

**Gujarat University**  
**Choice Based Credit Semester System**  
**Revised Syllabus for Post-Graduation (M.A.) in Psychology**  
**(Effective from 15<sup>th</sup> June 2019)**

**M.A. Semester – I**

| <b>Paper no.</b> | <b>Paper Name</b>                                | <b>Compulsory for students</b> |
|------------------|--|--------------------------------|
| PSY 401          | Advanced Experimental Psychology – I             | Regular & External             |
| PSY 402          | Research Methods & Measurement in Psychology – I | Regular & External             |
| PSY 403          | Psychology of Emotions – I                       | Regular & External             |
| PSY 404          | Child Development – I                            | Regular & External             |
| PSY 405 EA       | Psychopathology – I                              | Regular & External             |
| PSY 405 EB       | Work Psychology – I                              | Regular & External             |
| PSY 406          | Health Psychology – I                            | Regular & External             |

**M.A. Semester – II**

| <b>Paper no.</b> | <b>Paper Name</b>                                | <b>Compulsory for students</b> |
|------------------|--|--------------------------------|
| PSY 407          | Research Methods & Statistics in Psychology – II | Regular & External             |
| PSY 408          | Psychology of Emotions – II                      | Regular & External             |
| PSY 409          | Child Development – II                           | Regular & External             |
| PSY 410          | Health Psychology – II                           | Regular & External             |
| PSY 411 EA       | Psychopathology – II                             | Regular & External             |
| PSY 411 EB       | Work Psychology – II                             | Regular & External             |
| PSY 412 PR       | Advanced Experimental Psychology (Practicals)    | Only for Regular               |
| PSY 412          | Social Psychology                                | Only for External              |

### **M.A. Semester – III**

| <b>Paper no.</b> | <b>Paper Name</b>                           | <b>Compulsory for students</b> |
|------------------|---|--------------------------------|
| PSY 501          | History of Psychology – I                   | Regular & External             |
| PSY 502          | Psychological Testing – I (Theory)          | Regular & External             |
| PSY 503          | Positive Psychology – I                     | Regular & External             |
| PSY 504          | Statistical Inference – I                   | Regular & External             |
| PSY 505 EA       | Human Resource Development                  | Regular & External             |
| PSY 505 EB       | Fundamental Concepts of Clinical Psychology | Regular & External             |
| PSY 506 PR       | Psychological Testing (Practicals)          | Only for Regular               |
| PSY 506          | Short Essays                                | Only for External              |

### **M.A. Semester – IV**

| <b>Paper no.</b>        | <b>Paper Name</b>                        | <b>Compulsory for students</b>  |
|-------------------------|--|---------------------------------|
| PSY 507                 | History of Psychology – II               | Regular & External              |
| PSY 508                 | Psychological Testing – II (Theory)      | Regular & External              |
| PSY 509                 | Positive Psychology – II                 | Regular & External              |
| PSY 510                 | Statistical Inference – II               | Regular & External              |
| PSY 511 EA              | Human Resource Management                | Regular & External              |
| PSY 511 EB              | Psychotherapeutics                       | Regular & External              |
| PSY 512 PT /<br>PSY 512 | Project Work / Psychology of Personality | Any-one to be opted for Regular |
| PSY 512                 | Psychology of Personality                | Only for External               |

#### **Evaluation system:**

- Regular students: Total Marks – 100 (70 Marks for external examination + 30 Marks for internals)
- External students: Total Marks – 100 (external examination)

**Psychology - Gujarat University**  
**M. A. Semester – I**  
**Advanced Experimental Psychology – I**  
**PSY 401**

**PO/PSO:**

The course aims to enlighten students about experimental research, experimental methods and various experimental designs.

**CO:**

Experimental psychology is taught to understand the basics of psychology for experimentation in the laboratory.

**LO:**

Based on the experimental theories, students will learn to perform experiments in practical settings.

**Value Based Education:**

Experimentation and various experimental designs allow the students to think practically and develop inquisitiveness to acquire proper and novel solutions for day to day life problems.

| UNIT       | SYLLABUS  |
|------------|---|
| Unit – I   | <b>Psychological Research and Concept of Variables</b> <ol style="list-style-type: none"> <li>1. Definition of Psychological research</li> <li>2. Types of Psychological research <ol style="list-style-type: none"> <li>a) Theoretical research and its types-Empirical research and its types</li> </ol> </li> <li>3. Concept of variable</li> <li>4. Types of variables</li> <li>5. Interdependence of independent and dependent variable</li> </ol>   |
| Unit – II  | <b>Control Techniques and Experimental Designs</b> <ol style="list-style-type: none"> <li>1. Types of control techniques <ol style="list-style-type: none"> <li>a) Matching</li> <li>b) Randomization</li> <li>c) Counter balancing</li> </ol> </li> <li>2. Experimental Designs <ol style="list-style-type: none"> <li>a) Between-Subjects Designs</li> <li>b) Within-Subjects Designs</li> <li>c) Small-<i>n</i> Designs</li> <li>d) Mixed Designs</li> <li>e) Control Conditions</li> <li>f) Pitfalls</li> <li>g) Quasi-Experiments</li> </ol> </li> </ol> |
| Unit - III | <b>Classical Psychophysics</b> <ol style="list-style-type: none"> <li>1. Basic concept of psychophysics</li> <li>2. Psychophysical methods</li> <li>3. Method of minimal changes <ol style="list-style-type: none"> <li>a) Determination of absolute and differential limen by the method of minimal changes</li> </ol> </li> <li>4. Method of constant stimuli</li> </ol>  |

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|-----------|--|
|           | a) Determination of AL and DL by method of constant stimuli<br>5. Method of average error<br>a) Determination of PSE by method of average error  |
| Unit – IV | <b>Verbal Learning, Memory and Forgetting</b><br>1. Verbal Learning – Verbal Behaviour, Ebbinghaus and Non-Sense Syllable, Serial Anticipation, Paired Associate Learning, Serial Position Effect.<br>2. Elements of Verbal Learning- The Von Restorff Effect, Repetition and Learning, Verbal Learning Procedures, Free Recall, Verbal Discrimination, and Verbal Recognition.<br><b>Memory and Forgetting</b><br>1. Types of memory<br>2. Factors effecting on memory<br>3. Definition of forgetting<br>4. Measurements methods of retention<br>5. Retroactive inhibition and proactive inhibition |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Read and make presentations / posters on any 5 famous experimental psychologists and their contributions in the field.

**Activity 2:** Performing the theoretical experiments in the class from the syllabus.

**Activity 3:** Conducting workshops / seminars / expert lectures related to the course content.

**Activity 4:** Showing movies / videos / clips related to the course content.

## **BOOKS**

### **Basic books:**

1. D'amato, M. R. (1980). Experimental Psychology: Methodology, Psychophysics and learning. Tata McGraw-Hill: New Delhi.
2. Kantowitz Barry, H., Roediger Henry, L., & Elmes David, G. (2009). Experimental Psychology (9<sup>th</sup> Edition). Wadsworth Cengage Learning: USA. pg 64. (e-book)

### **Reference books:**

1. Broota K.D. (2018). Experimental Design in Behavioural Research. New Age International Publishers: New Delhi.
2. Haimson Barry, R. & Elfenbein Morton, H. (1985). Experimental Methods in Psychology. McGraw-Hill: USA.

**Psychology - Gujarat University**  
**M. A. Semester – I**  
**Research Methods & Measurement in Psychology - I**  
**PSY 402**

**PO:**

To coach students about basic concepts of research and the techniques of measurement in research.

**PSO / CO:**

To inculcate a fundamental understanding of research problems, hypotheses and sampling techniques.

**LO:**

To help students apply the theoretical principles of research in conducting research studies.

**Value Based Education:**

Research inculcates the habit of extensive reading which widens the knowledge base of the students. The process of sampling teaches them the qualities of honesty, sincerity, patience, inquisitiveness to work on unique/ novel issues.

| UNIT       | SYLLABUS   |
|------------|--|
| Unit – I   | <b>Introduction</b><br>1. Meaning & Characteristics of Research<br>2. Types of research<br>3. Major Steps for the research process   |
| Unit – II  | <b>Research problems and Hypothesis</b><br>1. <b>Research problems</b><br>a) Definition & characteristics of research problems<br>b) Sources of research problem<br>c) Techniques involved in defining a problem<br>2. <b>Research &amp; Hypothesis</b><br>a) Meaning & Definitions of hypothesis<br>b) Nature, Functions, & Importance of hypothesis<br>c) Kinds of hypothesis<br>d) Sources & Role of Hypothesis |
| Unit – III | 1. <b>Different Research Designs</b><br>a) Research Design in case of Exploratory Research Studies<br>b) Research Design in case of Descriptive and Diagnostic Research Studies<br>c) Research Design in case of Hypothesis Testing Research Studies<br>2. <b>Data Preparation Process</b><br>3. <b>Classification of Measurement Scales</b>   |

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| Unit – IV | <b>Sampling</b><br>1. Sample Design<br>2. Characteristics of good sample<br>3. Probability and Non-probability sampling methods |
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## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Presentations on different types of research.

**Activity 2:** Preparing research proposal.

**Activity 3:** Conducting workshops / seminars / expert lectures related to the course content.

**Activity 4:** Showing videos / clips related to the course content.

## **BOOKS**

### **Basic Books:**

1. Kothari, C. R., & Garg, Gaurav. (2019). Research Methodology: Methods and Techniques. New Age International Publishers: New Delhi.
2. Singh, Yogesh Kumar. (2006). Fundamentals of Research Methodology & Statistics. New Age International Publishers: New Delhi. (e-book)

### **Reference Books:**

1. Kerlinger, F.N., & Lee H.B. (2018). Foundation of Behavioral Research (4th Ed). New York: Harcourt Collage Publications.
2. Shukla, Satishprakash S. (2018). Research Methodology And Statistics. Rishit Publications: Ahmedabad.
3. Shukla, Satishprakash S. (2017). Sanshodhan Paddhati Pathey. Kshiti Publication: Ahmedabad. (Gujarati Medium)
4. Shukla, Satishprakash S., (2014), Sanshodhan Ek Parichay, Kshiti Publication, Ahmedabad (Gujarati Medium)
5. Aron, Arthur., Aron, Elaine. N., & Coups, Elliot. J. (2007). Statistics for Psychology (4<sup>th</sup> ed.). Pearson Education: New Delhi.
6. Best, J.W. & Kahn, J.V. (2006). Research in Education. Prentice Hall of India Pvt Ltd: New Delhi.
7. Mangal, S.K. (2008). Statistics in Psychology and Education. Vistaar Publication: New Delhi.

**Psychology - Gujarat University**  
**M. A. Semester – I**  
**Psychology of Emotions – I**  
**PSY 403**

**PO:**

To enable students to identify various aspects of emotion and provide information related to measurement of emotional aspects.

**PSO/CO:**

To acquaint students about the clinical application of emotions and various theories of emotion.

**LO:**

To help students gain a better understanding of their own emotions and in maintaining the emotional relationship with the self and others.

**Value Based Education:**

Psychology of emotion helps to understand, reflect and regulate the negative emotions and working towards enhancement of emotional mental health of self and society at large.

| UNIT       | SYLLABUS  |
|------------|---|
| Unit – I   | <b>Introduction</b><br>1. Meaning of Emotion<br>2. Concepts of Emotion<br>3. Approach of Emotion  |
| Unit – II  | <b>Types of Emotion</b><br><b>1. Positive Emotion</b><br>a) Happiness<br>b) Love<br><b>2. Negative Emotion</b><br>a) Fear<br>b) Anger<br>c) Disgust<br>d) Sadness   |
| Unit – III | <b>Clinical Application in Psychotherapy</b><br><b>1. Principles of working with Emotion</b><br>a) Emotion Awareness<br>b) Emotional Arousal and Expression<br>c) Emotion Regulation<br>d) Reflection on Emotion<br>e) Emotion Transformation |

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|-----------|---|
| Unit – IV | <b>Theories of Emotion</b><br><b>1. Basic Theories</b><br>a) James - Lange Theory<br>b) Cannon - Bard Theory<br><b>2. Cognitive Theory</b><br>a) Two Factor Theory – Schachter and Singer<br>b) Cognitive Theory of Lazarus |
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## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Animated videos or clips of various types of emotions.

