

13.06.2018

To

The Additional Secretary,
Chancellors of universities of Bihar

Patna.

Sir/Madam,

We have completed some necessary modifications in M.A. Psychology syllabus based on Choice Based credit system (CBCS, four Semester) on 13.06.18.

The necessary modifications may kindly be incorporated.

With regards
Yours sincerely

1. Prof. A. K. Singh (Rtd, Head, P.O) — A. K. Singh
B. J. B. 18
2. Prof. Kanak Varma (Director [PRS]) — K. Varma
P.O.
13.06.18.

DEPARTMENT OF PHILOSOPHY

L.N. Mithila University, Kameshwarnagar, Darbhanga



Letter No. 4687/18

Date 15.4.2018

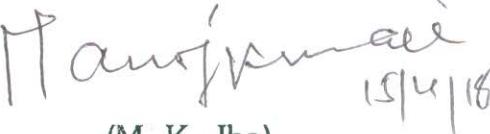
To

The Vice-Chancellor,
L. N. Mithila University, Darbhanga

Hon'ble Sir,

As per the Direction of your good offices, Humanities Faculty presenting its opinion with regard to Choice Based Credit System (CBCS) for the 2 years (four Semesters) Post Graduate Degree Course (M.A.) that the ordinance and regulation given by Patna University may be adopted with a few suggestions that in place of 6 Elective Course it should be only 4 which should include AECC-1 in 1st Semester, AEC-I in 2nd Semester, 2 EC (Subject Specific) one in 3rd Semester and One in 4th Semester.

Yours sincerely,


(M. K. Jha)
(Dean, Faculty of Humanities)

Dean-Humanities
L.N.Mithila University,Darbhanga



L. N. MITHILA UNIVERSITY

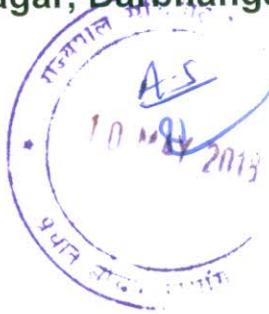
Kameshwaranagar, Darbhanga-846004 (Bihar)

Ref. No.: Dev-453/18

Dated: 03-5-2018

To

Shri Vivek Kumar Singh
Principal Secretary to Hon'ble Chancellor
Governor's Secretariat Bihar,
Raj Bhawan, Patna – 800022.



Sub.: Regarding revision of Curriculum under CBCS for Post Graduate Courses.

Ref.: Your Letter No. 1120 GS(I) Dated 18.04.2018.

Sir,

I am directed to send the following documents for your kind perusal and necessary actions:

1. MA Psychology Syllabus under CBCS prepared by LNMU.
2. Comments regarding CBCS by Deans Faculty of Sciences and Humanities.
3. Regarding MBA-PG course curriculum.

With regards.


31/5/18
(Dr. K. K. Sahu)
Development Officer
L. N. Mithila University
Darbhanga

606/65
14/05/18

M.A. PSYCHOLOGY SYLLABUS UNDER CBCS FOR THE UNIVERSITIES OF BIHAR

Semester	Course Code	Name of paper	Marks	Marks of CIA	Marks of ESE	Passing criterion	Qualifying criterion
Semester -I	CC-1	ADVANCED GENERAL PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-2	ADVANCED SOCIAL PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-3	RESEARCH METHODOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-4	EXPERIMENTS IN PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	AECC-1	As per Syllabus framed by Raj Bhawan	100	30	70	45% marks in CIA 45% marks in ESE	Qualify
Semester -2	CC-5	COGNITIVE PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-6	NEUROPSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-7	PSYCHOPATHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-8	STATISTICS FOR PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-9	PSYCHOLOGICAL ASSESSMENT	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	AEC-1	As per Syllabus framed by Raj Bhawan	100	30	70	45% marks in CIA 45% marks in ESE	Qualify
Semester -3	CC-10	HEALTH PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-11	COUNSELLING PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-12	EDUCATIONAL PSYCHOLOGY	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-13	HUMAN RESOURCE MANAGEMENT	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	CC-14	GENERAL COUNSELLING SKILLS	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	AECC-2	As per Syllabus framed by Raj Bhawan	100	30	70	45% marks in CIA 45% marks in ESE	Qualify
Semester -4	EC-1	CLINICAL PSYCHOLOGY/ ORGANISATIONAL BEHAVIOUR/ POSITIVE PSYCHOLOGY/ PSYCHOMETRI/ COMPUTER APPLICATION IN PSYCHOLOGY- PAPER-1	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	EC-2	PAPER-2 - do -	100	30	70	45% marks in CIA 45% marks in ESE	Marks decide class/CGPA
	DSE-1	As per Syllabus framed by Raj Bhawan	100	30	70	45% marks in CIA 45% marks in ESE	Qualify
	OR GE-1	As per Syllabus framed by Raj Bhawan	100	30	70	45% marks in CIA 45% marks in ESE	Qualify

