Objectives:
(i) To familiarizing with concepts of History of Psychology
(ii) To Enhance the knowledge and the understanding of the students regarding development of Psychology

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DETAILED SYLLABUS</th>
</tr>
</thead>
</table>
| **Unit – I** | Introduction  
1 (a) System in Psychology: Meaning and types  
(b) Evaluation of systems of Psychology  
(c) Some basic issues in Psychology  
II Psychology in India during Ancient pride  
(a) Titchener's structural Psychology  
(b) Criticisms of structuralism  
III Functionalism  
(a) Functionalism as a system  
(b) Criticisms of Functionalism  
(c) Distinction between structuralism and Functionalism |
| **Unit – II** | Modern Associationism  
(a) Ivan Ptrovich Pavlov  
(b) Edward Lee Thorndike: The Psychology of connectionism |
| **Unit – III** | Behaviorism  
I Watsonian Behaviorism as a system  
(a) Secondary features of Watsonian Behaviorism  
(b) Criticisms of Watson's Behaviorism  
II Later Behaviorism  
(a) Distinction between early behaviorism and later behaviorism  
(b) Edvin R. Guthrie  
(c) Clark L. Hull  
(d) B.F. Skinner  
(e) E.C. Tolman |
| **Unit – IV** | Gestalt Psychology  
I Foundation of Gestalt Psychology  
(i) Max Wartheimer  
(ii) Wolf gand Kohler  
(iii) Kurt Kofka  
II Basic Experimental contribution of Gestalt psychology  
(i) Perception  
(ii) Learning  
III Criticisms of Gestalt Psychology  
IV Field Theory  
(i) Kurt Lewin's Field Theory  
(ii) Lewin’s Contribution |
Basic Books:

Reference Books:
ii. Brennan, J.A. 2004 History and System of Psychology sixth Edition Delhi person Education
iv. Tivari and Rani 2001 History and System of Psychology, Hindi Granth Academy M.P. Bhopal (In Hindi)
Objectives:
Aims and Objectives of teaching this paper is to enhance the knowledge and understanding of the students regarding the recent developments in the field of Psychological Testing, which is a fast growing and developing area globally. The students who learn this paper will be well equipped in the various areas of psychological testing which will be helpful to them professionally.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DETAILED SYLLABUS</th>
</tr>
</thead>
</table>
| Unit – I | • Nature and use of psychological tests  
  - Definition of a test  
  - Types of tests  
  - Uses of testing  
  - Who may obtain tests  
  • Standardized procedures in test administration  
  - Procedures of test administration  
  - Influence of examiner  
  - Background and motivation of examinee  
  • The Origins of psychological testing |
| Unit – II | • Norms & Test Standardization  
  - Essential Statistical concepts  
  - Raw Score Transformation  
  - Selecting a norm group  
  • Reliability  
  - Correlation coefficient as a reliability coefficient  
  - Reliability as temporal stability  
  - Reliability as internal consistency  
  - Reliability and the standard error of measurement  
  • Validity  
  - Definition  
  - Content validity  
  - Criterion related validity  
  - Construct validity  
  - Approaches to construct validity  
  • Test development or test construction  
  - Defining the test  
  - Selecting a scaling method  
  - Representative scaling methods  
  - Constructing the items  
  - Testing the items  
  - Revising the test Publishing the test |
| Unit – III | Measurement of Intelligence  
  Definitions of intelligence  
  Individual Tests  
  • The Wechsler Intelligence Scales  
    - Origins - General features  
    - WAIS - III, WISC - IV, WPPSI - III  
  • Early Binet scales (1905, 1908)  
    - Terman's Stanford - Binet Intelligence scale (1916, 1937, 1960)  
  • Kaufman Brief Intelligence Test (K- BIT) |
**Group Tests**

- Intelligence
  - Origins - Difference - Advantages & disadvantages of group tests
  - Multidimensional Aptitude Battery
  - Shipley Institute of living Scale
  - Multilevel Battery: The Cognitive Abilities Test
  - Culture Fair Intelligence Test
  - Raven's Progressive Matrices

