading and Language Comprehension; Meaning and Beyond; Language in Context; Processes of Language Production; Language, Thought and Bilingualism

#### **Suggested Readings:**

1. Atkinson, R.C. (1999) Stevens Handbook of Experimental Psychology, John Wiley & Sons, Canada.
2. Ellis, H.C. (1978) Fundamentals of Human Learning Memory and Cognition, New York, Brown Publishers.
3. Galotti, K.M. (2005) Cognitive Psychology. Thomson Asia Pvt.Ltd., Singapore.
4. Mayer, R.E. (1981) The Promise of Cognitive Psychology Freeman and Co.,New York.
5. Solso, R. L. (2004) Cognitive Psychology. Pearson Education Pvt. Ltd., Delhi.
6. Taylor, I.(1999) Active Psychology, Pearson Education Ltd., England.
7. Wessels, M.G.( 1982) Cognitive Psychology, Harper & Raw Publishers, New York.
8. York.
9. Friedenber, J. & Silverman, G. (2012) Cognitive Science: An Introduction to the study of Mind. Sage Publications: New Delhi.

**COURSE NAME: EMOTIONS**

**COURSE CODE: PSY528**

**CREDITS: 4**

**Mission:** To understand the psychological attributes related to emotions and understand their significance and management from therapeutic point of view.

**Objectives:**

1. To help students understand the processes of emotion and relating them to diverse psychological contexts.
2. To prepare students as to how to organize their personal lives better by gaining insights into their own emotional strengths.
3. To acquaint students with various means for channelizing their emotional energy.

**COURSE CONTENT**

**UNIT-I**

**Emotions:** Concept, Classification, Facial Expressions and emotions.

**Theories:** James Lange, Cannon- Bard

**UNIT-II**

**Theories of Emotions:** Papez -Mc-Clean, Lindsley's Activation Theory, Schachter and Singer Two Factor Theory, Lazarus & Arnold and Weiner's Attribution Theory

**UNIT-III**

**Correlates of Emotions:** Bodily Changes during Emotions

**Neuro-physiological basis of Emotions**

**UNIT-IV**

**Indian Psychology and its application:** Introduction to India Perspectives Vedas, Upanishads, Samkhya, Vedanta, Jainism, Buddhism, Nyaya, Charvak, Bhagvadgita; Methods of knowing. Consciousness and Self and Identity, Yoga, Health and well-Being, Dynamics of Action: Feeling and Doing (including Bhakti), Work and organizations.

**Suggested Readings:**

1. Arnold, M. B. (1968).The Nature of Emotion. Penguin Books Ltd, England
2. Atkinson, R. C. (1999)Stevens Handbook of Experimental Psychology John Wiley & Sons, Canada.
3. Izard, C. E. (1971) The Face of Emotion Meredith Corporation

4. La Freniere, P. J. (2000) Emotional Development, A Bio-Social Respective Wadsworth /Thomson Learning CA USA.
5. Philippot, P. & R. S.Earlbaum (2004) Feldman Regulation of Emotion, Lawrence Associates, Publishers

**COURSE NAME: PEACE AND VALUE EDUCATION**

**COURSE CODE: EDU402**

**CREDITS:2**

**MISSION**

To impart knowledge that is oriented towards development of global peace and inculcation of values in the students.

**OBJECTIVES:**

- 1.To understand the relevance of value based education system for holistic development of the students.and
2. To integrate the education system as means to establish global peace.

**COURSE CONTENT**

**UNIT-I**

Peace Education

Concept, Objectives and Scope, Relevance of peace education in present global scenario.

Peace Education in the Context of Socio-Cultural, Spiritual, Emotional and Religious Diversities in India.

Gandhian Philosophy of Peace and Non-Violence in globalized society.

**UNIT-II**

Constructivist approach in teaching, Global Issues and Peace Movements

Understanding relation of Peace education with school subjects- Sciences, Social sciences, Languages and mathematics.

Role of teacher and co-curricular activities in imparting peace education.

Human Rights as a Duty: Learning to give human rights to others.

