

# Prospectus

## P.G. Department of Psychology

2020



मगध विश्वविद्यालय, बोधगया - ८२४२३४

Magadh University,

BodhGaya-824234



## IMPORTANT INSTRUCTIONS

- Before filling the application form for online registration, the candidates are advised to read the contents of the Prospectus carefully and also consult the Statutes. The Ordinances, Rules and Regulations of the Magadh University is available on the University website, [www.magadhuniversity.ac.in](http://www.magadhuniversity.ac.in) which would be binding on them
- Changes made in any programme after the release of this Bulletin shall become effective from the date it is posted on **Postgraduate (PG) Admissions Portal:** [www.magadhuniversity.ac.in](http://www.magadhuniversity.ac.in).
- University reserves the right to revise, amend, update, or delete any part of this Bulletin without giving any prior notice. Any change so made shall be updated on the PG Admission Portal.
- Applicants are responsible for regularly checking the portal for any updates and grievances resulting from lack of reading / consulting this bulletin will not be entertained.

### CAUTION

In case of non-compliance of any of the requirements for admission including the no submission of relevant documents and / or non-payment of Fee within the prescribed date and time, the candidate will lose his / her right to admission.

If at any stage original documents relating to the admission of a candidate are found to be fake / non-genuine or fabricated or in any other manner defective, the said candidate will not be admitted and if already admitted, admission will be cancelled without any prior notice in this regard. If the same is found after the completion of course, his / her degree will be cancelled and appropriate legal action will be taken against him / her.

### FOREIGN STUDENTS

The University has a designated Foreign Student's Advisor Office to handle all enquiries regarding rules and responsibilities for admitting Foreign Candidates. The foreign national applicants may approach:

DEAN STUDENTS' WELFARE OFFICE  
2nd Floor, Main Administrative Building,  
Magadh University Campus  
BodhGaya 824234

Phone No: \_\_\_\_\_

E-mail: \_\_\_\_\_

Dealing Time: 11:30 a.m. - 1:00 p.m. & 2.00 p.m. - 5.00 p.m. (IST)( except holidays)



## मगध विश्वविद्यालय, बोध गया कुलगीत

मगध विश्वविद्यालय, गुरुकुल की शान,  
'अमृतं तु विद्या' का मुक्तहस्त दान॥  
बुद्धं शरणं, धम्मं शरणं, संघं शरणं,  
ज्ञानं वरणम्.....

गया - धाम - नालंदा - पटना - गुरुद्वारे  
राजर्षि - ब्रह्मर्षि - सप्तर्षि सारे  
गौतम सुजाता से इसकी पहचान॥  
'अमृतं तु विद्या' का मुक्तहस्त दान॥  
बुद्धं शरणं, धम्मं शरणं, संघं शरणं,  
ज्ञानं वरणम्.....

निरंजना के कण-कण से झंकृत प्रेम राग,  
सुख शांति करुणा के सप्तक पर देश राग॥  
अन्तस् में रग-रग स्पंदित विज्ञान  
'अमृतं तु विद्या' का मुक्तहस्त दान॥  
बुद्धं शरणं, धम्मं शरणं, संघं शरणं,  
ज्ञानं वरणम्.....

सांख्य योग पराभक्ति प्राची का परा ज्ञान  
'रसो वै सः' शील-समाधि-प्रज्ञा दिव्यदान  
बोधिवृक्ष छाँह करे नर से भगवान्॥  
'अमृतं तु विद्या' का मुक्तहस्त दान॥  
बुद्धं शरणं, धम्मं शरणं, संघं शरणं,  
ज्ञानं वरणम्.....

प्रणेता - डॉ. के. के. नारायण



### **Message from the Hon'ble Vice-Chancellor**

I am happy to see the 'Prospectus-2020' of the University Department of Psychology of Magadh University, Bodhgaya, which has been planned as a handbook for providing all kinds of information to newly enrolled students, parents and other stake holders. The Department has made an effort to bring on record the information pertaining to know the academic curriculum, eligibility criteria, fee structure, intake capacity and regulations, along with a profile of the Department and also of the University. Magadh University is dedicated to promote academic excellence, inculcate human values and ensure an all-round development of learners and transform them as a disciplined, skilled, academically sound and a perfect citizen of the country. I must assure new learners, their parents and the society that we mean academic business and nothing else. We stand for freedom of expression, development of new ideas and thoughts but not to abuse and misuse the extended length of freedom. We are providing enough opportunity to students to excel in different fields. I wish students of this University to have confidence in their capability and do hard endeavour with a clear target for achievement by making use of all kinds of resources available to them. My blessings and good wishes are always with all students of the University. I wish them a very bright future.

(Rajendra Prasad)  
Vice Chancellor



---

## .....From the Desk of Head of the Department

Dear reader,

*The Department of Psychology, Magadh University, established in 1970, is celebrating its Golden Jubilee this year. We are proud of its 50-year long history of serving the society and nation by producing meritorious students. The department has all the needed facilities for ensuring good academic as well as extra-curricular growth opportunities for our students. The teaching staff of the department includes not only seasoned academics but also young enthusiastic minds, and a combination of both provides an environment conducive to not only academic activities but the development of such skills in students like insightfulness, curiosity, and dedication. The department has a library stacked with more than 4000 books and research journals. The psychology laboratory is well-equipped with apparatuses and instruments as well as well-known tests and measures. Conferences, seminars, and workshops are organised by the department annually so that students benefit from listening to and interacting with eminent scholars in the field. The department also has an active Guidance and Counselling Cell which helps individuals seeking help regarding their life stressors, education and job-related worries, relationship issues, etc. The Cell played an active role during the times of the Corona Virus pandemic to help people cope with mental health issues. The department also has a NET Guidance Cell, which guides interested students in preparing for the NET examinations. There are also opportunities for research projects and internships, depending upon the chosen course of study. If you decide to pursue your higher studies (post-graduation) from this department, I am sure you will be proud of your decision in the times to come. I welcome you whole-heartedly to the department!*

**BEST WISHES!!!!**

*Lakshmi Narayan Singh  
(Head of the Department)*



---

# Contents

---

About the University	7-8
Departmental Profile	9-10
Faculty	11
Infrastructure	11-12
Courses/Programmes	13
Outline of CBCS	14-23
Course Structure (M.A.Psychology)	24-25
Syllabus (M.A.Psychology)	26-48
PGDCR	49

## Disclaimer

This Prospectus is a compendium of inputs assembled and collated from various sources. Due care has been taken to reproduce the authentic official version of rules and regulations and other relevant information in this prospectus, as far as possible. However, it should, in no case, be construed as a warranty, express or implied, regarding completeness and accuracy of the information so far provided as a ready reference.



## About the University

*Bodh Gaya is the land of Lord Buddha's enlightenment. Dr. Sarvpalli Radhkrishnana, the then president of India and great Philosopher –scholar of modern age laid the foundation of this university on 20th August, 1964 as homage to Lord Buddha and Buddhism. Dr. Kali Kinker Dutta ,the great historian of international scholastic caliber was the founder Vice-Chancellor of this university. It is worth noting here that the present campus of the University has the glory of having its foundation stone laid on August 20, 1964 by His Excellency Dr. Sarvapalli Radhakrishnan, the then President of India, who was showered upon the epithet of the 'Philosopher-King'. After Dr. K.K. Dutta, its founder Vice-Chancellor, Magadh University made steady and admirable progress under about three dozen academicians and administrators as its Vice-Chancellors.. Some of them include Sri Zawar Hussain, Sri Rai Bageshwari Prasad, Sri Sachida Nand Prasad, Dr. Sri Krishna Prasad, Dr. Har Govind Singh, Dr. J.C. Kundra, Sri F. Ahmad, Prof. Indu Dhan, Justice S.C. Mookherjee, Prof. B.N. Rawat, Dr. Abhimanyu Singh, Dr. Shamshad Hussain, Dr. Birendra Nath Pandey, Dr. Arvind Kumar, Dr. Arun Kumar, Prof. (Dr.) Md. Ishtiyaque, Prof. (Dr.) Qamar Ahsan. Now the University is on the path of progress and prosperity under the most dynamic stewardship of the present Vice-Chancellor Prof. (Dr.) Rajendra Prasad.*



