

## **DEPARTMENT OF PSYCHOLOGY**

### **M.A. Previous**

There shall be four theory papers each carrying 100 marks and one Practical carrying 100 marks :

Paper I	:	Learning and Memory
Paper II	:	Perception and Thinking
Paper III	:	Motivation and Emotion
Paper IV	:	Methods of Psychological Research
Paper V	:	Practical (Experimental Lab. Work)

### **M.A. Final**

There shall be two compulsory and two optional papers and practical.

#### **Compulsory Paper :**

Paper I	:	Experimental Social Psychology
Paper II	:	Environmental Psychology.
Paper III	:	Anyone of the following <ol style="list-style-type: none"><li>1. Applied Social Psychology.</li><li>2. Psycho-Diagnostics and Therapeutics</li><li>3. Life-Span Development</li><li>4. Personnel Management and Human Relations.</li><li>5. Instructional Psychology.</li></ol>
Paper IV	:	Anyone of the following <ol style="list-style-type: none"><li>1. Organizational behavior</li><li>2. Community Mental Health</li><li>3. Mental Measurement.</li><li>4. Social Psychology of Education.</li><li>5. Developmental Problems &amp; Learning Disability.</li><li>6. Health Psychology.</li></ol>
Paper V	:	PRACTICALS

### **M.A. Previous**

#### **Paper-1**

#### **EXPERIMENTAL PSYCHOLOGY :**

##### **Learning and Memory :**

##### **A. LEARNING :**

1. Fundamentals of Pavlovian and Instrumental Conditioning : Concepts and procedures. Reinforcement and response strength, Sensitization, Pseudo conditioning ; exposure learning and habituation ; Distinction and interaction between Pavlovian and Instrumental learning ; Constraints on learning.
2. Conditioning and Reinforcement : Basic variable : Compound conditioning, overshadowing and blocking ; contrast effects ; token rewards and conditioned reinforcement, Time-relations selected theoretical Issues : Imitative and observational learning. Extinction-basic variables and theories.
3. Avoidance-learning and Punishment ; Acquired drives and emotions, Avoidance learning, learned helplessness ; Punishment - its various roles in learning.
4. Verbal Learning : Methods and materials used in verbal learning, Results and problems, learning strategies, Nature of Associations in verbal learning.

##### **B. MEMORY :**

1. Memory and forgetting : The three analytic concepts -stage, encoding and task theories of forgetting - interference theory and stimulus encoding variability theory.
2. Sensory memory : Iconic memory - methods of study properties and the evolution of a process model, Echoic Memory - methods and properties.

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3. Short-term Memory : The concept of encoding ; Eidetic imagery ; visual imagery and Pavio's dual trace theory. Primary memory dual-process versus uniprocess controversy; and nature of forgetting in STM.
4. Long term episodic memory : Effects of repetition and organization of memory in free-recall, Retrieval.
5. Semantic Memory : Types of semantic structures, activation of semantic structures, Memory of language, Text Processing.

### **BOOKS RECOMMENDED :**

1. Deese Hulse, & S.H. Egeth, H. (1980). **The Psychology of Learning** (Vth. Ed.) McGraw Hill Kogakusha, Ltd. Tokyo.
2. Crowder, R.G. (1976). **Principles of Learning and Memory**, Lawrence-Erlbaum Associates, Hills-date N.J. (U.S.A.).
3. Bower, Gorion (1977). **Human Memory**. Basic process academic press, New York.

### **Paper-2**

### **PERCEPTION AND THINKING :**

#### **PERCEPTION :**

1. The problem of perception and basic psychophysics : The problem, theoretical status ; Psychophysical Questions, Methods, Basic sensitivity of the perceptual system.
2. Theory and Measurement of Discrimination : The Continuity and noncontinuity issue. Theory of signal detection, and information theory.
3. Attention : Concept and dimensions, Selective attention. Determinants and function : Theories of selective attention, sustained attention : problem, its psychophysics, theories and current status.
4. Perceptual constancies and form perception, space perception, constancies; lightness and size, illusions of size.
5. Stability - instability paradox, figure formation and organization principles, illusion-nature and theories.
6. Cognitive and motivational influences: Target identification, color perception, selection and attributive judgment, Novelty and complexity.

