

**SHIVAJI UNIVERSITY,
KOLHAPUR.**

Syllabi of M.A.I

In

PSYCHOLOGY

2013

A) Ordinance and Regulations: (as applicable to Master of Arts Degree In Psychology)

B) Shivaji University, Kolhapur

Syllabus For
Master of Arts in Psychology
(Semester I and Semester II)

[FACULTY OF SOCIAL SCIENCES]

1. TITLE : Psychology (under the faculty of Social Sciences)

2. YEAR OF IMPLEMENTATION:- Under Academic Flexibility, the New M.A. Psychology Syllabus will be implemented **from June, 2013 onwards** in the Affiliated colleges of Shivaji University, Kolhapur.

3. PREAMBLE: This course is aimed at developing knowledge and understanding the principles of fields of psychology. The course gives an edge to the psychology students to enable them to inculcate the philosophies, ideologies and methodologies of psychologist's profession. In order to fulfill this, the course covers wide range of topics pertaining to the core, supportive, interdisciplinary and elective domains of applied psychology. The course is designed with appropriate consistency within the papers and among the papers. Therefore, interdependence of the papers is a characteristic feature of the course. The course will enable the learners to assume the role of

the psychologists for the better development of individuals and society with a positive attitude..

4. GENERAL OBJECTIVES OF PSYCHOLOGY COURSE:

After successful completion students will be able to:

1. Understand the ideologies, methodologies, values and ethical principles of psychologist's practices working in various settings with individuals and groups.
2. Strengthen the theoretical understanding, expand knowledge-base, and inculcate relevant values, attitudes and skills required for a professional psychologist through the theory and practical component of the course.
3. Develop interdisciplinary and specialized professional outlook, upheld the dignity and esteem of the psychology profession and achieve self-actualization.
4. Inculcate the analytical ability, research aptitude and relevant skills for professional life.

5. DURATION

- The course shall be a Post-Graduate Full Time Course
- The duration of course shall be of Two years /Four Semesters.

6. PATTERN:

The pattern of Examination will be Semester.

7. ADMISSION AND INTAKE

i) Admission Committee:

1) For the admission of the M.A. Psychology course the composition of Admission Committee which will be the final authority.

ii) Merit List for admission rounds:

1. The merit list of the students shall be prepared solely on the basis of marks obtained by the candidate at the B.A. Degree in psychology (special).
2. In case there are two or more candidates with the equal marks, elder student will be considered first considering their date of birth.
3. If the tie still continues, merit position/s will be decided on the basis of alphabetical order considering surname first.

iii) Reservation:

I) Intake Capacity of M.A. Psychology Course and Reservation quota for admission will be as per the rules of the State Government

Total Seats	Other Uni.	Balance	SC	ST	VJ (A)	NT (B)	NT (C)	ND (D)	OB C	Total Reservation	Open
100%	10%	--	13%	7%	3%	2.5%	3.5%	2%	19%	50%	50%
30	3	27	3	2	1	1	1	0	5	13	14

• Note :-

1. As per G.R. No. TEM (3397)/1297 TE-1 dated 11-7-1997 the constitutional reservation should not exceed 50% and

hence the necessary adjustment giving reservation to S.B.C. as per GR.

2. 3% seats are reserved for persons with disabilities as per Govt. letter no. Misc. 1003 (510/2003) Est. 1 dated 27-10-2003 (Encl: G.R.)
3. Candidate should produce the caste certificate at the time of submission of the admission form.
4. The candidates belonging to VJA, NTB, NTC, NTD, OBC, and SBC should produce non-creamy layer certificate at the time of admission.
5. The prescribed percentage for De-reservation policy will be implemented as per Govt. of Maharashtra G.R.No. TEM-3397/12926/ (9086)/TE-1 dtd. 11-07-1997.
6. If any difficulty arises during the admission process, the admission committee should take the appropriate decision, which should be considered as final decision.