Anis Ahmed
02/15/2018

Raj Bhawan
25/05/2018

Aziz
02/05/2018

Univ. Deptt. of Psychology
N. Mithila University
Darbhanga

SEMESTER-I

1. ADVANCED GENERAL PSYCHOLOGY

Course Contents:

Unit-I

Genetic Influence on Behaviour: Chromosomes and Genes; Methods of Studying Genetic or Hereditary Determinants; Evolution, Culture and Behaviour; Psychophysics and Signal Detection Theory: Problems of Psychophysics, Psychophysical Methods, Errors in Psychophysical Methods, Experimental Findings, ~~Experimental Procedures~~ ^{Ans. v} in Theory of Signal Detection (TSD).

Unit-2

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

Unit-III

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

UNIT IV

Intelligence: Nature of Intelligence, Theories: Spearman's Two Factor, Multiple Factor Theory (Thorndike and Guilford), Cattell's Theory, Theory of Multiple Intelligence (Gardner), Emotional Intelligence; Personality: Nature, determinants, Theories: Freud, Erik Erikson, Bandura, Cattell, Carl Rogers; Indian approach; measurement of personality: psychometric and projective tests.

Recommended Books:

Ciccarelli, S. K., & Meyer, G. E. (2009). Psychology. India: Pearson.

Singh, A.K. (2014). Advanced General Psychology. Delhi: Motilal Banarsidas.

Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1993). Introduction to Psychology. New Delhi: McGraw Hill Education.

Passer, M. W., & Smith, R. E., (2011). Psychology: The Science of Mind and Behaviour. India:

McGraw Hill. (2009)
Baron, R.A. & Psychology : Pearson

A.I.U.

2. ADVANCED SOCIAL PSYCHOLOGY

Course Contents:

UNIT - I

Introduction: Nature, Fields of social psychology, Social psychology in the new millennium: cognitive perspective, multicultural perspective, biological and evolutionary perspective; Understanding Social World: Social Perception: Impression Formation and Management; Attribution Theories and Attribution Biases.

Social Psychology in
Indian Perspective
A.I.U.

(Add)

UNIT-2

Attitude and its change, aggression and ways to manage aggression; pro-social behaviour.

UNIT-3

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

Unit-4

Psychology & A.I.U.

Applications in real world: Revisiting the meanings of social in social psychological perspectives; challenges of societal development, Issues of gender, poverty, marginalization and social suffering. Applications of social Psychology in Health and Education

A.I.U.

A.I.U.

Recommended Books:

Baron, R. A., & Byrne, D. (2000). (8th ed.). Social psychology. New Delhi: Prentice Hall of India.

Dalal, A.K., & Misra, G. (Ed.) (2001). New directions in Indian psychology, Vol. 1: Social psychology. New Delhi: Sage.

Misra G. (Ed.) (2009). Psychology in India, Vol. 2: Social and organizational processes. New Delhi: Pearson.

Shaw, M. E., & Costanzo, P. R. (1970). Theories of social psychology. USA: McGraw-Hill.

Taylor, M., & Moghaddam, F.M. (1987). Theories of intergroup relations. NY: Praeger.

Singh, A. K. ~~Social Psychology~~ (2016) Social Psychology, Prentice Hall of India, Delhi.
H.S.K

3. RESEARCH METHODOLOGY

Course Contents:

Unit-1.

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

Unit-2

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

Unit-3.

Research settings and Methods of Data collection: Observation, Interview, Questionnaire, Survey research and other non-experimental methods; Test Standardization – steps of test construction, Guidelines for Item Writing, Item Analysis, Reliability – Methods of Estimating

Factors affecting Reliability and Validity,

Reliability; Validity – Types of Validity; Norms – Types of Norms – Percentile Rank, Standard Score Norm.