#### **THINKING :**

1. Language and Thought : Language : Structure of language, language and Memory.
2. Concept formation : The representation of concepts, conceptual processes, How concepts are formed.
3. The structure of concepts, concepts and prototypes, conceptual rules.
4. Problem solving: The organization of problem solving simple problem, solving multi-step problems, creative problem solving.
5. Reasoning logic and Human Performance: Syllogistic Reasoning, Testing propositions.

### **BOOKS RECOMMENDED :**

1. Dember, W.M. & Warm J.S. (1979) 2nd Ed. **Psychology of Perception**, Holt, Rinehart and Winston, Inc.
2. Bourne, L.D. Dominowski, R.L. Loftus, E.F. (1979). **Cognitive Process**, Prentice hall series : New Jersey.
3. Bourne, LE. Jr., Ekstrand, B.R. & Dominowski, R.L. (1971). **The Psychology of Thinking**, Prentice Hall Series: New Jersey.

### **Paper-3**

### **MOTIVATION AND EMOTION:**

#### **SECTION-A : A MOTIVATION**

**Unit I** Motivation: Conceptual Analysis and Criteria.

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- Unit II** Levels of Motivation System; Reflexes; instinct; ethology and mechanisms, Drives; Drive Theory, empirical support and secondary drives, incentive, affects; fear, anxiety and conflicts ; Effectance motivation and language.
- Unit III** Interaction of Extrinsic reward with intrinsic motivation. The concept of Anasakti (detachment) in Gita.
- Unit IV** Expectancy-Value theories; Basic assumptions, Atkinson's Theory of Achievement motivation, Correlates of achievement motivation with special reference to Indian Studies, Power and Approval Motive.
- Unit V** Attributional Theory of Motivation, Cognition and motivation, Kelley's Personal construct theory, Causal antecedents ; Motivational Dynamics of perceived causality ; expectancy and self-esteem, Weiner's Attributional theory of motivation.

**SECTION-B: EMOTION**

- Unit I** Concept of emotion: Multiple approaches to the study of emotion.
- Unit II** Physiology of emotion.
- Unit III** Cognition and emotion: Contributions of Schachter, Mandler, Tomkins and Izard.
- Unit IV** Emotional Expression and Recognition.
- Unit V** Study of following Emotional Studies: Joy and Depression.

**BOOKS RECOMMENDED:**

1. Beck, R.C. (1983) **Motivation : Theories and Principles**, Prentice Hall.
2. Strongman, K.T. (1981) (Reprint of 2nd Ed.). **The Psychology of Emotion**, John Wiley & Sons.
3. Weiner, Bernard (1980). **Human Motivation**, Holt Rhineheart and Winston, New York. Revised edition (1994).
4. Atkinson, John W. and Birch, David D. (1978) **Introduction to motivation** (2nd Ed.) an Nostrand com. New York.
5. Izard, C.E. (1977). **Human Emotions**. New York : Plemun.
6. Brown. D. & Weroff. J. (1986). **Frontiers of Motivation Springer-Veriag**, New Yark.
7. Buck. R. (1076) **Human Motivation and Emotion**, John Wiley New York.
8. Agarwal, A. (1980) **Achievement Motivation and Time Perspective**. National Psychological Corp. Agra.
9. Tripathi, N.K.M. (1986) **Approval Motive**, National Psychological Corp. Agra.
10. **Shrimad Bhagwat Gita** (in Hindi) Gita Press, Gorakhpur (1995).

**Paper-4**

**METHODS OF PSYCHOLOGICAL RESEARCH :**

1. Research Problem, Hypothesis, Sampling and Classification of Psychological researches, Experimental and correlational.
2. Experimental Research: Distinguishing features-manipulation, control and measurement of variables.
3. Experimental Designs with relevant statistics.
  - (a) Between group: Two conditions and more than two randomized groups ; factorial design (Two and three factors).
  - (b) Within groups: Two conditions and more than two conditions.
  - (c) Mixed Design : Two matched group ; Randomized block designs ; Mixed factorial designs with replication on one or two factors.
4. Non-parametric statistics.
5. Quasi-experimental Research Designs ; Correlational Researches, Distinguishing features and data collection techniques-interview, scales, questionnaires, observation systems, participant-non participant method of observation, Ex-post facto, Field studies, content analysis and survey.
6. Coefficient of correlation : Kendal's tau, Partial correlation, the concept of partial correlation, statistical computation and its Limitations.