Role of World Organizations in Promoting Peace Education: Case Study of UNESCO's

Culture of Peace Program in global scenarios and suggestions of Peace education

**UNIT-III**

Value Education : Concept, Nature, Source & importance, Perspectives (Rational, Philosophical, Socio-Cultural, Religious and Psychological)

Fundamental Human values-Truth, Peace, Non-violence, Righteous Conduct.  
Connected Terminology: Realism, Accountability, Duty, Virtue, Dharma, Ethics, Religion, Morality, Values.  
Secular Values: Facing Challenges Positively through examples of Super-Achievers (life history and quotes)

#### **UNIT-IV**

Value Crisis and conflict resolution: Concept, Positive and negative aspects of conflict, Types of conflicts, Conflict resolution, conflict management, Model of conflict resolution, Styles of conflict resolution.

Impact of Modern Education and Media on Values and conflict resolution.

Role of a teacher in the preservation of tradition and culture.

Role of family, tradition & community in value development

Effects of Printed Media and Television on Values

#### **Suggested Readings:**

1. Adans, D. (Ed). (1997). Unesco and a Culture of peace, promoting a global movement.
2. Aggarwal, J.C. (2005) Education for values, environment and human rights. New Delhi Shipra Publication.
3. Chadha, S.C. (2008) Education value & value education . Meerut: R. Lall Books Depot.
4. Chand, J. (2007) . Value education. Delhi :Anshah Publishing House.
5. Civilization. London: SAGE Publications, 1996.
6. Diwaar, R.R., & Agarwal, M. (Ed) . (1984). Peace education. New Delhi: Gandhi peace foundation.
7. Education for Human Values(2003), sathyasai instructional centre for Human Values: New Delhi.
8. Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep Publication.
9. Johan, G.(1996). Peace by peaceful means. New Delhi: Sage Publication.
10. Khan, Wahiduddin(2003). Ideology of Peace, Goodword, New Delhi.
11. Kumar, M. (Ed). (1994). Non-violence, Contemporary Issues and Challenges. New Delhi: Gandhi Peace foundation.
12. Morrison, M.L. (2003) Peace Education. Australia: McFarland.
13. Passi, B.K., & Singh, P. (1999). Value education. Agra: Psychological Corporation.
14. Ruhela, S.P. (1986) . Human Values and Education. New Delhi : Sterling publishing.
15. Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates.
16. Singh, Y.K. (2009) Value Education. New Delhi: APH Publishing Corporation.
17. Singh, Y.K. ,& Natha, R. (2008) Value Education. New Delhi : A.P.H. Publishing Corporation.

18. Subramanian, K. (1990) . Value Education. Madurai: Ravana Publication.
19. UNESCO. Learning the Way of Peace :Teacher&#39;s Guide.
20. UNICEF. The State of the World&#39;s Children (reports of the last five years).
21. Bhatt, S.R(1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: Gian Pub.
22. Kar, N.N.(1996). Value Education: A Philosophical Study. Ambala: Associated Pub. .
23. Khan, Wahiduddin. (2010) Family Life, Goodword Books, New Delhi,.
24. Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub.,.

**COURSE NAME: PRACTICAL**  
**COURSE CODE: PSY529**

**CREDITS: 4**

Five practical will be performed by the students related to the topics of theory papers.

## **M.A. PSYCHOLOGY (SEMESTER-IV) (CBCEGS)**

### **COURSE NAME: RESEARCH METHODOLOGY AND PSYCHOLOGICAL ASSESSMENT (INTELLIGENCE, CREATIVITY AND APTITUDE)-II**

**Mission** :To educate students with the methods of quantitative and qualitative psychological research techniques and their application.

#### **Objectives:**

- 1.To understand the management of large number of variables in psychological research.
- 2.Learn to select from various sources a research problem, variables and formulation of hypothesis
- 3.To meet the needs of researchers who are in the process of developing their research proposals, acquiring skills of data collection, analyzing their data, and those aiming to get their studies written and published. To derive the prediction for developing intervention for future action.