*Magadh University till 17 th March 2018, enjoyed the honour of being the largest university in Bihar with 42 constituent colleges and about 100 affiliated colleges, 3 engineering colleges, 2 law colleges and 2 Dental colleges spread over Patna, Gaya, Nalanda, Nawada, Jehanabad ,Arwal and Aurangabad. On 18th March 2018, Patliputra University has been carved out and Magadh University now consists of 19 constituent, one minority , 40 affiliated colleges 44 affiliated B.Ed. Colleges.*

*Magadh University imparts Post Graduate teaching in 22 subjects in the faculty of Humanities, Social Sciences ,Science and Commerce and runs a number of vocational course like Journalism and Mass communication ,Bio-Chemistry ,Electronics, Environmental Science ,Lib. Science ,Women Education, Hotel, Hospital and tourism Management, Academy of Foreign Languages etc. on its campus at Bodh Gaya. It houses a full-fledged Dept. of Education. Besides it, the most prominent attraction of this university is its Dept. of Buddhist studies, a cynosure for foreign scholars who are profusely interested in imbibing the noble legacy of the great Lord Buddha.*

*The academic zeal of the university is well reflected in plethora of national and international conferences and extramural lectures organized by different departments from time to time .In last two years itself no of seminars and workshops have been organized by Chemistry, History, Psychology ,Economics, Philosophy, English , Mathematics and Women Education departments. Steps are also being taken to ensure high quality research work. Anti-plagiarism software is being used to check any Ph.D. thesis.*

*The campus is women friendly and there is a fully functioning Gender sensitization and Women Empowerment Cell to help out female students as well employees in distress. Anti-Ragging cell ensures to make the campus ragging free for new entrants.*

*Extracurricular excellence of university is well reflected in various cultural events and sports events organized from time to time. Hosting of first ever Bihar state inter- university cultural festival 'Tarang'-2008 and Bihar state inter-university sports meet 'Eklavya-2018' are added feathers in the cap. Initiatives like green campus clean campus are made to ensure pollution free lush green campus.*



## Department Profile with Vision and Mission

*The Department of Psychology was established on 15th December 1970 under the able guidance of Dr. Navin Chandra Prasad Sinha with the mission of imparting quality education in the field of Psychology to the pupils of not only of Magadh and Patna region but also to the rest of Bihar and neighboring states.*

*The Department of Psychology has a glorious past and has progressed leaps and bounds during last fifty years under the leadership of eminent teachers of the Department. Prof. Baidya Nath Kumar Singh was appointed as First Head and Reader of Department of Psychology on 20th November 1973 who led the department to new heights for about two decades which was led further by Prof. Navin Chandra Prasad , Prof. Indrajit Singh , Prof. Srikant Singh ,Prof. Dinesh Chandra Kocher, ,Prof. M.H. Rahman Khan, Prof. Ramni Kant Singh ,Prof. S.H. Ashraf ,Prof. Umapati Singh and Prof. Parshuram Singh as Heads of the Department of Psychology. Prof. Dinesh chand Kocher ,Prof. M.H. Rahman, Prof. S.H. Ashraf and Prof. Umapati Singh were also Dean ,Faculty of Social Sciences. At present Department is headed by Prof. Lakshmi Narayan Singh who is also Dean, Faculty of Social Sciences. Under his able guidance with the cooperation, participation and support of other teachers, department is surging ahead steadily and is now recognized as eminent center in the field of Psychology.*

*A center for Counseling, Rehabilitation and Research has also been opened in the Department from where students and professionals are receiving training in Counseling and Rehabilitation and on successful completion of the course PG Diploma in Counseling and Rehabilitation was awarded. Department also runs a counseling center where free counseling service is provided to the students.*

*Department also provided physical space ,basic infrastructure and core facility for establishment of Directorate of Distance Education of the university which runs a large no. of courses and at present is shifted to its own building.*



*During last fifty years Department has grown as Centre of excellence in the field of Psychology. Conferences, Seminars, Work-Shops, Extra-Mural lectures are regularly organized in the Department. Department has credit of organizing three International Conferences( Indian Psychological Association ,1984;Indian Academy of Applied Psychology,2005 ;International Conference of Indian Psychological Association,2014), three National Seminars (Rehabilitation and Counseling skills,2009;Prof.B.K.Singh Memorial National Seminar 2017; Prof.B.K.Singh Memorial National Seminar 2018 and one National Work Shop on Research Methodology 2017.)Eminent scholars from all over India like Prof. S.M. Mohsin, Patna; Prof. R.N. Rath, Bhuvneshwar, Prof. H.C. Ganguli, Delhi, Prof. Sri Chandra, Lucknow, Prof. Raj Narain ,Lucknow, Prof .S.N. Rao, Tirupati, Prof. A.K. Singh, Ranchi, Prof. V. Kaliappan, Chennai, Prof. R.N. Singh, Varanasi, Prof. T.B. Singh, Gaya Dr. J.S. Dixit, Jaunpur etc. Department of Psychology has produced many notable alumni who are working as civil servants, Heads, Deans and Faculty Members in different Universities, Counselors, Political Leaders, school teachers and social workers.*

### **Vision of the Department**

- *To be a global center of excellence in the field of Psychology and produce quality mental health professionals and laureates in the field of Psychology.*

### **Mission of the Department**

- *To provide quality education and research in Psychology through updated curriculum, effective teaching learning process and experiential learning.*
- *To inculcate innovative skills, team-work, ethical practices among students so as to meet societal expectations.*

## Faculty:

There are currently six faculty members working in the department. Their research and teaching interests range across diverse areas of Psychology

S.No.	Name	Designation	Specialisation
1.	Dr. Lakshminarayan Singh	Professor & Head	Industrial Psychology ,Clinical Psychology
2.	Dr. S.R.P.Singh	Professor	Educational Psychology, Mental Measurement
3.	Dr. Suniti Suman	Professor	Educational Psychology, Guidance and Counselling
4.	Dr. Supriti Suman	Associate Professor	Educational Psychology, Social Psychology
5.	Dr. Meenakshi	Asstt. Professor	Clinical Psychology
6.	Dr. Meenakshi Shukla	Asstt. Professor	Clinical Psychology

## Infrastructure:

### 1. Class room and lecture Gallery:

The department have two spacious, well ventilated class rooms and a lecture Gallery. Each are designed to be compact so as to stimulate and encourage close interaction between students and faculty.



## 2. Psychology Lab:

The department has Psychology lab with latest Psychological Tests, tools and instruments required for practicum and research work.



## 3. Seminar Hall:

There is a Seminar hall in the Department which is having the facility of LCD projector, computer and audio system.



## 4. Departmental Library:

Besides Mannul central Library there is a large sanctum of knowledge with more than 4000 books of National and international publishers and research journals.



## Other facilities:

- Separate common rooms for girls.
- Safe drinking water facility (Aqua guard).
- Whole building has free wifi facility.
- Power backup.
- Hostel facility as per university rule/policy.



## Courses/Programmes offered

---

Sl. No.	Name of the Course	Duration	Intake Capacity
1.	M.A. Psychology	2 Years (4 Semesters) CBCS	72
2.	PG Diploma in Counselling and Rehabilitation	1 Year (2 Semester)	40
3.	Ph.D. Psychology	-	as per the university guidelines

\*Fee structure of all the courses is as per the university guidelines.

## Course/Programme objective:

---

The objectives of the M.A. program are to develop students with the following capabilities:

1. To provide students with a knowledge, abilities and insight in concepts of Psychology and required skills so that they are able to work as mental health professional.
2. To provide students with advanced knowledge of Psychology that prepares them to pursue higher studies and conduct research.
3. To provide students with knowledge and capability in formulating and analysis of psychological models of real life applications.
4. To increase student's self-confidence in conducting research independently or within a team.