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7. Methodological and ethical issues in Psychological research.

### **BOOKS RECOMMENDED :**

1. Mohsin, S.M. (1989) **Research Methods in Behavioral Sciences**, Orient Longman, 1989 New Delhi.
2. Broota K.D. (1992) **Experimental Designs in Behavioral Research**, Wiley Eastern Ltd. New Delhi.
3. Kerlinger K.N. (1996). **Foundations of Behavioral Research**, Prism India, Bangalore.
4. Mc. Guigan (1996). **Experimental Psychology**. Ox I. B.M.
5. Tripathi, L.B. and others (1997) Anusandhan Padhatiyan, Bhargav Prakashan Agra.
6. T.R. Kratochwill (Ed.) (1978) Single Subject Research, Strategies for Evaluating changes; Academic press, New York.
7. Maxwell, Joseph A. (1996) **Qualitative Research Design: An Interactive approach**, Joseph A. Maxwell, Sage Publication.
8. Feldman Martha S. (1996) **Strategies for interpreting Qualitative data**; Martha S. Foldman, Publication Sage.

### **Paper-V**

#### **PRACTICAL (EXPERIMENTAL LAB. WORK)**

In this course of practical work each student shall be required to select a suitable experimental problem, design, and conduct and report at least one experiment from each section of first three theory papers. Thus each student shall have to complete six Experimental Studies under the supervision of the group teacher.

The Distribution of marks shall be as given below:

Design, Conduction and report	:	40 Marks
Viva Voce	:	40 Marks
Internal assessment based on work done during the session.	:	20 Marks

### **M.A. Final**

#### **Paper-1 Compulsory**

#### **EXPERIMENTAL SOCIAL, PSYCHOLOGY:**

1. Introduction. The Social Psychological approach, Theories in Social Psychology learning, cognitive, motivational, sociological and biological theories, Research considerations Experimental versus Applied Social Psychology.
2. Person - Perception: Evaluating peoples, Explanation of impression-formation, Nonverbal behavior.
3. Social Cognition: Social inference, schemas-schematic processing, mental shortcuts, schema use, and schemas in action.
4. Attribution: Basic principles attribution about others; attribution about self, cognitive and motivational biases, illusion of control.
5. Attitudes: Determination and characteristics, origin and theories of attitudes.
6. Attitude change: A model of persuasion and processes, the communicator, communication, the target, the situations and their roles, attitude change through induced behavior, cognitive dissonance and self-perception theories. Attitude change over time.
7. Attitude and Behavior relationship: the Lapiere study and its extension strength, stability, relevance and salience of attitudes situational pressures ; the reasoned action model and its evaluation.
8. Interpersonal attraction: attachment and loneliness, Basic principles and theories of interpersonal attraction; Personal characteristics, similarity dissimilarity, familiarity and proximity.

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9. Personal Relationship: Characteristics, Social Exchange perspective reward and costs, evaluating outcomes coordination of outcomes. Fair Exchange, balance of power, conflicts, satisfaction and commitment, Aggressive behavior Media violence.
10. Aggression: Definitions and distinctions: Sources of Anger, Learning Aggression, Aggressive behavior Media violence.
11. Pro-social behavior: basic definitions, bystander intervention; theoretical perspective on helping; The expense of receiving help.
12. Conformity and compliance and obedience to authority.
13. Behavior in group structure and dynamics ; Group influence, Social facilitations, Social loafing, polarization, group think, mob-behavior, leadership contingency theory ; Bargaining and negotiation ; Inter-group conflict.