**COURSE CODE: PSY531**

**CREDITS: 4**

#### **COURSE CONTENT**

##### **UNIT-I**

**Scientific Research** : Meaning, Stages of Research, Types of Research.

Experimental and Descriptive methods: Longitudinal, Cross Sectional Research and Cross sequential Research: Nature, Uses, Advantages and limitations.

## **UNIT-II**

**Sampling:** Concept and Types, Problems of Sampling.

**Cross Cultural Research:** Types, Problems of Sampling and Measurement, Emic and Etic Strategies .

**Qualitative Research:** Nature, Principles, and limitations of Qualitative Research, Comparison of Qualitative and Non Qualitative Research.  
Participant observation, Ethical Issues.

## **UNIT III**

**Sociometry:** Concept, Method of analysis.

**Interview:** Nature and types of Interview.

## **UNIT-IV**

**Intelligence Testing:** Stanford-Binet Scales, Wechsler Scales, Bhatia's Battery of Intelligence.

Cattell's Culture Fair Intelligence Test, Ravens Progressive Matrices Test, Draw a Man Test, Jalota's Mental Ability Test, Chronometric Analysis.

**Aptitude and Creativity Testing:** Aptitudes-Differential Aptitude Test Battery, General Aptitude Tests Battery.

**Creativity:** Torrance Test of Creative Thinking, Projective Tests of Creativity.

### **Suggested Readings:**

1. Elines, D.G. Kantowitz, &Roediger, H.L (1989) Research Methods in Psychology, West Publishing B.B..Company, New York.
2. Kerlinger, F.M.(1973) Foundations of Behavioural Research, Holt, Rhinehart& Winston, Inc.
3. Kopala, M. & Suzuki, L.A. (1999) Using Qualitative Methods in Psychology, Sage Publications.
4. Myers, J.I. (1974) Fundamentals of Experimental Design, W.H. Freeman &Co.
5. Overall, J.E. &Klett, O.J. (1972) Applied Multivariate Analysis, New York, McGraw Hill.
6. Shaugnessy, J.J. &Zechneister, E.B. (1997) Research Methods in Psychology, The McGraw Hill Companies, Inc., New York,
7. Triandis, H.C. & Berry, J.W. Allyn (1980) Handbook of Cross - Cultural Psychology, Bacon Inc.
8. Willig, C. (2001) Introducing Qualitative Research in Psychology, Open University Press, Buckingham
9. Mc Burney, D.H. & White T.L. (2004) Research Methods. Thomson, Wadsworth, USA.

10. Willig, C. (2001) Introducing Qualitative Research in Psychology. Adventures in Theory and Methods. Open University Press: USA.

**COURSE NAME:INDUSTRIAL PSYCHOLOGY**

**COURSE CODE: PSY532**

**CREDITS: 4**

**Mission :**

To introduce the novel concepts related to human behavior as part of human resource management .

**Objectives:**

1.To study the important aspects of personnel selection and use of psychological tests .

2. To understand the psychological processes involved in workplace behavior, employee wellbeing and safety measures .

3.To demarcate the importance of psychological attributes as job satisfaction and workplace commitment.

## **COURSE CONTENT**

### **UNIT-I**

#### **Human Resource Planning**

**Personnel Selection and Placement:** Models of Personnel Selection. Use of Psychological Tests in Personnel Selection; Biographical Information Blanks and Interviews.

**Training and Development:** Needs, Principles and Methods of Training. Evaluation of Training Programmes. Socialization of employees.

**Performance Evaluation:** Purpose, Determinants, Techniques and sources of error in Performance Evaluation.

### **UNIT-II**

#### **Psychological Processes in Work Behaviour**

**Work Motivation:** The Nature and process of work motivation. Content Theories of work motivation. VIE Model, Porter-Lawler Model. Theories of Work Motivation (Need theories, Reinforcement Theories, Expectancy Theories, and Goal Setting Theory). Procrastination in Work Behaviour.