9. Eligibility: Qualifying Examination:

i] Candidates who have passed in Bachelors' degree in Psychology [special] of Shivaji University or any other Statutory University recognized equivalent thereto, with minimum of 45 percent Marks/ Second Class.

ii] The merit list of the students shall be prepared solely on the basis of marks obtained by the candidate in the examination

10. MEDIUM OF INSTRUCTION:

The medium of instruction shall be in English. (Student will have option to write answer scripts in Marathi)

11. STRUCTURE OF COURSE: [For Both Part –I and II].

M.A. PART I, PSYCHOLOGY

Semester System

[To be introduced w.e.f. 2013-2014 for M. A. Part I]

COURSE STRUCTURE WITH CREDIT POINTS AND MARKS

M. A. Psychology, Part – I: Semester – I [To be introduced from 2013-2014]	
SEMESTER - I:	COMPULSORY /CORE PAPERS

Rules regarding selection of Specialization Group and Papers for Semester - II:

13. M.A. Psychology: SCHEME OF EXAMINATION: SEMESTER

- 1. NUMBER OF THEORY PAPERS AND PRACTICAL PAPERS:** The Entire M.A. Psychology Course shall have 6 theory papers and 2 practical papers [Every semester shall have three theory papers and one practical paper] each paper carrying 40 marks. Thus, entire M.A. examination shall be of 800 total marks.
- 2. SEMESTER EXAMINATION:** The system of examination would be Semester. The examination shall be conducted at the end of each semester.
- 3. SEMESTER-Re-Examination:** In case candidates fail in any of the papers in any semester **examination**, they can appear for the re-examination in the subsequent semester.

14. Standard of Passing:

- 1) To pass each paper 40 marks out of 100 are required.
- 2) Semester Examination: In every paper a candidate should obtain a minimum of 40 % of total marks i.e. 32 marks out of 80 marks.

15 NATURE OF QUESTION PAPER AND SCHEME OF MARKING:-

There will be four questions in the question paper each carrying 20 marks. All questions shall be compulsory.

NATURE OF QUESTION PAPER AND SCHEME OF MARKING

Question No. 1: (A) Multiple choice questions.	05
(B) Answer in one or two sentences.	05

Question No. 2: Short notes: (Any four out of six)	15
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Question No. 3: Descriptive type question with internal choice.	10
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Question No. 4: Descriptive type question with internal choice.	10
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16 EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS):

NOT APPLICABLE

17. A copy of New Syllabus for M.A. Psychology course (Semester-I, and II) is enclosed herewith

NEW SYLLABUS FOR M.A. IN PSYCHOLOGY

SEMESTER – I

Paper No. : I

Course Title: RESEARCH METHODS IN PSYCHOLOGY

Objectives:

To acquaint the students with:

1. The basic research concepts, variables and sampling
2. Types of psychological investigations
3. Some commonly used research designs
4. The APA style of preparing research proposal and writing research proposal and writing research report.

Unit 1 Research Process and Sampling Methods:

- 1.1 Basic Research Concepts: Problem, Hypothesis, Variables and types of errors.
- 1.2 Operational definition and types of variables.
- 1.3 Types of probability and non-probability sampling methods.
- 1.4 Survey Methods: a) Interview b) questionnaire c) Observation.

Unit 2 Types of Investigations:

- 2.1 Controlled laboratory experiments
- 2.2 Field experiments.
- 2.3 Ex post –facto field studies.
- 2.4 Ex post – facto laboratory studies.

Unit 3 Research Designs:

- 3.1 Experimental Designs: Definition, functions and control of secondary variance.
- 3.2 Single group designs and two group designs (Randomized two group designs).
- 3.3 Factorial designs: Simple factorial designs, Block factorial designs, factorial design with covariate.
- 3.4 Non – experimental Designs: Quasi –experimental designs.

Unit 4 Multivariate Analysis and Report Writing:

- 4.1 Factor Analysis: Basic terms, overview of extraction methods.
- 4.2 Overview of rotation methods, higher order factor analysis.
- 4.3 APA style a) preparing research proposal b) preparing research report.
- 4.4 Introduction of SPSS.

Books for Reading:

1. Borude, R.R. (2005). Sanshodhan Paddhatishastra. Pune: Vidyarthi Gruha.
2. Broota, K.D. (1989). Experimental Design in Behaviour Research. Second Reprint, 2008, New Age International Publishers,.
3. Desai B. and Abhayankar, S.C. (2008). Sanshodhan Paddhati and Manasshastriya Mapan. Pune: Narendra Prakashan.
4. Edwards, A.L. (1985): Experimental Designs in Psychological Research. New Delhi: Harper and Row.
5. Kerlinger, Fred N. (1994). Foundations of Behavioural Research. 3rd ed., Delhi: Surjeet Publications.
6. Robinson, P.W. (1976). Fundamentals of Experimental Psychology. Prentice Hall.