### **BOOKS RECOMMENDED:**

1. Donnerstein, Marcia V. & Donnerstein, E.I. (1984). **Social Psychology**. W.C. Brown Publishers, Dubuque, Iowa, U.S.A.
2. Baron, R.A. & Byrne, D. (1988) **Social Psychology**. Prentice Hall of India Ltd. New Delhi.
3. Raven, Bertram H. & Rubin. J.S. (1983) **Social Psychology**. (IInd Ed.) John Wiley & sons, New York.
4. Sears, D.O. Peplau L.A. et al. (1988) **Social Psychology** (6th Ed.) Prentice Hall, Englewood cliffs, N.J. U.S.A.
5. Deaux, Kay & Warightsaman, L.S. (1988) **Social Psychology** Cole Publishing company, Pacific Gov. U.S.A.

### **Paper-2**

#### **ENVIRONMENTAL PSYCHOLOGY:**

1. Environmental Psychology : Nature and salient features. World view in Psychology and Environmental Psychology, Environment Behavior theories: Arousal, Environmental Load, adaptation level. Behavior constraints, Ecological and Environmental Stress Approach.
2. Research Methodologies in Environmental Psychology: experimental, correlational and descriptive methods of data collection in environmental Research, Evaluating the adequacy of environmental research, ethical considerations in Environmental Research.
3. Environmental cognition : Nature and characteristics ; Theories of environmental cognition : Development, Information Processing, spatial knowledge acquisition, Hierarchical ordering of spatial knowledge. Substantive areas of environmental cognition. Cognitive distance and cognitive mapping.
4. Environmental Perception and Attitudes: Nature of Environmental Perception, Perception of movement, adaptation and change. Assessment of Scenic environment: Forming, Measuring and changing attitudes towards environment.
5. Environmental stress: Nature and characteristics: Natural disasters, Technological catastrophe. Noise, Heat and Air pollution: Nature, characteristics and their influences on behavior with special reference to Indian conditions.
6. Spatial Behavior: Personal Space: Nature, measurement, determinants, consequences of personal space invasion, Territoriality: Types and theoretical interpretations: Researches on Human territoriality.
7. Crowding, Concept, physiological and behavioral consequences, theories of crowding, overload, arousal, density intensify, behavior constraints, control; social interaction demand, sequential and eclectic, reducing the causes and effects of crowding.
8. Environmental psychology and community; Quality of life, social process and socialites, preventive intervention; social support and personal control: areas of intervention; Residential neighborhood and urban environments;

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9. Changing behavior to save the environment: environmental education, prompt, reinforcement, techniques, specific environmental problems: Littering energy conservation, transportation and vandalism.

**BOOKS RECOMMENDED:**

1. Bell, P.A., Greene, T. C., Fisher, J.D., & Baum A. (2001) **Environmental Psychology**. (Vth edition) Wadsworth Group/ Thomason Learning, 10 Davis Drive Belmont CA, U.S.A.
2. Bell, P.A. Fisher, J.D. & Loomis, R.J. (1973) **Environmental Psychology**, Philadelphia W.B. Saunders.
3. Altman, I. (1975) **The Environmental and Social Behavior**, Meoneteray California : Brooks/Cole, Publication Company.
4. Cone D. & Hayes C. (1984) **Environmental Problems behavioral solutions**, Meoneteray California : Brooks/Cole, Publication Company.
5. Wiere Alian, W. (1984) **An Introduction to Ecological Psychology**, Cambridge Univ. Press.
6. Sahoo, F.M. Mishra P.K. & Pinta, R.S. (1985) **Environment and Behavior: Ecology Perspective**. New Delhi: Akshat Publications.
7. Jain, U. (1987) **The Psychological Consequences of Crowding** New Delhi: sage.
8. Stokols, Dainel & Altman, Irwin (1987) **Handbook of Environmental Psychology** (Vol. 1 & 2) New York, John Wiley & Sons.

**Paper-3**

**OPTIONAL PAPER (ANY ONE THE FOLLOWING)**

**APPLIED SOCIAL PSYCHOLOGY :**

1. Nature of Applied Social Psychology : Definition, scope and field. The controversy between Theoretical, Applied and Applicability of social Psychology. Roles, Challenges and skills of applied social psychologists.
2. Special Research designs : Quasi Experimental and evaluation research and related problems of validity and reliability.
3. Deprivation and behavior: Concept, dimensions and approaches. Prolonged deprivation. Deprivation and cognition, motivation, attribution and personality development. Intervention strategies and problems in intervention.
4. Rural Development: Social psychological dimension, information, perception, motivation, attitudes, suggested remedies.
5. Applications to education : Understanding the social psychology of education the process of educational achievement, individual level factors-motivational attributional and personal factors, student teacher relations and teacher expectations, classroom as a group, classroom environment, cultural factors.
6. Mass communication : Background and issues : Social effects on children, mass media and violence, health and education.
7. Emergence and development of indigenization of psychology in India. Concepts, theories and tools.