### **UNIT-III**

**Job Satisfaction & Commitment:** Theories, Correlates and Measurement of Job Satisfaction. Nature, Significance and measurement of Organizational Commitment.

**Organizational Conflicts:** Causes, types and modes of Resolving inter-group conflicts.

### **UNIT-IV**

#### **Human Engineering: Accidents and Safety**

**Human Engineering:** Nature, Scientific Researches and applications.

**Accidents and Safety:** Nature and Dynamics, Theories, Surrey's model, and Safety measures.

#### **Suggested Readings:**

1. Blum, M.L. and Harper & Naylor, J.C. (1968) Psychology in Industrial Relations Row, New York.

2. Dunnette, M.D. (Ed.) (1976) Handbook of Industrial and Organizational Psychology, Rand McNally, Chicago.
3. Ghiselli, E.E. and Brown, C.W. (1955) Personnel and Industrial Psychology, McGraw Hill, New York.
4. Jewell, L.N. & Siegal, M. (1990) Contemporary Industrial/ Organisational Psychology West Publishing Company, New York.
5. Law son, R.B. & Shen, Z. (1988) Organizational Psychology Foundations and Applications. Oxford University Press, Inc New York.
6. McCormick, E.J. and Ilgen, (1980) Industrial Psychology, Prentice Hall, New Delhi.
7. Muchinsky, P. M. (1999) Psychology applied to work (6th Edition), Wadsworth, Thomson Learning, U. S.
8. Schultz. D.P. (1978) Psychology and Industry Today: An Introduction to Industrial and Organisational Psychology, MacMillan, New York.
9. Spector, P. E. (2003) Industrial and Organizational Psychology. John Wiley & Sons, New York.

## **COURSE NAME: PSYCHOLOGY OF ADOLESCENCE**

### **MISSION:**

This is a structured and comprehensive course to obtain the advanced body of knowledge and training in the many theories and principles of Child and Adolescent Psychology.

### **OBJECTIVES:**

1. Learn about the physical, psychological and emotional changes faced by teenagers.
2. Learn about the crises and challenges faced by adolescents.
3. Understand social and moral development.
4. Understand how to offer support and guidance by understanding underlying issues.
5. Develop their knowledge to improve their capacity to positively influence teenagers .

### **COURSE CODE: PSY533**

**CREDITS: 4**

### **COURSE CONTENT**

#### **UNIT-I**

**Adolescence:** Introduction; Significance of studying adolescents' development; contexts of development.

**Theories of Adolescence:** Havighurst, Freud, Sullivan, Erikson, Kohlberg, Werner, Kelly.

#### **UNIT-II**

**Adolescent Development:** Physical and Cognitive Development .

**Adolescent Development:** Social and Emotional Development.

#### **UNIT-III**

**Deviance in Adolescence:** Juvenile Delinquency, Eating Disorders; Drug abuse.

#### **UNIT-IV**

**Health** risk behaviors in adolescence.

### **Suggested Readings:**

1. Dusek, J.B.(1987) Adolescent Development and Behaviour, Prentice- Hall Englewood Cliffs, New Jersey.

2. Jersild, A. T., Brook, J. S. & Borook, D. W. (1978) The Psychology of Adolescence, Macmillan Publishing Co. Inc. New York.
3. Newman, B.N. & Newman, P.R. (1979) An Introduction to the Psychology of Adolescence, The Dorsey Press, Homewood, Illinois.
4. Berk, L.E. (2004). Development through The Lifespan. Pearson Education Inc: USA
5. Kil, R.V & Cavanaugh, J.C. (2000) Human Development, A lifespan VIEW. Wordsworth, USA.

**COURSE NAME: HEALTH PSYCHOLOGY**

**COURSE CODE: PSY534**

**CREDITS: 4**

**MISSION:**

This course will prepare the students for skilled practice in health psychology through a combination of coursework and supervised practice.

**OBJECTIVES:**

1. To gain sound knowledge of the social and psychological aspects of health problems
2. To learn the applications of health behavior models and psychological interventions in health settings.

