

**St Xavier's College (Autonomous), Ahmedabad**  
**BA Psychology**

**Semester I**

**Course Code PS-1501 and PS-1101**

**No. of Credit: 04**

**Learning Hours 60 hrs**

**Course Overview /Course Objective**

1. To gain holistic knowledge and pursue their academic career at the Post Graduate Level.
2. To groom students to be mentally healthy, emotionally sound and responsible citizens of the country.
3. To prepare them for the competitive/ entrance exams like UPSC/GPSC/NET/SLET.
4. To apply Psychological theories/ principles at personal level, to understand self and others.

**Unit 1 PSYCHOLOGY AS A SCIENCE**

Introduction, Definition & meaning. Nature of Psychology, Aims and goals of Psychology. History of Psychology. Areas of Psychology (Theoretical & Applied)

**Unit 2 MOTIVATION**

Definition, Meaning and Nature of Motivation (Motivational Cycles). Measurement of Motivation. Primary Motives (i) Hunger and Thirst, (ii) Sex and Maternal, Drive. Secondary/ Social Motives (i) Affection and Affiliation, (ii) Achievement, Motivation

**Unit 3 EMOTION**

Definition and Meaning of Emotion, Physiological changes during Emotion, Lie- detector & brain mapping, Emotional Intelligence

**Unit 4 ATTENTION AND PERCEPTION**

Definition of Attention. Determinants of Attention Subjective, Objective. Definitions of the perception, Object Perception Figure & background, Principals of grouping in perception. Depth Perception

**Reference**

1. Clifford T. Morgan, A Brief Introduction To Psychology, Tata McGraw Hill (1978), Publishing Co. Ltd, New Delhi.
2. Ciccarelli, Sandra K. and Mryer, Hlenn E. (2008), Psychology South Asian Edition Pearson Longman, An imprint of Pearson Education. First Impression.

**Semester I**

**Course Code PS-1502 and PS-1102**

**Psychology and Effective Behaviour**

**No. of Credit: 04**

**Learning Hours 60 hrs**

**Course Overview /Course Objective**

1. To gain holistic knowledge and pursue their academic career at the Post Graduate Level.

2. To groom students to be mentally healthy, emotionally sound and responsible citizens of the country.
3. To prepare them for the competitive/ entrance exams like UPSC/GPSC/NET/SLET.
4. To apply Psychological theories/ principles at personal level, to understand self and others.

### **Unit 1 TYPES & SOURCES OF STRESS**

Definition & Nature of Adjustment, Definition and meaning of stress. Type of stress (i) Frustration (a) Sources of Frustration (b) Common Frustration in our Culture (ii) Conflict (a) Types of Conflict (b) Common Conflict in our Society (iii). Pressure (a) Sources of Pressure (b) Common Pressure in our Society

### **Unit 2 SEVERITY OF STRESS**

Levels of stress. Characteristics of the adjustive demand Characteristics of the Individual General effects of Stress (i) Anxiety (ii) Depression

### **Unit 3 PRE-MARTIAL ADJUSTMENT**

Meaning of marriage, Changing Pre-marital Patterns, Expectations from Marriage (i) Changing Martial Relationship & Expectation, (ii) New Standards for Assessing Martial Success. Reasons for Marriage & Why Some People never Marry. Selecting a Mate (i) The quest for Romantic Love (ii) Expectations while selecting a mate (iii) Other key factors in Mate Selection

### **Unit 4 MARTIAL ADJUSTMENT**

What is marital adjustment, Marital relationship and adjustment (i). Martial Styles, (ii) marital Interaction The advent of children. Factors in good Martial adjustment, (i) Pre- martial Background Factors, (ii) Personality Factors

### **Reference**

1. Coleman, J.C., Psychology and Effective Behavior, D.B Taraporevala Sons & Co.Bombay.
2. Psychology of effective behavior Pro. K.N.Shah. University granth nirman board Gujarat Rajya Ahmadabad.

### **Semester II**

**Course Code PS-2501 and PS 2101**

**Basic Psychological Process-II**

**No. of Credit: 04**

**Learning Hours 60 hrs**

### **Course Overview /Course Objective**

1. To gain holistic knowledge and pursue their academic career at the Post Graduate Level and in their Doctorate degree.
2. To groom students to be mentally healthy, emotionally sound and responsible citizens of the country.
3. To prepare them for the competitive/ entrance exams like UPSC/GPSC/NET/SLET.
4. To apply Psychological theories/ principles at personal level, to understand self and others.

### **Unit 1 THE METHODS OF PSYCHOLOGY**

Natural Observation, Systematic Observation, Survey Method, Experimental Method.

### **Unit 2. LEARNING**

Definition of Learning, Classical Conditioning, Operant Conditioning, Insight Learning, Learning by Trial & Error

### **Unit 3. MEMORY**

Meaning of Memory, Stages of memory, Types of memory, Measurement of Retention, Meaning and theory of forgetting

### **Unit 4. PSYCHOLOGICAL TESTING**

Definition and Type of Psychological Testing, Uses of Psychological Testing, Characteristics of a Good Psychological Test, Intelligence Tests- Binet –Simon test for children, - WAIS for adults.

### **Reference**

1. Clifford T. Morgan, A Brief Introduction To Psychology, Tata McGraw Hill (1978), Publishing Co. Ltd, New Delhi.
2. Ciccarelli, Sandra K. and Mryer, Hlenn E. (2008), Psychology South Asian Edition Pearson Longman, An imprint of Pearson Education. First Impression.
3. Baron R. A. (2000), Psychology; third edition, Prentice Hall of India pvt. Ltd., New Delhi

## **Semester II**

**Course Code PS-2502 and PS 2102**

**Psychology of Effective Behavior**

**No. of Credit: 04**

**Learning Hours 60 hrs**

### **Course Overview /Course Objective**

1. To gain holistic knowledge and pursue their academic career at the Post Graduate Level.
2. To groom students to be mentally healthy, emotionally sound and responsible citizens of the country.
3. To prepare them for the competitive/ entrance exams like UPSC /GPSC /NET/SLET.
4. To apply Psychological theories/ principles at personal level, to understand self and others.

### **Unit 1. The world of work**

Changing views of work, Factors in career planning, (i) Stages in career planning, (ii) Personal characteristics, (iii) occupational information, Educational preparation, (i) Academic achievement, (ii) Personal growth, Special problems in vocational adjustment, (i) Working women, (ii) Disadvantaged workers, (iii) Older workers.

### **Unit 2. Intellectual competence**

Components of Effective Learning; The learner, The task, Procedures, Feedback. Creative thinking, (i) Stages of creative thinking, (ii) Characteristics of creative people. W-E-D approach as a basic strategy for Problem Solving.

### **Unit 3. Emotional competence**

Components of emotional competence. (i) Patterns of emotional experience, (ii) Patterns of expression and control, Understanding and functioning with emotions, Fostering constructive emotions. Dealing with problem emotions (i) Fear, anxiety and worry (ii) Love as a problem emotion.

**Unit 4. Social competence** Foundation of good interpersonal relationship. (i) Recognition of mutual purposes, rights and responsibilities. (ii) A realistic view of self and others. Improving social competence. (i) Helping to meet the needs of others. (ii) Maintaining one's own integrity (iii) Learning to communicate more effectively.

### **Reference**

1. Coleman James C., Psychology and Effective Behavior D.B. Taraporevala Sons & Co. Private Ltd. Bombay
2. Psychology of effective behavior Pro. K.N.Shah. University granth nirman board Gujarat Rajya Ahmadabad.