**Activity 2:** Expert lectures on different aspects of emotions.

**Activity 3:** Conducting workshops / seminars / expert lectures related to the course content.

**Activity 4:** Showing movies / videos / clips related to the course content.

## **BOOKS**

### **Basic books:**

1. Carlson, N.R. (2007). Foundations of Physiological Psychology. Pearson Education: Delhi.
2. Ben-Ze'ev, A. (2001). The Subtlety Of Emotions. MIT Press: Massachusetts, USA. (e-book)
3. Lewis, M., Haviland - Jones, J. M., & Barrett, L. F. (2008). Handbook of Emotions (*3rd Ed*). The Guilford Press: New York. (e-book)

### **Reference books:**

1. Abraham, A. (2011). General Psychology. Tata McGraw-Hill Education: Agra.
2. Beaumont, J. G. (1983). Introduction to Neuropsychology. Guildford Press: New York.



**Psychology - Gujarat University**  
**M. A. Semester – I**  
**Child Development – I**  
**PSY 404**

**PO / CO:**

To impart the knowledge about the psychological foundations of child development into research and practice.

**PSO:**

This course would help them in understanding the various developmental processes in children while in practice.

**LO:**

These basics will give them knowledge about the normal and abnormal development in children. It will be beneficial for students who want to practice as Child Psychologists, that is, may be working with a pediatrician in a hospital.

**Value Based Education:**

This paper teaches the importance of emotional well-being of the fetus, therefore laying a proper foundation to the overall development of the child since conception through Garbh Sanskar.

| UNIT       | SYLLABUS   |
|------------|--|
| Unit – I   | <b>History, Theory and Applied Directions</b><br>1. Child Development as a Scientific, Applied and Interdisciplinary field.<br>2. Basic Issues<br>3. Theoretical Perspective<br>a) Psychoanalytical (Freud and Erikson)<br>b) Behaviorism (Watson and Skinner)<br>c) Social Learning (Bandura) |
| Unit – II  | <b>Prenatal Psychology - (GarbhSanskar - An Indian Approach)</b><br>1. The New Knowledge<br>2. The Prenatal Self<br>3. Intrauterine Bonding<br>4. The Birth Experience<br>5. The Shaping of Character  |
| Unit – III | <b>Cognitive Development - 1</b><br>1. Piaget's Cognitive Developmental Theory.<br>a) The Sensorimotor Stage<br>b) The Pre - Operational Stage<br>c) The Concrete Operational Stage<br>d) The Formal Operational Stage   |

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|-----------|--|
| Unit – IV | <b>Cognitive Development - 2</b><br>1. Attention<br>2. Memory<br>3. Meta-cognition<br>4. Giftedness: Creativity and Talent |
|-----------|--|

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Administration of psychological tests on Attention / Memory / Meta-cognition / Creativity.

**Activity 2:** Case discussion related to course content.

**Activity 3:** Conducting workshops / seminars / expert lectures related to the course content.

**Activity 4:** Showing movies / videos / clips related to the course content.

## **BOOKS**

### **Basic Book**

1. Berk, Laura. E. (2017). Child Development (9th Edition). Pearson India Education Services Pvt Ltd: New Delhi.

### **Reference Books**

1. Verny, Thomas., & Kelly, John. (2004). The Secret Life of the Unborn Child. Time Warner Paperbacks: New York.
2. Santrock, J.W. (2011), Life Span Development (13th ed) Indian Edition, Tata - McGraw Hill: New Delhi.
3. Tyagi, M. (2007). Developmental Psychology. Avishkar Publishing: Jaipur.
4. Hurlock, Elizabeth. B. (2016). Developmental Psychology: A Life-Span Approach. Tata McGraw Hill: New Delhi.

**Psychology - Gujarat University**  
**M. A. Semester – I**  
**Psychopathology – I**  
**PSY 405-EA**

**PO / PSO / CO:**

To enhance the understanding of students about the latest diagnostic classification criteria of DSM-V, used by professionals like, clinical psychologists and psychiatrists for diagnosis and treatment.

**LO:**

This course would equip the students to do practice and research after more intensive practical training in future.

**Value Based Education:**

Psychopathology allows the students to be more empathetic, sensitive and creates awareness about issues prevalent in the society. In today's stressful world it helps to manage stress and mental health and enables the students to work towards developing preventive measures at a community level.

| UNIT      | SYLLABUS   |
|-----------|--|
| Unit – I  | <p><b>Abnormal Psychology: An Overview (DSM – V)</b></p> <ol style="list-style-type: none"> <li>What Do We Mean by Abnormality? <ol style="list-style-type: none"> <li>The DSM-5 and the definition of mental disorder</li> <li>Why do we need to classify mental disorders?</li> <li>What are the disadvantages of classification?</li> </ol> </li> <li>How common are mental disorders?</li> <li>Research approaches in Abnormal Psychology</li> </ol> <p><b>Causal Factors and Viewpoints in Abnormal Psychology</b></p> <ol style="list-style-type: none"> <li>Causes and Risk Factors for Abnormal Behaviour</li> <li>Viewpoints for understanding the causes of Abnormal Behaviour <ol style="list-style-type: none"> <li>The Biological Viewpoint and Biological Causal Factors</li> <li>The Psychological Viewpoints and Psychological Causal Factors</li> <li>The Socio-cultural Viewpoint and Socio-cultural Causal Factors</li> </ol> </li> </ol> |
| Unit – II | <p><b>Stress and Mental Health</b></p> <ol style="list-style-type: none"> <li>Stress and the stress response</li> <li>Adjustment Disorder</li> <li>Posttraumatic Stress Disorder</li> <li>Prevention and Treatment of Stress Disorders</li> </ol>  |

|            |   |
|------------|---|
|            | <b>Sleep -Wake Disorders</b> <ol style="list-style-type: none"> <li>1. Insomnia Disorder</li> <li>2. Hypersomnolence Disorder</li> <li>3. Narcolepsy</li> <li>4. Breathing-related Sleep Disorders <ol style="list-style-type: none"> <li>a) Obstructive Sleep Apnea Hypopnea</li> <li>b) Central Sleep Apnea</li> <li>c) Sleep-related Hypoventilation</li> <li>d) Circadian Rhythm Sleep-Wake Disorders</li> </ol> </li> </ol>  |
| Unit – III | <b>Mood Disorders</b> <ol style="list-style-type: none"> <li>1. Mood Disorders: An Overview <ol style="list-style-type: none"> <li>a) Unipolar Depressive Disorders</li> <li>b) Causal factors in Unipolar Mood Disorders</li> <li>c) Bipolar and related Disorders</li> <li>d) Causal factors in Bipolar Disorders</li> <li>e) Sociocultural factors affecting Unipolar and Bipolar Disorders</li> <li>f) Treatment and Outcomes</li> </ol> </li> </ol><br><b>Somatic Symptom and Dissociative Disorders</b> <ol style="list-style-type: none"> <li>1. Somatic Symptom and related Disorders</li> <li>2. Dissociative Disorders</li> </ol> |
| Unit – IV  | <b>Eating Disorders and Obesity</b> <ol style="list-style-type: none"> <li>1. Clinical Aspects of Eating Disorders</li> <li>2. Risk and Causal Factors in Eating Disorders</li> <li>3. Treatment of Eating Disorders</li> <li>4. The Problem of Obesity</li> <li>5. Risk and Causal Factors in Obesity</li> <li>6. Treatment of Obesity</li> </ol>  |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Discussion of Case studies.

**Activity 2:** Role Play on any one disorder.

**Activity 3:** Conducting workshops / seminars / expert lectures related to the course content.

**Activity 4:** Showing movies / videos / clips related to the course content.

## **BOOKS**

### **Basic books:**

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S., (adapted by Kapur, P.). (2019). Abnormal Psychology (17<sup>th</sup> edition). Pearson India Education Services Pvt Ltd: India.
2. Morrison, J. (2014). DSM-5 Made Easy: The Clinician's Guide to Diagnosis. The Guilford Press: New York. (e-book)

### **Reference books:**

1. Sarason, I.G., & Sarason, B.R. (2017). Abnormal Psychology: The Problem of Maladaptive Behavior (11th Edition). Pearson India Education Services: Noida, U.P.
2. Barlow, D.H., Durand, V.M., & Hofmann, S. G. (2018). Abnormal Psychology: An Integrative Approach (8<sup>th</sup> Edition). Cengage Learning: USA.

**Psychology - Gujarat University**  
**M. A. Semester – I**  
**Work Psychology - I**  
**PSY 405-EB**

**PO:**

This course will introduce Work (I-O) Psychology, a scientific discipline that studies human behavior in the workplace.

**PSO:**

The goal of this course is to engage you in thinking critically about the needs of workplaces and understand how the science of I-O Psychology helps address those needs.

**CO:**

The course aims of familiarizing the students with the various aspects of nature of work in modern society.

**LO:**

Understand the origins of I-O Psychology and what I-O Psychologists do, learn how the science of human behavior is used to select, develop, and manage employees.

**Value Based Education:**

Work psychology facilitates to train the new recruits on board in various companies to develop their personality and problem-solving skills through objective performance appraisal of self and other.

| UNIT      | SYLLABUS  |
|-----------|---|
| Unit – I  | <b>Principle, Practice and Problems</b><br>1. Challenges for Industrial Organizational Psychology<br>2. Careers in Industrial Organizational Psychology<br>3. Practical Problems for Industrial Organizational Psychologists<br>4. Area of Industrial Organizational Psychology |
| Unit – II | <b>Recruitment and Selection</b><br>1. Introduction<br>2. Factors Affecting Recruitment<br>3. Constraints and Challenges in Recruitment Process<br>4. Process of Recruitment<br>5. Sources of Recruitment<br>6. Steps in The Process of Selection                               |
|           | <b>Performance Appraisal</b><br>1. Performance Appraisal: Why Do It?<br>2. Objective Performance Appraisal Methods  |

|            |  |
|------------|--|
| Unit – III | 3. Judgmental Performance Appraisal Methods<br>4. Performance Appraisals for Managers<br>5. Bias in Performance Appraisal  |
| Unit – IV  | <b>Training and Development</b><br>1. The Scope and Goals of Organizational Training Program<br>2. Staffing for Organizational Training Program<br>3. Training Methods and Evaluation<br>4. Psychological Testing <ul style="list-style-type: none"> <li>a) Quality of Work Life</li> <li>b) Organizational Climate</li> </ul> |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Administration of Psychological tests, Scoring and Analysis and Reporting.

**Activity 2:** Visits to Organizations, Factories, and Educational Institutes.

**Activity 3:** Structures Internships and Startups at Gujarat University.

**Activity 4:** Administering, Scoring and Evaluating a Psychological Test on a Sample size of 10 and Writing a detailed Report.

**Activity 5:** Understanding Different Sectors such as Pharmaceuticals, Factories, Manufacturing Units, E-commerce and presenting a detailed report.

**Activity 6:** Project Work.

## **BOOKS**

### **Basic book:**

1. Schultz, D. P., & Schultz, S.E. (2016). Psychology and Work Today: An Introduction to Industrial and Organizational Psychology (10<sup>th</sup> Edition). Routledge Taylor & Francis Group: India.

### **Reference books:**

1. Tiffin, J., & McCormick, E.J. (1971). Industrial Psychology. Prentice Hall: New Delhi.
2. Luthans, Fred. (1987). Organizational Psychology. Mc Graw Hill: New York.
3. Anastasi, A. (1979). Fields of Applied Psychology. Tata McGraw Hill: Tokyo.

**Psychology - Gujarat University**  
**M. A. Semester – I**  
**Health Psychology – I**  
**PSY 406**

**PO/PSO/CO:**

Aims and objectives of teaching this very important paper of Health Psychology, which is one the areas of Clinical Psychology, is to familiarize the students about the present scenario at the global level relating to the psyche of the human being regarding health related behaviour, which is a fast-growing problem today.

**LO:**

In case the students wish to practice as Health Psychologists in a hospital, these basics along with intensive training would help them in future.

**Value Based Education:**

This paper allows the students to be mindful about the health and positive behaviours which enhance the overall health and wellbeing in self as well as to extend this knowledge to the society at large.

| UNIT      | SYLLABUS   |
|-----------|--|
| Unit – I  | <b>1. Introduction to Health Psychology</b><br>1. What is Health?<br>2. Current Perspectives on Health and Illness<br>3. Relating Health Psychology to other science fields<br>a) Related Fields<br>b) Health and Psychology across cultures<br><b>2. The Body's physical systems</b><br>1. The Nervous System<br>2. The Digestive System<br>3. The Cardiovascular System<br>4. The Respiratory System |
| Unit – II | 1. Health and Behaviour<br>2. What Determines People's Health-Related Behaviour?<br>3. Health enhancing behaviours<br>a) Nutrition<br>b) Weight control and diet<br>c) Exercise  |
|           | 1. Experiencing Stress in Our Lives<br>a) What is Stress?  |



|            |   |
|------------|---|
| Unit – III | <ol style="list-style-type: none"> <li>2. How Stress Affects Health <ol style="list-style-type: none"> <li>a) Stress, Behaviour and Illness</li> <li>b) Stress, Physiology and Illness</li> </ol> </li> <li>3. Reducing the Potential for Stress <ol style="list-style-type: none"> <li>a) Enhancing Social Support</li> <li>b) Improving One's Personal Control</li> <li>c) Organizing One's World Better</li> <li>d) Exercising: Links to Stress and Health</li> <li>e) Preparing for Stressful Events</li> </ol> </li> <li>4. Reducing Stress Reactions: Stress Management <ol style="list-style-type: none"> <li>a) Medication</li> <li>b) Behavioural and Cognitive Methods</li> <li>c) Massage, Meditation, and Hypnosis</li> </ol> </li> </ol> |
| Unit – IV  | <ol style="list-style-type: none"> <li>1. What Is Pain?</li> <li>2. Biopsychosocial Aspects of Pain</li> <li>3. Assessing People's Pain</li> <li>4. Behavioral and Cognitive Methods for Treating Pain</li> <li>5. Hypnosis and Interpersonal Therapy</li> </ol>  |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Expert's lecture on nutrition, diet and weight (BMI).