**COURSE CONTENT**

**UNIT-I**

**Introduction to Health Psychology:** Definition, Nature, Scope & History.

**Models of Health:** Bio-psychosocial, Lazarus and Folkman's Transactional Model, Eastern/Oriental Approaches, Health belief models.

**UNIT-II**

**Stress & Coping:** Nature and Types of Stress, Causes & Consequences, Factors affecting stress.

**Stress & Diseases:** Coping and Types of Coping cardiovascular Diseases AIDS/HIV, Diabetes, Cancer, Smoking & Pain.

### **UNIT-III**

**Management of Stress:** Meditation, Yoga, Diaphragmatic Breathing, Progressivemuscular relaxation, Biofeedback, Music therapy, Nutrition & Stress, Physical exercise & stress.

### **UNIT-IV**

**Need for alternate Therapies for health:**The difference between complementary and alternative therapies (CAMs)

#### **Suggested Readings:**

1. Brannon, L. &Feist, J. (2000) Health Psychology: An introduction to Behaviour& Health. Brooks/cole, Wadswotrth (Thomson Learning).
2. Carson, R.C. & Butcher, J.N. (2000) Abnormal Psychology and Modern life. Harper Collins Publishers, USA.
3. Publishers, USA.
4. Seaward, B.L. (1999) Managing Stress: Principles and Strategies for Health and Well being. Jones and Bartlett Publishers Boston U.S.A.
5. Snooks, M.K. (2009). Health Psychology: Biological, Psychological, and Sociocultural Perspective. Jones and Bartlett Publishers U.S.A.

**COURSE NAME: POSITIVE PSYCHOLOGY**

**COURSE CODE: PSY535**

**CREDITS: 4**

#### **MISSION:**

The course aims to enable the students to gain the knowledge and skills necessary to increase individual, business and collective wellbeing as well as the practical tools to make a significant and positive difference in people's lives.

#### **OBJECTIVES:**

1. To provide the theoretical rationale and latest research related to positive psychology and wellbeing.

2. To equip students with a wide range of positive psychology activities, tools, and strategies that can be used as part of intervention strategies.
3. To make students participate in powerful development activities including wellbeing inventories, strengths assessments and coaching.

## **COURSE CONTENT**

### **UNIT-I**

Eastern and western perspectives on positive psychology.  
Classification and measures of human strengths and positive outcomes.  
Living life at every stage of life – Resilience.

### **UNIT-II**

**Positive emotional states and processes:**-Positive Affect, Happiness and well being, Distinguishing positive and negative, Emotion- focused coping.

### **UNIT-III**

**Positive cognitive states and processes:**-Self efficacy, optimism and hope, wisdom and courage, Mindfulness, flow and spirituality.

### **UNIT-IV**

Empathy, Gratitude and Forgiveness. Prevention of bad and enhancement of good behavior.  
**Complete mental health and its conceptualizations:**-Keyes's model and four front approach.

### **Suggested Readings:**

1. Rajbir Singh (2007) Psychology of Well Being, Global Vision Publishing House, New Delhi.
2. Snyder, C. R. & Lopez, S. (2008) Positive Psychology, Sage Publications India Pvt. Ltd. J. New Delhi.

**COURSE NAME: INTELLIGENCE AND CREATIVITY**

**COURSE CODE: PSY536**

**CREDITS:4**

**Mission :**

To impart theoretical and practical knowledge of various theoretical foundations of Intelligence and creativity.

**Objectives:**

- 1.To understand the theoretical perspectives given by various psychologists and their applications .
2. To understand the mechanism of creativity as significant concept and its psychological applications