### **Semester II**

**Course Code PS2201**

**Psychology of Personal Adjustment-I**

**No. of Credit: 02**

**Learning Hours 60 hrs**

### **Course Overview /Course Objective**

1. To gain holistic knowledge and pursue their academic career at the Post Graduate Level.
2. To groom students to be mentally healthy, emotionally sound and responsible citizens of the country.
3. To prepare them for the competitive/ entrance exams like UPSC/GPSC/NET/SLET.
4. To apply Psychological theories/ principles at personal level, to understand self and others.

### **Unit 1. Motivation and Frustration**

The Process of Motivated Behavior Personal Needs, Physiological Needs and Psychological Needs, Sources of Frustration, 3. Effects of Frustration.

### **Unit 2. Job Adjustment**

The Transition From School to work 2. Factors Affecting Job Selection, 3. Factors Affecting Job Satisfaction

### **Unit 3. Psychosexual Adjustment**

Factors in Mate Selection, Psychosexual Relationships in Marriages, Why some people do not marry?

### **Unit 4. Old Age Adjustment**

Changes that Occur During the Aging Process, Sources of Adjustment Difficulties, Viewing Old Age Constrictively

### **Reference**

1. George, Lehner and Ella Kube, The Dynamics of Personal Adjustment., Prentice – Hall.

- Ine. (N.J.)
2. Weiten W. and Lloyd, M.A. (2007) Psychology Applied to Modern Life Adjustment in the 21st Century 8th Edition. United States Thomson Wadsworth.

### **Semester-III**

#### **Child Psychology -1**

**Course Code PS 3501 and PS 3101**

**No. of Credit: 04**

**Learning Hours 60hrs**

#### **Objective**

1. To acquaint Students with the basic concepts of child development (Child psychology)
2. To give a better understanding of the development of a child from the physiological, psychological and sociological perspective.
3. To develop a more scientific approach in understanding the intricacies of child development.

#### **Unit 1 Child Psychology an Introduction**

Definition of Child Psychology, Definition of Child Development, Factors based on the definitions study of the child, study of the individual, study of the behavior, influence of environmental factors, positive science, Nature of the Child Psychology Child Psychology uses scientific methods, child psychology is factual, principles of child psychology are universal, principles of child psychology are valid, defines cause- effect relationship, child psychology can predict, Scope of Child Psychology Stages of growth and maturation, environmental influences upon development, mental processes of the child, individual differences between children, interaction between the child and the members of the society, the development of speech patterns, development of emotions in children, development of motives in children, development of child's personality, importance of mental hygiene movement, Significance/Utility/ Importance of child psychology Understanding the child as an individual, cure of mental weakness, diagnosing and curing of problem children, knowledge of child's special ability, programmes of child welfare and improvement, understanding adult behavior, understanding social problems

#### **Unit 2 Major Theories in Child Development**

The Psychoanalytic perspective, a) Freud's Theory Three parts of personality Psychosexual development, b) Erikson's Theory Neo Freudian approach Psychosocial stages, c) Contribution and limitation of Psychoanalytic perspective, Behaviorism & Social Learning Theory, a) Traditional Behaviorism Influence of Ivan Pavlov Drive reduction theory Influence of operant conditioning, b) Social learning theory Principle of conditioning and reinforcement, role of modeling, imitation/observation, role of cognition, c) Contribution & Limitations of Behaviorism & Social Learning Theory, Piaget's Cognitive & Developmental Theory, a) Piaget's stages of development, b) Piaget's method of study, c) Contribution & Limitations of Piaget's Cognitive & Developmental Theory

#### **Unit 3 Pre natal development, Motor Development and Social Development**

Stages of pre natal development, a) The period of zygote, Implantation, The placenta and umbilical cord b) The period of embryo, Last half of the first month, The second month, c) The period of fetus, The third month, The second trimester, The third trimester, Factors

Effecting Physical Development methods of studying physical growth, effect of environment on growth, growth rhythm, Motor development, a) Definitions, b) Gross - Motor & Fine Development in first two years Milestone table & explanation, c) Gross - Motor & Fine Development in Early & Middle Childhood Milestone table & explanation, Social Development a) Stages of Social Development, social behavior during infancy, Social development during nursery school and kindergarten period, Social development during the elementary school years, b) Factors Influencing Social Development, Emotional and social development, Leadership and social development, Play activities and social development, Clubs, gangs and camp experiences

#### **Topic for Assignment**

1. Weight & Height Average weight, average height
2. Bones skeletal changes
3. Teeth growth of teeth
4. Body Proportions
5. Muscles & Fat

#### **Unit 4 Emotional Development**

Definitions, Emotional Development Milestone table & explanation, Development of Emotional Expressions, -Happiness, -Anger & Sadness, -Fear, -Self Conscious Emotions, Episodes in strange situations Experimental study, secure attachment, avoidant attachment, resistant attachment, disorganized/ disoriented attachment, attachment Q- Sort, Overcoming Children's Fears Method of counter conditioning, methods of desensitization, method of exposure to fearless model

#### **Basic Text Books**

1. Lester. D. Crow, Alice Crow, child psychology, Barnes & Noble Inc New York, copy right 1953. Reprint 1967. (city arts college library page-155.4/cro/ugc/2885)
2. Laura Berke, child development, 6<sup>th</sup> edition. Pearson education, 1<sup>st</sup> Indian reprint-2003
3. Maris Hetherington, Ross. D. Parke, CHILD PSYCHOLOGY, A Contemporary view point, 3rd Edition, -E. McGraw- Hill International Editions Psychology series, International edition 1986.

### **SEMESTER III**

### **PSYCHOPATHOLOGY**

### **PS 3502 and PS 3102**

**No of credit: 04**

**Learning hours 60hrs**

#### **Objectives**

1. To acquaint students with the basic concepts of Psychopathology. (abnormal psychology)
2. To make them aware about the various classification and experts in the field of abnormal psychology.

#### **Unit 1 Introduction to Abnormal Psychology**

Introduction to abnormal psychology, Definitions, What is abnormal psychology?, Meaning of Abnormal behavior, Characteristics of Abnormal behavior, Experts in the field of mental health, DSM classification of mental-disorder

## **Unit 2 Causal Factors of Abnormal Behaviour**

Biological Factors, Neurotransmitters Imbalance, Genetic Vulnerability, Physical Handicap, Physical deprivation and disruption, Psycho-Social Factors, Cognitive factors, Inadequate Parenting, Parental Pathology, Parenting styles, Maladaptive peer group relationship. Social – Cultural Factors, Socio economic status( SES), Inappropriate social rules, Discrimination in race, gender, culture, Social –change and Uncertainty

## **Unit 3 Anxiety and Related Disorders**

Introduction, Meaning and types, Phobia, a) Symptoms, b) Specific phobias and case study (Mary), c) Social phobias and case study (Poal) and treatment. Generalized Anxiety Disorder, a) Characteristics (symptoms), b) Prevalence and Onset, Obsessive and Compulsive Disorder, a) Symptoms (types), b) Case study (mark)

## **Unit 4 Mood Disorders**

Introduction, Definition and classification of disorders, Unipolar mood disorders, Nature of depression, Dysthymic Disorders, Major (subtypes) of Depression, Bipolar Disorders , a) Cyclothymic disorder, b) Bipolar Disorder-1, c) Bipolar Disorder -2

## **Basic Text Books**

1. Abnormal Psychology and modern life Carson, Butcher, Mineka Published by Pearson Education (Singapore) 1<sup>st</sup> Ed. 2003.
2. Abnormal Psychology and Modern Life – James C. Coleman Published by Taraporewala and Co. Pvt Ltd.
3. Adhunik Asamanya Manovigyan (Arunkumar Singh) Published by Motilal Banarsidas.
4. Lehner and Kube. Dynamics of Personal Adjustment. Prentice Hall (1996)
5. Psychopathology (Vinati Anand) Published by Motilal Banarsidas
6. Patel M. (1989), 3<sup>rd</sup> Ed., “Abnormal Psychology”, University book production board, Ahmedabad.
7. A Clinical Approach to Psychological Deviants by James D. Page, Tata McGraw-Hill Publishing Company Limited New Delhi (13<sup>th</sup> reprint 1987)

## **Semester-III**

### **Paper Basic Physiological Psychology-1**

**Course Code Core- PS 3503**

**No. of Credit: 04**

**Learning hours 60hrs**

### **Objectives**

1. Giving an understanding to the students about mind- body relationship
2. Teaching a student the basics of biological bases of behavior including Psychophysiology and behavior genetics
3. Helping to understand the various study methods and the importance of the internal environment which determines an individual’s behavior.