Unit 4

Sampling in qualitative research

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

Recommended Books:

Bridget, S., & Cathy, L. (Eds.) (2008). Research methods in the social sciences. New Delhi, India: Vistaar Publication.

Chadha, N. K. (2009). Applied psychometry. New Delhi, India: Sage.

Howell, D. C. (2002). Statistical methods for psychology (5th ed.). Duxbury, California; Thomson Learning.

Kerlinger, F. N. (1973). Foundations of behavioral research. USA: Holt, Rinehart & Winston.

Denzin, N. K., & Lincoln, Y. (2005). Handbook of qualitative research (3rd ed.). Thousand Oaks, CA: Sage.

Willig, C., & Stainton-Rogers, W. (Eds.) (2008). Handbook of qualitative research in psychology. London: Sage.

4. EXPERIMENTS IN PSYCHOLOGY

Course Contents:

Unit-I

1. Speed of learning as a function of meaningfulness of material.

2. Bilateral transfer of training.

3. Effect of reward & punishment on learning.

Goode, W. J & Hatt, P. K. (1952) Methods in Social Research, New York: McGraw Hill

Singh, A. K. (2016) Test, Measurement and Research Methods in Behavioural Sciences, Patna: Bharti Bhawan

Recommended Books:

Heilman, K.M. & Valenstein, E. (1993). Clinical Neuropsychology. New York: Oxford University Press.

Kolb, B., & Whisaw, I.Q. (1990). Fundamentals of human Neuropsychology. New York: Freeman, W.H

Gupta, Ashum (2006). Cognitive rehabilitation: A multimodal approach. Journal of Indian Health Psychology, 1 (1), 98-106.

Pinel, J.P. (2006). Biopsychology. Pearson Education, Inc.

Singh, A.K. Nero Manovigyan, Patna: Motilal Banarsidas

7. PSYCHOPATHOLOGY

Unit 1.

Psychopathology: Nature, Historical background, Perspectives-Biological and Psychological.

Classification: DSM system of classification: DSM-5; ICD-10 & 11
Ans. W

UNIT-2

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

UNIT-3

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

Unit-II

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

Unit-III

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

Unit-IV

- of Results on performance* ✓ ✘
1. Effect of knowledge on performance on ergo graph
 2. Zeigarnik Effect

Recommended Books:

D' Amato, M.R: Experimental Psychology: Methodology, (1970): Psycho-Physic & Learning,
New York: McGraw Hill

Underwood, Benton, j. (1963): Experimental: An Introduction, Bombay, The Times of India
Press

Woodworth, Robert S. & Schlosberg, Harold (1971); Experimental Psychology, Calcutta:
Oxford & IBH Publishing Co.

*Mohsin, S.M. (1974) Experiments in Psychology, Oxford
Publication, Delhi* ✓

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SEMESTER-II

5. COGNITIVE PSYCHOLOGY

Course Contents

UNIT- 1

Cognitive psychology: Origin and current status; Attention and perception: nature and theories of selective attention, sustained attention- nature, determinants and theories, ~~executive attention, unattentional blindness~~, subliminal perception; Perceptual organisation, Time Perception : ^{Fourth} Dimension, Pattern Recognition : Bottom up and Top Down Approach, Perceptual Learning, Perception of Distance and Depth

Unit-2

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

UNIT-3

Thinking and problem solving: types of thinking, Components of thinking: images, concepts; Problem Solving: Greeno's Classification of Problems, General Strategies;

Unit-4

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

Recommended Books:

Babbeley, A., Eysenck, M.W., & Anderson, M.C.(2015). Memory. New York:Psychology Press.
Chance,P.(1988).Learning and Behaviour. California: Wadsworth.

Bernstein, D.A., Penner, L.P., Clarke-Stewart, E.J. (2008). Psychology (8th Ed.). N.Y.: Houghton

Miffin Smith, E. E. & Kosslyn, S. M.. (2007) Cognitive Psychology Mind and Brain. Prentice – Hall of India Private Limited.

Kellog, R.T. (2007). Fundamentals of Cognitive Psychology, Sage Publication, New Delhi.

Matlin, M. W. (2006). Cognition, John Wiley & Sons, Inc. U.S.A.

Baron, R.(2004) Psychology. New Delhi: Prentice – Hall of India.