Books for Reference:

1. Goodwin, C. James (2003). Research in Psychology: Methods and design. John Willey and Sons Inc
2. Guilford, J.P. and Fruchter, B. (1985). Fundamental Statistics in Psychology and Education, McGraw-Hill.
3. Mangal, S.K. (2006): Statistics in Psychology and Education, 2nd ed. Prentice Hall of India Private Limited, New Delhi.
4. Minium, E.W., King, B.M., Bear, G. (1993): Statistical Reasoning in Psychology and Education, 3rd Ed., Wiley India Edition.

SEMESTER- I**Paper No. : II****Course Title: APPLIED COGNITIVE PSYCHOLOGY****Introduction:**

Sensation, Perception, attention, memory, thinking, nervous system etc. play an important role in cognitive process of the individual. Hence it is essential to know their structural process and role in human behaviour/life. Therefore provision of this course is made in this programme.

Objective:

The Course introduces the students the recent developments in cognitive science and psychology. It aims at developing critical and analytical skills in understanding complex mental processes.

UNIT-I Introduction to Cognitive Processes

- 1.1 Definition of Cognitive Psychology
- 1.2 Psychological Antecedents of Cognitive Psychology
- 1.3 Core Concepts
- 1.4 Neuroscience-From Neuron to Brain
 - a) Neural structure and functions
 - b) Receptors and Drugs
 - c) Static Imaging Techniques
 - d) Metabolic Imaging

e) Brain Disorders

UNIT-II Attention and Perception

2.1 Attention

a) Signal Detection

b) The Nature of Signal Detection

c) Vigilance

2.2 Selective and Divided Attention

a) Basic Paradigms for Studying Selective Attention

b) Filter and Bottleneck Theories of Selective

c) Attentional-Resource Theories of Selective
Attention

2.3 From Sensation to Representation

a) Basics of Vision

b) Some Basic Concepts of Perception

c) Perceptual Constancies

d) Depth Perception

2.4 Bottom – Up and Top –Down Theories of Perception

UNIT-III Memory

3.1 Tasks Used for Measuring Memory

3.2 Traditional Model of Memory

3.3 Working Memory

3.4 Memory Development (Mnemonics)

UNIT-IV Problem Solving and Decision Making

4.1 The Problem - Solving Cycle

4.2 Types of Problems

4.3 Creativity-Stages (Process) and Blocks

4.4 Naturalistic and Group Decision Making

Books for reading:

1. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi: Sage Publications.
2. Solso R.L. (2001). Cognitive Psychology. (6th Ed.) Allyn and Bacon, Pearson Education (Singapore) Pvt. Ltd., India Branch, Delhi (Second Indian reprint, 2005).
3. Sternberg, R.J. (2007). Applied Cognitive Psychology: Perceiving, Learning, and Remembering. New Delhi: Cengage Learning India Private Limited

Books for Reference:

1. Andrade, J. May, Jon (2007). Cognitive Psychology. Noida: Garland Scientific Publishers.
2. Hunt R.R., Ellis, H.C. (2004). Fundamentals of Cognitive Psychology. New Delhi: McGraw Hill.

SEMESTER – I**Paper No. : III****Course Title: PERSONALITY PSYCHOLOGY****Introduction:**

This is one of the basic (core) papers in applied psychology course. It deals with the basic concepts in personality psychology. It gives emphasis on the theories of personality in order to analyze and understand personalities of the individuals..

Objectives:

- a) To make the students understand the basic concepts in personality psychology.
- b) To make the students aware about the personality of an individual can be assessed and diagnosed from different points of view.
- c) To make the students study and understand some of the classical theories of personality.
- d) To make the students study and understand some of the new theories of personality
- e) To enable the students to understand better the persons around them while interacting with them.

Unit I: Introduction to Personality Psychology

- 1.1 Definition of personality
- 1.2 Three levels of personality analysis.
- 1.3 A fissure in the field.

- 1.4 Sources of personality data.
- 1.5 Research designs in personality.