## **Unit 1 Introduction of Physiological Psychology**

Definition and Nature of Physiological Psychology, Explanation of the definition, Nature of Physiological Psychology, Scope of Physiological Psychology, Study methods, internal environment, nervous system, physiological basis of sensation – perception, physiological basis of emotion, physiological basis of motivate, on, physiological basis of higher mental process, physiological basis of intelligence and personality, Approaches to Physiological

Psychology, Philosophical approach explanation, advantages & limitation, Clinical approach explanation, advantages & limitation, Scientific approach explanation, advantages & limitation, Significance of Physiological Psychology

### **Unit 2 Methods of Study**

Neuroanatomical methods, Method of Staining explanation, advantages & limitation, Method of Degeneration explanation, advantages & limitation, Method of Extirpation explanation, advantages & limitation, Electrolytic Lesion Method explanation, advantages & limitation, Electrical recording methods, Electroencephalogram (EEG) explanation, advantages & limitation Method of Evoked Potentials explanation, advantages & limitation, Method of micro-electrode explanation, advantages & limitation, Stimulation methods, Method of electrode, Method of permanent electrodes, Stimulation through chemical

### **Unit 3 Internal Environment**

Definition of Internal Environment, Metabolism, Meaning of Metabolism – Anabolism, Catabolism, Process of Metabolism – Oxidation and Reduction, Deamination, Hydrolysis, Phosphorylation, Decarboxylation, Carboxylation, Effects of Metabolic process on behavior, Enzymes, Meaning of Enzymes, Characteristics of Enzymes, Functions of Enzymes, Effects of Enzyme on behavior, Hormones (Endocrine glands), Pituitary gland, Thyroid gland, Pancreatic gland, Adrenal gland, Gonad Gland

### **Topic for Assignment**

**Vitamins** Meaning of Vitamins, Nature of Vitamins, Function of Vitamins, Behavioral effects of Vitamins

### **Unit 4 Neuron and Nervous System**

Structure and Functions of Neuron, Diagram of the neuron structure, Cell body, nerve fibers-axon, dendrites, Myelin sheath, Cell Membrane (Neurilemma), Nerve impulses, Characteristics Irritability, Conductivity, Permeability, Polarization. Depolarization, The All or None Principle, Part of the nervous System, Peripheral Nervous System (PNS), Autonomous Nervous System Sympathetic and Parasympathetic, Nervous Systems Central Nervous System (CNS), , Spinal cord, Brain Hind brain Medulla, Pons, Cerebellum, Mid Brain Fore Brain Hypothalamus, Thalamus, Cerebral Cortex Sensory & motor Cortex, Reticular Activating System (RAS) and Limbic System

### **Basic Books**

1. Morgan C.T. Physiological Psychology (3rd Ed) New York Mc Graw Hill book company,1965
2. Morgan &King Introduction to Psychology (3rd ed.) New York Mc Graw Hill book company 1966
3. Levinthal C.F. Introduction to Physiological Psychology (3rd edition) New Delhi, prentice- hill of India private limited, 1990 New York Mc Graw Hill book company
4. Dr. Bhalchandra Joshi & Prof. M.N. Malik, Sharirlakshi Manovignyan, C. Jamnadas & co., 2007
5. Carlson N. R. Foundation of Physiological Psychology, Boston, Allyn and Bacon inc. 1988
6. Thompson R. E. Introductions to Physiological Psychology, New York, Harper & Row publishers 1975



## **Semester-IV**

### **Child Psychology-2**

**Course Code Core PS 4501 and PS 4101**

**No. of Credit: 04**

**Learning Hours 60 hrs**

#### **Objective**

1. To acquaint Students with the basic concepts of child development(Child psychology)
2. To have a better understanding and perspective of Child Development

#### **Unit 1 Personality Development**

Introduction & definition, Gender Typing Milestone table & explanation, The growth Of Personality, Personality of The very Young Child, Personality of Pre-School Child, Personality during elementary school years, Personality through early adolescence, Factors that Influence Personality Development, Factors Inherent in the Individual's constitution, Body structure & physical condition, motor coordination, General mental ability and special aptitudes superior Intelligence, mental retardation, special aptitude, Environmental Factors, The home family attitude and behavior, opportunities towards child development, The school the curriculum and the child, teacher – student relation, child-child relationship

#### **Unit 2 Language Development**

Language Development meaning / definition, The stage of language development milestone table & explanation, Theories of language development, The behaviorist perspective, The nativist perspective, Functions of language instrumental function, regulatory function, interpersonal function, personal function, heuristic function, imaginative function, informative function

#### **Unit 3 Intelligence Development**

Meaning/Definition of the intelligence, Stages of intelligence development, The young child, The pre-school child, Later childhood development, Distribution of intelligence , Classification of IQ according to Lewis Terman, Extremes of Intelligence feeble minded child , gifted child, Resources necessary for creativity, Cognitive resources. Personality resources, Motivational resources, Environmental resources

#### **Unit 4 Moral Development**

Definition and Meaning, Factors Influencing On Moral Reasoning, Personality, Peer Interaction Child rearing practice Schooling Culture Internalization of Moral norms and development of moral understanding milestone table & explanation (Kohlberg) Development of self-control, Beginning of self-control compliance, delay of gratification Development of self-control in childhood and adolescence Strategies for self – control Knowledge of strategies Individual differences Development of Self control& Aggression milestone table & explanation

#### **Basic Text Books**

1. Lester. D. Crow, Alice Crow, CHILD PSYCHOLOGY, Barnes & Noble Inc New York, Copy Right 1953. Reprint 1967.
2. Laura Berke, CHILD DEVELOPMENT, 6<sup>th</sup> Edition. Pearson Education, 1<sup>st</sup> Indian Reprint-2003

3. Maris Hsetherington, Ross. D. Parke, CHILD PSYCHOLOGY, A Contemporary view point, 3rd Edition, -E. McGraw- Hill International Editions Psychology series, International edition 1986.

#### **SEMESTER- IV**

#### **Psychopathology**

**Course code core: PS 4502 and PS 4102**

**No of credit: 04**

**Learning hours 60hrs**

#### **Objectives**

1. To familiarize students with different type of abnormalities. (disorder)
2. To gain understanding of symptoms of various types of disorders.
3. To clarify the concepts of disorders, its causes and various therapies for treatment.