**COURSE CONTENT**

**UNIT-I**

**Nature, Factor Analysis Based Theories of Intelligence:** Spearman, Thurstone, Cattell and Guilford.

**UNIT-II**

**Theories of Intelligence:** Piaget, Sternberg, Jensen and Gardner. Emotional Intelligence

**UNIT-III**

**Creativity:** Nature. Views of Torrance, Getzels and Guilford.

**UNIT-IV**

**Correlates of Creativity:** Relationship with Intelligence and Personality. Social Psychology of Creativity.

**Suggested Readings:**

1. Barron, F. (1969) Creative Person and Creative Process, Holt Rinehart and Winston, Inc., New York.
2. Brody, E. B. and Brody, N. (1976) Intelligence: Nature Determinants and Consequences, Academic Press, Inc., New York.
3. Academic Press, Inc., New York.
4. Getzels, J.W. and Jackson, P.W. (1962) Creativity and Intelligence, John Wiley & Sons, Inc. , London and New York.
5. London and New York.
6. Sternberg, R. J. (1982) Handbook of Human Intelligence, Cambridge University Press Cambridge
7. Anderson, M. (1992) Intelligence and Development. A Cognitive Theory Blackwell Ltd, USA.

**COURSE NAME: DEVELOPMENTAL PSYCHOPATHOLOGY**

**COURSE CODE: PSY537**

**CREDITS: 4**

**Mission:**

The course aims at providing an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders.

**Objectives:**

1. To provide an understanding of various developmental psychological disorders and aims to sensitize students with sufficient knowledge on psychopathology and dispel myths regarding it.
2. To acquaint the students in assessment and intervention for psychological disorders.

**COURSE CONTENT**

**UNIT-I**

**Introduction:** Developmental Psychopathology in India. Concept, classification & Assessment

**UNIT-II**

**Internalizing Disorders:** Anxiety Disorders; Childhood depression conversion reaction; Obsessive compulsive behaviour (Causes & intervention)

**UNIT-III**

**Externalizing Disorders:** Conduct disorders; Attention deficit hyperactivity disorders (Causes & Intervention)

**UNIT-IV**

**Psychology of Ageing:** Psychology problem Depression, Stress, Anxiety and Other Later-in-Life Disorders

**Suggested Readings:**

1. Klyklyo, W. M. and Jerald, K. (2005) Clinical Child Psychology. John Wiley and Sons.

2. Mash, E. J.(2002) Abnormal Child Psychology, Wadsworth Thomson Learning, Australia.
3. Swanson, L. H. and Watson, B. L. (1982) Educational and Psychological Assessment of Exceptional Children, Theories, Strategies and Application, The C. V. Mosby Company, London.

**COURSE NAME: ENVIRONMENTAL PSYCHOLOGY**  
**COURSE CODE: PSY538**

**CREDITS: 4**

**MISSION:**

This course attempts to teach the students the relationship between man and the Environment from a psychological perspective.

**OBJECTIVES:**

- 1.The course aims to give the student theoretical knowledge in environmental psychology, stressing the individual dimension of human – environment interactions.
2. It seeks to provide an understanding of environmental psychology perspectives on design and use of in indoor and outdoor environments.
- 3.It tend to provide understanding of environmental psychology methods and the empirical applications.

**COURSE CONTENT**

**UNIT-I**

Concept, characteristics and Research Methods in Environmental Psychology, types of environment.

**UNIT-II**

Theories of Environment- Behavior Relationship- Arousal, Environmental load model, under stimulation, Adaptation level, Behaviour Constraint, Environment Behaviour.

Environmental stress and Ecological Psychology Perspectives

### **UNIT-III**

Pollution (air, water, noise & chemical, personal space, Density and Crowding, Intervention for Environmental management

### **UNIT-IV**

Environmental stress and Ecological Psychology Perspectives .

#### **Suggested Readings:**

1. Bell, P.A., Green, T. C., Fisher, J.D. and Baum, A. (2001).Environmental Psychology Harcourt College Publishers, New York.
2. Holahan, C.J. (1978). Environment and Behavior, Plenum Press, New York.
3. Stokols, D. &Altmann, I. (1987). Handbook of Environmental Psychology, Wiley, New York. (Eds.)

**COURSE NAME:EDUCATIONAL PSYCHOLOGY**

**COURSE CODE: PSY539**

**CREDITS: 4**

**Mission:** To integrate the mission of education with the principles of psychology to create learning which is more effective and individual oriented.