## Course/Programme specific outcome:

---

The successful completion of this program will enable the students to:

1. Demonstrate the ability to conduct research independently and pursue higher studies towards the Ph.D. degree in Psychology.
2. Carry out development work as well as take up challenges in the emerging areas of Industry.
3. Demonstrate competence in using psychological skills to model, formulate and solve real life applications.
4. Acquire deep knowledge of different psychological disciplines, so that they can qualify NET examination/M Phil Clinical Psychology entrance.



# Outline of the Choice Based Credit System (CBCS) For PG Degree Courses:

---

It consists of a number of courses i.e. **Core Course (CC)**, **Elective Course (EC)**, **Discipline Specific Elective Course (DSE)**, **Ability Enhancement Course (AEC)**, and **Ability Enhancement Compulsory Course (AECC)**. Each course is equivalent to a paper. The nature of these courses is defined below.

## 1.1 Core Course (CC):

A course which should compulsorily be studied by a candidate as a core requirement on the basis of subject of M.Sc. studies is termed as a Core course.

## 1.2 Elective Course (EC):

Generally a course which can be chosen from a pool of courses (Basket) and which may be very specific or specialized or advanced or supportive to the subject/ discipline of study or which provides an extended scope or which enables an exposure to some other subject/discipline/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

## 1.3 Discipline Specific Elective Course (DSE):

Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

## 1.4 Generic Elective (GE) Course:

An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

**PS:** A course offered in a discipline/subject may be treated as an elective by other discipline/subject and *vice versa* and such electives may also be referred to as General Elective.

## 1.5 Ability Enhancement Courses (AEC):



The Ability Enhancement Courses (AEC) / Skill Enhancement Courses (SEC). “AEC” courses are the courses based upon the content that leads to life skill enhancement.

### 1.6 Ability Enhancement Compulsory Courses (AECC):(Qualifying and Non CGPA Courses)

University will run a number of Ability Enhancement Compulsory Courses (AECC) which is qualifying in nature and student from all faculties have to qualify in all such courses.

### 1.7 Dissertation / Project / Internship / Industrial Training:

An elective course designed to acquire special /advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own, with an advisory support by a teacher/faculty member is called dissertation/project.

## 2.0 CREDIT

**The total minimum credits, required for completing a PG program is 100.**

The details of credits for individual components and individual courses are given in Table.1.

**Table:1 Structure of the 2 Yrs (Four Semesters) Post Graduate Degree course under CBCS:**

Semester	No of Course/ Paper	Credit per Course/ Paper	Total Credit	Minimum no of learning hours <sup>#</sup>	No of core course/ paper	No of elective course/ paper	Code & nature of elective course /paper
I	5	5	25	250	4	1	AECC-1
Semester Break							
II	6	5	30	300	5	1	AEC-1
Semester Break							
III	6	5	30	300	5	1	AECC-2
Semester Break							
IV	3	5	15	150	0	3	EC-1* EC-2* DSE-1 or GE-1
<b>Total</b>	<b>20</b>		<b>100</b>	<b>1000</b>	<b>14</b>	<b>6</b>	



#For Tutorial (T)/ Practical (P)/ Field Work (FW)/ Internship etc. extra working hour to be added as per requirement and will be decided by the BOCS of the respective subject.

\*The two **Elective Courses (EC)** to be studied in semester IV may be

**Both theory papers**

**/One Theory paper and One Practical paper**

**/One Theory paper and One Project work**

**/ One Theory paper and One Field work**

**/ Both Project work/ Internship**

**IMP:** It is desirable that all students of all courses be given adequate exposure over and above the class room teaching to enhance the scope of skill development/ entrepreneurship and employability.

2.1 The distribution of the six elective papers shall be- two EC, one DSE or one GE, two AECC, one AEC. Students may opt for any elective course out of a list of elective papers (Basket) offered by the parent department /s as per his/her choice with the prior permission of the parent department. The list elective papers, syllabus and prerequisites of the elective course will be as decided by the Board of Courses of Studies (BOCS) of the concerned subject/department.

**2.2 The final CGPA/ class will be decided on the performance of the student in the 16 courses /papers including the 14 Core Courses (CC) / papers and two Elective Courses (EC)/ papers.**

2.3 The one DSE or one GE, two AECC, one AEC papers will be qualifying in nature and a student has to score at least 45% marks in these papers. Grade will be awarded separately for these courses, however, performance in these elective courses/ papers will not be considered for awarding the final CGPA/ class.

**2.4 Ability Enhancement Compulsory Courses (AECC):**

University will run two Ability Enhancement Compulsory Courses (AECC) which are qualifying in nature and a student has to qualify in both these courses. The courses are:

AECC-1: Environmental Sustainability (3 Credit) & Swachchha Bharat Abhiyan Activities (2 Credit)

AECC-2: Human Values & Professional Ethics (3 credits) and Gender sensitization (2 credits)



**Students will do assignments/project work related to institutional social responsibilities including swachchha Bharat Abhiyan activities during SEMESTER BREAK.**

2.5 University will run a number of Ability Enhancement Courses (AEC)/ Skill Enhancement Courses (SEC); a student can choose one from these. For example:

**Basket of Ability Enhancement Courses (AEC)**

- Computers and IT Skill
- Web Designing
- Financial Risk Management
- Solid waste Management
- Mushroom Culture
- Bio-fertilizer production
- Environmental Law
- Tourism and Hospitality Management
- Life-skill and skill development
- Yoga Studies
- etc

**2.6 Discipline Specific Elective (DSE):**

In each subject the **CC-5** being taught in the second semester will be open to be selected as a DSE paper. In the first phase a student will be allowed to choose a paper from any subject other than his/ her Core Course (CC) from the same faculty in the same university.

**2.7 Generic Elective (GE) Course:**

University will run a number of **Generic Elective Courses (GE)**; a student can choose one from these. For example:

**Basket of Generic Elective (GE) courses**

- Music
- Dramatics
- Fine Arts
- Graphic Design
- Inclusive Policies
- Human Rights
- Any such course run by any department



### 3. Evaluation of Performance under Semester System

3.1 The performance of a student in each paper will be assessed on the basis of a Continuous Internal Assessment (CIA) of 30 marks and the End of Semester Examination (ESE) consisting of 70 marks.

3.2 The components of C.I.A. are follows:

(i) Two mid-semester written tests of one hour duration each	= 15 marks
(ii) Seminar/Quiz	= 05 marks
(iii) Assignment	= 05 marks
(iv) Punctuality and conduct	= 05 marks
<b>Total</b>	<b>=30 marks</b>

3.3 The performance of a student in the elective papers AEC and AECC in each semester addressing the issues of (i) Skill Development, (ii) Human Values and Professional Ethics and Gender Sensitization (iii) Environment and Sustainability and Swachchha Bharat Abhiyan Activities shall be assessed on the basis of a continuous Internal Assessment (CIA) of 50 marks and the End Semester Examination (ESE) consisting of 50 marks.

3.4 The components of C.I.A. in these papers shall be as follows:

(i) One mid-semester written tests of one hour duration each	= 10 marks
(ii) Seminar/Quiz	= 10 marks
(iii) Assignment	= 15 marks
(iv) Discharge of Institutional Social Responsibility /Community Services (report to be submitted)	= 15 marks
<b>Total</b>	<b>=50 marks</b>

3.5 The concerned teacher of the course/paper shall be responsible for conducting the mid-semester tests and other components of the CIA.

3.6 The ESE will be written examination examinations of 3-hours duration conducted by the University.

3.7 The evaluation of laboratory paper and field work will also be based on CIA and end-semester practical examination.

3.8 Only those students who secured minimum qualifying marks in of 45% in the CIA shall be allowed to fill up the End Semester Examination form.

### 4. Examinations



4.1 The End-Semester-Examination will be conducted by the University. The Mid Semester examinations and other components of CIA shall be conducted and evaluated by the concerned departments. The practical examinations shall be conducted at the Department. The mid-semester tests will be conducted and evaluated by the teacher concerned. The head of the department will appoint external examiners for practical End Semester Examination with the approval of University. The answer scripts of the mid-semester tests shall be shown to students by the concerned teacher.