#### **Unit 1 Dissociative Disorders**

Introduction, Disorder amnesia & fugue, Criteria, Case–study of Burt Tate, Memory & intellectual Deficits, Dissociative identity disorder, Criteria, Case- study OF Mary and Marian, Nature of identity disorder, Prevalence of identity disorder

#### **Unit 2 Schizophrenia & Paranoia (Delusional Disorders)**

Meaning and Definitions, Age, onset and Prevalence of Schizophrenia, Clinical picture of Schizophrenia, Negative symptoms, Positive symptoms, Symptoms according to Carson, Butcher, Disturbances of associative liking, Disturbances of thought concepts, Disruption of perception, Emotional dysfunction, Confused tense of self, Disturbed volition, Related to an inner world, Disturbed motor behavior, Types of schizophrenia, Undifferentiated types, Symptoms, Catatonic types, Symptoms, Disorganized types, Symptoms, Other schizophrenic type, Residual (symptoms), Schizoaffective (symptoms), Treatments of schizophrenia (from Guj.), Diagnosis of durational disorders, Symptoms, types

#### **Unit 3 Suicide**

Introduction, Meaning of suicide, Factors related to suicide, Sex differences, Age, Race, Religion, Marital status, Occupation, Climate, Physical health, Mental health, Psychiatric patients, Previous suicidal behavior, General symptoms, a) Hopelessness b) Inner conflict c) Interpersonal crises d) Self-devaluation e) Depression f) Maladaptive behavior and frustration g) Sleep disturbance h) Stress i) Communication j) Emotionality k) Other symptoms, Etiology, a) Socio-cultural factors b) Psychological factors, Freud's theory, - Menninger's theory, - Recent theory, c) Physiological factors, Genetics, Neurotransmitters, Prevention of suicide

#### **Unit 4 Mental Health and Psychotherapies**

Concept of mental health, Movements of mental health, WHO, Indian movements, Therapies, Cognitive and cognitive Behavior therapy, Rational emotive behavior therapy, Stress inoculation therapy, Beck's cognitive Therapy, Humanistic – experiential therapy, Clint-centered therapy, Unconditional positive regards, Empathy, Congruence.

#### **Basic Text Books**

1. Abnormal Psychology and modern life Carson, Butcher, Mineka Published by Pearson Education (Singapore) 1<sup>st</sup> Ed. 2003.

2. Abnormal Psychology and Modern Life – James C. Coleman Published by Taraporewala And Co. Pvt Ltd.
3. Adhunik Asamanya Manovigyan (Arunkumar Singh) Published by Motilal Banarsidas.
4. Lehner and Kube. Dynamics of Personal Adjustment. Prentice Hall (1996)
5. Psychopathology (Vinati Anand) Published by Motilal Banarsidas
6. Patel M. (1989), 3<sup>rd</sup> Ed., “Abnormal Psychology”, University book production board, Ahmedabad.
7. A Clinical Approach to Psychological Deviants by James D. Page, Tata McGraw-Hill Publishing Company Limited New Delhi (13<sup>th</sup> reprint 1987)

## **Semester-IV**

### **Basic Physiological Psychology-2**

**Course Code Core: PS 4503**

**No. of Credit: 04**

**Learning Hours 60hrs**

### **Objective**

1. Giving an understanding to the students about body-behavior relationship
2. Teaching a student the basics of biological bases of behavior including Psychophysiology and neurology
3. Helping to understand the various study methods and the importance of the internal environment which determines an individual's behavior

### **Unit 1 Physiological Basis of Perception**

Visual Perception, Anatomy of the Eye Diagram of the eye, Anatomy of the Retina, Photochemistry of Retina, Electrophysiology of Retina, Optic Chiasma (diagram), Purkinje Phenomena, Auditory Perception, Anatomy of the Ear the outer ear, the middle ear, the inner ear, Phonosensitive Mechanism Loudness, Abnormal hearing, Chemical Perception, Olfactory(Smell), Gustatory (Taste) - Diagram of tongue

### **Unit 2 Sensory and Motor Mechanisms**

Sensory areas/ centers and pathways, Sensory nerves of Visual, Auditory and Chemical (Primary cortical centers) sensations, Topographical arrangement, Point to point projection, Sensory experience, The role of Stimulation Method, The role of Extirpation Method, Skilled movements, Motor Area Executive Function, Two Neuron Link, Pre Motor Area

### **Unit 3 Physiological Basis of Motivation and Emotion**

Definition and Meaning, Motive, Emotion, Hunger motivation, First Assumption Contractions in the stomach, Second Assumption Decrease of the sugar level in the blood, Third Assumption Change in the chemical composition of the blood, Modern Assumption Role of Hypothalamus, Thirst motivation, First Assumption Local stimulus theory, Second Assumption Theory of Dehydration, Third Assumption Role of Hypothalamus, Sexual motivation, Study based on hormonal secretion, Sexual behavior as a habitual behavior, Sexual motives and parts of nervous system, Physiological Basis of Emotion a) Autonomic Nervous System and Emotion (Physiological changes during emotion), Blood pressure, Changes in metabolic / digestive process, Changes in respiratory process, Change in Galvanic Skin Response (G.S.R), Other changes, b) Central Nervous System and Emotion, Limbic System, Theories of emotion, James-Lange Theory, Canon-Bard Theory

#### **Unit 4 Physiological Basis of Higher Mental Processes and the Mentally Challenged**

Higher Mental Process, Physiological basis of learning, Molecular Approach/ Factorial Approach, The role of spinal cord, The role of sub-cortex, The role of cerebral cortex Law of Equipotentiality, Law of Mass – Action, Physiological basis of memory Molecular Approach, experiment on visual agnosia, sensory aphasia & motor aphasia, Mentally Challenged, Who is a Mentally Challenged Person?, Types based on IQ level- Mild, moderate, severe, profound, Based on physiological / genetic defect- down syndrome, Phenylpyruvicoligophrenia, Cretinism, Causes Heredity, Internal environment, lack of oxygen, Improvement in intelligence Influence of Glumatic Acid, Influence of Thiamine (Vit B1)

#### **Reference Books**

1. Morgan C.T. psychological Psychology (3rd Ed) new York Mc Graw Hill book company,1965
2. Morgan & king introduction to psychology(3rd ed.) new York Mc Graw Hill book company 1966
3. Levinthal C.F. introduction to physiological psychology (3rd edition) new Delhi, Prentice- Hill of India private limited, 1990 new York Mc GrawHill book company
4. Dr.Bhalchandra Joshi & Prof. M.N. Malik, SharirlakshiManovignyan, C. Jamnadas & Co., 2007
5. Carlson N. R. Foundation of Physiological Psychology, Boston, Allyn and Bacon inc. 1988
6. Thompson R. E. Introductions to Physiological Psychology, New York, Harper & Row publishers 1975

#### **Semester-V**

#### **Research Methods in Psychology**

**Course Code Core PS 5501**

**No. of Credit: 04**

**Learning Hours 60hrs**

#### **Objectives**

- (1) To acquaint the students with the basic concepts related to research methodology.
- (2) To provide students with a scientific perspective while studying psychology as a subject.
- (3) To make students aware about the various scientific tools/methods that are used to conduct research.
- (4) To develop understanding of the basic framework of research process.
- (5) To analyse and evaluate important research terms, concepts and techniques.