#### **Objectives:**

1. To acquaint the students with the integrated framework of psychological concepts in the varied domains of education.
2. To impart knowledge of various constructs where psychology can hold its importance in educational settings .
3. To signify the role of using standardized tests to effectuate learning in school children.

**COURSE CONTENT**

## **UNIT-I**

**Introduction:** Nature and objectives of Educational Psychology.

**Conceptual and Theoretical Perspectives in Educational Psychology:** Behaviouristic Theories, Social Learning Theories (Modeling and Observational learning Self-efficacy, Classroom implications)

## **UNIT-II**

Cognitive Perspective in Educational Psychology Piaget and Neo-Piagetian Theories and their applications in teaching; Bruner, Vygotsky's Cognitive Psychology and Information Processing Models, Cognitive Styles and Learning Strategies; Learning Styles; Humanistic Approaches to Education.

Schooling and Cognition. Gender Differences/Issues in the classroom

## **UNIT-III**

**Motivation and Learning:** Relationship between motivation, Learning and Performance. Types: extrinsic and intrinsic motivation. Theories: Need Theories (Murray, Maslow & Need for Achievement). Expectancy Theories (Goal Setting, Self Efficacy, Attribution and Locus of Control)

## **UNIT-IV**

**Educational Assessment:** Measurement and Evaluation (Norm-referenced and Criterion referenced tests)

**Test Scores:** Meaning, Types of Interpretation.

**Standardized test:** Meaning, Types and Interpretation; Reliability and Validity.

### **Suggested Readings:**

1. Chintamanikar (1992) Exceptional Children-Their Psychology and Education, Sterling Publishers Pvt., Ltd., New Delhi.
2. Dececco, J.F. and Grawsford, W. (1977) The Psychology of Learning and Instruction., Prentice Hall India, New Delhi
3. Hilgard, B.R. (1948) Theories of Learning, Apple art., New York.
4. Kakkar, S. B. (2001) Educational Psychology, Prentice Hall of India, New Delhi.
5. Kirk, Samuel, A; Gallagher, James J., Nicholas, J. (1997) Educating Exceptional Children. Houghton Mifflin and Company, New York.
6. Klausmeir, H.H. and Ripple, R.E. (1971) Learning and Human Liabilities, Harper and Row, New York.
7. Mangal, S. K. (2002) Advanced Educational Psychology. Prentice Hall of India, New Delhi.
8. Parson, R.D., Hinson, S. L., Brown, D.S. (2001) Educational Psychology. A Practitioner Researcher model of Teaching. Wads worth, Thomson Learning, U.S.
9. Slavin, R.E.(1988). Educational Psychology: Theory into Practice, Englewood Cliffs: Prentice Hall.

11. Woolfolk, A.B. (1987). Educational Psychology, Englewood Cliffs, Prentice Hall.

## **COURSE NAME: PSYCHOLOGY OF EXCEPTIONAL CHILDREN/ SPECIAL EDUCATION**

### **Mission :**

To create awareness in the society regarding the needs and importance of understanding the exceptional children and gifted children.

### **Objectives:**

1. The objective of the course is to provide students with an overview of the different disabilities and exceptional children.
2. To impart practical knowledge about different disabilities as a psychological, social, cultural, and political phenomenon.
4. To discuss the meaning and psychological contexts of 'exceptional children' and 'gifted children' and role of special education interventions over the time in India .

**COURSE CODE: PSY540**

**CREDITS: 4**

### **COURSE CONTENT**

#### **UNIT-I**

**Special Education:** Concept, Importance, Role of a Special Educator, Special Classroom. Issues and Changing trends in Special Education.  
Role of a psychologist in dealing with the problems of Exceptional children.

#### **UNIT-II**

**Visual Impairment:** Concept, Characteristics, Causes, Categories, Behavioral Indicators and Education of the Visually Impaired.

**Hearing Impairment:** Concept, Characteristics, Causes, Categories, Behavioral Indicators and Education of Hearing impaired.