4.2 The End of Semester Examination (ESE) shall be named as follows:

- (a) M.A. Part (I) -Semester I Examination and Semester II Examination respectively.
- (b) M.A. Part (II) -Semester III Examination and Semester IV Examination respectively.
- (c) Syllabus for each paper shall be divided into at least 5 units. Based on this, the question paper pattern for the End Semester Examination shall have divided into three parts A, B, C comprising of objective type questions with multiple choice, short answer type questions and long answer type questions respectively as mentioned below:

Part	Nature of questions	Number of questions to be asked	Number of questions to be answered	Marks of each question	Total marks
Part-A	Objective type questions with multiple choice	10	10	02	20
Part-B	Short answer type questions	05	04	05	20
Part-C	Long answer type questions	04	03	10	30
<b>Total Marks</b>					70

## 5. Passing of Examinations and Promotions Rules

### Promotion Rules

5.1 There shall be no supplementary examination in any of the papers in any semester. (I, II, III and IV).

5.2 Those who have not attended the required minimum percentage of attendance (75%) both in Theory and Practical shall in no case be permitted to appear in the End Semester Examinations.



5.3 After appearing at the Semester Examination, the candidates can be placed in following categories in the context of declaration of the results of the Semester Examination (ESE):

(i) To be declared passed in End Semester Examination in any subject, a candidate must secure atleast 45% marks in each paper separately in CIA, theory and practical, wherever applicable.

(ii) If a candidate secures 45% marks in at least three papers in his/her First/Second/Third End Semester Examination he/she shall be promoted to next higher semester.

(iii) Candidates shall have to clear their backlog paper(s) in the next end semester examination of that semester whenever it is available.

(iv) Even if a student is promoted to Fourth Semester, his/her final result will only be declared when he/she has cleared all their backlog papers.

(v) Final result of M.A. Course shall be published on the basis of candidate's performance in the 16 papers spread over four semesters provided he/she has passed with minimum qualifying marks of 45% in the elective papers of each semester.

(vi) The Final result will be published only after he/she has cleared all the 20 papers securing minimum qualifying marks.

(vii) Since it is a continuous evaluation programme, student shall be awarded Grade Point (GP) at the End of each Semester Examination and cumulative Grade Point (CGP) at the End of Final End Semester Examinations in 10 point scoring system.

(viii) There shall be no supplementary examination. A student has to score minimum 45% marks in his CIA. Failing to secure minimum marks he/she shall have to repeat the CIA along with the students of the same semester of the next academic session.

(ix) If students fail to secure minimum 45% marks in CIA of any paper his/her result will be declared as failed in that paper. Students shall have to reappear in that paper in the same semester of next academic session.

(x) The name of the promoted candidate/candidates will not be included in the merit list of that subject.

(xi) A promoted candidate, if he has passed in CIA but fails in theory paper/papers, he/she shall retain his/her CIA score and will reappear in the theory paper only of the semester whenever available. However, if a candidate is declared fail in any End Semester Examination shall retain nothing and will have to redo the course work of failed semester again and he has to appear again in CIA as-well-as theory paper.

## 6. Improvement of Result:

If candidate passes in End Semester Examination (ESE), he/she may apply for the improvement of his/her result in maximum of two papers of the fourth semester. He/she can



avail this facility only in theory papers. Better of the two results will be treated as final result of candidates in those papers.

However, the name of such candidates with improved result will not be included in the merit list.

## 7. Declaration of Result:

The following grading system shall be used by Teacher/Examination department:

Letter Grade	Percentage Range	Numerical of Letter Grade	Description of Grade
O	100-91	10	Outstanding
A++	90-81	9	Excellent
A+	80-71	8	Very Good
A	70-61	7	Good
B+	60-51	6	Average
B	50-45	5	Pass
F	Less than 45	Less than 5	Fail

## 8. Examinations

The End Semester Examinations (ESE) shall be conducted by the University. The continuous Internal Examinations (CIA) shall be conducted by the concerned department.

## 9. Passing of Examination

9.1 A student shall be declared to have 'passed' and promoted to the next semester when he/she earns 'B' grade or above grade as mentioned in the table in section 7 in the semester examination covering continuous evaluation, mid-term and end-term examinations in all the courses for which he/she was registered in the said semester.

(i) In order to be promoted from Semester I to Semester III, a candidate has to pass in at least three papers in Semester I Examinations.

(ii) In order to be promoted to the Semester III, a candidate needs to pass in at least three papers of Semester I and three papers of Semester II.

(iii) In order to be promoted to the Semester IV, a candidate must clear all papers of semester I, at least three papers of semester II and three papers of semester III,

(iv) In Semester IV, a candidate needs to have cleared all the twenty papers for the award of the Degree.



(v) A Student passed or promoted to the next Semester shall be entitled to get admitted in the Semester to which he/she has been declared passed/promoted.

9.2 A student will be deemed as 'FAILED' in a semester when he/he gets 'F' grade in more than 50% of the papers offered in the examinations to meet the requirements. Such students will be advised by the University to repeat the semester on payment of semester fee or the half of the academic year fee.

9.3 A student who has secured less than 'B' GRADE in one or more course may also be promoted to the next semester if he/she has not otherwise failed as per section above. However, he/she will have to re-appear at the examination of such courses one time only as and when it is held or at the time of regular End-semester examination (ESE) in which he/she has been promoted,

9.4 A student shall be declared to have failed in the programme when he/she fails to qualify for promotion to the next semester after two successive attempts.

9.5 Grades that may be shown in the award sheet of a student without any numerical value are N.A (Not Applied) and S.P (Satisfactory Performance) for course(s) extending beyond a semester such as Project Work.

9.6 There shall be a Grade Point Average (GPA) calculated for each semester on the basis of grades obtained in that semester. The GPA for J<sup>th</sup> Semester is calculated as:

$$\text{GPA} = \frac{\sum_{i=1}^n o_i m_i}{\sum_{i=1}^n o_i},$$

where  $n$  is the number of courses in the J<sup>th</sup> semester,  $m_i$  denotes the numerical value of the grade obtained in the  $i^{\text{th}}$  course of the semester,  $o_i$  denotes the number of credits for the  $i^{\text{th}}$  course of the semester.

Example:

Let us consider the numerical grade and credit of a student given in the table below GPA for J<sup>th</sup> semester can be calculated.



Course	Paper I	Paper II	Paper III	Paper IV
Credit	5	5	5	5
Numerical Grade	7	8	5	7

The GPA for the J<sup>th</sup> semester is calculated as:

$$\text{GPA} = \frac{7 \times 5 + 8 \times 5 + 5 \times 5 + 7 \times 5}{5 + 5 + 5 + 5} = \frac{135}{20} = 6.75$$

The cumulative Grade Point Average (CGPA) for k semester is given as:

$$\text{CGPA} = \frac{\sum_{j=1}^k \text{GPA}_j C_j}{\sum_{j=1}^k C_j},$$

where  $C_j$  is the total number of credits in the j<sup>th</sup> Semester.

For example, consider the GPA's obtain by a student in four semester along with total credits in each semester is given as follows:

Semester	First	Second	Third	Fourth
GPA	6.75	6.00	8.12	7.62
Total Credit	16	20	18	16

$$\begin{aligned} \text{CGPA} &= \frac{6.75 \times 16 + 6.00 \times 20 + 8.12 \times 18 + 7.62 \times 16}{16 + 20 + 18 + 16} \\ &= \frac{108 + 120 + 146.16 + 121.92}{70} = \frac{496.08}{70} = 7.08 \end{aligned}$$

9.7 The award sheet of the students will show the grades obtained in all the courses offered in each semester, grades/categories without numerical value (if applicable), the GPA and the promotion status.

9.8 To be eligible for the award of Master Degree, students must obtain a minimum final cumulative Grade Point Average (CGPA) of 5.0.