Unit II: Physiological and Evolutionary Perspectives on Personality

- 2.1 Physiological measures commonly used in personality research.
- 2.2 Physiologically based theories of personality.
- 2.3 Evolution and natural selection
- 2.4 Human nature.

Unit III: Psychoanalytic approaches to personality

- 3.1 Fundamental assumptions of Psychoanalytic theory
- 3.2 Structure of personality
- 3.3 Dynamics of personality
- 3.4 Personality and Psychoanalysis

Unit IV: Sex, Gender, Culture and Personality

- 4.1 Sex differences in Personality
- 4.2 Masculinity, femininity, androgamy and sex roles
- 4.3 Theories of sex differences
- 4.4 What is cultural personality psychology?
- 4.5 Three major approaches to culture

Books for Reading:

- 1. Carver, C.S. and Scheier, M.F. (2008). Perspectives on Personality (6th ed.). Needham Heights, MA: Allyn and Bacon.

2. Larsen R.J. and Buss, D.M. (2011). Personality Psychology: Domains of knowledge about human nature (3rd ed.) New Delhi: Tata McGraw-Hill Education Private Ltd...

Books for Reference:

1. Brody, N. and Ehrlichman, H. (1998). Personality Psychology: Science of Individuality. Englewood cliffs, NJ: Prentice Hall.
2. Cervone, D. and Pervin, L.A. (2008). Personality: Theory and Research. 10th ed., New York: John Wiley and Sons.
3. Cloninger, S.C. (2008). Theories of Personality: Understanding Persons. 5th ed., Englewood Cliffs, NJ: Prentice Hall.
4. Ewen, R.B. (1998). Personality, a Topical Approach: Theories, Research, Major Contraversies, and Emerging Fidnings. Mahwah, NJ: Lawrence Erlbaum Associates.
5. Feist, J. and Feist, G.J. (2006). Theories of Personality. 6th ed., New York: McGraw Hill.
6. Hjelle, L.A. and Zeigler, D.J. (1991). Personality Theories: Basic Assumptions, Research and Applications. 2nd Ed., International students Edition, McGraw-Hill, International Book Co.
7. Hogan, Robert (2008). Handbook of Personality Psychology. Gulf Professional Publishing.
8. Liebert, R.M. and Spiegler M.D. (1998). Personality: Strategies and Issues. 8th ed., Belmont, CA: Wadsworth Publishing.
9. Mayer, J.D. (2007). Personality: A systems Approach. Boston, M.A.: Allyn and Bacon.

10. McAdams, D.P. (2008). *The Person: An Introduction to the Science of Personality Psychology*, 5th ed., New York: John Wiley and Sons.
11. Mischel, W. Shoda, Y., and Ayduk. O. (2007). *Introduction to Personality: Toward an Integrative Science of the person*. 8th ed., Hoboken, N.J.: J. Wiley and Sons.
12. Morf, C.C. and Ayduk, O. (Eds.) (2005). *Current Directions in Personality Psychology*. Upper Saddle River, NJ: Pearson/Prentice Hall.
13. Pervin, L.A. and John O.P. (Eds.) (1999). *Handbook of Personality: Theory and Research*. 2nd ed., New York: Guilford Publications.
14. Schultz, D.P. and Schultz, S.E. (2009). *Theories of Personality*. 9th ed., Belmont, CA: Wadsworth/ cengage learning.

SEMESTER – I**Paper No. : IV****Course Title: PRACTICAL (PSYCHOLOGICAL
EXPERIMENTS)****Introduction:**

Theoretical knowledge in psychology is to be tested on practical level so that student's ideas about psychology concepts get clarified. Hence it is essential to conduct experiments.

Objectives:

To acquaint the students with:

1. The different areas of experimentation in psychology.
2. Various skills of conducting experiments and writing their reports.