**Testing Special Populations**

- Non-Language Tests
  - Leiter International Performance Scale
  - Human Figure Drawing Tests
  - Hiskey - Nebraska Test of learning aptitude
  - Tests of Non-verbal Intelligence - 3
- Non-Reading & Motor Reduced Tests
  - Testing persons with visual impairments
  - Testing individuals who are deaf
  - Testing the mentally retarded
- Aptitude
  - Multiple Aptitude Test Batteries
    - Differential Aptitude Test
    - General Aptitude Test Battery
    - Armed Services Vocational Aptitude Battery
  - College level
    - Scholastic Assessment tests
    - American College Test
  - Post Graduate Level
    - Graduate Record Exam
    - Medical College Admission Test
    - Law School Admission Test

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**Recommended Books Basic Book**

Pearson Education, Indian Reprint, New Delhi

**Reference Books**

M. A. Semester – III  
(PSY 503)

POSITIVE PSYCHOLOGY : I

Objectives :
1. To provide information about subject matter of positive Psychology
2. To provide conceptual aspects of positive psychology

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DETAILED SYLLABUS</th>
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</thead>
</table>
| Unit – I | Introduction :  
- What is positive psychology?  
- Positive psychology : Assumptions, Goals and Definition  
- Relationship  
- Health Psychology  
- Clinical Psychology  
- Development Psychology |
| Unit – II | Happiness and Wellbeing  
- What is Happiness  
  a. Hedonic Happiness  
  b. Eudemonic Happiness  
- Wellbeing  
  - The Hedonic Basis of Happiness  
  - Measuring subjective Wellbeing  
  - Definition and Causes of Happiness and Wellbeing |
| Unit – III | Happiness and the fact of life  
- Happiness across the life spam  
- Gender and Happiness  
- Positive moods and Behavior  
- Marriage and Happiness  
- Benefit of marriage  
- Selection effects |
| Unit – IV | Happiness and culture  
- The meaning of Happiness  
- Relative or universal  
- Culture and wellbeing  
- The American - Individualistic style of Happiness  
- The Asian - Collectivist style of Happiness |

Basic Books :  

Reference Books :  
Web Resource:
1. www. positive psychology, org
4. www.psych.uiuc.edu/-ediener
5. www.psych.edu/-ediener

M. A. Semester – III
(PSY504)
STATISTICAL INFERENCE - I

Objectives:
(i) To familiarizing with concept of statistical inference
(ii) To Enhance the knowledge and understanding of students regarding various methods of statistical analysis
(iii) To develop the skills of calculation and inference of results

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DETAILED SYLLABUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit – I</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td></td>
<td>(i) Equal cell frequencies</td>
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<tr>
<td></td>
<td>(ii) Unequal cell frequencies</td>
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<tr>
<td>Unit – II</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td></td>
<td>(i) Analysis of Variance Three way</td>
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<td></td>
<td>(ii) Bartlett’s test of homogeneity for K Variances</td>
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<tr>
<td></td>
<td>( Equal – Unequal degree of freedom)</td>
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<tr>
<td>Unit – III</td>
<td>Non parametric statistics</td>
</tr>
<tr>
<td></td>
<td>(i) Median Test</td>
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<td></td>
<td>(ii) Extension of Median Test</td>
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<td></td>
<td>(iii) Mann - Whiteny Test</td>
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<td></td>
<td>(iv) Kolmogorov - Smirnov Two Sample test</td>
</tr>
<tr>
<td>Unit – IV</td>
<td>Non Parametric Statistic</td>
</tr>
<tr>
<td></td>
<td>(i) Wilcoxon matched pairs signed ranks test</td>
</tr>
<tr>
<td></td>
<td>(ii) Cochran Q test</td>
</tr>
<tr>
<td></td>
<td>(iii) Friedman Two way Analysis of Variance</td>
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<tr>
<td></td>
<td>(iv) Kruskal-Wallis One-way Analysis of Variance by Ranks</td>
</tr>
</tbody>
</table>