**BOOKS RECOMMENDED :**

1. Oskamp, S. (1984) **Applied social psychology**, Englewood cliffs, N.J. Prentices Hall.
2. Fisher, R.J. (1982). **Social Psychology: An applied approach**, New York : St. Martin's Press.
3. Sinha, D. **Psychology in third world country : The Indian Experience** : Sage.
4. Mishra, G. (Ed.) (1991) **Applied psychology on India** New Delhi sage publications.
5. Panday, J. (Ed.) (1988) **Psychology in India. The state of the Art**. Vol. 2, New Delhi : Sage.
6. Feldman, R.S. (1986) **The Social Psychology of Education**, Cambridge University Press, Cambridge.
7. Liebert, R.M.O. & Sprafkin, J. (1988). **The Early Windows: Effect of television on children and youth**. Oxford Pergamon.

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**(II) PSYCHO DIAGNOSTICS AND THERAPEUTICS:**

1. Nature of diagnosis, Referral questions, outline for a case study and the assessment process.
2. Methods of assessment (a) psychometric tests as clinical tools (Intelligence test, S.B., Weschler and test of special abilities) Projective tests, Rorschach test, Holtzman Ink Blot test, T.A.T.
3. The assessment interview, Research on the verbal and non verbal aspects of interview. Reliability and validity of interview.
4. Self report inventories, responses sets and bias. The use of MMPI.
5. Behavioral assessment.
6. Interpreting, synthesizing and communicating assessment findings.
7. Freudian Psycho-analysis.
8. Human Existential Psychotherapy ; Rogers and gestalt therapy.
9. Behavior therapy, Techniques, Specially systematic desensitization.
10. Group and family therapy.
11. Psychotherapy: Studies of out come research.

**BOOKS RECOMMENDED :**

1. Korchin, S.J. (1979) **Modem Clinical Psychology** (Harper).
2. Garfield & Bergin, (1978) **Handbook of Psychotherapy and Behavior change**, New York: Wiley.
3. Woleman, B.B. (1984) **Handbook of Clinical Psychology**, New York: Wiley.
4. Wolpe and Lazaras (1978): **Behavior Therapy Techniques**, New York: Elmsford.
5. Phil Yalom, I.D. (1975). **The Theory and Practice of Group Psychotherapy**. New York.:Basic Books.
6. Kendall & Butcher (1982). **Hand Book of Research Methods in Clinical Psychology** , New York.: Wiley.
7. Semenoff, B. (1976) **Projective Techniques**, London: Wiley.
8. Weiner, J. (1979): **Clinical Methods**, New York: Wiley.

**(III) LIFE SPAN DEVELOPMENT:**

1. Life span development perspective : Major features, Approaches to the study of human development.
2. Longitudinal, cross-sectional approaches. Methodological issues in developmental studies; Experimental, Correlational, Observational method.
3. Stages of Human Development : Prenatal development, Infant, childhood, adulthood and old age. Developmental tasks of Adolescence: Theories and implications.
4. Cognitive development: Piagetian information processing and socio-cultural perspectives, Neo-Piagetian views.
5. Language development: Stages, Chomsky's theory of language development, other theoretical approaches, Growth of grammar, Linguistic Universals, Communications.
6. Social-emotional development : Attachment, Guilt, Development of self identity, play and its significance, Social learning theory, development of power, approval and achievements motives.
7. Moral development: Kohlberg's stages of moral development. Culture and moral development.
8. Adulthood and ageing : Characteristics, Problems of adjustment. Changes in Cognitive abilities during old age.
9. Death and dying: The condition of death, attitudes towards death, developmental changes in concept of death. Death and the sense of past, dying process.