**Activity 2:** Videos on trending exercises.

**Activity 3:** Conducting workshops / seminars / expert lectures related to the course content.

**Activity 4:** Showing movies / videos / clips related to the course content.

## **BOOKS:**

### **Basic Book**

1. Sarafino, E. P., & Smith, T. W. (2011). Health Psychology: Biopsychosocial Interactions (7th edition). John Wiley & Sons: USA.

## **Reference books:**

1. Taylor, S. E. (2018). Health Psychology (10<sup>th</sup> ed.) Indian Edition. Tata McGraw Hill: New Delhi.
2. Ogden, J. (2007). Health Psychology (4th edition). Open University Press: England.
3. Morrison, V. & Bennett, P. (2006). An Introduction to Health Psychology. Pearson Education Limited: England.
4. Dimatteo, M. R. & Martin, L. R. (2002). Health Psychology (Indian Edition). Pearson Education Publication: New Delhi.
5. Malhotra, S., Batra, P., & Yadav, A. (2007). Health Psychology. Commonwealth publications: New Delhi.
6. Marks, D. F., Murray, M., Evans, B., Willing, C., Woodall, C., & Sykes, C. M. (2008). Health Psychology: Theory, Research and Practice. Sage Publications: London.

**Psychology - Gujarat University**  
**M.A. Semester – II**  
**Research Methods and Statistics in Psychology- II**  
**PSY 407**

**PO:**

To coach students about basic concepts of research and the techniques of measurement in research.

**PSO / CO:**

To inculcate fundamental understanding of data collection, research proposal, research report, basic statistical methods.

**LO:**

To help students apply the theoretical principles of research in conducting research projects.

**Value Based Education:**

Research inculcates the habit of extensive reading which widens the knowledge base of the students. The process of data collection and reporting the results teaches them the qualities of honesty, sincerity, patience and ethical considerations.

| UNIT       | SYLLABUS  |
|------------|---|
| Unit – I   | <b>Methods of Data Collection</b><br>1. Observation<br>2. Interview<br>3. Questionnaires<br>4. Projective techniques  |
| Unit – II  | <b>Research Report</b><br>1. Research Proposal<br>2. Thesis/Report<br>3. Research Abstract<br>4. Research Paper   |
| Unit – III | <b>Statistical Methods</b><br>1. Pearson's Correlation Method (All formulas)<br>a) Raw scores method<br>b) Product moment method<br>c) Assumed mean method<br>2. One-way Analysis of Variance |
|            | <b>Statistical Methods</b><br>1. 't' test (All methods)<br>a) Small Sample<br>b) Large Sample   |

|           |   |
|-----------|---|
| Unit – IV | c) Before-After Technique<br>2. Chi- square<br>a) Equal Probability<br>b) Normal Probability<br>c) 2*2 Contingency<br>d) Testing for Independence<br>3. Kendall's Tau<br>4. Kendall's Coefficient of Confidence W |
|-----------|---|

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Different methods of data collection may be utilized as activity.

**Activity 2:** Tutorials for Statistics.

**Activity 3:** Conducting workshops / seminars / expert lectures related to the course content.

**Activity 4:** Showing movies / videos / clips related to the course content.

## **BOOKS**

### **Basic books:**

1. Kothari, C. R., & Garg, Gaurav. (2019). Research Methodology: Methods and Techniques. New Age International Publishers: New Delhi.
2. Singh, Yogesh Kumar. (2006). Fundamentals of Research Methodology & Statistics. New Age International Publishers: New Delhi. (e-book)

### **Reference books:**

1. Aron, Arthur., Aron, Elaine. N., & Coups, Elliot. J. (2007). Statistics for Psychology (4<sup>th</sup> ed.). Pearson Education: New Delhi.
2. Best, J.W. & Kahn, J.V. (2006). Research in Education. Prentice Hall of India Pvt Ltd: New Delhi.
3. Kerlinger, F.N., & Lee H.B. (2018). Foundation of Behavioral Research (4th Ed). Harcourt Collage Publications: New York.

4. Mangal, S.K. (2008). Statistics in Psychology and Education. Vistaar Publication: New Delhi.

**Psychology - Gujarat University**  
**M.A. Semester – II**  
**Psychology of Emotions -II**  
**PSY 408**

**PO / PSO:**

To enable students to identify various aspects of emotion and to provide information of measurement of emotional aspects.

**CO:**

To acquaint students with the clinical application of emotions and models of emotional intelligence.

**LO:**

To help students gain a better understanding of their own emotions and in maintaining the emotional relationship with the self and others

**Value Based Education:**

Psychology of emotions helps to understand the significance of integrating moral responsibility. It empowers the students to measure emotional intelligence and work towards enhancing it at an individual as well as at a community level.

| UNIT       | SYLLABUS  |
|------------|---|
| Unit – I   | <b>Communication of Emotion</b><br>1. Neural Basis of Communication<br>2. Nonverbal Communication of Emotion<br>a) Facial Expression<br>b) Body language<br>c) Paralanguage   |
| Unit – II  | <b>Emotions and Morality</b><br>1. Emotions and Moral Responsibility<br>2. Emotional and Moral Evaluations<br>3. Emotional Partiality and Morality<br>4. Further Moral Advantage of Emotions<br>5. Integrating Emotions into Moral Decisions<br>6. Emotions and Tolerance |
| Unit – III | <b>Emotional Intelligence</b><br>1. Definition and Models of Emotional Intelligence<br>a) Mayer & Salovey Model<br>b) Bar-On Model<br>c) Goleman Model<br>2. Assessment of Emotional Intelligence   |

|           |  |
|-----------|--|
| Unit – IV | <b>Analyzing Emotions</b><br>1. Why do we feel bad when you feel bad? - Pity, Compassion and Mercy<br>2. Why do we feel good no matter what you feel? - Happy - for and Pleasure in others' misfortune<br>3. Caring About the Self - Pride and Shame |
|-----------|--|

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Administration of psychological test on Emotional Quotient / Emotional Intelligence.

**Activity 2:** Role play related to emotions.

**Activity 3:** Conducting workshops / seminars / expert lectures related to the course content.

**Activity 4:** Showing movies / videos / clips related to the course content.

## **BOOKS**

### **Basic books**

1. Carlson, N.R. (2007). Foundations of Physiological Psychology. Pearson Education: Delhi.
2. Ben-Ze'ev, A. (2001). The Subtlety of Emotions. MIT Press: Massachusetts, USA. (e-book)

### **Reference books:**

1. Bar – On, R. (2006). The Bar – On Models of Emotional Social Intelligence. Psicothema. Pg 13 – 25.
2. Goleman, D. (1995). Emotional Intelligence. New York: Bantom Books.

**Psychology - Gujarat University**  
**M.A. Semester – II**  
**Child Development – II**  
**PSY 409**

**PO / CO:**

To impart the knowledge about the psychological foundations of child development into research and practice.

**PSO:**

This course would help them in understanding the various developmental processes in children while in practice.

**LO:**

These basics will give them knowledge about the normal and abnormal development in children. It will be beneficial for students who want to practice as Child Psychologists, that is, may be working with a pediatrician in a hospital.

**Value Based Education:**

The study of child development helps to provide knowledge about how to develop 'Self.' It also allows to understand the importance of family and create bonding with family by inculcating moral values among children and adolescents.

| UNIT       | SYLLABUS  |
|------------|---|
| Unit – I   | <b>Language Development</b><br>1. Prelinguistic Development<br>2. Phonological Development<br>3. Semantics Development<br>4. Grammatical Development  |
| Unit – II  | <b>Emotional Development</b><br>1. Development of Emotional Expression<br>2. Understanding and Responding to the Emotions of others<br>3. Temperament and Development<br>4. Development of Attachment |
| Unit – III | <b>Self and Social Understanding</b><br>1. Emergence of Self and Development of Self Concept<br>2. Self Esteem<br>3. Constructing an Identity<br>4. Thinking about others and other relations         |
| Unit – IV  | <b>The Family</b><br>1. Family as a social system<br>2. Development and Influences on Peer Sociability<br>3. Peer acceptance, Peer groups, Peer Relations and Socialization                           |



|  |  |
|--|--|
|  | <b>Moral Development</b><br>1. Morality as Social Understanding<br>2. Development of Morally Relevant Self - Control |
|--|--|

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Videos on Phonetics and semantics.

**Activity 2:** Administration of a psychological test any of these components – Temperament / Self Concept / Self Esteem / Moral Development.

**Activity 3:** Conducting workshops / seminars / expert lectures related to the course content.

**Activity 4:** Showing videos / clips related to the course content.

## **BOOKS**

### **Basic book:**

1. Berk, Laura. E. (2017). Child Development (9th Edition). Pearson India Education Services Pvt Ltd: New Delhi.

### **Reference books:**

1. Santrock, J.W. (2011), Life Span Development (13th ed) Indian Edition, Tata - McGraw Hill: New Delhi.
2. Hurlock, Elizabeth. B. (2016). Developmental Psychology: A Life-Span Approach. Tata McGraw Hill: New Delhi.
3. Tyagi, M. (2007). Developmental Psychology. Avishkar Publishing: Jaipur.

**Psychology - Gujarat University**  
**M.A. Semester - II**  
**Health Psychology – II**  
**PSY 410**

**PO / PSO / CO:**

Aims and objectives of teaching this very important paper of Health Psychology, which is one the areas of Clinical Psychology, is to familiarize the students about the present scenario at the global level relating to the psyche of the human being regarding health-related behaviors, which is a fast-growing problem today.

**LO:**

In case the students wish to practice as Health Psychologists in a hospital, these basics along with intensive training would help them in future.

**Value Based Education:**

Health psychology enables the students to understand the current scenario of different chronic illnesses and develop a perspective towards quality of life. It helps to cultivate empathetic relations with patients as well as their family members.

| UNIT       | SYLLABUS  |
|------------|---|
| Unit – I   | <b>Management of Chronic Illness</b> <ol style="list-style-type: none"><li>1. Quality of life</li><li>2. Coping with chronic illness</li><li>3. Co-management of chronic illness</li><li>4. Psychological interventions and chronic illness</li></ol>                                       |
| Unit – II  | <b>Psychological issues in advancing and Terminal Illness</b> <ol style="list-style-type: none"><li>1. Death across the life span</li><li>2. Psychological issues in advancing illness</li><li>3. Psychological management of the terminally ill</li><li>4. Problems of survivors</li></ol> |
| Unit – III | <b>Diseases</b> <ol style="list-style-type: none"><li>1. Heart diseases and Hypertension</li><li>2. Stroke</li><li>3. Cancer</li><li>4. Arthritis</li><li>5. Diabetes Mellitus</li></ol>  |
| Unit – IV  | <b>Health Psychology: Challenges for the future</b> <ol style="list-style-type: none"><li>1. Goals for Health Psychology</li><li>2. Careers and Training in Health Psychology</li><li>3. Issues and Controversies for the Future</li><li>4. Future Focuses in Health Psychology</li></ol>   |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Disease and disorder related videos.