1. Learning (any 1):

1. Verbal Conditioning
2. Serial Learning
3. Maze Learning

2. Memory (any 1):

1. Immediate memory span

2. Short Term Memory

3. Isolation effect

3. Attention and Perception (any 1):

1. Span of attention

2. Division of attention

3. Time perception

4. Illusion and Problem Solving (any 1):

1. Illusion

2. Concept formation

3. Problem solving

5. Motivation (any 1):

1. Level of Aspiration

2. Zeigarnik effect

3. Goal setting

6. Cognitive Processes (any 1):

1. Emotional expression

2. Signal detection

3. Knowledge of results

Conduct of Practical Examination:

1. The practical examination will be conducted at the end of the semester.

2. The student has to submit a journal along with the completion certificates duly signed by the teacher in charge and the head of the department, at the time practical examination.
3. Each batch of practical will consists of maximum 10 students.
4. A separate batch for practical examination will be formed if this number exceeds even by one.
5. Duration of practical examination will be of 4 hours per batch.
6. The practical paper will carry 40 marks.
7. The student has to bring his/her subject for practical examination.

Standard of Passing:

As prescribed under rules and regulations for each degree/programme/semester.

Nature of Question Paper:

Examiners shall set the practical examination question papers (Experiments) and will give it to the students.

Scheme of Marking:

Semester -I

- | | | | |
|----|--------------------------|---|----------|
| 1. | Journal | : | 12 marks |
| 2. | Instructions and conduct | : | 10 marks |
| 3. | Report writing | : | 12 marks |

4. Oral : 06 marks

Total : 40 marks

Books for Reading:

1. Andrade, Jackie and May, Jan (2004). Cognitive Psychology. New Delhi: Bios Scientific Publishers.
2. Friederiberg, J. Silverman, G. (2006). Cognitive Science: An Introduction to the study of mind. London: Sage Publishers.
3. Galloti, K.M. (2004). Cognitive Psychology in and out of the Laboratory. USA: Thomson Wadsworth.
4. Kothurkar and VAnarase (1986). Experimental Psychology – A Systematic Introduction. Wiley Eastern Ltd.
5. Nunn, J. (1998). Laboratory Psychology: A beginner's guide. Psychology Hove: Press ltd.
6. Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments. Vol. 1 and 2, New Delhi: Concept Publishing Company.
7. Solso, R.L. (2001): Cognitive Psychology. 6th Ed., Allyn and Baon Publication.
8. Stenberg, R.J. (1996). Cognitive Psychology. New York: Harcourt Brace College Publishers.

NEW SYLLABUS FOR M.A. IN PSYCHOLOGY**Paper No. V****SEMESTER – II****Course Title: STATISTICS IN PSYCHOLOGY****Introduction:**

This course helps the learner to understand and use parametric and non-parametric statistical method analyzing and interpreting the data.

Objectives:

1. To acquaint and make the students understand with different statistical methods.
2. To develop computational skills among students.
3. To enable students to analyze the data of their practical and project work.

Unit - 1 Probability:

- 1.1 Probability: Definition and Principles.
- 1.2 Normal Distribution Curve: Definition, Skewness and kurtosis.
- 1.3 Characteristics and properties of normal distribution curve.
- 1.4 Applications of normal distribution curve.

Unit- 2 Correlation and Inferential Statistics:

- 2.1 Meaning and types of correlation.
- 2.2 Pearson's product-moment correlation and Biserial correlation
- 2.3 The meaning of statistical inferences and fundamental concepts in determining the significance of the difference between means.
- 2.4 The significance of the difference between means : 't' test for correlated means and 't' test for uncorrelated means.

Unit - 3 Analysis of Variance:

- 2.1 Meaning and assumptions of analysis of variance
- 2.2 One- way analysis of variance
- 2.3 Two -way analysis of variance
- 2.4 Analysis of covariance: Meaning and purpose.

Unit -4 Non Parametric Statistics:

- 4.1 Difference between parametric and non-parametric statistics.
- 4.2 Chi-Square Test: Hypothesis of equal probability and hypothesis of normal distribution, contingency coefficient.
- 4.3 Non-parametric tests for uncorrelated data:hi-Sign test, Wilcoxon Signed Rank test.

4.4 Non-parametric tests for uncorrelated data: The Mann-Whitney U test, Kruskal –Wallis test.

Books for Reading:

1. Edwards, Allan (1985). Experimental Design in Psychological Research. New York: Harper and Row.
2. Guilford, J.P. and Fruchter, B. (1985). Fundamental Statistics in Psychology and Education. McGraw-Hill.
3. Mangal, S.K. (2006). Statistics in Psychology and Education, 2nd ed. New Delhi: Prentice Hall of India Private Limited.
4. Minium, E.W., King, B.M., Bear, G. (1993). Statistical Reasoning in Psychology and Education. 3rd Ed., Wiley India Edition.