#### **Unit – I Science & Social Research**

- (1) Science
  - (A) Meaning
  - (B) Nature/Characteristics
    - (1) Empiricism / Empirical subject matter
    - (2) Determinism
    - (3) Causation
    - (4) Mechanism
    - (5) Objectivity

- (6) Terminology
- (C) Aim of Science
  - (1) Description of facts (3) Prediction
  - (2) Explanation of facts (4) Control
- (2) What is Research?
  - (A) Meaning of Research
  - (B) Nature of Research
    - (1) Theoretical v/s empirical
    - (2) Scientific Method
    - (3) Pure V/s Applied Research
    - (4) Discovery of basic Principles
    - (5) Sound Research Procedure
- (3) Difference Between Common Sense & Research
  - (i) Giving emphasis on familiarity
  - (ii) Unconscious Thinking Process
  - (iii) Helps in broadening One's Perspective
  - (iv) Contrasting Beliefs
  - (v) Blind Beliefs
  - (vi) Testing through Inductive & Deductive Logic
- (4) Function of Research
  - (1) Observe the same occurrence
  - (2) Research work free of Prejudices & Biases
  - (3) Verification of Past Research Work
- 5. Major Steps in Research
  - (1) Formulation of the Problem- Forming of hypothesis, Explain the Variables, Pilot Study, Reference reading.
  - (2) Study Design- Instruments used, Type of Sample, Statistical inference, Interpretation
  - (3) Methods of Data Collection
  - (4) Presentation of Results, Coding, Tabulation, Statistical formula, Graphical Presentation
  - (5) Interpretation & Conclusion. Verbal Interpretation of test scores, Advantages, limitations

## **Unit – II Research Problem & Hypothesis**

- (1) Meaning & definition of research problem
- (2) Difference between Subject Matter & Research Problem
- (3) Sources of Research Problem
  - (i) Research worker's area of Study
  - (ii) Interest & Competency of Research Work
  - (iii) Previous Research Work
  - (iv) Research Abstracts
  - (v) Research Journal
  - (vi) Relevant Books
  - (vii) Expert's Suggestions
  - (viii) Present Needs of the People
  - (ix) Neglected Areas

- (4) Feasibility of the Research Programme
  - (i) The Area of The Research Problem
  - (ii) Time Required For Research Work
  - (iii) Budget Required For Research Work
  - (iv) Co-operation of Different People Is Required For Research Work
  - (v) Choosing the Correct Subjects
  - (vi) Acquiring the right instruments for study & its maintenance
  - (vii) Try to prevent anticipated problem
  - (viii) Readiness to accept the state of your research work
- (5) Hypothesis
  - (A) Meaning/Definition
  - (B) Sources of Hypotheses
    - (1) General Culture
      - (a) Cultural Value
      - (b) Popular Beliefs
      - (c) Social Change
    - (2) Science
    - (3) Analogy
    - (4) Personal Experience of the Scientist
  - (C) Types of Hypotheses
    - (i) Empirical hypothesis
    - (ii) Normal hypothesis
    - (iii) Complex hypothesis
    - (iv) Null hypothesis/Zero hypothesis
    - (v) Alternative hypothesis

### **Unit – III Principles In Sampling**

- (1) Some Basic Definitions & Concepts
  - (a) Population
  - (b) Subpopulation
  - (c) Census
  - (d) Sample
  - (e) Margin of error & probability
  - (f) Parameter & Statistic
- (2) Non Probability Sampling Method
  - (a) Accidental Sample
  - (b) Quota Sample
  - (c) Purposive Sample
- (3) Probability Sampling Method
  - (a) Simple Random Sample
  - (b) Stratified Random Sample
  - (c) Cluster Sample

### **Unit – IV Experimental Method**

- (1) Meaning of Experiments
- (2) Characteristics of Experiment
  - (i) Repetition
  - (ii) Manipulation
  - (iii) Control

- (3) Meaning of Variables
- (4) Types of Variables
  - (a) Independent Variables
  - (b) Dependent Variables
  - (c) Relevant Variables
- (5) Difference between Natural Experiment & Laboratory Experiment
- (6) Steps In Conducting An Experiment

### Reference Books

1. Selltitz C. Jahoda, Deatch M. and Cook S. W. Research methods in behavioural Science. New York, 1953.
2. Festinger and Katz D. Research methods in behavioral Sciences., Holt, Rinchart and Winstone, New York.
3. Kerlinger F. N. (2000). "Foundation of behavioral research". Fifth edition-(Surjeet Publication, Delhi).
4. Goode & Hatt(1952). 'Methods in Social Research' international student edition, Mc Graw Hill Book Company, INC
5. Kothari C. R. (1990) Research Methodology. IInd edition, Wishwa Prakashan, New Delhi.
6. Anna anastach-"Psychological Testing" Mac Millan Co. Ltd., London, 6<sup>th</sup> edition.
7. B.F. Anderson-"Experimental Psychology".
8. George Jimmy-"Experimental Psychology".
9. Moser C. A.-"Survey methods in Social Investigation". Hei Neman, London, 1967.
10. Research methods in Psychology Sixth Edition. David G. ELMES, BARRY H. KANTOWITZ, HENRY L. ROEDIGER III. Brooks/Cole Publishing Company I (R) P An International Thomson Publishing Company.
11. How to Research IInd edition. Loraine Blaxter, Christina Hughes, Malcolm Tight. Viva Books Private Limited (1997) New Delhi, Mumbai, Chennai, Kolkata.
12. Research Methods in Psychology IV Edtion. John J. Shaughnessy. Eugene B. McGrew Hill Co., Zechmeister.

### Gujarati Reference Books

1. Manovignan nu paddhati shastr, C.Jamnadas Company – 1976-77, Chapter 8,9
2. Sansodhan ni paddhatio, C.Jamnadas Company - 1999-2000
3. Sansodhan paddhati (vartnik vignano ma), Prof. Dr. B.D.Dhila, Axar Publication, March – 2013
4. Manovignanik Sansodhan na Mulbhoot Khyalo ane prakriya, Dr. Ashwin Jansari, Akshar publication,2012.

### Semester-V

#### Statistics and Measurement

Course Code Core PS 5502

No. of Credit: 04

Learning Hours 60hrs

#### Objectives

1. Students become familiar with the basic concepts of statistics
2. Students get the knowledge about the statistical methods, its importance and application

3. Familiarize students of application of statistics in research

**Unit – I Statistics and Measurement**

- (I) (1) Meaning of Score
- (2) Continuous and Discrete series
- (3) Approximate value and rounding off
- (4) Need for statistics in psychology
- (II) Frequency – Distribution
- (1) Constructing frequency – table
- (2) Mid-point and mid-value
- (3) Class, class-limit & class - interval
- (III) Methods of Graphical-presentations
- (5) Histogram
- (6) Frequency curve
- (7) Polygon
- (8) Cumulative frequency curve

**Unit – II Measures of central-tendency**

- (I) (1) Mean
- (2) Median
- (3) Mode
- (II) Spearman Co-relation
- (III) t-test

- Unit – III**
- (1) Deciles
  - (2) Quartiles
  - (3) Percentiles
  - (4) Percentile Rank

**Unit – IV Deviation**

- (1) Average Deviation
- (2) Standard Deviation
- (3) Quartile Deviation

**References**

- (1) “Elementary Statistics”; Garret H.E.
- (2) “Statistics in psychology and Education”; Garrett H.E. and R.S.Woodworth;
- (3) “{Lkkurð;kkLkLkkt «Ðkuøkku yLku yktfzkþkM°k” Mke. s{LkkËkMk fkwt.