**Activity 2:** Administration of a psychological test to the related content.

**Activity 3:** Conducting workshops / seminars / expert lectures related to the course content.

**Activity 4:** Showing movies / videos / clips related to the course content.

## **BOOKS**

### **Basic books:**

1. Sarafino, E. P., & Smith, T. W. (2011). Health Psychology: Biopsychosocial Interactions (7th edition). John Wiley & Sons: USA. (e - book)
2. Taylor, S. E. (2018). Health Psychology (10<sup>th</sup> ed.) Indian Edition. Tata McGraw Hill: New Delhi.
3. Nezu, A. M., Nezu, C. M., & Geller, P. A. (2003), Handbook of Psychology: Health Psychology. (Volume 9). John Wiley & Sons, Inc.: New Jersey. (e - book)

### **Reference books:**

1. Morrison, V. & Bennett, P. (2006). An Introduction to Health Psychology. Pearson Education Limited: England.
2. Ogden, J. (2007), Health Psychology (4th edition). Open University Press: England.
3. DiMatteo, Robin M. & Martin, Leslie R. (2002). Health Psychology. Pearson Education publication. (Indian Edition). McGraw Hill publication, USA.
4. Malhotra, S., Batra, P., & Yadav, A. (2007). Health Psychology. Commonwealth publications: New Delhi.
5. Marks, D. F., Murray, M., Evans, B., Willing, C., Woodall, C., & Sykes, C. M. (2008). Health Psychology: Theory, Research and Practice. Sage Publications: London.
6. Woodworth R.S. (2012). Health Psychology. Khel Sahitya Kendra: Delhi.

**Psychology - Gujarat University**  
**M.A. Semester - II**  
**Psychopathology – II**  
**PSY 411-EA**

**PO / PSO / CO:**

To enhance the understanding of the students about the latest diagnostic classification criteria of DSM-V, used by professionals like, clinical psychologists and psychiatrists for diagnosis and treatment.

**LO:**

This course would equip the students to do practice and research after more intensive practical training in future.

**Value Based Education:**

Psychopathology allows the students to be more empathetic, sensitive and creates awareness about psychological abnormalities prevalent in the society. Therefore, it helps to deal with various mental disorders in the community and work towards developing preventive measures. The students are ready and fully prepared to successfully deal with the challenges of the future.

| UNIT       | SYLLABUS   |
|------------|--|
| Unit – I   | <b>Personality Disorders</b> <ol style="list-style-type: none"> <li>1. Clinical Features of Personality Disorders</li> <li>2. Cluster A, Cluster B &amp; Cluster C Personality Disorders and its Causes</li> <li>3. Treatments and Outcomes for Personality Disorders</li> <li>4. Antisocial Personality Disorder and Psychopathy</li> </ol>   |
| Unit – II  | <b>Sexual Variants, Abuse and Dysfunctions</b> <ol style="list-style-type: none"> <li>1. Gender Dysphoria</li> <li>2. Sexual Abuse</li> <li>3. Sexual Dysfunctions</li> </ol> <b>Schizophrenia and Other Psychotic Disorders</b> <ol style="list-style-type: none"> <li>1. Schizophrenia</li> <li>2. Clinical Picture</li> <li>3. Risk and Causal Factors</li> <li>4. Treatments and Outcomes</li> </ol>   |
| Unit – III | <b>Neurocognitive Disorders</b> <ol style="list-style-type: none"> <li>1. Brain Impairment in Adults</li> <li>2. Delirium</li> <li>3. Major Neurocognitive Disorder (Dementia)</li> <li>4. Amnesic Disorder</li> <li>5. Disorders Involving Head Injury</li> </ol> <b>Disorders of Childhood and Adolescence (Neurodevelopmental Disorders)</b> <ol style="list-style-type: none"> <li>1. Maladaptive Behaviour in Different Life Periods</li> </ol> |

|           |   |
|-----------|---|
|           | 2. Common Disorders of Childhood<br>3. Anxiety and Depression in Children and Adolescents<br>4. Elimination Disorders (Enuresis, Encopresis)<br>5. Autism Spectrum Disorder<br>6. Specific Learning Disorders<br>7. Intellectual Disability |
| Unit – IV | <b>Contemporary and Legal Issues in Abnormal Psychology</b><br>1. Perspectives on Prevention<br>2. Controversial Legal Issues and the Mentally Ill<br>3. Organized efforts for Mental Health<br>4. Challenges for the future                |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Case history and Mental Status Examination.

**Activity 2:** Discussion of case studies.

**Activity 3:** Conducting workshops / seminars / expert lectures related to the course content.

**Activity 4:** Showing movies / videos / clips related to the course content.

## **BOOKS**

### **Basic books:**

1. Hooley, J. M., Butcher, J. N., Nock, M. K., & Mineka, S., (adapted by Kapur, P.). (2019). Abnormal Psychology (17<sup>th</sup> edition). Pearson India Education Services Pvt Ltd: India.
2. Morrison, J. (2014). DSM-5 Made Easy: The Clinician's Guide to Diagnosis. The Guilford Press: New York. (e-book)

### **Reference books:**

1. Sarason, I.G. & Sarason, B.R. (2017). Abnormal Psychology: The Problem of Maladaptive Behavior. (11th Edition). Prentice Hall of India Pvt Ltd: Noida, U.P.
2. Barlow, D.M. & Durand, V.M. (2007). Abnormal Psychology: An Integrative approach. (4th Edition). Indian Reprint. Thomson Wadsworth Publishers, Delhi.

**Psychology - Gujarat University**  
**M.A. Semester - II**  
**Work Psychology – II**  
**PSY 411-EB**

**PO:**

This course will introduce Work (I-O) Psychology, a scientific discipline that studies human behavior in the workplace.

**PSO:**

The goal of this course to engage the students in thinking critically about the needs of workplaces and understand how the science of I-O Psychology helps address those needs.

**CO:**

The course aims of familiarizing the students with the various aspects of nature of work in modern society.

**LO:**

It helps the students to gain knowledge how organizations can create a supportive work environment and to develop an understanding of how theory and research are applied to work settings.

**Value Based Education:**

This paper focuses on the nature of work in today's world therefore it helps to build a positive employee-employer relationship. Thus, it works towards the enhancement of job satisfaction and to keep the employees motivated along with balancing their work-life.

| UNIT       | SYLLABUS  |
|------------|---|
| Unit – I   | <b>Motivation, Job Satisfaction and Job Involvement</b><br>1. Content Theory of Motivation<br>2. Process Theory of Motivation<br>3. Job Satisfaction: The Quality of Life at Work<br>4. Job Satisfaction: The Job Behaviour<br>5. Job Involvement and Organizational Commitment |
| Unit – II  | <b>Working Condition</b><br>1. Physical Working Conditions<br>2. Work Schedules<br>3. Psychological and Social Issues<br>4. Myer-Briggs Type Indicator (MBTI)<br>5. Johari Windows.   |
| Unit – III | <b>Safety, Violence and Health in the Work Place</b><br>1. Accidents<br>a) Causes of Accidents  |

|           |   |
|-----------|---|
|           | b) Accident Prevention<br>2. The Scope of Workplace Violence<br>3. Computers and Physical Health Issues   |
| Unit – IV | <b>Stress in The Workplace</b><br>1. Occupational Health Psychology<br>2. Physiological Effects of Stress<br>3. Individual Differences in Responding to Stress<br>4. Work-Family Balance<br>5. Stressors in The Work Environment<br>6. Stress-Management Programs |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examination, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Administration of Psychological tests, Scoring and Analysis and Reporting.

**Activity 2:** Visits to Organizations, Factories, and Educational Institutes.

**Activity 3:** Structures Internships and Startups at Gujarat University.

**Activity 4:** Administering, Scoring and Evaluating a Psychological Test on a Sample size of 10 and Writing a detailed Report.

**Activity 5:** Understanding Different Sectors such as Pharmaceuticals, Factories, Manufacturing Units, E-commerce and presenting a detailed report.

**Activity 6:** Project Work.

## **BOOKS**

### **Basic book:**

1. Schultz, D. P., & Schultz, S.E. (2016). Psychology and Work Today: An Introduction to Industrial and Organizational Psychology (10<sup>th</sup> Edition). Routledge Taylor & Francis Group: India.

### **Reference books:**

1. Kaplan, Robert M. & Saccuzo, Dennis P. (2013). Psychological Assessment and Theory: Creating and Using Psychological Tests. (8th Edition). Wadsworth Cengage Learning: USA.
2. Duane P. Schultz N.D. & Schultz S.E., (2004). Psychology and Work Today. Pearson: India.

3. Luthans & Fred (1987). *Organizational Psychology*. Mc Graw Hill: New York.
4. Anastasi A. (1979). *Fields of Application Psychology*. Mc Graw Hill: Tokyo.



**Psychology – Gujarat University**  
**M.A. Semester – II**  
**Advanced Experimental Psychology (Practical)**  
**(412 PR)**  
**(For Regular students only)**

**PO/PSO/CO:**

The course aims to enlighten students about experimental research, experimental methods and various experimental designs.

**LO:**

Based on the experimental theories, students will learn to perform experiments in practical settings.

**Value Based Education:**

Experimental psychology helps to understand the practical life problems for example the principles of learning and memory. We learn different techniques to solve human problems in our daily life.

**List of Experiments (Any Six)**

| UNIT | SYLLABUS  |
|------|---|
| 1    | Method of minimal changes – two-point threshold for different areas of skin |
| 2    | Bilateral Transfer – Mirror Tracing   |
| 3    | Transfer in Maze Learning   |
| 4    | Habit Interference  |
| 5    | Retention for complied and interrupted task – Zeigarnik effect              |
| 6    | Retention as function of meaningfulness                                     |
| 7    | Retroactive Inhibition  |
| 8    | Problem Solving as a Function of Mental Set- Anagrams                       |
| 9    | Weber's Law - Differential Limen as a Function of the Standard Stimulus.    |

**Reference books:**

1. Woodworth, R.S. & Schlosberg, H. (1954). Experimental Psychology. (Revised Edition). Oxford & IBH Publishing Co Pvt Ltd: New Delhi.

2. Underwood, B.J. (1966). Experimental Psychology. Appleton – Century – Crofts Educational Division: New York.
3. Kanawala, S. C. (2000). Prayogik Manovigyan. University Granth Nirmal Board: Ahmedabad.

**Psychology - Gujarat University**  
**M. A. Semester – II**  
**Social Psychology**  
**PSY – 412**  
**(For External Students only)**

**PO/PSO/CO:**

To provide information about basic concepts of Social Psychology.

**LO:**

It helps students to contribute in the social context and bring about social change. It enables to build social relations and develop prosocial behaviour as to bring changes in attitudes, prejudices and stereotypes in the society.

**Value Based Education:**

This paper makes an individual to be a socially responsible citizen. It promotes social conformity and pro-social behaviour and helps to make the society free from prejudices and stereotypes prevalent since a long time.

| UNIT       | SYLLABUS   |
|------------|--|
| Unit – I   | <b>The Field of Social Psychology</b><br>1. Defining Social Psychology<br>2. History of Psychology as well as Social Psychology in India<br>3. Current trends of Social Psychology in India<br>4. Importance of Social Psychology in the current context                       |
| Unit – II  | <b>Social Perception and Cognition</b><br>1. Interpersonal Perception<br>2. Social Cognition<br>3. Interpersonal Attraction<br>4. Reinforcement Theories   |
| Unit – III | <b>Attitudes, Prejudice, Stereotype and Discrimination</b><br>1. Attitudes<br>a) Introduction<br>b) Measuring Attitudes<br>c) Formation of Attitudes<br>d) Theories of Attitude Change<br>2. Social Influence<br>3. Conformity<br>4. Prejudice, Stereotypes and Discrimination |
|            | <b>Social Relations and their Implications</b><br>1. Socially responsible behaviour<br>2. Prosocial Behaviour  |

|           |  |
|-----------|--|
| Unit – IV | 3. Helping in an Emergency situation<br>4. Aggression and Prevention of aggression |
|-----------|--|

## **BOOKS**

### **Basic book:**

1. Deb, S., Gireesan, A., & Prabhavalkar, P. (2019). Social Psychology in Everyday Life. SAGE Publications India Pvt Ltd: New Delhi.

**Psychology - Gujarat University**  
**M. A. Semester – III**  
**HISTORY OF PSYCHOLOGY – I**  
**PSY 501**

**PO/PSO/CO:**

To understand the concepts of History of Psychology and to enhance the knowledge about Describing Systems in Psychology - Meaning and types, Evaluation of systems of Psychology, basic issues in Psychology, Modern Associationism, Behaviourism - Watsonian Behaviorism as a system, Later Behaviourism theories.

**LO:**

To gain knowledge about the evolution of various schools of thoughts of psychology.