Books:
M. A. Semester – III  
(PSY505EA)  
HUMAN RESOURCE DEVELOPMENT

Main Objective:  
The scheme of question paper :  
1. The paper consist of four units  
2. Each unit should be given equal weightage in examination.  
3. Total Marks : 70

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DETAILED SYLLABUS</th>
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</thead>
<tbody>
<tr>
<td>Unit – I</td>
<td><strong>The Context of Human Resource Development</strong></td>
</tr>
<tr>
<td></td>
<td>• Globalization</td>
</tr>
<tr>
<td></td>
<td>• The implications of globalization for HRD</td>
</tr>
<tr>
<td></td>
<td>• National HRD and vocational education and training</td>
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<td></td>
<td>• The implication of national HRD for HRD practitioners</td>
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<tr>
<td>Unit – II</td>
<td><strong>Developing an HRD Strategy</strong></td>
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<tr>
<td></td>
<td>• Factors influencing strategic human resource development</td>
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<td></td>
<td>• Development an HRD strategy</td>
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<tr>
<td></td>
<td>• Implications for practice of strategic approach to human resource development</td>
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<tr>
<td>Unit – III</td>
<td><strong>Identifying HRD Needs</strong></td>
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<tr>
<td></td>
<td>• The purpose of training needs analysis (TNA)</td>
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<td>• Organization level training needs analysis</td>
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<td></td>
<td>• Development-level or operational level training needs analysis</td>
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<td></td>
<td>• Individual level training needs analysis</td>
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<td></td>
<td>• The requirements for an effective training needs analysis</td>
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<tr>
<td>Unit – IV</td>
<td><strong>HRD in Small and Medium Sized Enterprises</strong></td>
</tr>
<tr>
<td></td>
<td>• Small and Medium sized enterprises</td>
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<tr>
<td></td>
<td>• Human resource development in small and medium sized enterprise</td>
</tr>
<tr>
<td></td>
<td>• Formal HRD provision</td>
</tr>
<tr>
<td></td>
<td>• Informal leaving in small and medium sized enterprises</td>
</tr>
</tbody>
</table>

Basic Book


Reference Book

• Randy Deimone, John Werner and David Harris, "Human Recource Development", 3rd Edition, Thomson South-Western Publication


# M. A. Semester – III
## (PSY 505EB)
### FUNDAMENTAL CONCEPTS OF CLINICAL PSYCHOLOGY

**Objectives:**
Aims. and Objectives of teaching this paper is to enhance the knowledge and understanding of the students regarding the recent developments in the field of Clinical Psychology, which is a fast growing and developing area globally. In case, the students want to practice as a Clinical Psychologist in a hospital or work with other professionals of Mental Health team, he can be equipped with these basics.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DETAILED SYLLABUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit – I</td>
<td><strong>Definition and History</strong>&lt;br&gt;• Definition - Characteristics - Activities and work settings - Distinguishing clinical psychology from related professions.&lt;br&gt;• History and recent developments - Roots - Between the war and the post-war explosion&lt;br&gt;• Psychological models in Clinical Psychology&lt;br&gt;• Value of models&lt;br&gt;  - some cautions about models&lt;br&gt;  - psychoanalytical model&lt;br&gt;  - Interpersonal model&lt;br&gt;  - Humanistic model&lt;br&gt;  - Behavioral model&lt;br&gt;  - Cognitive model</td>
</tr>
<tr>
<td>Unit – II</td>
<td>• Assessment in Clinical Psychology&lt;br&gt;  - Goals of clinical assessment&lt;br&gt;  - planning the assessment&lt;br&gt;  - data collection&lt;br&gt;  - processing assessment data&lt;br&gt;  - communicating assessment findings&lt;br&gt;• Interview in Clinical Psychology&lt;br&gt;  - Stages in interview&lt;br&gt;  - communication in interview&lt;br&gt;  - interviewing children&lt;br&gt;• Observation in Clinical Psychology&lt;br&gt;  - Approaches to observation&lt;br&gt;  - reliability and validity of observed data</td>
</tr>
<tr>
<td>Unit – III</td>
<td>• Intellectual assessments&lt;br&gt;  • Definition - theories - measurement&lt;br&gt;• Educational assessment&lt;br&gt;  • Tests of aptitude - achievement - learning disabilities</td>
</tr>
<tr>
<td>Unit – IV</td>
<td>• Personality assessment</td>
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<tr>
<td></td>
<td>• Projective methods - Rorshach Inkblot - TAT - Projective drawings</td>
</tr>
<tr>
<td></td>
<td>• Objective methods - MMPI - Neo-Personality Inventory</td>
</tr>
<tr>
<td></td>
<td>• Behavioral assessment</td>
</tr>
<tr>
<td></td>
<td>• Defining features of Behavioral assessment - Functional analysis</td>
</tr>
<tr>
<td></td>
<td>- Behavioral assessment methods</td>
</tr>
</tbody>
</table>