9.9 To find percent equivalent to CGPA the following formula may be used:

$$\text{Percent} = \text{CGPA} \times 10$$



# Course structure for M.A.Psychology {Programme Code :M.A.(PSY)}

## Semester-I

Course/Paper code	Description	Marks	Marks of CIA	Marks of ESE	Passing Criterion	Qualifying Criterion
CC-1	Advanced General Psychology	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
CC-2	Advanced Social Psychology	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
CC-3	Research Methodology	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
CC-4	Experiments in Psychology	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
AECC-1	Ability Enhancing Compulsory Course	100	30	70	45% in CIA 45% in ESE	Qualifying

## Semester-II

Course/Paper code	Description	Marks	Marks of CIA	Marks of ESE	Passing Criterion	Qualifying Criterion
CC-5	Cognitive Psychology	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
CC-6	Neuropsychology	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
CC-7	Psychopathology	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
CC-8	Statistics for Psychology	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
CC-9	Psychological Assessment	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
AEC-1	Ability Enhancing Elective course	100	30	70	45% in CIA 45% in ESE	Qualifying



### Semester-III

Course/Paper code	Description	Marks	Marks of CIA	Marks of ESE	Passing Criterion	Qualifying Criterion
CC-10	Health Psychology	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
CC-11	Counseling Psychology	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
CC-12	Educational Psychology	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
CC-13	Human Resource Management	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
CC-14	General Counseling Skills	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
AECC-2	Ability Enhancing Compulsory Course	100	30	70	45% in CIA 45% in ESE	Qualifying

### Semester-IV

Course/Paper code	Description	Marks	Marks of CIA	Marks of ESE	Passing Criterion	Qualifying Criterion
EC-1	Clinical Psychology/Organisational Behaviour/Positive Psychology/psychometrics/ Computer application in Psychology-Paper-1	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
EC-2	Paper 2	100	30	70	45% in CIA 45% in ESE	Marks decide class/CGPA
DSE-1 or GE-1	Discipline specific elective  Or Generic Elective	100	30	70	45% in CIA 45% in ESE	Qualifying



# Syllabus of M.A (Psychology)

---

## Semester I

### **(CC-1)ADVANCED GENERAL PSYCHOLOGY**

#### **Course Contents:**

#### **Unit-1**

Genetic Influence on Behaviour: Chromosomes and Genes; Methods of Studying Genetic or Hereditary Determinants; Evolution, Culture and Behaviour; Psychophysics and Signal Detection Theory: Problems of Psychophysics, Psychophysical Methods, Errors in Psychophysical Methods, Experimental Findings, Theory of Signal Detection (TSD)

#### **Unit-2**

Learning: Classical Conditioning; Operant Conditioning; Cognitive Learning; Cybernetic Model of Learning; Applications: Taste Aversion, Conditioned Emotional Response, Superstitious Behaviour, Chaining, Token economy, Meaning of Programmed Learning, Skinner's Viewpoints Towards Programmed Learning, Computer Assisted Instruction or CAI- Personalized System of Instruction of PSI, Probability Learning, Verbal Learning

#### **Unit-3**

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

#### **Unit-4**

Intelligence: Nature of Intelligence, Theories: Spearman's Two-Factor, Multiple Factor Theory (Thorndike and Guilford), Cattell's Theory, Theory of Multiple Intelligence (Gardner), Emotional Intelligence; Personality: Nature, determinants, Theories: Freud,

Erik Erikson, Bandura, Cattell, Carl Rogers; Indian approach; measurement of personality: psychometric and projective tests

#### **Recommended books:**

- Ciccareli, S.K. & Meyer, G. E. (2009). Psychology. India: Pearson.
- Singh, A. K. (2014). Advanced General Psychology. Delhi: Motilal Banarasidas.
- Morgan, C.T., King, R. A., Weisz, J. R. & Schopler, J. (1993). Introduction to Psychology. New Delhi: McGraw Hill Education.



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

## **CC-2 ADVANCED SOCIAL PSYCHOLOGY**

### **Course contents:**

#### **Unit-1**

Introduction: Nature, Fields of Social Psychology, Social Psychology in the new millennium: cognitive perspective, multicultural perspective, biological and evolutionary perspective; Understanding Social World: Social Perception, Social Psychology in the Indian perspective, Attribution Theories and Attribution Biases

#### **Unit-2**

Attitude and its change, aggression and ways to manage aggression; pro-social behaviour, Impression formation and Management

#### **Unit-3**

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

#### **Unit-4**

Applications in real world: Revisiting the meanings of social psychology and social psychological perspectives; challenges of societal development, applications of social psychology in health and Education

### **Recommended books:**

- Baron, R. A. & Byrne, D. (2008). (8<sup>th</sup> ed.). Social psychology. New Delhi: Prentice Hall of India.
- Dalal, A. K. & Misra, G. (Ed.) (2001). New directions in Indian psychology, Vol. 1: Social psychology. New Delhi: Sage
- Misra, G. (Ed.) (2009). Psychology in India, Vol 2: Social and organizational processes. New Delhi: Pearson.
- Shaw, M. E. & Constanzo, P.R. (1970). Theories of social psychology. USA: McGraw-Hill.
- Taylor, M. & Moghaddam, F. M. (1987). Theories of intergroup relations. NY: Praeger.
- Singh, A. K. (2016). Social Psychology, Prentice Hall of India, Delhi.



## **CC-3 RESEARCH METHODOLOGY**

### **Course Contents:**

#### **Unit-1**

Introduction: Meaning, purpose and dimensions of research; Steps in test development and standardization, Applications of psychological testing in various settings: Clinical, Organizational, Education, etc., Ethical issues in psychological testing; Research problem: Characteristics or criteria of a good research problem, Sources of Research Problem, Selection of research problem

#### **Unit-2**

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

#### **Unit-3**

Research settings and Methods of Data collection: Observation, Interview, Questionnaire, Survey research and other non-experimental methods: Test Standardization- steps of test construction, Guidelines for Item Writing, Item Analysis, Reliability- Methods of Estimating Reliability; Validity- Types of Validity; Factors affecting Reliability and Validity; Norms- Types of Norms- Percentile Rank, Standard Score Norm.

#### **Unit-4**

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

### **Recommended books:**

- Bridget, S. & Cathy, L. (Eds.) (2008). Research methods in the social sciences. New Delhi, India: Vistaar Publication.
- Chadha, N. K. (2009). Applied psychometry. New Delhi, India: Sage.
- Kerlinger, F. N. (1973). Foundations of behavioural research. USA: Holt, Rinehart & Winston.
- Denzin, N. K. & Lincoln, Y. (2005). Handbook of qualitative research (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Willig, C. & Stainton-Rogers, W. (2008). Handbook of qualitative research in psychology. London: Sage.



## CC-4 EXPERIMENTS IN PSYCHOLOGY

### Course Contents:

#### Unit-1

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

#### Unit-2

1. Retroactive inhibition
2. Retention as a function of time: Study of retention curve.
3. Efficiency of Massed v/s. Distributed practice in learning.

#### Unit-3

1. Problem solving.
2. Study of learning curve: Human Maze Learning.
3. Transfer of training in Maze Learning.
4. Habit interference.

#### Unit-4

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

### Recommended books:

- D' Amato, M. R. (1970). Experimental Psychology: Methodology, Psychophysics & Learning. New York: McGraw Hill.
- Underwood, B. J. (1963). Experimental: An introduction, Bombay: The Times of India Press.
- Woodworth, R. S. & Schlosberg, H. (1971); Experimental Psychology, Calcutta: Oxford & IBH Publishing Co.
- Mohsin, S. M. (1974). Experiments in Psychology, Delhi: Oxford Publication.



## Semester II

### CC-5 COGNITIVE PSYCHOLOGY

#### Course Contents:

##### Unit-1

Cognitive psychology: Origin and current status; Attention and perception; nature and theories of selective attention, sustained attention- nature, determinants and theories, subliminal perception; Perceptual organisation, Time Perceptions: Fourth Dimension, Pattern Recognition: Bottom up and Top Down approach, Perceptual Learning, Perception of Distance and Depth

##### Unit-2

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

##### Unit-3

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

##### Unit-4

Decision Making: Models and Theories; Complex, Uncertain Decision Making; Human problem Solving: Strategies and heuristics; Expert and Novice problem Solvers; Artificial Intelligence.