**Value Based Education:**

History gives a framework and context to the present. The various schools of thought are applicable to our practical life. The principles of which we use in our daily life help us to understand human behaviour for example “Behaviourism”.

| UNIT      | SYLLABUS   |
|-----------|--|
| Unit – I  | <p><b>Introduction</b><br/>System in Psychology: Meaning and types<br/>Evaluation of Systems of Psychology<br/>Some basic issues in Psychology</p> <p><b>Psychology in India during Ancient pride</b><br/>1) Titchener's Structural Psychology<br/>2) Criticisms of Structuralism</p> <p><b>Functionalism</b><br/>1) Functionalism as a System<br/>2) Criticisms of Functionalism<br/>3) Distinction between Structuralism and Functionalism</p> |
| Unit – II | <p><b>Modern Associationism</b><br/>1) Ivan Petrovich Pavlov<br/>2) Edward Lee Thorndike: The Psychology of Connectionism<br/>3) Criticisms of Thorndike’s System</p>  |

|            |  |
|------------|--|
| Unit – III | <p><b>Behaviourism</b></p> <p><b>Watsonian Behaviourism as a system</b></p> <ol style="list-style-type: none"> <li>1) Secondary features of Watsonian Behaviourism</li> <li>2) Criticisms of Watson's Behaviourism</li> </ol> <p><b>Later Behaviourism</b></p> <ol style="list-style-type: none"> <li>1) Edwin R. Guthrie</li> <li>2) Clark L. Hull</li> <li>3) B.F. Skinner</li> <li>4) E.C. Tolman</li> <li>5) Distinction between early behaviourism and later behaviourism</li> </ol>                                |
| Unit –IV   | <p><b>Gestalt Psychology</b></p> <p><b>Foundation of Gestalt Psychology</b></p> <ol style="list-style-type: none"> <li>1) Max Wertheimer</li> <li>2) Wolfgang Kohler</li> <li>3) Kurt Kofka</li> </ol> <p><b>Basic Experimental contribution of Gestalt psychology</b></p> <ol style="list-style-type: none"> <li>1) Perception</li> <li>2) Learning</li> </ol> <p><b>Criticisms of Gestalt Psychology</b></p> <p><b>Field Theory</b></p> <ol style="list-style-type: none"> <li>1) Kurt Lewin's Field Theory</li> </ol> |

### **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Poster presentation on different schools of thought / discussion.

**Activity 2:** Quiz.

**Activity 3:** Conducting seminars/expert lectures related to the course content.

**Activity 4:** Showing videos related to the course content.

## **BOOKS**

### **Basic book:**

- 1) Singh, Arun Kumar., & Singh, Ashish Kumar. (2009). History and Systems of Psychology. Motilal Banarsidass Publishers: New Delhi.

### **Reference books:**

- 1) Brennan, J. (2004). History and Systems of Psychology (6th ed.). Pearson Education: New Delhi.
- 2) Tiwari, & Rani. (2001). History and Systems of Psychology (in Hindi). Hindi Granth Academy: Bhopal, MP.
- 3) Wolman, B. B. (1995). Contemporary Theories and Systems in Psychology. Freeman Book Company: Delhi.

**Psychology - Gujarat University**  
**M. A. Semester – III**  
**PSYCHOLOGICAL TESTING - I (Theory)**  
**PSY 502**

**PO /CO:**

Aim 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.

**PSO:**

The core area for becoming a psychologist is Psychological testing, this will help them to become better career counselors and work in the schools / hospital settings / vocational and guidance centers.

**LO:**

The students who learn this paper will be well equipped in various areas of psychological testing which will be helpful to them professionally as Psychometrician.

**Value Based Education:**

Testing helps to develop the understanding and sensitivity towards the special population for example those who are intellectually challenged can be assessed better. An awareness is created in the society by scientific psychological testing about the normality or the abnormality of the individual affecting future outcomes.

| UNIT     | SYLLABUS  |
|----------|---|
| Unit – I | <b>The Nature and Uses of Psychological testing</b><br><br>1) Definition of a test<br>2) Types of tests<br>3) Uses of testing<br>4) Standardized procedures in test administration<br>5) Desirable procedures of test administration<br>6) Influence of examiner<br>7) Background and motivation of examinee<br><br><b>The Origins of Psychological Testing</b> |



|            |  |
|------------|--|
| Unit – II  | <p><b>Norms &amp; Test Standardization</b><br/> Essential Statistical concepts<br/> Raw Score Transformation<br/> Selecting a norm group<br/> Criterion-Referenced Tests</p> <p><b>Concepts of Reliability</b><br/> 1) Correlation coefficient as a reliability coefficient<br/> 2) Reliability as temporal stability<br/> 3) Reliability as internal consistency<br/> 4) Reliability and the standard error of measurement</p> <p><b>Basic Concepts of Validity</b><br/> 1) Definition<br/> 2) Content validity<br/> 3) Criterion related validity<br/> 4) Construct validity<br/> 5) Approaches to construct validity</p> <p><b>Test Construction</b><br/> 1) Defining the test<br/> 2) Selecting a scaling method<br/> 3) Representative scaling methods<br/> 4) Constructing the items<br/> 5) Testing the items<br/> 6) Revising the test<br/> 7) Publishing the test</p> |
| Unit – III | <p><b>Individual Tests of Intelligence</b><br/> 1) Definitions of Intelligence<br/> 2) The Wechsler Scales of Intelligence<br/> 3) Wechsler Adult Intelligence Scale – IV<br/> 4) Wechsler Intelligence Scale for Children – IV<br/> 5) Stanford-Binet Intelligence Scales – Fifth Edition</p> <p><b>Group Tests</b><br/> 1) Nature, Promise, and Pitfalls of Group Tests<br/> 2) Group Tests of Ability<br/> a) Multidimensional Aptitude Battery – II (MAB-II)<br/> b) A Multilevel Battery – The Cognitive Abilities Test (CogAT)<br/> c) Raven’s Progressive Matrices (RPM)<br/> 3) Multiple Aptitude Test Battery<br/> a) The Differential Aptitude Test (DAT)</p>  |

|           |  |
|-----------|--|
| Unit – IV | <p><b>Testing Special Populations</b></p> <ol style="list-style-type: none"> <li>1) Non-language Tests <ol style="list-style-type: none"> <li>a) Leiter International Performance Scale – Revised</li> <li>b) Human Figure Drawing Tests (Goodenough - Harris)</li> <li>c) Test of Non-verbal Intelligence - 4 (TONI-4)</li> </ol> </li> <li>2) Non-reading and Motor-reduced Tests <ol style="list-style-type: none"> <li>a) Testing persons with Visual Impairments</li> <li>b) Testing individuals who are deaf or hard on hearing</li> <li>c) Assessment of adaptive behaviour in Intellectual Disability</li> <li>d) Assessment of Autism Spectrum Disorders</li> </ol> </li> </ol> |
|-----------|--|

### **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Administration of psychological Tests.

**Activity 2:** Field visits.

**Activity 3:** Conducting workshops/seminars/expert lectures related to the course content.

**Activity 4:** Showing movies/videos/clips related to the course content.

## **BOOKS**

### **Basic books:**

- 1) Gregory, R. J. (2017). Psychological Testing: History, Principles & Applications (7th ed.) Indian Reprint. Pearson India Education Services Pvt Ltd: New Delhi.
- 2) Kaplan, Robert. M., & Saccuzzo, Dennis. P. (2015). Psychological Assessment, Theory Creating and Using Psychological Tests (8th ed.). Cengage Learning Publication: USA. (Pg. 361)

### **Reference books:**

- 1) Anne, A., & Susana, U. (2003). Psychological Testing (7th ed.) Indian reprint. Pearson Education: New Delhi.
- 2) Aiken, Lewis. R., & Groth-Marnat, Gary. (2009). Psychological Testing and Assessment (12th ed.) Indian reprint. Pearson Education: New Delhi.
- 3) Miller, Leslie. A., McIntire, Sandra. A., & Lovler, Robert. L. (2013). Foundations of Psychological Testing. Sage Publications: New Delhi.

**Psychology - Gujarat University**  
**M. A. Semester – III**  
**POSITIVE PSYCHOLOGY - I**  
**PSY 503**

**PO/PSO/CO:**

To provide conceptual aspects of positive psychology. To enable the students to identify the positive traits and develop the skills to work towards the happiness (Hedonic and Eudemonic) and subjective well-being, Psychological Capital and their measurement techniques.

**LO:**

To teach the applications of positive psychology to the society at large.

**Value Based Education:**

Positive Psychology helps to identify the positive traits within self and others while fostering the skills of happiness and well-being in general. It helps in overcoming unfavourable and traumatic situations by resilience.

| UNIT      | SYLLABUS   |
|-----------|--|
| Unit – I  | <b>Introduction</b><br><br>What is positive psychology?<br>1) Positive Psychology: Assumptions, Goals and Definition<br>2) Health Psychology<br>3) Clinical Psychology<br>4) Development Psychology  |
| Unit – II | <b>The Meaning and Measure of Happiness</b><br><br>1) What is Happiness?<br>Two Traditions<br>a) Hedonic Happiness<br>b) Eudemonic Happiness<br><br>2) Subjective Wellbeing<br>a) The Hedonic Basis of Happiness<br>b) Measuring subjective Wellbeing<br><br>3) Definition and Causes of Happiness and Wellbeing |

|            |  |
|------------|--|
| Unit – III | <b>Happiness and the fact of life</b><br><br>Happiness across the life span<br>1) Gender and Happiness<br>2) Positive moods and Behaviour Marriage and Happiness<br>3) Benefit of marriage<br>4) Selection effects |
| Unit – IV  | <b>Resilience</b><br><br>1) What is resilience?<br>2) Clinical perspective<br>3) Growth through trauma Negative effects of trauma Positive effects of trauma   |

### **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Presentation on relevant topics.

**Activity 2:** Administration of relevant tests.

**Activity 3:** Conducting workshops/seminars/expert lectures related to the course content.

**Activity 4:** Showing movies/videos/clips related to the course content.

## **BOOKS**

### **Basic book:**

- 1) Baumgardner, Steve. R., & Crothers, Marie. K. (2015). Positive Psychology. Pearson Education India: New Delhi.

### **Reference books:**

- 1) Lomas, Tim., Hefferon, Kate., & Ivtzan, Itai. (2014). Applied Positive Psychology: Integrated Positive Practice. SAGE Publications India Pvt Ltd: London, England.
- 2) Seligman, M., & Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. [Article PDF available in American Psychologist 55(1):5-14]  
DOI: 10.1037/0003-066X.55.1.5
- 3) Argyle, Michael. (2001). The Psychology of Happiness (2nd ed.). Routledge: England.
- 4) Myers, David. G. (1993). The Pursuit of Happiness. Harper Collins: New York.
- 5) Diener, E., & Suh, E. M. (2000). Culture and Subjective Well - Being. MIT Press: Cambridge.

### **Web Resources:**

- 1) [www.positivepsychology.org](http://www.positivepsychology.org)
- 2) [www.apa.org](http://www.apa.org)
- 3) [www.authentic happiness.sas.upenn.edu](http://www.authentic happiness.sas.upenn.edu)
- 4) [www.psych.uiuc.edu/~ediener](http://www.psych.uiuc.edu/~ediener)
- 5) [www.psych.edu/~ediener](http://www.psych.edu/~ediener)

**Psychology - Gujarat University**  
**M. A. Semester – III**  
**STATISTICAL INFERENCE – I**  
**PSY 504**

**PO/PSO/CO:**

To acquaint students with the different statistical methods. To enhance the knowledge and understanding of students regarding various techniques of statistical analysis.

**LO:**

To develop the skills of calculation and inference of results for future research like project work, dissertation and PhD work.

**Value Based Education:**

Statistical inference enables the student to not take everything on face value and makes them open to consider new ideas and dig deeper for information in research. Therefore, statistics provides a logical, critical and analytical base to the scientific study of a problem and to prove the authenticity of results

| UNIT       | SYLLABUS  |
|------------|---|
| Unit – I   | <b>Two Way Analysis of Variance</b><br>1) Equal cell frequencies                    |
| Unit – II  | <b>Special Correlation methods – I</b><br>1) Biserial 'r'<br>2) Point biserial 'r ' |
| Unit – III | <b>1) Regression and Prediction</b><br><b>2) Partial and Multiple Correlation</b>   |

|           |  |
|-----------|--|
| Unit – IV | <b>Non-parametric Statistics</b><br><br>1) Median Test<br>2) Mann - Whitney Test<br>3) Kolmogorov - Smirnov Test<br>a) One-sample test<br>b) Two-sample test |
|-----------|--|



## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Tutorials on Statistics.

**Activity 2:** Workshops / seminars / training in MS Excel.

**Activity 3:** Workshops / seminars / training in SPSS.

## **BOOKS**

### **Basic books:**

- 1) Broota, K. D. (2018). Experimental Design in Behavioural Research (Indian Reprint). New Age International Publishers: New Delhi.
- 2) Siegel, S., & Castellan, N. J. (1988). Nonparametric Statistics for the Behavioural Sciences (2nd ed.) Indian Reprint. McGraw Hill: New York.
- 3) Garrett, Henry. E. (2018). Statistics in Psychology and Education. Surjeet Publications: Ahmedabad.
- 4) Veeraraghavan, V., & Shetgovekar, S. (2016). Textbook of Parametric and Non-Parametric Statistics. Sage Publications: New Delhi.
- 5) Mohanty, B., & Misra, S. (2016). Statistics for Behavioural and Social Sciences. Sage Publications: New Delhi.