6. NEURO PSYCHOLOGY

Course Contents:

Unit 1:

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

Unit 2:

Neuropsychological deficits in stroke, head injury, tumors, epilepsy; Brain Reorganization and Plasticity; Spontaneous Recovery, rehabilitation

UNIT-3:

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

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

UNIT-4:

Occipital lobe syndromes: Visual Theory, Disturbance of visual Perceptions

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

UNIT-4

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

Recommended Books:

Adams P.B. and Sutker, H.E. (2001) Comprehensive Handbook of Psychopathology. Third edition. NY: Springer.

Hersen, M and Beidel, D (2012) Adult psychopathology and diagnosis, 6th edition. NY: Wiley.

Sadock B.J. and Sadock V.A. (2007) Kaplan and Sadock's Synopsis of Psychiatry, 10th edition. PA: Lipincott, Williams and Wilkins.

8. STATISTICS FOR PSYCHOLOGY

Course Contents

UNIT I

- a. Distributions: discrete distributions; continuous distributions, jointly distributed random variables.
- b. Inference: estimation theory, statistical hypothesis testing, types of errors. methods of estimation: least square, maximum likelihood, Bayesian inference.
- c. Descriptive statistics: central tendency and variability; Normal Probability Curve and Deviation (Skewness and Kurtosis)

UNIT II

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

Carson, R.C. & Butcher, J.N. (2016) Abnormal Psychology, 15th edition Pearson



Unit-II

- a. ANOVA (One way & two ways)
- b. Chi square
- c. Mann-Whitney U-test; Kruskal Wallis H-Test.

Unit 4.

Multiple Regression and Factor Analysis using Software Packages

- a. Multiple Regression: basic concepts, methods and uses
- b. Factor Analysis: basic concepts, methods of extraction and methods of rotation. ✓ A2
~~Descriptive; graphs; basic and multivariate statistics in R, R GUI, other software.~~

Recommended Books:

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

9. PSYCHOLOGICAL ASSESSMENT

Applications and Report Writing in Practice

Unit 1:

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

Unit 2:

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

Unit 3:

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

Unit 4:

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

Recommended Books:

Garret, H.E (1951): Great Experiments in Psychology, New York: Appleton- Century Crafts, Inc
Third Edition

Kuppuswami, B. (1954) Elementary Experiments in Psychology, Madras: Oxford University Press

Woodworth, Robert S. & Schlosberg, Harold (1971), Experimental Psychology, Calcutta: Oxford & IBH Publishing Co.

10. HEALTH PSYCHOLOGY

Course Contents

UNIT-I

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

UNIT-II

Anastasi, A. & Urbina, S. (2009) Psychological Testing, 7th ed. Delhi, PHI
Singh, A.K. (2016) Tests, Measurements and Research Methods in Behavioural Sciences, Patna; Bharati Bhawan

A.S.

V

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

UNIT-III

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

UNIT-IV

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

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

Recommended Books:

Edward P. Sarafino,(1990). *Health Psychology*, John Wiley&Sons, INC.

Linda Brannon and Jess Feist. (2007). *Introduction to Health Psychology*, Thomson: Indian Edition.

Shelley E. Taylor. (2007). *Health Psychology*, Tata McGrawHill , Sixth Edition.

Malhotra, S.M., Batra, P. & Yadava, A. (2007). *Health Psychology: Psycho-Social Perspective*. New Delhi: Common Wealth Publishers.

Singh, R., Yadava, A. & Sharma, N.R. (2015). *Health Psychology*. New Delhi: Global Vision Publishing House.

Nature of Educational Psychology and its application; Historical perspective to Educational Psychology; Education, Learning and Adjustment of Gifted children, Mentally retarded children, Backward children and Physically handicapped children; Moral development - Piaget & Kohlberg.

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11. ADVANCED EDUCATIONAL PSYCHOLOGY

Course Contents

UNIT - I

Need of psychology in education. Eminent educational thinkers: An overview of the educational thought of Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Maria Montessori, Jyotirao Phule and Mahatma Gandhi. Theoretical frames in human development: Freud, Kakkar, Piaget, Kohlberg, Vygotsky.

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UNIT - II

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

UNIT - III

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

Unit-IV

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

Recommended Books:

Puri, M., & George, A. (2004). Handbook of inclusive education for educators, administrators, and planners. New Delhi, India: Sage Publications.

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Santrock, J.W. (2004) *Educational Psychology*. Delhi Book stores
Dr.

Thapan, M. (Ed.) (2014). *Ethnographies of schooling in contemporary India*. New Delhi, India:
Sage.