#### Recommended books:

- Babbeley, A., Eysenck, M. W. & Anderson, M. C. (2015). Memory. New York: Psychology Press.
- Chance, P. (1988). Learning and Behaviour. California: Wadsworth.
- Bernstein, D. A., Penner, L. P., Clarke-Stewart, E. J. (2008). Psychology (8<sup>th</sup> Ed.). N. Y.: Houghton.
- Miffin Smith, E. E. & Kosslyn, S. M. (2007). Cognitive Psychology Mind and bRain. Prentice Hall of India Private Limited.
- Kellog, R. T. (2007). Fundamentals of Cognitive Psychology, Sage Publications, New Delhi.
- Matlin, M. W. (2006). Cognition, John Wiley & Sons, Inc. U.S.A.
- Baron, R. (2004). Psychology, New Delhi: Prentice Hall of India.



## **CC-6 NEUROPSYCHOLOGY**

### **Course Contents:**

#### **Unit-1**

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

#### **Unit-2**

Neuropsychological deficit in stroke, head injury, tumours, epilepsy; Brain reorganization and Plasticity; Spontaneous Recovery, rehabilitation.

#### **Unit-3**

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

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

#### **Unit-4**

Occipital lobe syndromes: Visual Theory, Disturbance of visual perceptions.

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

### **Recommended books:**

- Heilman, K. M. & Valenstein, E. (1993). Clinical Neuropsychology. New York: Oxford University Press.
- Kolb, B. & Whishaw, I. Q. (1990). Fundamentals of Human Neuropsychology. New York: Freeman, W. H.
- Gupta, A. (2006). Cognitive rehabilitation: A multimodal approach. Journal of Indian Health Psychology, 1 (1), 98-106.
- Pinel, J. P. (2006). Biopsychology. Pearson Education, Inc.
- Singh, A. K. Neuro Manovigyan, Patna: Motilal Banarasidas.



## **CC-7 PSYCHOPATHOLOGY**

### **Course Contents:**

#### **Unit-1**

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

#### **Unit-2**

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

#### **Unit-3**

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

#### **Unit-4**

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

### **Recommended books:**

- Adams, P. B. & Sutker, H. E. (2001). Comprehensive Handbook of Psychopathology. Third edition. NY: Springer.
- Hersen, M. & Beidel, D. (2012). Adult psychopathology and diagnosis, 6<sup>th</sup> edition. NY: Wiley.
- Sadock, B.J. & Sadock, V. A. (2007). Kaplan and Sadock's of Psychiatry, 10<sup>th</sup> edition. PA: Lipincott, Williams and Wilkins.
- Carson, R. C. & Butcher, J. N. (2016). Abnormal Psychology (15<sup>th</sup> edition). Pearson.



## **CC-8 STATISTICS FOR PSYCHOLOGY**

### **Course Contents:**

#### **Unit-1**

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

#### **Unit-2**

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

#### **Unit-3**

- a. ANOVA (One-way & Two-way)
- b. Chi-Square
- c. Mann-Whitney U-test, Kruskal Wallis H-Test.

#### **Unit-4**

Multiple Regression and Factor Analysis using Software Packages

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

#### **Recommended books:**

- Howell, D. (2009). Statistical Methods for Psychology (7<sup>th</sup> ed.). Wadsworth.
- Wilcox, R. R. (2009). Basic Statistics: Understanding Conventional Methods and Modern Insights. NY: OUP.
- Minium, E. W., King, B. M. & Bear, G. (2001). Statistical reasoning in psychology and education. Singapore: John-Wiley.
- Aron & Aron. (2008). Statistics for Psychology (5<sup>th</sup> ed.). New Delhi: Pearson.



## **CC-9 PSYCHOLOGICAL ASSESSMENT**

### **Course Contents:**

#### **Unit-1**

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

#### **Unit-2**

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

#### **Unit-3**

Assessment of personality: MBTI, 16 PF, RT, TAT, Big Five personality test

#### **Unit-4**

Assessment in other related areas: Emotional Intelligence Test, Well-being scale, computer based testing and assessment

### **Recommended books:**

- Garret, H. E. (1951). Great Experiments in Psychology, New York: Appleton-Century Crafts, Inc. Third Edition.
- Kuppaswami, B. (1954). Elementary Experiments in Psychology, Madras: Oxford University Press.
- Anastasi, A. & Urbina, S. (2009). Psychological Testing (7<sup>th</sup> ed.). Delhi: PHI.
- Singh, A. K. (2016). Test, Measurements and Research Method in Behavioural Sciences, Patna: Bharti Bhawan.



## Semester-III

### **CC-10 HEALTH PSYCHOLOGY**

#### **Course Contents:**

##### **Unit-1**

Health Psychology: Nature, Mind-body relationship, Models of health psychology; Biomedical, Bio-psychosocial model, Need of health psychology, Health Behaviours: Health enhancing and health compromising behaviours.

##### **Unit-2**

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

##### **Unit-3**

Hypertension & Diabetes: Psychosocial factors of hypertension, Psychological intervention of hypertension; Types of diabetes, Problems in self-management of diabetes, Psychological management of diabetes; Obesity- Factors associated with Obesity, Treatment of Obesity; Eating Disorders- Anorexia Nervosa- Bulimia; Alcoholism and Problem Drinking

##### **Unit-4**

AIDS: Psychological intervention; Psychosocial factors of AIDS, Coping with AIDS, Effects and treatment of AIDS.

CANCER: The prevalence and types of Cancer, Causes of Cancer: Socio-cultural factors in Cancer, diagnosing and treating Cancer, the psycho-social impact of Cancer, psycho-social interventions for Cancer.

#### **Recommended books:**

- Edward P. Sarafino. (1990). Health Psychology, John Wiley & Sons, INC.
- Brannon, L. & Feist, J. (2007). Introduction to Health Psychology, Thomson: Indian Edition.
- Taylor, S.E. (2007). Health Psychology, Tata McGrawHill, Sixth Edition.
- Malhotra, S. M., Batra, P. & Yadava, A. (2007). Health Psychology: Psycho-Social Perspective. New Delhi: Common Wealth Publishers.
- Singh, R., Yadava, A. & Sharma, N.R. (2015). Health Psychology. New Delhi: Global Vision Publishing House.



## **CC-11 ADVANCED EDUCATIONAL PSYCHOLOGY**

### **Course Contents:**

#### **Unit-1**

Nature of Educational Psychology and its applications; Historical perspective to Educational Psychology, Education, Learning, and Adjustment of Gifted children, mentally retarded children, backward children and physically handicapped children; Moral development - Piaget & Kohlberg.

#### **Unit-2**

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

#### **Unit-3**

Educational assessment: Assessment methods: Formative and summative assessment, Comprehensive and continuous assessment; standardised and diagnostic tests- interpretation and critique.

#### **Unit-4**

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

### **Recommended books:**

- Puri, M. & George, A. (2004). Handbook of inclusive education for educators, administrators, and planners. New Delhi, India: Sage Publications.
- Santrock, J. W. (2004). Educational Psychology, Delhi Book Stores.
- Kakar, S. (2008). The inner world: A psychoanalytic study of childhood and society in India. New Delhi, India: Oxford University Press.
- Alexander, C. & Langer, E. (Eds.). (1991). Higher stages of human development. New York: Oxford University Press.
- Singh, A. K. (2015). Educational Psychology. Patna Bharti Bhavan.



## **CC-12 COUNSELLING PSYCHOLOGY**

### **Course Contents:**

#### **Unit-1**

Definition of Counselling, Counselling and psychotherapy, counselling as a helping relationship, as a solution to human problems; Counselling- expectations and goals, Achievement of positive mental health.

#### **Unit-2**

Approach to counselling: The directive or authoritarian approach (Psychoanalytic), Humanistic Approach, Behaviouristic Approach, The existential point of view; Counselling process: Preparation, process, content, steps in the counselling process, variables affecting the counselling process.