SEMESTER – II**Paper No. VI**

Course Title: HEALTH PSYCHOLOGY

Introduction:

Human psychology is based on health which is in turn based on body conditions, knowledge regarding illness, its relation to social beliefs and norms and culture. Knowledge of health is basic to maintain and promote health. Drinking and behaviour habits and individual attitudinal approach toward these is important. Hence studying health psychology plays significant role in healthy life stages.

Objectives:

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

Unit 1: An Introduction to Health Psychology

- 1.1. Meaning of Health
- 1.2. The Field of Health Psychology

1.3. Psychological Factors in Illness and Diseases

1.4 Health

a) Cognition Models

1) The Health Belief Model (HBM)

2) The Protection Motivation Theory (PMT)

b) Social Cognition Models

1) The Theories of Action and Planned Behaviour
(TAPB)

2) The Health Action Process Approach

Unit 2: Stress and Coping Skills

1.1. Concept and Meaning of Stress

1.2. Hassles of Everyday Life and Major Life Events

1.3. Psychoneuroimmunology

1.4. Helping People Cope

Unit 3: Women's Health Issues

3.1 Miscarriage

3.2 Termination of pregnancy

3.3 Pregnancy and birth

3.4 The menopause

Unit 4: Staying Healthy

- 4.1** Medical Communication and Physical Health
- 4.2** Prevention of Diseases and Impairments
- 4.3** Primary Prevention and Behaviour Outcomes
- 4.4** Secondary and Tertiary Prevention and Behaviour Outcomes

Books for Reading:

1. Dimatto, M.R., Martin, R.M. (2012). Health Psychology. Fifth Impression, Pearson Education in South Asia.
2. Ogden, Jane (2010). Health Psychology A Text Book. Tata McGraw Hill Education Private Ltd.

Books for Reference:

1. Marks, D.F., Murray, M. Evans, B. and Estacio, E.V. (2011). Health Psychology. Sage Publication India Pvt Ltd.

NEW SYLLABUS FOR M.A. in PSYCHOLOGY**SEMESTER – II****Paper No. : VII**

Course Title: POSITIVE PSYCHOLOGY

Introduction:

This paper will give outline of the various issues related to positive psychology to the students.

Objectives:

1. Introduce growing fields of positive psychology to students.
2. To acquaint the students with the nature and significance of the emergence area of positive psychology within a life span perspective.
3. To highlight importance of positive emotions, resilience, self-efficacy, optimism and hope processes in the experience of health and well-being.

Unit 1: Positive Psychology and Principles of Pleasure

- 1.1. Definition of Positive Psychology
- 1.2. Defining Emotional Terms a) Affect b) Emotion
c)Happiness d) Subjective Wellbeing
- 1.3. Distinguishing the Positive and the Negative
- 1.4. Determinants of subjective Well-being

- 1.5. Emotional Intelligence: Learning the skills that make a difference

Unit 2: Self –Efficacy, Optimism, and Hope

- 2.1 Self-Efficacy a) Definition of Self-Efficacy b) Childhood Antecedents c)The Neurobiology of Self-Efficacy d) Scales e) Self-efficacy's influence in life arenas
- 2.2 Learned Optimism a) A Definition of Learned Optimism b)Childhood Antecedents of Learned Optimism c) The Neurobiology of Optimism and Pessimism d) Scales d)What Learned Optimism predicts
- 2.3 Optimism a) Definition of Optimism b)Childhood Antecedents of Optimism c) Scales d)What learned optimism predicts
- 2.4 Hope a) Definition of Hope b) Childhood Antecedents of Hope c) The Neurobiology of Hope d) Scales

Unit 3. Resilience

- 3.1 What is Resilience? a) Developmental Perspectives b) Clinical Perspectives.
- 3.2 Resilience Research a) Sources of Resilience b) The dangers of blaming the victim. c) Sources of resilience in children d)Focus on research: Resilience among disadvantaged youth e) Sources of Resilience in adulthood and later life f) Successful aging
- 3.3. Growth Through Trauma a) Negative effects of trauma. b) Positive effects of trauma c) Explanations for growth through trauma

Unit 4. Positive Emotions and Well- Being

- 4.1. What are positive emotions?