Kakar, S. (2008). *The inner world: A psychoanalytic study of childhood and society in India*.
New Delhi, India: Oxford University Press.

Alexander, C., & Langer, E. (Eds.) (1991). *Higher stages of human development*. New York:
Oxford University Press.

Singh, A.R. (2015) *Educational Psychology*, Pustak Bhawan
12. COUNSELLING PSYCHOLOGY

Course Contents:

UNIT- I

Definition of counseling, Counselling and psycho-therapy, counselling as a helping relationship,
as a solution to human problems; Counselling – expectations and goals, Achievement of positive
mental health

UNIT -II

Approach to counselling: The directive or authoritarian approach (Psycho-analytic), Humanistic
Approach, Behaviouristic Approach, The existential Point of view; Counselling Process:
preparation, process, content, steps in the counselling process, variables affecting the counselling
process.

UNIT -III

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

Special Areas in Counselling : Family group consultation – Counselling with families Concern
children as well as parents, Counselling with delinquent, Marriage & Pre-marital Counselling.

UNIT -IV

Training for Counselling – Counselor preparation & professional issues, Academic preparation, practical skills, Ethical standards, Legal considerations, Conception of a professional worker, Modern Trends in Counselling: Counselling Movement in India, present status of counseling & Psychotherapy.

Recommended Books:

Bordin, E. S. (1985): Psychological Counselling, N.Y. : Appleton Century Crofts, Inc.

Narayanrao, S. (1989): Counselling Psychology, (3rdedi.), N.D. Tata McGraw Hill Book Co. Ltd.,

Steffler, B. (Ed.) (1965): Theories of Counselling, New York: MacGraw Hill Book Company.

Tyler, L.E. (1969): The work of a counselor (3rd edi.)N.Y. Appleton Century Crafts.

Warters, J. (1964): Techniques of Counselling, (2ndedi.), N.Y.: MacGraw Hill Book Company.

13. HUMAN RESOURCE MANAGEMENT

Course Contents

Unit-I

Human Resource Management: objectives; relationship with the internal and external environment; roles and responsibilities of HRM department, emerging trends in HRM, work force diversity and HRM.

UNIT – II

Recruitment and Selection: importance of recruitment and selection; Recruiting methods: External recruiting; Internal recruiting, Effectiveness of various recruiting methods; selection process. - Fundamentals of personnel measurement; measurement of individual differences: Application blanks; Personality assessment.

UNIT – III

Training and Development:-

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

UNIT - IV

Performance Appraisal System:-

Performance appraisal process and procedures, Methods of performance appraisal – norm referenced methods, Behavioral methods; MBO; output methods, 360 degree performance appraisal, self-appraisal- advantages, disadvantages.

Books Recommended –

Ashwathappa, K. (2008) Human Resource Management: Text and Cases (5th Ed.) Tata McGraw Hill, New Delhi.

Dwivedi, R.S. (2006) Managing Human Resources: Personnel Management in Indian Enterprises (2nd Ed.) Galgotia Publishing Company, New Delhi.

Mondy, W. R. & Noe R.M., (2006) Human Resource Management (9th Ed.) Pearson Education.

Mamoria, C.B. & Gankar, S.V. (2006) Personnel Management: Text & Cases Himalaya Publishing House, Mumbai.

14. GENERAL COUNSELLING SKILLS

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

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

3. Assessment of Social maturity Scale or Dyslexia Screening Test or Screening of autism

Wechsler Intelligence Scale(adult/children)

Differential Aptitude Test

Personality and Interests Assessment: 16PF, MBTI, NEO⁺ PI⁺3, NEO⁺ FFI, ~~NEO⁺~~ ^{or} ~~FFI~~

Projective Test: CAT/ TAT, Rosenzweig Picture Frustration Study (Children/ Adult)

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

k) Institutional visits:

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

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

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

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

Semester end Practical examination: 70 marks.

Viva voce examination: 40 marks

Test Instruction and Conduction based on simulated case vignette: 15 marks

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

Recommended Books:

Australia,E(2005) Understanding autism. Elsevier Australia

Niles, S. & Harris⁺Bowlsbey, J. (2009). Career development interventions in the 21st century (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Geldard, K and Geldard, D (2004) Counselling Adolescents. Sage Publications, New Delhi.