**Semester-5**

**Psychology in Industrial Organization**

**Course Code Core: PS 5503**

**No. of Credit: 04**

**Learning Hours: 60hrs**

**Objectives**

- (1) To familiarize students with the basic concepts of industrial psychology
- (2) To develop a better perspective towards the new area & field



(3) To show student the scope of industrial psychology

### **Unit – I**

- Industrial Psychology – An Introduction
  - (1) Introduction to subject matter
  - (2) Meaning & Definition
  - (3) Nature
  - (4) Psychology applied to Industrial Problems
  - (5) Importance of industrial psychology
  - (6) As a profession
- Job – Analysis
  - (1) Meaning & Definitions of job-analysis
  - (2) Uses of job-analysis
  - (3) Sources of information
    - Primary information
    - Observation
    - Interviews
    - Questionnaire
    - Self-experience
    - Critical-incidents

### **Unit – II**

- Evaluations Techniques
  - (1) Introduction
  - (2) Applications forms
  - (3) Employment interviews
- Psychological – Testing
  - (1) An overview of Testing-programme
  - (2) Administering psychological tests
  - (3) Types of tests
    - (i) Cognitive Ability Tests
    - (ii) Interest Tests
    - (iii) Aptitude Tests (Minnesota Test)
    - (iv) Motor Tests

- Unit – III**
- (A) Job recruitment & training
  - (B) Engineering psychology
    - (1) Artistry and Scope of engineering psychology
    - (2) Time-Motion studies
    - (3) Workplace design

### **Unit – IV**

- Fatigue
  - (1) Nature and meaning of fatigue
  - (2) Measurement of fatigue
  - (3) Alleviation of fatigue
- Boredom
  - (1) Meaning and Nature
  - (2) Personal characteristics of boredom
  - (3) Alleviation of boredom

## References

- (1) Siegal and Lane; "Psychology in industrial organisation"; D.B.Taraporwala & Co., Bombay
- (2) Schultz D and Schlutz S; (2002) "Psychology and Work Today". Pearson Education; (First Indian Reprint, 2004), New Delhi
- (3) Uma Warrier; "Organizational Psychology"; Himalaya Publishing House; Mumbai – Delhi. Viral Publication
- (4) Mke.s{LkkEkMk fkwt.

## Semester-5

### Experimental Theory in Psychology

Course Code Core: PS 5504

No. of Credit: 04

Learning Hours 60hrs

## Objectives

- (1) To acquaint the students with the basic concepts experimental psychology.
- (2) To develop a deeper understanding of the various scientific principles in the area of psychophysics.
- (3) To provide a more deeper understanding of the various learning processes that occur in our day to day life in a scientific manner.

## Unit – I Experimental Method An Introduction

- (1) Meaning and Types of Experiments.
  - (A) Definitions & Explanation
  - (B) Types of Experiments
    - (i) Exploratory experiments
    - (ii) Verificatory experiments
- (2) Meaning and Types of Variables
  - (A) Definitions & Explanation
  - (B) Types of Variables. (Classification according to D'Amalto)
    - (i) Independent Variable
      - Experimental Variables
        - 'E' Type & 'S' Type
      - Relevant Variables
        - Environmental Variables
        - Instrumental/Apparatus Variables
        - Sequence/Order Variables
        - Experimenter Variable
        - Subject Variables
          - Inter – Subject Variable
          - Intra – Subject Variable
    - (ii) Dependent Variable
  - (C) Other classifications of Variables
  - (D) Graphical Presentation of Variables
- (3) Forms of Behaviour Studied In Experimental Psychology
  - (i) Specific muscular movements of organisms
  - (ii) Mental processes
  - (iii) Social Processing (Interaction of the individual in a social environment)



#### Differential threshold

- (iii) Point of Subjective Equality
- (4) Types of Measurement Scale
  - (i) Nominal Scale - Explanation, Illustrations
  - (ii) Ordinal Scale - Explanation, Illustrations
  - (iii) Interval Scale - Explanation, Illustrations
  - (iv) Ratio Scale - Explanation, Illustrations

#### **Unit – IV Methods of Psychophysics**

- (1) Methods of Minimal Changes
  - (A) Basic Procedure To Determine Absolute Threshold-
    - Explanation, illustration, errors - error of habituation, error of expectation
  - (B) Basic Procedure To Determine Differential Threshold
    - Explanation, illustration, calculations
- (2) Method of Constant Stimulus
  - (A) Basic Procedure To Determine Absolute Threshold-
    - Explanation, illustration, calculations
  - (B) Basic Procedure To Determine Differential Threshold-
    - Explanation, illustration, calculations
- (3) Method of Average Error  
Explanation, PSE – Muller-Lyre experiment, movement error, space error
- (4) Method of Ranking
  - Criteria for using ranking method
  - Advantages of the ranking method over rating scale
  - Instructions given to subjects for judging
  - Presentation of stimulus items
  - Distribution of ranks (interpretation of data)
- (5) Method of Pair Comparison
  - Criteria for using pair comparison
  - Illustration, Administrative Procedures, Presentation of Stimulus, Space error, time error

#### **Reference Books**

- (1) Postman and Egan Experimental Psychology-An Introduction. Harper & Row, New York.
- (2) Woodworth and Schlosberg. Experimental Psychology (Revised) Oxford & IBH Publishing Co., New Delhi.
- (3) Borton Andrews. Experimental Psychology Wiley Eastern Pvt. Ltd., New Delhi.
- (4) Morgan and King. Introduction to Psychology (4th ed.) McGrew Hill Book Co. New York.
- (5) Experimental Psychology, C.Jamnadas Company - 1999-2000

#### **Semester-5**

#### **Counselling Psychology**

**Course Code Core PS 5505**

**No. of Credit: 04**

**Learning Hours 60hrs**

## **Objectives**

- (1) To gain knowledge of the basic concept of counselling psychology
- (2) To familiarize students with a new branch & field, scope of counselling psychology
- (3) To show them the importance of counselling applied in different fields
- (4) To gain self-understanding of one's own self.

## **Unit – I**

- (1) History of Counselling
- (2) What is Counselling?
  - Meaning
  - Definition
  - Characteristics of Counselling
- (3) Types of Counselling
- (4) Goals of Counselling

## **Unit – II Selection and Training**

- (1) Problems of selection
- (2) Factors affecting the training of counsellors
- (3) Code of conduct
- (4) Difference between counselling and psychotherapy
- (5) Theory of Self Carl Rogers
- (6) Assumptions of client-centered approach (Carl Rogers)

## **Unit – III Counselling – process**

- (1) Meaning of counselling-process
- (2) Steps & stages of counselling-process
- (3) Factors affecting counselling-process
- (4) Physical - arrangement of counselling-process

## **Unit – IV Counselling – Relationship**

- (1) Meaning
- (2) Types of counselling relationship
- (3) Dimensions of counselling relationship
  - Uniqueness commonality
  - Objectivity – subjectivity
  - Cognitive – connotative
  - Responsibility balance

## **References:**

- (1) Rao Narayan S. (1981) "Counselling Psychology" – New Delhi. Tata Mc Graw Hill publishing Co.
- (2) Rosiya Carney, Routledge (1993) "Counselling in General Practice", New Fetter Lane, London.
- (3) zki. Ākxu÷ Mkku{k'¼kE xe; (19Āk0) "Mk÷kn {Lkkurđ;kkLk"; ÞwrLkđrMkoxe økútÚk rLk{koy çkkuzo, y{ĒkđkĒ Viral Publication
- (4) Mke.s{LkkĒkMk fkwt.

**Semester-6**  
**Research Methods in Psychology**  
**Course Code Core: PS 6501**  
**No. of Credit: 04**  
**Learning Hours 60hrs**

**Objectives**

- (1) To acquaint the students with the basic concepts related to research methodology.
- (2) To provide students with a scientific perspective while studying psychology as a subject.
- (3) To make students aware about the various scientific tools/methods that are used to conduct research.
- (4) To develop understanding of the basic framework of research process.
- (5) To analyse and evaluate important research terms, concepts and techniques.