#### **Unit-3**

Counselling in the Educational setting: Counselling of the elementary school, High school & College students; the role of teachers in counselling; Evaluation Programme of educational counselling.

Special Areas in Counselling: Family group consultation- Counselling with families concern children as well as parents, Counselling with delinquent, marriage & Premarital Counselling.

#### **Unit-4**

Training for Counselling- Counsellor preparation & professional issues, Academic preparation, practical skills, Ethical standards, Legal considerations, Conception of a professional worker, Modern Trends in Counselling; Counselling Movement in India, present status of counselling & Psychotherapy.

### **Recommended books:**

- Bordin, E.S. (1985). Psychological Counselling, N.Y.: Appleton Century Crofts, Inc.
- Narayanrao, S. (1989). Counselling Psychology (3<sup>rd</sup> ed.), N.D.: McGraw Hill Book Co. Ltd.
- Steffler, B. (Ed.) (1965). Theories of Counselling. New York: McGraw Hill Book Company.
- Tyler, L. E. (1969). The work of a counsellor (3<sup>rd</sup> ed.). N.Y.: Appleton Century Crafts.
- Warters, J. (1964). Techniques of Counselling (2<sup>nd</sup> ed.). N.Y.: McGraw Hill Book Company.



## **CC -13 HUMAN RESOURCE MANAGEMENT**

### **Course Contents:**

#### **Unit-1**

Human Resource Management: Objectives, relationship with the internal & external environment; roles and responsibilities of HRM department, emerging trends in HRM, workforce diversity and HRM.

#### **Unit-2**

Recruitment and Selection: Importance of recruitment and selection; recruitment methods: external recruiting; internal recruiting, Effectiveness of various recruiting methods; selection process- Fundamentals of personnel measurement; measurement of individual differences; Application blanks; Personality assessment.

#### **Unit-3**

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

#### **Unit-4**

Performance Appraisal System:-Performance appraisal process and procedures, Methods of performance appraisal- norm referenced methods, Behavioural methods; MBO; output methods, 360 degree performance appraisal, self-appraisal- advantages, disadvantages.

### **Recommended books:**

- Ashwathappa, K. (2008). Human Resource Management: Text and Cases (5<sup>th</sup> Ed.). New Delhi: Tata McGraw Hill.
- Dwivedi, R. S. (2006). Managing Human Resources: Personnel Management in Indian Enterprises (2<sup>nd</sup> Ed.). New Delhi: Galgotia Publishing Company.
- Mondy, W. R. & Noe, R. M. (2006). Human Resource Management (9<sup>th</sup> Ed.). Pearson Education.
- Mamoria, C. B. & Gankar, S. V. (2006). Personnel Management: Text & Cases, Mumbai: Himalaya Publishing House.

## **CC-14 GENERAL COUNSELLING SKILLS**

### **Course Contents:**

#### **Unit-1**

Journal article evaluation- Student shall critically evaluate one recent research article and present the same in counselling- journal club meeting orally using audio-visual aids.



## Unit-2

Case problem observation- case history, identification of problem: forming impression suggested and employed intervention strategies history taking and writing report of the same and submits for perusal.

## Unit-3

Assessment of Social maturity scale or Dyslexia Screening Test or Screening of autism; Wechsler Intelligence Scale (adult/children); Differential Aptitude Test; Personality and Interests Assessment: 16 PF, MBTI, NEO-PI 3; Projective Test: CAT/TAT, Rosenzweig Picture Frustration Study (children/adult).

## Unit-4

Outreach program: Guidance and/or counselling workshop for specified groups as decided by the concerned teachers' committee.

Institutional visits:

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

Under the supervision of course teacher, report to be submitted on cases seen during the semester: 20 marks

Planning and recording of intervention plan for at least 3 case studies: 10 marks.

Classroom presentation of at least one case in a case presentation format along with test profiles and therapy plan: 10 marks

Semester end Practical examination: 70 marks.

Viva voce examination: 40 marks

Test instruction and conduction based on simulated case vignette: 15 marks

Report based on simulated cases provided at the time examination: 15 marks

### Recommended books:

- Australia, E. (2005). Understanding autism. Elsevier Australia.
- Niles, S. & Harris-Bowlsbey, J. (2009). Career development interventions in the 21<sup>st</sup> century (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education.
- Geldard, K. & Geldard, D. (2004). Counselling Adolescents. New Delhi: Sage publications.
- Wong, B. & Butler, D. L. (2012). Learning about disabilities (4<sup>th</sup> edition). Academic press.



## Semester IV

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

#### A. M.A. SPECIALISATION IN ORGANIZATIONAL BEHAVIOUR

##### EC-1 ORGANISATIONAL BEHAVIOUR IN INDIAN PERSPECTIVE

###### Course Contents:

###### Unit-1

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

###### Unit-2

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

###### Unit-3

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

###### Unit-4

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

###### Recommended books:

- Robbins, P. S. (2003). Organizational Behaviour. New Delhi: Prentice Hall of India Private Limited.
- Pareek, U. (2007). Understanding Organizational behaviour (2<sup>nd</sup> ed.). Delhi, India: Oxford University Press.
- Parikh, M. & Gupta, R. K. (2010). Organizational behaviour. New Delhi: McGraw Hill.
- Sinha, J. B. P. (2009). Culture and Organizational Behaviour. New Delhi: Sage Publications.
- Sinha, J. B. P. (2014). Psycho-social analysis of indian mind-set. New Delhi: Springer.



## EC-2 INTERPERSONAL PROCESSES IN ORGANIZATIONS

### Course Contents:

#### Unit-1

Individual in organisation: Importance of interpersonal relationships in organization: Concept of work motivation- theories of motivation, integrating contemporary theories of motivation, job satisfaction.

#### Unit-2

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

#### Unit-3

Introduction to Organization development: Definition, history of organization development; process of organization development: Models and theories of planned change: Kurt Lewin, Burke-Litwin Model, Porras and Robertson Model; Restructuring processes.

#### Unit-4

Behaviours in Organization: Productive behaviour: Nature and Process: Organizational citizenship behaviour and Organizational commitment.

Counterproductive Behaviour: Nature and Process; Absenteeism, Employee Turnover, Ineffective job performance.

Emerging Challenges of Organizational Behaviour: Knowledge management and people issues; Competency mapping and psychological processes, Coaching-mentoring and counselling.

### Recommended books:

- Jex, S. M. (2002). Organizational Psychology. New York: John Wiley & Sons.
- Robbins, P.S. (2003). Organizational Behaviour (2<sup>nd</sup> ed.). Delhi, India: Oxford University Press.
- Pareek, U. (2007). Understanding Organizational behaviour (2<sup>nd</sup> ed.). Delhi, India: Oxford University Press.
- Parikh, M. & Gupta, R. K. (2010). Organizational behaviour. New Delhi: McGraw Hill.
- Sinha, J. B. P. (2009). Culture and Organizational Behaviour. New Delhi: Sage Publications.
- Sinha, J. B. P. (2014). Psycho-social analysis of indian mind-set. New Delhi: Springer.



## **B. M.A. SPECIALISATION IN CLINICAL PSYCHOLOGY**

### **EC-1 INTRODUCTION TO CLINICAL PSYCHOLOGY**

#### **Course Contents:**

#### **Unit-1**

Foundations: Historical background: Early & recent history; Nature of discipline: Theory and research; Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations; Professional issues in Clinical Psychology.

#### **Unit-2**

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

#### **Unit-3**

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

#### **Unit-4**

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

#### **Readings:**

- Fernandes-Ballesteros, R. (Ed.) (2003). Encyclopedia of psychological assessment (Vol I & II), New Delhi, India: Sage.
- Gregory, R. J. (2000). Psychological testing: History, principles, and applications (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.
- Hecker, J. E. & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.
- Pomerantz, A. M. (2008). Clinical psychology: Science, practice, and culture. New Delhi, India: Sage Publications.
- Korchi, S. J. (2004). Modern Clinical Psychology.
- Neitzel, N. T., Bernstein, D. A. & Milch, R. (2003). Introduction to Clinical Psychology, Prentice Hall.