**Speech Impairment:** Concept, Characteristics, Causes, types, Behavioral Indicators and Education of Children with Speech Impairment.

#### **UNIT-III**

**Attention Deficit Hyperactivity Disorder (ADHD):** Concept, Etiology, Antecedent Factors, Educational & Psychological Strategies, Cognitive & Behavioral Therapies to treat ADHD children.

**Mental Retardation:** Concept, Characteristics, Causes, Classification, Educational provisions and Therapeutic Interventions.

**Autism Spectrum Disorders:** Concept, Characteristics, Causes, types, Identification, Treatment and Educational Programs.

#### **UNIT-IV**

**Learning Disability** (Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Aphasia):

Concept, causal factors, treatments, outcomes and educational provisions.

**Leprosy Cured, Neurological and Locomotors Disabilities:** Definition, Causes, Characteristics, Classification, and Educational Programs.

Distinction between children with Learning Disabilities, Slow Learners and children with Mental Retardation.

#### **Suggested readings:**

1. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta: Alberta.
2. Byrne, M. and Shervanian, C. (1977) Introduction to Communicative Disorders. New York:
3. Carson, C.R. (2007) Abnormal Psychology, Pearson Publisher Pvt Ltd.
4. Davis, J.E. (1977) Our forgotten Children: Hard of hearing pupils in the schools. Minneapolis: Audio Visual Library service. University of Minnesota.
5. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past, Present and Future. New York: The Falmer Press.
6. Harely, R.K. and Lawrence, G.A. (1977). Visual Impairment in the Schools. Springfield, III. U.S.A: Thomas Publishing.
7. Jangira, N.K. and Mani, M.N.G. (1991) Integrated Education of the Visually Handicapped, Management Perspectives. Gurgaon: Academic Press.
8. Longone, J. (1990). Teaching Retarded learners Curriculum and Methods for improving Instruction. Boston: Allyn and Bacon.
9. Mani, M.N.G. (1992) Techniques of teaching blind children. New Delhi: Sterling Publishers.

10. Muricken, S.J. and Kareparampil, G. (1995) Persons with Disabilities in Society. Kerala: Federation of the Blind.
11. Myreddi, V. and Narayan, J. (1998) Functional Academics for students with Mental Retardation-A guide for teachers. Secunderabad: NIMH
12. Narayan, J. and Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons pre-primary level. Secunderabad: NIMH.
13. Narayan, J. (2003) Educating Children with Learning Problems in Regular Schools, Secunderabad: NIMH.
14. Overton, T. (1992) Assessment in Special Education- An Applied Approach. New York: McMillan.
15. Panda, K.C. (1997) Education of Exceptional Children. New Delhi: Vikas Publications.
16. Peshwaria, R. and Venkatesan, S. (1992) Behavioural Assessment scales for Indian children with Mental Retardation: A manual for Teachers. Secunderabad: NIMH.
17. SubbaRao, T.A. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons. Secunderabad: NIMH.
18. Taylor, R.L. (1993) Assessment of Exceptional Students: Educational and Psychological Procedures. Boston: Allyn and Bacon.
19. Van Riper, C.A. and Emerick, L. (1990). Speech Correction-An introduction to speech Pathology and Audiology. (8th Ed), New Delhi: Prentice Hall.
20. Dennis and Dennis (1976) The Intellectually Gifted, Academic Press, Inc.
21. Kirk S. (1970) Educating the Exceptional Child, Oxford and J B H Publishing, Co.
22. Klykylo, W. M. and Jerald, K. (2005) Clinical Child Psychology. John Wiley and Sons.
23. Swanson, L. H. and Watson, B. L. (1982) Educational and Psychological Assessment of Exceptional Children, Theories, Strategies and Application, The C.V. Mosby company, London.
24. Pfeiffer, S.I. (2008) Handbook of giftedness in Children, Psycho-educational Theory, Research and Best Practices.

**COURSE NAME: PRACTICAL**  
**COURSE CODE: PSY541**

**CREDITS: 4**

Five practical will be performed by the students related to the topics of theory papers.