### **Reference books:**

- 1) Guildford, J. P. (1956). Fundamental Statistics in Psychology and Education. McGraw Hill Book Company: New York.
- 2) Peatman, John. G. (1963). Introduction to Applied Statistics. Harper & Row: New York.

**Psychology - Gujarat University**  
**M. A. Semester – III**  
**HUMAN RESOURCE DEVELOPMENT**  
**PSY 505-EA**

**PO:**

In the business world, several terms are used to describe the activities of organizational psychologists. These include talent management, employee development, human capital management, and workforce management. Within corporations, they typically hold positions in human resources, talent management, leadership development, learning and development, workforce analytics, marketing, organizational development, or research and development.

**PSO:**

Professionals with a background in Industrial and Organizational Psychology work in a variety of settings including multinational corporations, small and medium-size enterprises, not-for-profit organizations, military, healthcare, and academia.

**CO:**

HR development programs provide support for current and future employee development.

**LO:**

Through this course, students will be able to identify performance gaps, help individuals achieve short-term and long-term career goals and support succession planning by implementing leadership development programs.

**Value Based Education:**

HRD enables students to become better entrepreneurs by giving them a knowledge base of globalization. It also helps students to understand correct human resource practices in various enterprises thus developing their skills and preparing them to obtain productive careers as human resource managers and professionals.

| UNIT     | SYLLABUS   |
|----------|--|
| Unit – I | <b>The Context of Human Resource Development</b><br>1) Globalization<br>2) The Implications of Globalization for HRD<br>3) National HRD and Vocational Education Training<br>4) The Implication of HRD for HRD practitioners |

|            |  |
|------------|--|
| Unit – II  | <b>Developing an HRD strategy</b><br>1) Factors Influencing Strategic Human Resource Development<br>2) Development and HRD Strategy<br>3) Implications for Practice of Strategic Approach to Human Resource Development  |
| Unit – III | <b>Identifying HRD Needs</b><br>1) The Purpose of Training Needs Analysis (TNA)<br>2) Organizational Level Training Needs Analysis<br>3) Development-Level Training Needs Analysis<br>4) Individual Level Training Needs Analysis<br>5) The Requirement of an Effective Training Needs Analysis        |
| Unit – IV  | <b>HRD in Small and Medium Sized Enterprises</b><br>1) Small and Medium Sized Enterprises<br>2) Human Resource Development in Small and Medium Sized Enterprise<br>3) Formal HRD Provision<br>4) Informal Learning in Small and Medium Sized Enterprises<br>5) HRD and Corporate Social Responsibility |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Administration of Psychological tests, Scoring and Analysis and Reporting.

**Activity 2:** Visits to Organizations, Factories, and Educational Institutes.

**Activity 3:** Structures Internships and Startups at Gujarat University.

**Activity 4:** Administering, Scoring and Evaluating a Psychological Test on a Sample size of 10 and Writing a detailed Report.

**Activity 5:** Understanding different sectors such as Pharmaceutical companies, Factories, Manufacturing Units, E-commerce and presenting a detailed report.

**Activity 6:** Project Work.

## **BOOKS**

### **Basic book:**

- 1) Mankin, David. (2009). Human Resource Development (Indian Edition). Oxford University Press: New York.

### **Reference books:**

- 1) DeSimone, Randy. L., Werner, John., & Harris, David. M. (2011). Human Resource Development (3rd ed.). Thomson South-Western Publication: Mason, Ohio.
- 2) Pareek, Udai., & Rao, T. V. (2017). Designing and Managing Human Resource Systems (3rd ed.). Oxford & IBH Publication: New Delhi.
- 3) Arya, P. P., & Tandon, B. B. (1998). Human Resource Development (3rd ed.). Deep & Deep Publications: New Delhi.

**Psychology - Gujarat University**  
**M. A. Semester – III**  
**FUNDAMENTAL CONCEPTS OF CLINICAL PSYCHOLOGY**  
**PSY 505-EB**

**PO/PSO/CO:**

To train students in the theoretical as well as practical aspects of clinical psychology and make them aware of the prevalent mental health issues in the society as well as to diagnose and treat the same with a combination of both traditional and modern-day interventions.

**LO:**

To get hands on experience of interacting and dealing with clients at the same time gets to the medical perspective of the illnesses.

**Value Based Education:**

Clinical Psychology helps to become a better forensic psychologist as the demand of today's scenario is to understand crime and criminal activities which are on the increase, It also gives us knowledge about the personality of the criminal. It gives us knowledge about how to reduce and prevent such criminal activities as they are harmful to the society.

| UNIT     | SYLLABUS   |
|----------|--|
| Unit – I | <b>Definition and History</b><br><br>1) Definition<br>a) Characteristics<br>b) Activities and work settings<br>c) Distinguishing clinical psychology from related professions<br>2) History and Recent Developments<br>3) Psychological models in Clinical Psychology<br>a) The Role of Theoretical Models<br>b) Interpersonal Models<br>c) Humanism<br>d) The Behavioural Model<br>e) The Cognitive Model |

|            |   |
|------------|---|
| Unit – II  | <p><b>General Issues in Psychological Assessment</b></p> <ol style="list-style-type: none"> <li>1) Stage I: Planning the Assessment</li> <li>2) Stage II: Data Collection</li> <li>3) Stage III: Processing Assessment Data</li> <li>4) Stage IV: Communicating Assessment Findings</li> </ol> <p><b>Interviewing in Clinical Psychology</b></p> <ol style="list-style-type: none"> <li>1) What is an Interview?</li> <li>2) Clinical Interview Situations -Interview Structure</li> <li>3) Stages in the Interview</li> <li>4) Communication in the Interview</li> </ol> <p><b>Observation in Clinical Psychology</b></p> <ol style="list-style-type: none"> <li>1) Some historical notes</li> <li>2) Approaches to Clinical Observation</li> <li>3) Evaluation of Observational Assessment</li> </ol> |
| Unit – III | <p><b>Forensic Psychology</b></p> <ol style="list-style-type: none"> <li>1) Definitions</li> <li>2) Psychology and Law: A Wary Alliance</li> <li>3) Expert Witnesses</li> <li>4) Psychology and Criminal Law</li> <li>5) Civil Commitment</li> <li>6) Child Abuse and Neglect</li> <li>7) Child Custody in Divorce</li> <li>8) Training and Certification in Forensic Psychology</li> </ol>   |
| Unit – IV  | <p><b>Professional Issues in Clinical Psychology</b></p> <ol style="list-style-type: none"> <li>1) Professional Training <ol style="list-style-type: none"> <li>a) The Boulder Conference</li> <li>b) The Conference at Stanford, Miami and Chicago</li> <li>c) The Vail Conference</li> <li>d) Salt Lake City</li> <li>e) The Doctor of Psychology (PsyD) Degree</li> <li>f) The Professional School</li> </ol> </li> <li>2) Professional Ethics</li> <li>3) The Future of Clinical Psychology</li> </ol>  |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Internships.

**Activity 2:** Field visits to connected institutions.

**Activity 3:** Conducting workshops/seminars/expert lectures related to the course content.

**Activity 4:** Showing movies/videos/clips related to the course content.

**Activity 5:** Case discussions relevant to the course.

## **BOOKS**

### **Basic books:**

- 1) Nietzel, Michael. T., Bernstein, Douglas. A., & Milich, Richard. (2003). Introduction to Clinical Psychology (6th ed.). Prentice Hall Publications: Upper Saddle River, USA.
- 2) Hecker, Jeffrey. E., & Thorpe, Geoffrey. L. (2005). Introduction to Clinical Psychology: Science, Practice, and Ethics. Pearson Education: Boston.

### **Reference books:**

- 1) Trull, Timothy. J., & Prinstein, Mitchell. J. (2013). Clinical Psychology (8th ed.). Wadsworth Publishing Company: Belmont, CA.
- 2) Liddell, A. (1983). The Practice of Clinical Psychology in Great Britain. John Wiley & Sons: USA.
- 3) Reeves, A. (2013). An Introduction to Counselling and Psychotherapy: From theory to practice. Sage Publications: London.



**Psychology - Gujarat University**  
**M. A. Semester – III**  
**PSYCHOLOGICAL TESTING (PRACTICALS)**  
**ANY SIX (For Regular Students only)**  
**PSY PR-506**

**PO/PSO/CO:**

To enrich the concepts of nature and use of psychological tests, Standardized procedures in test administration and Origins of psychological testing.

**LO:**

To develop the skill of Administering Psychological Tests and to develop the skill of Test results.

**Value Based Education:**

Psychological testing helps to study and understand scientifically today's much pressed problems of mobile phone addiction and social networking addiction amongst adolescents and young adults affecting their education and vocation.

| <b>Sr. No.</b> | <b>Psychological Tests (Any 6)</b>      |
|----------------|---|
| 1              | Kohs Block Design Test                  |
| 2              | Bhatia Battery of Intelligence          |
| 3              | Occupational Stress Index               |
| 4              | Value scale                             |
| 5              | Social Networking Addiction Scale       |
| 6              | Psychological Wellbeing Test            |
| 7              | Self-Concept Questionnaire              |
| 8              | Bell Adjustment Inventory               |
| 9              | Happiness Scale                         |
| 10             | Optimistic – Pessimistic Attitude Scale |

**BOOKS**

**Basic book:**

- 1) Anne, A., & Susana, U. (2003). Psychological Testing (7th ed.) Indian reprint. Pearson Education: New Delhi.

**Reference book:**

- 1) Aiken, Lewis. R., & Groth-Marnat, Gary. (2009). Psychological Testing and Assessment (12th ed.) Indian reprint. Pearson Education: New Delhi.

**Psychology - Gujarat University**  
**M. A. Semester – III**  
**SHORT ESSAYS (For External Students only)**  
**PSY 506**

**PO/PSO/CO:**

A brief study of various areas of Psychology like history, psychological testing, positive psychology, statistics and health psychology.

**LO:**

Students will get an overview of various topics under the different subjects of Psychology.

**Value Based Education:**

This paper broadens the knowledge base of students and helps them gain clarity about various sub-fields of psychology which.

| UNIT      | SYLLABUS   |
|-----------|--|
| Unit – I  | <div>1) Ivan Petrovich Pavlov</div> <div>2) Watsonian Behaviorism</div> <div>3) Gestalt Psychology</div> <div><b>OR</b></div> <div>4) Types and characteristics of Psychological tests</div> <div>5) The Wechsler Intelligence scales</div> <div>6) Multiple Aptitude test Batteries</div> |
| Unit – II | <div>1) Definition and Causes of Happiness and Wellbeing</div> <div>2) Marriage and Happiness</div> <div>3) Culture and well-being</div> <div><b>OR</b></div> <div>4) Biserial 'r'</div> <div>5) Analysis of Variance</div> <div>6) Mann-Whitney test</div>                                |

|            |   |
|------------|---|
| Unit – III | 1) The implications of globalization of HRD<br>2) Factors influencing strategic HRD<br>3) Development level & operational level training<br>4) HRD in small and medium sized enterprise needs analysis<br><br><b>OR</b><br><br>5) Psychological Models in Clinical Psychology<br>6) Interview in Clinical Psychology<br>7) Intellectual assessment<br>8) Projective methods |
| Unit – IV  | 1) Distinction between Structuralism and Functionalism<br>2) Reliability of test<br>3) Health Psychology<br>4) Phi-coefficient<br>5) The purpose of training needs analysis (TNA)<br>6) Importance of Psychological tests   |

## **BOOKS**

### **Basic books:**

- 1) Singh, Arun Kumar., & Singh, Ashish Kumar. (2009). History and Systems of Psychology. Motilal Banarsidass Publishers: New Delhi.
- 2) Gregory, R. J. (2017). Psychological Testing: History, Principles & Applications (7th ed.) Indian Reprint. Pearson India Education Services Pvt Ltd: New Delhi.
- 3) Baumgardner, Steve. R., & Crothers, Marie. K. (2015). Positive Psychology. Pearson Education India: New Delhi.
- 4) Broota, K. D. (2018). Experimental Design in Behavioural Research (Indian Reprint). New Age International Publishers: New Delhi.
- 5) Mankin, David. (2009). Human Resource Development (Indian Edition). Oxford University Press: New York.
- 6) Nietzel, Michael. T., Bernstein, Douglas. A., & Milich, Richard. (2003). Introduction to Clinical Psychology (6th ed.). Prentice Hall Publications: Upper Saddle River, USA.