**References**

**Basic Books**


**Reference Books**

M. A. Semester – III
(PSYPR506)
PSYCHOLOGICAL TESTING (PRACTICAL) ANY SIX (For Regular Students)

Objectives:
(i) To familiarizing with concept of Psychological Testing
(ii) To develop the skill of Administrating Psychological Tests
(iii) To develop the skill of Test results.

<table>
<thead>
<tr>
<th>No.</th>
<th>(PSY PR 506)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Koh’s Block Design Test</td>
</tr>
<tr>
<td>2</td>
<td>Bhatia Test of Intelligence</td>
</tr>
<tr>
<td>3</td>
<td>Value Test</td>
</tr>
<tr>
<td>4</td>
<td>Maudsley Personality Inventory</td>
</tr>
<tr>
<td>5</td>
<td>Emotional Maturity Scale</td>
</tr>
<tr>
<td>6</td>
<td>Psychological Well-being Test</td>
</tr>
<tr>
<td>7</td>
<td>Self Concept Questionnaire</td>
</tr>
<tr>
<td>8</td>
<td>Bell Adjustment Inventory</td>
</tr>
</tbody>
</table>

Basic Books:

Reference Books:
M. A. Semester – III
Paper - 506
SHORT ESSAYS (For External Students)

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DETAILED SYLLABUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit – I</td>
<td>(1) Ivan Patrovich Pavlov &lt;br&gt; (2) Watsonian Behaviorism &lt;br&gt; (3) Gestalt Psychology &lt;br&gt; <strong>OR</strong> &lt;br&gt; (4) Types and characteristics of Psychological tests &lt;br&gt; (5) The Wechsler Intelligence scales &lt;br&gt; (6) Multiple Aptitude test Batteries</td>
</tr>
<tr>
<td>Unit – II</td>
<td>(1) Definition and Causes of Happiness and Wellbeing &lt;br&gt; (2) Marriage and Happiness &lt;br&gt; (3) Culture and well-being &lt;br&gt; <strong>OR</strong> &lt;br&gt; (4) Biserial ‘r’ &lt;br&gt; (5) Analysis of Variance &lt;br&gt; (6) Mann-Whitney test</td>
</tr>
<tr>
<td>Unit – III</td>
<td>(1) The implications of globalization of HRD &lt;br&gt; (2) Factors influencing strategic HRD &lt;br&gt; (3) Development level &amp; operational level training &lt;br&gt; (4) HRD in small and medium sized enterprise needs analysis &lt;br&gt; <strong>OR</strong> &lt;br&gt; (1) Psychological Models in Clinical Psychology &lt;br&gt; (2) Interview in Clinical Psychology &lt;br&gt; (3) Intellectual assessment &lt;br&gt; (4) Projective methods</td>
</tr>
<tr>
<td>Unit – IV</td>
<td>(1) Distinction between Structuralism and Functionalism &lt;br&gt; (2) Reliability of test &lt;br&gt; (3) Health Psychology &lt;br&gt; (4) Phi-coefficient &lt;br&gt; (5) The purpose of training needs analysis (TNA) &lt;br&gt; (6) Importance of Psychological tests</td>
</tr>
</tbody>
</table>

Basic Books :