Wong,B., Butler,D.L (2012) (4th edition) Learning about disabilities. Academic press.

SPECIAL PAPER- ELECTIVE PAPERS- 1 & 2

A. M.A. SPECIALISATION IN ORGANISATIONAL BEHAVIOUR

PAPER-1 ORGANISATIONAL BEHAVIOUR IN INDIAN PERSPECTIVE

Course Contents

UNIT-I

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

Unit-II

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

UNIT-III

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

Unit-IV

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

Recommended Books:

✓ Robbins, P.S.(2003).Organizational Behaviour.New Delhi: Prentice Hall of India Private Limited.

Pareek, U. (2007). Understanding Organizational Behaviour (2nd ed.). Delhi, India: Oxford University Press.

Parikh, M., & Gupta, R. K. (2010). Organisational behavior. New Delhi: Mc Graw Hill.

Sinha, J. B. P. (2009). Culture and organizational Behaviour. New Delhi: Sage Publications.

Sinha, J. B. P. (2014). Psycho-social analysis of Indian mind set. New Delhi: Springer.

Paper-II Interpersonal Processes in Organizations

Course Contents:

Unit-I

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

Unit-II

Organisational culture

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

Unit-III

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

Unit-IV

Behaviour's in Organisation:

Productive behaviour: Nature and Process: Organizational citizenship behaviour and Organisational commitment.

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

Emerging Challenges of organizational behaviour: Knowledge management and people issues; Competency mapping and psychological processes, Coaching-mentoring and counseling

Recommended Books:

Jex, S. M. (2002). *Organizational Psychology*. New York: John Wiley & Sons

Robbins, P. S. (2003). *Organizational Behaviour*. New Delhi: Prentice Hall of India Private Limited.

Pareek, U. (2007). *Understanding Organizational Behaviour* (2nd ed.). Delhi, India: Oxford University Press.

Parikh, M., & Gupta, R. K. (2010). *Organisational behavior*. New Delhi: Mc Graw Hill.

Sinha, J. B. P. (2009). *Culture and organizational Behaviour*. New Delhi: Sage Publications.

Sinha, J. B. P. (2014). *Psycho-social analysis of Indian mind set*. New Delhi: Springer.

M.A. SPECIALISATION IN CLINICAL PSYCHOLOGY

Paper I - Introduction to Clinical Psychology

Course Contents:

Unit-1

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

Unit-2

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

Unit-3

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

Unit-4

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

Readings:

Fernandes-Ballesteros, R. (Ed.) (2003). Encyclopedia of psychological assessment (Vol. I & II). New Delhi, India: Sage.

Gregory, R. J. (2000). Psychological testing: History, principles, and applications (3rd ed.). Boston: Allyn & Bacon.

Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.

Pomerantz, A. M. (2008). Clinical psychology: Science, practice, and culture. New Delhi, India: Sage Publications.

Paper II – Psychotherapy

Course Contents:

Unit-1

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

Unit-2

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

Unit-3

Korchak, S. J. (2004) ^{Modern} clinical Psychology.
Neitzel, N.T., Bernstein, D.A., Milch, R (2003) Introduction to
clinical Psychology, Prentice Hall

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

Unit-4

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

Readings:

Corey, G. (2015). Theory and practice of counseling and psychotherapy. Boston: Cengage Learning.

Feltham, C. (Ed.) (1999). Controversies in psychotherapy and counseling. New Delhi: Sage.

Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi, India: Pearson Education.

Palmer, S. (Ed.) (2006). Introduction to counseling and psychotherapy: The essential guide. New Delhi, India: Sage.

M.A. SPECIALIZATION IN PSYCHOMETRICS

Paper I - Statistics

Course Contents:

Unit-I

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

→ Kendall's rank difference Method

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Unit-II

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

Unit-III

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

Analysis of covariance (ANCOVA) (ANCOVAT)

Unit-IV

Partial correlation, multiple regression and multiple correlation

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

Recommended Books:

Aron, A., & Aron, E. N. (1994). Statistics for psychology. New Jersey, NJ: Prentice Hall.

Garrett, H. E. (1966). Statistics in psychology and education. Bombay, India: Vakils Fiefer & Simon Pvt. Ltd.

Guilford, J. P. (1965). Fundamental statistics in psychology and education (4th ed.). New Delhi, India: Subject Publications.

Levin, J., & Fox, J. A. (2006). Elementary statistics in social research (10th ed.). New Delhi, India: Pearson Education.