**Psychology - Gujarat University**  
**M. A. Psychology Semester – IV**  
**HISTORY OF PSYCHOLOGY – II**  
**PSY 507**

**PO/PSO/CO:**

To understand the concepts of History of Psychology and to enhance the knowledge about Psychoanalysis, Neo-Freudians, Humanistic psychology and Hormic and Dynamic Psychology.

**LO:**

To gain knowledge about the evolution of various school of thoughts of psychology.

**Value Based Education:**

History gives a framework and context to the present. It also helps in the constant development of the field while maintain a connection with the past theories. Through the study of the principles of Freud's Psychoanalysis help us to understand the human sexuality and aggression.

| UNIT      | SYLLABUS   |
|-----------|--|
| Unit – I  | <b>Psychoanalysis</b><br>1) Contribution of Freudian Psychoanalysis<br>2) Criticisms of Freudian Psychoanalysis<br><br><b>Heirs to Freud</b><br>1) Contribution of Alfred Adler's Individual Psychology<br>Criticism of Alfred Adler's Individual Psychology<br><br>2) Contribution of Carl Jung's Analytical Psychology<br>Criticism of Carl Jung's Analytical Psychology |
| Unit – II | <b>Neo – Freudians</b><br>1) Contribution of Anna Freud<br>2) Contribution of Karen Horney<br>3) Contribution of Erich Fromm<br>4) Contribution of Harry Stack Sullivan<br>5) Contribution of Erik Erikson<br><br><b>Distinction between Freudian and Neo-Freudians</b>  |

|            |   |
|------------|---|
| Unit – III | <b>Humanistic Psychology</b><br>1) Basic Tenets of Humanistic Psychology<br>2) Rogers’ Self Theory or Rogers’ Person-centered Theory<br>3) Maslow’s Self-actualization Theory<br>4) Criticisms of Humanistic Psychology<br><br><b>Existential Psychology</b><br>1) Basic Tenets of Existential Psychology<br>2) Major Contributions of Existential Psychology<br>3) Criticisms of Existential Psychology<br>4) Comparison between Existential and Humanistic Psychology |
| Unit – IV  | <b>Hormic Psychology and Dynamic Psychology</b><br>1) Basic Features of McDougall’s Hormic Psychology<br>2) Woodworth’s Dynamic Psychology<br>3) Comparison between Woodworth and McDougall   |

### **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Poster presentation on different schools of thought / discussion.

**Activity 2:** Quiz.

**Activity 3:** Conducting seminars/expert lectures related to the course content.

**Activity 4:** Showing videos related to the course content.

## **BOOKS**

### **Basic book:**

- 1) Singh, Arun Kumar., & Singh, Ashish Kumar. (2009). History and Systems of Psychology. Motilal Banarsidass Publishers: New Delhi.

### **Reference books:**

- 1) Marx, M.H. (Ed.). (1963). Theories in Contemporary Psychology. Macmillan: New York.
- 2) Brennan, J. (2004). History and Systems of Psychology (6th ed.). Pearson Education: New Delhi.
- 3) Tiwari, & Rani. (2001). History and Systems of Psychology (in Hindi). Hindi Granth Academy: Bhopal, MP.
- 4) Wolman, B. B. (1995). Contemporary Theories and Systems in Psychology. Freeman Book Company: Delhi.

**Psychology - Gujarat University**  
**M. A. Semester – IV**  
**PSYCHOLOGICAL TESTING – PART II (Theory)**  
**PSY 508**

**PO/PSO/CO:**

Aim 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.

**LO:**

The students who learn this paper will be well equipped in the various areas of psychological testing which will be helpful to them professionally.

**Value Based Education:**

Psychological testing helps to develop the understanding, sensitivity and empathy towards the special needs for those individuals who have learning disabilities, which is a fast growing challenge in today's times. It helps the special educators in the prevention of different types of learning disabilities.

| UNIT     | SYLLABUS  |
|----------|---|
| Unit – I | <b>Nature and Assessment of Learning Disabilities</b><br>1) Definition of Learning Disabilities<br>2) Essential features of Learning Disabilities<br>3) Causes and Correlates of Learning Disabilities<br>4) LD Assessment: A Final Word<br><br><b>Individual Achievement Tests</b><br>1) Kaufman Test of Educational Achievement – II (KTEA – II)<br><br><b>Assessment of Creativity</b> |



|            |   |
|------------|---|
| Unit – II  | <p><b>Positive Psychological Assessment</b></p> <ol style="list-style-type: none"> <li>1) Assessment of Optimism</li> <li>2) Assessment of Gratitude</li> <li>3) Sense of Humor: Self-report measures</li> </ol> <p><b>Inventories for Career Assessment</b></p> <ol style="list-style-type: none"> <li>1) Career Beliefs Inventory</li> </ol> <p><b>Inventories for Interest Assessment</b></p> <ol style="list-style-type: none"> <li>1) Strong Interest Inventory – Revised (SII-R)</li> <li>2) Vocational Preference Inventory</li> <li>3) Campbell Interest and Skill Survey</li> </ol>  |
| Unit – III | <p><b>Origins of Personality Testing</b></p> <ol style="list-style-type: none"> <li>1) Personality: An Overview</li> <li>2) The Projective Hypothesis Association Techniques</li> </ol> <p><b>The Rorschach Inkblot Technique</b></p> <p><b>Completion Techniques</b></p> <ol style="list-style-type: none"> <li>1) Sentence Completion Test</li> <li>2) Rotter Incomplete Sentences Blank</li> </ol> <p><b>Construction Techniques</b></p> <ol style="list-style-type: none"> <li>1) Thematic Apperception Test</li> <li>2) Picture Projective Test</li> </ol> <p><b>Expression Techniques</b></p> <ol style="list-style-type: none"> <li>1) The Draw A Person test</li> <li>2) The House-Tree-Person Test</li> </ol>  |
| Unit – IV  | <p><b>Assessment within the Normal Spectrum</b></p> <ol style="list-style-type: none"> <li>1) California Psychological Inventory (CPI)</li> <li>2) NEO Personality Inventory- Revised (NEO PI-R)</li> </ol> <p><b>Factor-Analytically Derived Inventory</b></p> <ol style="list-style-type: none"> <li>1) Eysenck Personality Questionnaire</li> </ol> <p><b>Criterion-Keyed Inventory</b></p> <ol style="list-style-type: none"> <li>1) Minnesota Multiphasic Personality Inventory – 2 (MMPI – 2)</li> </ol> <p><b>Ethics and the future of psychological testing</b></p> <ol style="list-style-type: none"> <li>1) Issues shaping the field of Testing <ol style="list-style-type: none"> <li>a) Professional Issues</li> <li>b) Moral Issues</li> <li>c) Social Issues</li> </ol> </li> <li>2) Ethical and Social Implications of Testing <ol style="list-style-type: none"> <li>a) Responsibilities of test publishers</li> <li>b) Responsibilities of test users</li> </ol> </li> </ol> |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Administration of Psychological Tests.

**Activity 2:** Field visits.

**Activity 3:** Conducting workshops/seminars/expert lectures related to the course content.

**Activity 4:** Showing movies/videos/clips related to the course content.

## **BOOKS**

### **Basic books:**

- 1) Gregory, R. J. (2017). Psychological Testing: History, Principles & Applications (7th ed.) Indian Reprint. Pearson India Education Services Pvt Ltd: New Delhi.
- 2) Kaplan, Robert. M., & Saccuzzo, Dennis. P. (2015). Psychological Assessment, Theory Creating and Using Psychological Tests (8th ed.). Cengage Learning Publication: USA. (Pg. 361)

### **Reference books:**

- 1) Anne, A., & Susana, U. (2003). Psychological Testing (7th ed.) Indian reprint. Pearson Education: New Delhi.
- 2) Aiken, Lewis. R., & Groth-Marnat, Gary. (2009). Psychological Testing and Assessment (12th ed.) Indian reprint. Pearson Education: New Delhi.
- 3) Miller, Leslie. A., McIntire, Sandra. A., & Lovler, Robert. L. (2013). Foundations of Psychological Testing. Sage Publications: New Delhi.

**Psychology - Gujarat University**  
**M. A. Semester – IV**  
**POSITIVE PSYCHOLOGY – II**  
**PSY 509**

**PO/PSO/CO:**

To provide conceptual aspects of positive psychology. To enable the students to understand personal goals, self-regulation, positive traits and mindfulness.

**LO:**

To teach the applications of positive psychology, to the society at large.

**Value Based Education:**

Positive Psychology helps to identify the positive traits within self and others while fostering an attitude of mindfulness, which empowers a person to attain personal goals thus leading to overall to well-being.

| UNIT      | SYLLABUS  |
|-----------|---|
| Unit – I  | <b>Personal Goals as Windows to Well-being</b><br>1) What are Personal Goals?<br>2) What goals contribute most to Well -being?<br>3) Materialism and Its Discontents  |
| Unit – II | <b>Self-Regulation and Self-Control</b><br>1) Self-Regulation<br>a) Planning for self-regulation success<br>b) Goals that create Self-regulation problems<br>2) Self-Control<br>a) Everyday explanations for self-control failure |

|            |  |
|------------|--|
| Unit – III | <p><b>Positive Traits &amp; Close Relationships</b></p> <ol style="list-style-type: none"> <li>1) Positive Traits <ol style="list-style-type: none"> <li>a) What makes a trait positive?</li> <li>b) Personality and Happiness: The “Big Five”</li> </ol> </li> <li>2) Close relationships and well being <ol style="list-style-type: none"> <li>a) Defining close relationships</li> <li>b) Friendship and romantic love</li> <li>c) Varieties of love</li> </ol> </li> </ol> |
| Unit – IV  | <p><b>Life above Zero</b></p> <p>Mindfulness and Well-being</p> <ol style="list-style-type: none"> <li>1) What is Mindfulness?</li> <li>2) Mindfulness meditation</li> <li>3) Mindfulness and Positive Psychology research</li> <li>4) Mindfulness and Psychotherapy</li> </ol>  |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Administration of tests relevant to the course content.

**Activity 2:** Presentation on relevant topics.

**Activity 3:** Conducting workshops/seminars/expert lectures related to the course content.

**Activity 4:** Showing movies/videos/clips related to the course content.

## **BOOKS**

### **Basic book:**

- 1) Baumgardner, Steve. R., & Crothers, Marie. K. (2015). Positive Psychology. Pearson Education India: New Delhi.

### **Reference books:**

- 1) Baumeister, R. F., Heatherton, T. F., & Tice, D. M. (1994). Losing control: How and Why People Fail at Self – Regulation. Academic Press: San Diego, CA, US.
- 2) Seligman, M. (1990) Learned Optimism. Hachette Book Group: UK.
- 3) Noller, P., & Feeney, J. A. (Eds.). (2006). Close-Relationships: Functions, Forms and Processes. Psychology Press: New York.

**Psychology - Gujarat University**  
**M. A. Semester – IV**  
**STATISTICAL INFERENCE – II**  
**PSY 510**

**PO/PSO/CO:**

To familiarize students with concept of statistical inference. To enhance the knowledge and understanding of students regarding various methods of statistical analysis.

**LO:**

To develop the skills of calculation and inference of results for future research like project work, dissertation and PhD work.

**Value Based Education:**

Statistics provides a logical, critical and analytical base to the scientific study of a problem and to prove the authenticity of results. Understanding different types of statistics helps students who opt for further research after M.A. in scientific reporting specially in quantitative analysis.

| UNIT       | SYLLABUS  |
|------------|---|
| Unit – I   | <b>ANOVA and Bartlett Test</b><br>1) Three-way Analysis of Variance<br>2) Bartlett's test of homogeneity for K Variances<br>(Equal – Unequal degree of freedom) |
| Unit – II  | <b>1) Contingency Coefficient</b><br><b>2) Special Correlation methods – II</b><br>a) Tetrachoric correlation<br>b) Phi – Coefficient                           |
| Unit – III | <b>Non-Parametric Statistics-I</b><br>1) Wilcoxon matched pairs signed rank test<br>2) Cochran Q test   |
| Unit – IV  | <b>Non-Parametric Statistics-II</b><br>1) Friedman Two-way Analysis of Variance<br>2) Kruskal-Wallis One-way Analysis of Variance by Ranks                      |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Tutorials on Statistics.