- a) Focus on Theory: The Broaden- and –Build theory of positive emotions
 - b) Positive emotions and health resources
 - c) Physical resource
 - d) Psychological resource
 - e) Social resource
 - f) Limits of positive emotions.
- 4.2. Positive emotions and well-being
- a) Happiness and positive behaviour
 - b) Positive emotions and success
 - c) Positive emotions and flourishing
- 4.3 Cultivating positive emotion
- a) Flow experiences
 - b) Savoring

Books for Reading:

1. Baumgardner, Steve & Marie, K. Crothers (2009). Positive Psychology, Dorling Kindersley (India) Pvt. Ltd. Pearson Education in South Asia.
2. Snyder, C.R. and Lopez, S.J. (Positive Psychology: The Scientific and Practical Explorations of Human Strengths, New Delhi: Sage Publications India Pvt. Ltd.

Reference Book:

1. Seligman, Martin A.P.,(2007). Authentic Happiness, London: Nicholas Brealey Publishing

SEMESTER – II**Paper No. : VIII**

Course Title: PRACTICAL (PSYCHOLOGICAL TESTS)

Introduction:

No. of tools are constructed for the measurement of elements of human behaviour. If we could get knowledge about these elements of the individuals it helps to predict their behaviour on various types of jobs or fields of life. Hence their placement on the job becomes earlier. Knowing these importance psychological tests are used in different fields of life. Individual also can direct his efforts for the enhancement of those skills and capacities. Knowing this psychological test and their application are introduced in the course of practicals.

Objectives:

To acquaint the students with:

1. The different types of psychological tests.
2. The administration of psychological tests and interpretation of scores.
3. Various skills of writing reports of psychological tests.
4. Certain skills of psychological counselling on the basis of test results.

1. Personality (any 1):

1. NEO – FFI
2. EPQ – R
3. Achievement Motivation
4. Self –esteem
5. Self-concept

2. Intelligence (any 1):

1. Culture Fair Scale of Intelligence
2. Raven's S.P.M.
3. WAIS (Indian Adaptation)
4. Emotional Intelligence scale
5. Social Intelligence Test

3. Aptitude (Any 1):

1. Finger Dexterity Test
2. Twizer Dexterity Test
3. Multiple Aptitude Test (any one)
4. Mechanical Aptitude Test
5. Scientific Aptitude Test

4. Mental Health (any 1):

1. Stress Scale
2. Assertiveness Scale

3. Depression Inventory
4. Quality of Life Scale
5. Coping Resource Inventory

5. Attitude/Interest (any one)

1. Marriage Attitude Scale
2. Attitude toward Sex Education Scale
3. Teacher Attitude Scale
4. Physical Attitude Scale
5. Vocational / Career Interest Inventory

6. Anxiety / Values / Others (any one)

1. Anxiety Scale
2. Aggression Scale
3. Test of values
4. Job Satisfaction Scale
5. Locus of Control

Conduct of Practical Examination:

1. The practical examination will be conducted at the end of the semester.
2. The student has to submit a journal, along with the completion certificates duly signed by the teacher in-charge and the head of the department, at the time practical examination.
3. Each batch of practical will consists of maximum 10 students.

4. A separate batch for practical examination will be formed if this number exceeds even by one.
5. Duration of practical examination will be of 4 hours per batch.
6. The practical paper will carry 40 marks.
7. The student has to bring his/her subject for practical examination.

Standard of Passing:

As prescribed under rules and regulations for each degree/programme/semester.

Nature of Question Paper:

Examiners shall set the practical examination question papers (Psychological Tests) and will give it to the students.

Scheme of Marking:

Semester II –

1.	Journal	:	12 marks
2.	Instructions and conduct	:	10 marks
3.	Report writing	:	12 marks
4.	Oral	:	06 marks
Total		:	40 marks

Books:

1. Anastasi, A. and Urbina, S. (1997). Psychological Testing. Person Education.
2. Kaplan, R.M. and Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications and Issues. Thomson Wadsworth, Australia.
3. Gregory, R.J. (2005). Psychological Testing: History, Principles and Applications. New Delhi: Pearson Education.
4. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Science. Patna: Bharati Bhavan.
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