**BOOKS RECOMMENDED:**

1. Wolman (1980) **Handbook of Development Psychology**. N.J.: Prentice Hall Inc. Englewood Cliffs, New Jersey.
2. Craig, G.J. (1979) **Child Development**, New Jersey: Prentice-Hall, Inc. Englewood.

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3. Liebert, R.M. & Wicks-Nelson, R. (1981). **Development Psychology**, New Jersey :Prentice-Hall, Inc. Englewood Cliffs.
4. Bee, H. (1981). **The Developing Child**. Harper International Edition. New York: Harper & Row, Publishers.
5. Berk, L. (2000), Child Development. Harper New York.
6. Tripathi, L.B. & Pandey, S. (2009). **Manav Vikas Ka Manovigyan**. (Vol. I & II), New Delhi : Concept Publishing Company.

**(IV) PERSONNEL MANAGEMENT AND HUMAN RELATIONS:**

1. Personnel Psychology and Industrial Organization; Constraints on personnel decisions.
2. Establishing role prescriptions: Job analysis, scope and methods and evaluations, job-families, designing and change organizations.
3. Management appraisal; Employee evaluation-Rating system and attitude surveys.
4. Personnel selection, validation models and latest techniques, Psychological Testing-abilities, skills and achievements constructions of new tests, reliability and validity procedures. Administrations of testing programs.
5. Management development and skill training.
6. Accidents and safety, Industrial clinical problems.
7. Personnel psychology and labor economics.
8. Input-output model for Human resources utilization.

**BOOKS RECOMMENDED:**

1. Miler, John B. (1969). **Personnel Psychology**, Macmillan Press.
2. Thorndike R, I., (1969) **Personnel Selection**, New York: John Wiley & Sons, Inc.

**INSTRUCTIONAL PSYCHOLOGY :**

1. Instructional Models and Objectives: A basic teaching model, Instructional Objectives; School and Behavioral task description and task analysis.
2. Entering behavior and development: Definition and classes of entering behavior. The Instructional use of entering behavior. Intellectual development-concept, periods, and relation with entering behavior; Language development-Nature, theories and stages.
3. Instructional procedures and learning: Basic concepts and conditions, conditioning and verbal learning of psychomotor skills: Nature of skill learning, Psychomotor abilities, Instructions in skills, Learning of concepts and principles-nature and teaching.
4. Instructional technology: Definitions, programmed instruction on and instructional media.
5. Performance Assessment and Research: Construction and characteristics of tests, Uses and types of standardized tests, and interpretation of test scores: Nature, evolutionary research and data analysis.

**Paper-4**

**(ANY ONE OF THE FOLLOWING)**

**(I) Organizational Behavior:**

1. Organizational Psychology-An overview of the field, Growth of the field of organizational studies.
2. Organizational Psychology-Definition and identification of organization, consequences of viewing organizations as open systems.
3. Defining characteristics of social organizations-The nature of social systems, major social system components, generic types of subsystems, the organization in relation to its environment. Organizational growth stages, kinds of growth, the dynamics of organizational subsystems, differentiation and integration, structural contingency approach.
4. Weick's process approach - Weick's criticism of contemporary approaches, Wiecks organization model.
5. Organizational role taking-organization as a system of role, research on role taking.



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6. Power, authority and control-reduction of human variability. Authority; forms of authority, legitimacy, exercise of authority-Power-definition and types of power, bases of power. Control: meaning of organizational control, the control curve, hierarchical control organizations.
7. Motivational bases of organizational behavior, the ordering of motive patterns-Hertzberg's two factor theory. Behavioral requirements for organizations : type of motivational pattern. Consequences of deferential motivational pattern.
8. Communication-Nature of communication in organization, characteristics of communication circuits, direction of communication flow communication effectiveness.
9. Decision making: The decision making process, rationality and organizational decision making ; factors affecting decision making.
10. Leadership, Approaches: the nature of organizational leadership, Models of organizational leadership; Ohio state and Michigan studies; Fielder ; Vroom and Yetton, Katz and Kahn. Requirements for effective leadership.
11. Organizational conflict: Definition, Conflict as process, models of conflict, conflict management.
12. Organizational effectiveness-problems of definitions: Efficiency of organization, Efficiency and effectiveness, Maximization of return to organization.
13. Organizational change-Discussions of comparison: Individual and group approaches to organizational change, changing organizational variables.