**Activity 2:** Workshops / seminars / training in MS Excel.

**Activity 3:** Workshops / seminars / training in SPSS.

## **BOOKS**

### **Basic books:**

- 1) Broota, K. D. (2018). Experimental Design in Behavioural Research (Indian Reprint). New Age International Publishers: New Delhi.
- 2) Siegel, S., & Castellan, N. J. (1988). Nonparametric Statistics for the Behavioural Sciences (2nd ed.) Indian Reprint. McGraw Hill: New York.
- 3) Garrett, Henry. E. (2018). Statistics in Psychology and Education. Surjeet Publications: Ahmedabad.
- 4) Veeraraghavan, V., & Shetgovekar, S. (2016). Textbook of Parametric and Non-Parametric Statistics. Sage Publications: New Delhi.
- 5) Mohanty, B., & Misra, S. (2016). Statistics for Behavioural and Social Sciences. Sage Publications: New Delhi.

**Psychology - Gujarat University**  
**M. A. Semester – IV**  
**HUMAN RESOURCE MANAGEMENT**  
**PSY 511-EA**

**PO:**

This curriculum will provide a strong ground in broad-based fundamental human resource management knowledge and skills to prepare students for meaningful and productive careers as human resource managers and professionals.

**PSO:**

The program focuses on the active involvement of the students in the learning process and the effective application of human resource management theory.

**CO:**

The objective of the course is to teach the basic principles of strategic human resource management — how an organization acquires, rewards, motivates, utilizes and generally manages its people effectively.

**LO:**

Students will be exposed to and will discuss current human resource practices and will participate in exercises designed to enhance critical skills. Various classroom activities, internship, and meeting with practicing human resource personnel and case studies will be integrated into most of the areas covered.

**Value Based Education:**

This paper enables to identify the HRM needs in today's world and develop strategic planning to carry out objective job analysis which enables students for meaningful and productive careers and build a positive employee-employer relationship.



| UNIT       | SYLLABUS   |
|------------|--|
| Unit – I   | <p><b>Nature and Concept of Human Resource Management and Human Resources Planning</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Human Resource Management - History</li> <li>3) Human Resource Management and Change Management</li> <li>4) Essential Skills for a Human Resource Manager</li> <li>5) Objectives of Human Resource Planning</li> <li>6) Factors Affecting Human Resource Planning</li> <li>7) The Process of Human Resource Planning</li> </ol>  |
| Unit – II  | <p><b>Job Analysis and Design</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Objectives of Job Analysis</li> <li>3) Process of Job Analysis</li> <li>4) Methods of Job Analysis</li> <li>5) Job Description</li> <li>6) Job Specification</li> <li>7) Job Evaluation</li> <li>8) Job Design</li> </ol>   |
| Unit – III | <p><b>E-HRM and I-HRM</b></p> <ol style="list-style-type: none"> <li>1) Introduction</li> <li>2) Definition</li> <li>3) Advantages of E-HRM</li> <li>4) Functions of E-HRM</li> <li>5) Components of E-HRM</li> <li>6) International HRM and its Role</li> <li>7) Dimensions of IHRM</li> <li>8) IHRM and Employee Relations</li> <li>9) Research and Emergence of Different Approaches to IHRM</li> <li>10) Comparative HRM</li> <li>11) HRM Issues in Strategic and Organizational Change</li> <li>12) International Assignments: Needs and Issues</li> <li>13) Future Issues in IHRM</li> </ol> |
| Unit –IV   | <p><b>Employee Motivation, Incentive Plans, Compensation Packages</b></p> <ol style="list-style-type: none"> <li>1) Objectives of Compensation Planning</li> <li>2) How is Compensation Used?</li> <li>3) Establishing Strategic Pay Plans</li> <li>4) Psychological Contract</li> </ol>   |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Administration of Psychological tests, Scoring and Analysis and Reporting.

**Activity 2:** Visits to Organizations, Factories, and Educational Institutes.

**Activity 3:** Structures Internships and Startups at Gujarat University.

**Activity 4:** Administering, Scoring and Evaluating a Psychological Test on a Sample size of 10 and Writing a detailed Report.

**Activity 5:** Understanding Different Sectors such as Pharmaceutical companies, Factories, Manufacturing Units, E-commerce and presenting a detailed report.

**Activity 6:** Project Work.

## **BOOKS**

### **Basic book:**

- 1) Jyothi, P., & Venkatesh, D. N. (2009). Human Resource Management (11th ed.) Indian Edition. Oxford University Press: New Delhi.

### **Reference books:**

- 1) Dessler, Gary., & Varkkey, Biju. (2018). Human Resource Management (15th ed.). Pearson Education: Delhi.
- 2) Ivancevich, John. M. (2009). Human Resource Management (11th ed.). McGraw-Hill Education: USA.
- 3) Gomez-Mejia, Luis. R., Balkin, David. B., & Cardy, Robert. L. (2012). Managing Human Resources (7th ed.). Pearson Education: USA.
- 4) Srivastava, S. C. (2012). Industrial Relations and Labor Laws (6th ed.). Vikas Publishing House: Noida.

# **Psychology - Gujarat University**

## **M. A. Semester – IV**

### **PSYCHOTHERAPEUTICS**

#### **PSY 511-EB**

#### **PO/PSO/CO:**

It involves research to develop the aptitude in a student to think and connect different problems of the society and their impact on mental health and in doing so provide novel solutions leading to suggestions and changes in the law enforcement agencies.

#### **LO:**

To get hands on experience of interacting and dealing with clients at the same time gets to the medical perspective of the illnesses.

#### **Value Based Education:**

Psychotherapeutics enhances our daily life functioning, mental well-being and quality of life in normal people as well as in those who are suffering from mental disorders. It is a much-needed learning in the present times. The knowledge of various techniques and therapies helps to develop a proper treatment plan which fulfils the goals of treatment and brings about a positive change in perception and behaviour of the client.

| UNIT     | SYLLABUS   |
|----------|--|
| Unit – I | <b>What is psychotherapy?</b><br><br><b>Modes of Therapy</b><br>1) Individual Therapy<br>2) Group Therapy<br>a) Family and Marital Therapy<br><br><b>Psychodynamic Psychotherapy</b><br>a) Freudian Psychoanalysis |

|            |  |
|------------|--|
| Unit – II  | <p><b>Developing a Case Conceptualization</b></p> <ol style="list-style-type: none"> <li>1) What Is Case Conceptualization?</li> <li>2) Functional Purpose of a Case Conceptualization</li> <li>3) Conceptual Approaches</li> <li>4) The Conceptualization Process</li> </ol> <p><b>Developing a Treatment Plan: Therapeutic Alliance and Collaborative Goals</b></p> <ol style="list-style-type: none"> <li>1) Roles of Patient and Therapist</li> <li>2) Goals and Tasks of Treatment</li> <li>3) Building and Maintaining the Therapeutic Relationship</li> </ol> |
| Unit – III | <p><b>Understanding, Facilitating, and Evaluating Change</b></p> <ol style="list-style-type: none"> <li>1) Understanding Change</li> <li>2) Facilitating Change</li> <li>3) Evaluating Change</li> </ol> <p><b>Effective Termination</b></p> <ol style="list-style-type: none"> <li>1) Rationale for a Termination Strategy</li> <li>2) Effective Termination Strategy</li> <li>3) Competence and Professional Standards of Care</li> <li>4) Applied Skills for a Sound Strategy</li> </ol>  |
| Unit – IV  | <p><b>Psychotherapies and its Specific Applications</b></p> <ol style="list-style-type: none"> <li>1) Client – Centered Therapy (Carl Rogers)</li> <li>2) Rational Emotive Behavior Therapy (Albert Ellis)</li> <li>3) Behavior Therapy Techniques (All Behaviourists)</li> <li>4) Cognitive Therapy (Aaron T. Beck)</li> </ol>  |

## **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Internships.

**Activity 2:** Field visits to connected institutions.

**Activity 3:** Conducting workshops/seminars/expert lectures related to the course content.

**Activity 4:** Showing movies/videos/clips related to the course content.

**Activity 5:** Case discussions relevant to the course.

## **BOOKS**

### **Basic books:**

- 1) Freeman, A., Felgoise, S. H., & Davis, D. D. (2008). Clinical Psychology: Integrating Science and Practice. John Wiley & Sons, Inc: New Jersey. (E-Book)
- 2) Nietzel, Michael. T., Bernstein, Douglas. A., & Milich, Richard. (2003). Introduction to Clinical Psychology (6th ed.). Prentice Hall Publications: Upper Saddle River, USA.
- 3) Hecker, Jeffrey. E., & Thorpe, Geoffrey. L. (2005). Introduction to Clinical Psychology: Science, Practice, and Ethics. Pearson Education: Boston.
- 4) Reeves, A. (2013). An Introduction to Counselling and Psychotherapy: From theory to practice. Sage Publications: London.

**Psychology - Gujarat University**  
**M. A. Semester – IV**  
**PSYCHOLOGY OF PERSONALITY**  
**PSY 512**  
**[Compulsory paper for External students]**

**PO/PSO/CO:**

This subject will help the students to understand the term ‘Personality’. It will enable them to study the various determinants of personality and measurement of traits.

**LO:**

When students learn this paper of personality and then work professionally as psychologists in different fields, they are able to understand the abnormalities of the personality and counsel them.

**Value Based Education:**

This paper facilitates to understand the nature and development of ‘self’. It lays the foundation for measuring, analyzing and predicting various outcomes due to specific types of personality and creating specific treatment plans for addressing them.

| UNIT     | SYLLABUS  |
|----------|---|
| Unit – I | <b>Introduction to Psychology of Personality</b><br>1) Meaning of Personality<br>2) Theoretical Approaches to Personality<br>3) Methodological view points<br>4) Idiographic and Nomothetic Approach<br>5) Data of Personality Psychology<br>6) Types Approach: A General Interpretation<br>7) Trait Approach: A General Interpretation |

|            |  |
|------------|--|
| Unit – II  | <b>Determinants of Personality</b><br>1) Biological or Physical determinants<br>2) Psychological determinants<br>3) Environmental determinants<br>4) Social determinants<br>5) Educational determinants<br>6) Family determinants<br>7) General conclusion about determinants of Personality   |
| Unit – III | <b>Development of Personality</b><br>1) Meaning of Personality Development<br>2) Methods of Studying development of Personality<br>3) Process of Personality Development<br>4) Theoretical Explanation of Personality Development<br>5) Meaning and Nature of Self<br>6) Determinants of development of Self<br>7) Theories of Development of Self |
| Unit – IV  | <b>Measurement of Personality</b><br>1) Personality Inventories<br>2) Projective Methods<br>3) Observational Methods<br>4) General Conclusion regarding measurement of Personality   |

### **EDUCATIONAL ACTIVITIES**

**Any one activity from the following is to be selected and performed as a part of internal evaluation** (out of 30 internal marks - 15 marks for internal examinations, 5 marks for full semester attendance and 10 marks for educational activities instead of the assignment of 10 marks per semester).

**Activity 1:** Presentations / seminars / debate on the famous theorists of Personality Psychology.

**Activity 2:** Showing videos / clips related to the course content.

**Activity 3:** Biographies of the various personality theorists can be given as assignments.

**Activity 4:** Poster exhibition.

## **BOOKS**

### **Reference books:**

- 1) Singh, Arun Kumar. (2014). Psychology of Personality. Motilal Banarsidass Publishers: New Delhi.
- 2) Gatchel, Robert. J., & Mears, Frederick. (1982). Personality – Theory, Assessment, and Research. St. Martin's Press, Macmillan: London.
- 3) Kundu, C. L. (1989). Personality Development. Sterling Publishers Pvt Ltd: Delhi.



**Psychology - Gujarat University**  
**M. A. Semester – IV**  
**Project work (Only for Regular Students)**  
**PSY 512-PT**

**[Regular students can opt Paper 512 – Personality of Psychology in option to Project Work]**

General Guidelines for Project Work:

- 1) Area and topic to be selected in consultation with the Head and concerned faculty.
- 2) Orientation program regarding the entire process of research work and writing project report.
- 3) Every student must read at least 5 project works from the library.
- 4) Training to the students in data collection and application of statistics.
- 5) Project work should be based on primary data collection.
- 6) The given outline should be followed by each student for report writing:

| CHAPTER NO. | TITLE  |
|-------------|--|
| 1           | Introduction   |
| 2           | Review of literature   |
| 3           | Research Methodology<br>Statement of the problem<br>Objectives<br>Hypotheses<br>Variables<br>Research Design<br>Selection of sample<br>Research tools<br>Data Collection and Procedure<br>Statistical Analysis of data |
| 4           | Discussion and interpretations of results  |
| 5           | Research findings and suggestions  |
|             | References ( <i>APA Style</i> )  |
|             | Appendices   |

- 7) The assessment of project work:  
3 spiral copies must be submitted for examination as per rules of GU.  
Total 100 marks:
  - a) 30 Marks for Internal Examination.
  - b) 70 Marks for External Examination.