Paper II - The Science of Psychological Assessment

Course Contents:

Unit-I

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

Unit-II

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

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

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

Unit-III

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

Validity: Concepts and types of validity; Political validity; Confusion between validation and validity

Normalisation: Algebraic normalisation, graphical normalisation

Unit-IV

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

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Recommended Books:

Borsboom, D. (2005). Measuring the mind: Conceptual issues in contemporary psychometrics. UK: Cambridge University Press.

Kalina, P. (1998). The new psychometrics: Sciences, psychology and measurement. London & New York: Routledge.

Michell, J. (1990). An Introduction to the logic of psychological measurement. Hillsdale, MI: Erlbaum.

Rust, J., & Golombok, S. (2009). Modern psychometrics: The science of psychological assessment. London and New York: Routledge.

M.A. SPECIALIZATION IN POSITIVE PSYCHOLOGY

Paper I - Foundations of Positive Psychology

Course Contents:

Unit-I

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

Unit-II

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

Unit-III

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

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Unit-IV

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

Recommended Books:

Baumgardner, S. R., & Crothers, M. K. (2009). Positive psychology. New Delhi: Pearson Education.

David, S. A., Boniwell, I., & Ayers, A. C. (Eds.) (2013). The Oxford handbook of happiness. Oxford, UK: Oxford University Press.

Kumar, U., Archana, & Prakash, V. (Eds.) (2015). Positive psychology – Applications in work, health and well-being. Delhi & Chennai: Pearson.

Lopez, S. J., & Snyder, C. R. (2011). The Oxford handbook of positive psychology. New York: Oxford University Press.

Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press.

Seligman, M. P. (2002). Authentic happiness. New York: Free Press.

Special Issue on Positive Psychology. (2014). Psychological Studies, 59(2).

Paper II - Positive Psychology in Cultural and Social Context

Course Contents:

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Recommended Books:

Baumgardner, S. R., & Crothers, M. K. (2009). Positive psychology. New Delhi: Pearson Education.

Kumar, U., Archana, & Prakash, V. (Eds.) (2015). Positive psychology – applications in work, health and well-being. Delhi & Chennai: Pearson.

Lopez, S. J., & Snyder, C. R. (2011). The Oxford handbook of positive psychology. New York: Oxford University Press.

Seligman, M. P. (2002). Authentic happiness. New York: Free Press.

Special Issue on Positive Psychology. (2014). Psychological Studies, 59(2).

E.COMPUTER APPLICATIONS IN PSYCHOLOGY

Paper-I : Computer Application

Course Contents:

Unit-I

Use of computer software in psychology

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

Unit-II

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

Unit-III

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

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

Recommended Books:

Baskin, D. (1990). Computer applications in psychiatry and psychology. London: Routledge – Taylor-Francis.

Rajaraman V. (1999). Fundamentals of Computers. New Delhi: Prentice Hall, India.

Crumlish, C.(1998).The ABC's of Internet. New Delhi: BPB Publications Manovigyanik software developed by Psy-com, B-4, 80/2 SJE, New Delhi-29

Paper-II Practical

Unit-I

Using SPSS for data entry

Unit-II

For analysing data – basic statistical procedures (UNIVARIATE & MULTIVARIATE)

Unit-III

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

Unit-IV

Use of internet resources for psychology: ERIC database, Psych Lit, Psych INFO, www.sciencedirect.com

Recommended Books:

Rajaraman V. (1999). Fundamentals of Computers. New Delhi: Prentice Hall, India.

Crumlish, C.(1998).The ABC's of Internet. New Delhi: BPB Publications Manovigyanik software developed by Psy-com, B-4, 80/2 SJE, New Delhi-29

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Mob.: 9430832680



Letter No.

Date... 15-04-2018



To

The Hon'ble Vice-Chancellor,
L. N. M. U. Darbhanga

Sub: Reg. revision of curriculum under CBCS
for Post graduate courses.

Hon'ble Sir,

With reference to the Subject cited above, this
is to inform you that all the H.O.Ds. of the
Faculty of Science have unanimously agreed
to the proposal of introduction of CBCS in
Post-graduate courses alongwith revision of
curriculum.

For kind perusal.

Dev-682/18
27-4-18

DO
For onward transmission

S
27/4/2018

Truly yours
(Signature)
15/4/18
(Upendra Kumar)
Dean (Sc.)