## EC-2 PSYCHOTHERAPY

### Course Contents:

#### Unit-1

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

#### Unit-2

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

#### Unit-3

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

#### Unit-4

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

### Recommended books:

- Corey, G. (2015). Theory and practice of counselling and psychotherapy. Boston: Cengage learning.
- Feltham, C. (Ed.) (1999). Controversies in psychotherapy and counselling. New Delhi: Sage.
- Hecker, J.R. & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi, India: Pearson Education.
- Palmer, S. (Ed.) (2006). Introduction to counselling and psychotherapy: The essential guide. New Delhi, India: Sage.



## C. M.A. SPECIALISATION IN PSYCHOMETRICS

### EC-1 STATISTICS

#### Course Contents:

#### Unit-1

Introduction to statistics: Types of data, Describing variables numerically, Probability distribution and normal curve, Calculating central tendency and Dispersion; Relationships between two or more variables: Pearson correlation and Spearman's rho, Kendall's Rank difference method, point-biserial, tetrachoric.

#### Unit-2

Significance testing: Logic of hypothesis testing. The standard error of difference between means, The t-test: Comparing two samples of correlated/uncorrelated scores, Chi-square: Differences between samples of frequency data, One-tailed versus two-tailed significance testing.

#### Unit-3

Introduction to analysis of variance: Analysis of variance (ANOVA): one-way and two-way. Analysis of Covariance (ANCOVA).

#### Unit-4

Partial correlation, multiple regression and multiple correlation.

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

#### Recommended books:

- Aron, A. & Aron, E. N. (1994). Statistics for psychology. New Jersey, NJ: prentice Hall.
- Garrett, H. E. (1966). Statistics in psychology and education. Bombay, India: Vakils Feefer & Simon Pvt. Ltd.
- Guilford, J. P. (1965). Fundamental statistics in psychology and education (4<sup>th</sup> ed.). New Delhi, India: Subject Publications.
- Levin, J. & Fox, J. A. (2006). Elementary statistics in social research (10<sup>th</sup> ed.). New Delhi, India: Pearson Education.



## EC-2 THE SCIENCE OF PSYCHOLOGICAL ASSESSMENT

### Course Contents:

#### Unit-1

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

#### Unit-2

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

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

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

#### Unit-3

Standardization of tests: Reliability: Concept and forms of error; Factors influencing reliability, Methods: Spearman-Brown correction, K-R formula, cautions in the use of reliability coefficient.

Validity: Concept and types of validity; Factorial validity; Difference between validation and validity

Normalisation: Algebraic normalisation, graphical normalisation.

#### Unit-4

Bias in testing and assessment: Forms of bias, item bias: Identifying item bias, differential item functioning, item offensiveness, intrinsic and extrinsic test bias: statistical models of intrinsic test bias.

### Recommended books:

- Borsboom, D. (2005). Measuring the mind: Conceptual issues in contemporary psychometrics, UK: Cambridge University Press.
- Kalina, P. (1998). The new psychometrics: Sciences, psychology and measurement. London & New York: Routledge.
- Michell, J. (1990). An Introduction to the logic of psychological measurement. Hillsdale, MI: Erlbaum.
- Rust, J. & Golombok, S. (2009). Modern psychometrics: The science of psychological assessment. London and New York: Routledge.



## **D. M.A. SPECIALISATION IN POSITIVE PSYCHOLOGY**

### **EC-1 FOUNDATIONS OF POSITIVE PSYCHOLOGY**

#### **Course Contents:**

#### **Unit-1**

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

#### **Unit-2**

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

#### **Unit-3**

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

#### **Unit-4**

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

#### **Recommended books:**

- Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology. New Delhi: Pearson Education.
- David, S. A., Boniwell, I. & Ayers, A. C. (Eds.) (2013). The Oxford handbook of happiness. Oxford, UK: Oxford University Press.
- Kumar, U., Archana, & Prakash, V. (Eds.) (2015). Positive psychology- Applications in work, health and well-being. Delhi & Chennai: Pearson.
- Lopez, S. J. & Snyder, C. R. (2011). The Oxford handbook of positive psychology. New York: Oxford University Press.
- Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press.
- Seligman, M. P. (2002). Authentic happiness. New York: Free Press.
- Special Issue on Positive Psychology. (2014). Psychological Studies, 59(2).



## **EC-2 POSITIVE PSYCHOLOGY IN CULTURAL AND SOCIAL CONTEXT**

### **Course Contents:**

#### **Unit-1**

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

#### **Unit-2**

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

#### **Unit-3**

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

#### **Unit-4**

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

### **Recommended books:**

- Baumgardner, S. R., & Crothers, M. K. (2009). Positive Psychology. New Delhi: Pearson Education.
- Kumar, U., Archana, & Prakash, V. (Eds.) (2015). Positive psychology- Applications in work, health and well-being. Delhi & Chennai: Pearson.
- Lopez, S. J. & Snyder, C. R. (2011). The Oxford handbook of positive psychology. New York: Oxford University Press.
- Seligman, M. P. (2002). Authentic happiness. New York: Free Press.
- Sepecial Issue on Positive Psychology. (2014). Psychological Studies, 59(2).

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

### **EC-1 COMPUTER APPLICATIONS**

### **Course Contents:**

#### **Unit-1**

Use of computer software in psychology.

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



## **Unit-2**

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

## **Unit-3**

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

## **Unit-4**

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

### **Recommended books:**

- Baskin, D. (1990). Computer applications in psychiatry and psychology. London: Roulledge-Taylor-Francis.
- Rajaraman, V. (1999). Fundamentals of Computers. New Delhi: Prentice Hall, India.
- Crumlish, C. (1998). The ABC's of Internet. New Delhi: BPB Publications Manovaigyanik software developed by Psy-com, B-4, 80/2 SJE, New Delhi-29.

## **EC-2 PRACTICAL**

### **Unit-1**

Using SPSS for data entry.

### **Unit-2**

For analysing data- Basic statistical procedures (UNIVARIATE & MULTIVARIATE)

### **Unit-3**

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

### **Unit-4**

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

### **Recommended books:**

- Rajaraman, V. (1999). Fundamentals of Computers. New Delhi: Prentice Hall, India.
- Crumlish, C. (1998). The ABC's of Internet. New Delhi: BPB Publications Manovaigyanik software developed by Psy-com, B-4, 80/2 SJE, New Delhi-29.

# Post Graduate Diploma in Counselling and Rehabilitation (PGDCR)

This is a professional course which was introduced in the department in the year 2005 with Prof. D. C. Kocher as the Director and Prof. Parashuram Singh as the co-ordinator of the course. The current Director of this two-semester course is Prof. Lakshmi Narayan Singh and the Co-ordinator is Prof. Supriti Suman.

## Course/Programme objective:

The course was started with the vision to produce good counsellors who may be able to use their knowledge of psychology in general and counselling in particular to help those in need. Our students from this course are placed in different positions as school counsellors, counsellors in different mental health institutions, etc. and their opinions are a testament to the usefulness of this course:

The course is comprised of the following areas being taught in the two semesters of the course and the students are also given internship opportunities to get hands-on experience of counselling in a real-life setting (such as mental health centres, hospitals, schools, etc.) in the second semester of the course.

Semester-I	Semester-II
Principles of Psychology Psychological Testing	Techniques of Counselling and rehabilitation Practical training and internship

\*Separate detailed prospectus of this course is available in Department of Psychology.

**Contact: Prof.(Dr.) Lakshmi Narayan Singh**  
**Dean , Social Sciences & Head of Department**  
**Address: Department of Psychology,**  
**Magadh University,**  
**Bodh Gaya-824234,**  
**Bihar, INDIA**  
**Mobile number: +9194314 76541**  
**Email: [prof.lakshminarayansingh@gmail.com](mailto:prof.lakshminarayansingh@gmail.com)**