**Unit – I Observation & Survey Method**

- (1) Observation Methods
  - (A) Meaning / Definition
  - (B) Types of Observation
    - (1) Structured V/s Uninstructed Observation
    - (2) Participant V/s Non Participant Observation
    - (3) Quasi-Participant Observation
- (2) Survey Methods
  - (A) Meaning & Nature of Survey
  - (B) Purpose/Aim of Survey
    - (1) Descriptive
    - (2) Explanatory
- (3) Major Problems of Survey Planning
  - (1) Objectives & Resources
  - (2) Coverage
  - (3) Collection of Data
  - (4) Questionnaire
  - (5) Error
  - (6) Field Work
  - (7) Processing & Analysis
  - (8) Documents
  - (9) Timings, Cost & Staffing
- (4) Subject Matter of Survey
  - (1) Demographic Characteristics of a Set of people
  - (2) Their Social environments
  - (3) Their activities
  - (4) Their opinion & attitudes

**Unit – II Questionnaire Methods**

- (1) Meaning & Nature of Questionnaire
  - (A) Definitions
  - (B) Nature
    - (1) A List of Predetermined questions
    - (2) Literate subject's responses
    - (3) Mode of Administration
    - (4) Standardized Method

- (5) Based on Statistical Evaluation
- (2) Principles of Questionnaire Method
  - (1) Questionnaire V/s Recording Schedule
  - (2) Layout and Printing
  - (3) Role of Questions and Sub-questions
  - (4) General Principles
  - (5) Define the problem
  - (6) Length and Range of Questionnaire
  - (7) Questions should be Practicable
- (3) Subject Matter of Questions In Questionnaire
  - (1) Factual Questions
  - (2) Opinion Questions
- (4) Formation of Words of the questions in Questionnaire
  - (1) Questions that are insufficiently specific
  - (2) Simple language
  - (3) Ambiguity
  - (4) Vague words
  - (5) Leading questions
  - (6) Presuming questions
  - (7) Hypothetical questions
  - (8) Personalized questions
  - (9) Embarrassing questions
  - (10) Questions on periodic behaviour
  - (11) Questions involving memory
- (5) Open & Precoded Questions
- (6) Order of Questions

### **Unit – III Interview Methods**

- (1) Meaning & Nature of Interview/Survey Interview
  - (A) Definitions
  - (B) Nature
    - (1) Face to face interaction
    - (2) Definite purpose
    - (3) It is a question-answer process
    - (4) Social interaction
    - (5) It is a standardized process
  - (C) Three Conditions Necessary For A Successful Interview
    - (1) Accessibility
    - (2) Cognition
    - (3) Motivation
- (2) Types of Interviews
  - (i) Formal Interview
    - Explanation, Advantages, Limitation
  - (ii) Informal Interview
    - Explanation, Advantages, Limitation
- (3) Interviewer's Task
  - (i) Finding The Sample Members
  - (ii) Obtaining An Interview
  - (iii) Asking Questions

- (iv) Recording the answer
- (4) Selection & Training of The Interviewer
  - (i) Selection
  - (ii) Training
- (5) Desirable Personal Characteristics of The Interviewer
  - (i) Honesty
  - (ii) Interest
  - (iii) Accuracy
  - (iv) Adaptability
  - (v) Personality & Temperament
  - (vi) Intelligence & Education

#### **Unit – IV Psychological Test & Research Report**

- (1) Meaning of Psychological Test
- (2) Characteristics of Good Psychological Test
  - (i) Measurement of Behaviour Sample
  - (ii) Standardization
    - Norms
  - (iii) Objectivity
  - (iv) Reliability
    - Test-Retest Reliability – Equivalent Form
    - Split Half Reliability
  - (v) Validity
- (3) Types of Psychological Test
  - (A) Classification By Anne Anastasi
    - (i) General Intelligence Test
    - (ii) Test of Special Aptitude
    - (iii) Achievement Test
    - (iv) Personality Test
  - (B) Classification by Chronbach
    - (i) Test of maximum performance
    - (ii) Test of habitual performance
  - (C) Other types of Classification
    - (i) Individual Test and Group Test
    - (ii) Paper-Pencil Test and Performance Test
    - (iii) Language Test and Non Language Test
    - (iv) Speed Test and Power Test
- (4) What A Detailed Research Report Should Contain?
  - (i) Statement of the problem
  - (ii) The Research Procedure
  - (iii) The Results
  - (iv) Implications drawn fro the result
  - (v) The Summary

#### **Reference Books**

1. Selltiz C. Jahoda, Deatch M. and Cook S. W. Research methods in behavioural Science. New York, 1953.
2. Festinger and Katz D. Research methods in behavioral Sciences., Holt, Rinchart and Winstone, New York.



3. Kerlinger F. N. (2000). "Foundation of behavioral research". Fifth edition-(Surjeet Publication, Delhi).
4. Kothari C. R. (1990) Research Methodology. IInd edition, Wishwa Prakashan, New Delhi.
5. Anna anastach-"Psychological Testing" Mac Millan Co. Ltd., London, 6<sup>th</sup> edition.
6. B.F. Anderson-"Experimental Psychology".
7. George Zimmy-"Experimental Psychology".
8. Maser C. A.-"Survey methods in Social Investigation". Hei Neman, London, 1967.
9. Research methods in Psychology Sixth Edition. David G. ELMES, BARRY H. KANTOWITZ, HENRY L. ROEDIGER III. Brooks/Cole Publishing Company I (R) P An International Thomson Publishing Company.
10. How to Research II<sup>nd</sup> edition. Loraine Blaxter, Christina Hughes, Malcolm Tight. Viva Books Private Limited (1997) New Delhi, Mumbai, Chennai, Kolkata.
11. Research Methods in Psychology IV Edition. John J. Shaughnessy. Eugene B. McGrew Hill Co., Zechmeister.

### **Gujarati Reference Books**

1. Manovignan nu paddhati shastr, C.Jamnadas Company – 1976-77, Chapter 8,9
2. Sansodhan ni paddhatio, C.Jamnadas Company - 1999-2000
3. Sansodhan paddhati (vartnik vignano ma), Prof. Dr. B.D.Dhila, Aksar Publication, March – 2013
4. Manovignanik Sansodhan na Mulbhoot Khyalo ane prakriya, Dr. Ashwin Jansari, Akshar publication,2012.

### **Semester-6**

#### **Experimental Practical**

**Course Code Core PS 6502**

**No. of Credit: 04**

**Learning Hours 60hrs**

#### **Objectives**

- (1) Gain experience of the laboratory environment.
- (2) Get practical knowledge
- (3) Get first-hand experience to perform on human beings
- (4) To understand the applied aspect of psychology
- (5) Association Reaction-Time
- (6) Alexander Pass Along Test
- (7) Problem-Solving
- (8) Maze-Learning
- (9) General well-being scale
- (10) Occupational stress
- (1) Method of Ranking and paired comparison

#### **References**

- (1) "Experimental psychology", Wood Worth and Scholerberg. Oxford & IBH publishing Co. New Delhi.
- (2) Postman and Egan; "Experimental psychology". Harper and Row, New York (Indian Edition)
- (3) "«kPkurøkf {LkkurðçkkLk – rMkØktik yLku «PkuøkÅkkuÚke” – PwrLkðrMkoxe økútÚkrLk{koy çkkuzo, fkLkkðk÷k.

## **Semester-6**

### **Psychology in Industrial Organization**

**Course Code Core PS 6503**

**No. of Credit: 04**

**Learning Hours 60hrs**

#### **Objectives**

- (1) To explain the importance of industrial psychology as a profession
- (2) To familiarize students about its scope
- (3) To develop the new perspective of the basic concepts related to HR, HRD and HRA
- (4) To gain an understanding of the role of a psychologist in HR – as a new sub-branch

#### **Unit – I**

- Work - environment
  - (1) Illumination
  - (2) Noise
  - (3) Effect of Music, temperature and Ventilation
- Safety and accident-control
  - (1) Causes of accident
  - (2) Accident control

#### **Unit – II**

- Motivation
  - (1) Meaning of motivation
  - (2) Need-Hierarchy theory
- Job-Satisfaction
  - (1) Components
  - (2) Characteristics of satisfied-worker

#### **Unit – III Stress at work-place**

- (1) Causes of stress at the work place
- (2) Effects of stress at the work place
- (3) Treating of stress at the work place

#### **Unit – IV Consumer Psychology & Advertisement**

- (1) Scope of consumer psychology
- (2) Types of advertising appeals
- (3) Sex in advertisement
- (4) Women in advertisement
- (5) Effectiveness of advertising campaign
- (6) Advertising on the web

#### **References**

- (1) Siegal and Lane; “Psychology in industrial organisation”; D.B.Taraporwala & Co., Bombay
- (2) Sehlutz D and Schlutz S; (2002) “Psychology and Work Today”. Pearson Education; (First Indian Reprint, 2004), New Delhi
- (3) Uma Warriar; “Organizational Psychology”; Himalaya Publishing House; Mumbai – Delhi.

## **Semester-6**

### **Experimental Theory in Psychology**

**Course Code Core PS 6504**

**No. of Credit: 04**

**Learning Hours 60hrs**

### **Objectives**

- (1) To acquaint the students with the basic concepts experimental psychology.
- (2) To develop a deeper understanding of the various scientific principle in the area of psychophysics.
- (3) To provide a more deeper understanding of the various learning process that occur in our day to day life in a scientific manner.

### **Unit – I Association**

- (1) Introduction & Meaning of Behaviour
- (2) Concept of Association
  - Definitions
  - LAWS OF ASSOCIATION
    - (A) Primary Laws-
      - Law of Contiguity - Contiguity of time  
Contiguity of Space
      - Law of Similarity
      - Law of Contrast
    - (B) Secondary Laws-
      - Law of Priority
      - Law of recency
      - Law of frequency
      - Law of clarity
- (3) Types of Association
  - Sensory association
  - Motor association
  - Types of Verbal association experiments
    - Object – word association
    - Word – word association
      - Free association
      - Controlled association – partially controlled, completely controlled
  - Speed of Word – Word association
- (4) Classification of Association
  - (A) Frequency Tables
    - What is a frequency table?
    - How is a frequency table prepared
    - How do we use them?
      - (i) Kent Rosanoff's Frequency Table
      - (ii) O'Conner, Woodrow – Lowell Frequency Table
  - (B) Content Analysis

### **Unit – II Learning**

- (1) Introduction/ Meaning & definition

- (2) Types of learning- Classification according to Postman & Egan
  - (i) Verbal learning
  - (ii) Motor learning
  - (iii) Problem solving
- (3) Measurement of Learning
  - (i) Frequency of response evocation
  - (ii) Resistance to forgetting
  - (iii) Ease of relearning
  - (iv) Latency
- (4) Learning Curves
  - (A) Rising Curve
    - Rising curve with positive acceleration
    - Rising curve with negative acceleration
    - Equally rising curve
  - (B) Falling Curve
    - Falling curve with positive acceleration
    - Falling curve with negative acceleration
    - Equally falling curve
  - (C) Ojive Curve ('S' shaped curve)
  - (D) Learning Plateaus
  - (E) Vincent Curve

### **Unit – III Verbal Learning**

- (1) Introduction
  - Serial Learning
- (2) Methods of presentation of learning material
  - (i) The Method of Complete presentation
  - (ii) The anticipation method
  - (iii) The method of paired associates
    - a. Uniform V/s random order of presentation
    - b. Criterion to which learning is carried out
- (3) Factors influencing the verbal learning
  - A. Factors related to the learner
    - Affectivity
    - Interest
    - Mental set & motivation
    - Age, gender & I Q
  - B. Factors related to the learning material
    - Meaningfulness
    - Size & Amount
    - Organization of learning material
    - Associative value
  - C. Factors related to the learning methods
    - Whole V/s Part methods
    - Continuous v/s spaced method
    - Knowledge of results
    - Reading & active recitation
- (4) Serial position effect on verbal learning

- Effects of serial position
- Intraserial associations
- Remote associations

#### **Unit – IV Maze learning**

- (1) Introduction
- (2) Type of maze
  - Maze patterns
  - Type of tasks
  - Maze that allows kinaesthetic movement
  - Complete use of vision
- (3) Empirical findings in maze learning
- (4) Knowledge of results in perceptual motor performance
- (5) How is the maze learnt?

#### **Reference Books**

- (1) Postman and Egan Experimental Psychology-An Introduction. Harper & Row, New York.
- (2) Woodworth and Schlosberg. Experimental Psychology (Revised) Oxford & IBH Publishing Co., New Delhi.
- (3) Borton Andrews. Experimental Psychology Wiley Eastern Pvt. Ltd., New Delhi.
- (4) Morgan and King. Introduction to Psychology (4th ed.) McGraw Hill Book Co. New York.
- (5) Experimental Psychology, C. Jamnadas Company - 1999-2000

#### **Semester-6**

#### **Counselling Psychology**

**Course Code Core PS 6505**

**No. of Credit: 04**

**Learning Hours 60hrs**

#### **Objectives**

- (1) Familiarize students with the basic concepts
- (2) Students develop a counselling perspective
- (3) To gain knowledge of the basic techniques of counselling

#### **Unit – I Methods of counselling-interview**

- (1) Aims and advantages of counselling-interview
- (2) Beginning of counselling-interview
- (3) Initial counselling interview
  - Goals of counselling interview
  - Steps of counselling interview
- (4) Difference between counselling interview and interview
- (5) Behaviour of the client
- (6) Behaviour of the counsellor

#### **Unit – II Components of counselling interview**

- (1) Types of counselling interview
- (2) Principles of counselling interview

- (3) Interview note
- (4) Termination of counselling interview

### **Unit – III Types of counselling-techniques**

- (I) Meaning of counselling technique
  - (1) Types of technique
  - (2) Opening technique
  - (3) Silence technique
  - (4) Acceptance technique
  - (5) Listening technique
  - (6) Clarification technique
  - (7) Interpretation technique

### **Unit – IV Other techniques and decision making**

- (A) Types of technique
  - (1) Leading technique
  - (2) Reassurance technique
  - (3) Questioning technique
  
- (B) Decision making
  - (1) Principles of decision – making
  - (2) Aspects of decision – making
  - (3) Steps of decision – making

### **References**

1. Rao Narayan S. (1981) “Counselling Psychology” – New Delhi. Tata Mc Graw Hill publishing Co.
  2. Rosiya Carney, Routledge (1993) “Counselling in General Pracha”, New Fetter Land, London.
  3. zki. Ākxu÷ Mkku{k¼kE xe; (19Āk0) “Mk÷kn {LkkurđjkkLk”; ÞwrLkđrMkoxe økútÚk rLk{koy çkkuzo, y{ĒkđkĒ
- (II)