**BOOKS RECOMMENDED:**

1. Katz, D & Kahn, R.I. (1978) **The Social Psychology of Organizations**, New York : John Wiley..
2. Weick, K.E. (1969): **The Social Psychology of Organizing (Ed. 2)** Readings. Mass : Addison Wesley.
3. Schein, E.H. (1972) **Organizational Psychology**, Englewood Cliffs, N.J. Prentice Hall.
4. Tosi, H. (1978). **Organizational & contingency approach.**

**(II) COMMUNITY MENTAL HEALTH :**

1. Community Mental Health: Nature, orientation and its development: Historical and social contexts, Community Mental health in India.
2. Issues of Research: Models and approaches in community Psychology.
3. Basic Concepts: Population and Prevention: Nature and types of primary, secondary and tertiary preventions.
4. The Psychology of Social Setting: Biological ecology, Environmental Psychology; Physical, economic and Psycho-Social environment. Implications for community intervention.
5. Principles and Methods of Community Intervention: Crisis Intervention, consultation, The Non-Professional in community Psychology, Mental Health Education.
6. Theory and Research in Community Psychology: Ecology, epidemiology of mental health, General system theory and Evaluation research.
7. Community Health Services to Special Groups: Children, adolescents and elderly people.
8. Mental Health Planning, policy development at national Level.

**BOOKS RECOMMENDED :**

1. Heller, K. & Monahan. J. (1977). **Psychology and Community Change**, U.S.A. : The Dorsey Press, Homewood, Illinois.
2. Isoe, I & Spielberger. C.E. (1970) **Community Psychology: Perspectives in Training and Research**. New York : Appeltnectury Craft.
3. Korchin, S.J. (1986). (Indian Edition). **Modern Clinical Psychology: Principles of Intervention in the Clinic and Community**, Delhi : C.B.S. Publishers.
4. Murphy R.S. & Burns B.J. (1992). **Community Mental Health** : Proceeding of the Indo-U.S. Symposium. NIMHANS Bangalore.

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5. Rappaport, J. & Seidman, E. (2000) **Handbook of Community Psychology**, New York : Kluwer Academic Press.
6. Shanmugam, T.E. (1987): **Community Psychology, Madras**: Utsav Sammugam, Madras.

**(III) MENTAL MEASUREMENT:**

1. Measurement: Nature of Psychological measurement Basic assumptions of test theory-obtained scores, true scores and error component.
2. Test construction: Steps involved in test construction: Statistical techniques used in item analysis, Standardization and norms.
3. Reliability of measures: Nature and Methods, Statistical criteria for parallel tests; effects of tests length and group heterogeneity on reliability of speed tests.
4. Validity of tests: Nature and types, validating criteria relationship between reliability and validity, cross validity.
5. Psychological tests: Characteristics, classification and applications of tests, speed versus power tests.
6. Tests of general mental ability, Stanford-Binet, WAIS, achievement and aptitude tests, DAT, differential testing of abilities.
7. Measurement of attitudes and interests, scaling techniques.
8. Basic statistics: Special correlation, partial and multiple correlations, procedure and application, factor analysis.
9. Issues in Psychology Testing and measurement.

**BOOKS RECOMMENDED:**

1. Freeman : Theory and practice of psychological testing.
2. Anastasi : Psychological testing.
3. Cronbach : Essentials of Psychological testing.
4. Gulliksen : Theory of Mental Tests.
5. Guilford : Psychometric Method.
6. Garret : Statistics in Psychology & Education.

**(IV) SOCIAL PSYCHOLOGY OF EDUCATION:**

1. The social psychology of education: Nature and framework, present status, and fields; systematic issues in social psychology of education.
2. Socialization: Relation with social system, social class and social structure: Early work and recent empirical findings.
3. Socialization and preschool education: Early experiences and school related abilities, timing of school related experiences; value and language experiences; compensatory programs.
4. The school as a social system: Elementary and secondary schools as the informal student society and the formal society and the formal adult structure.
5. Role relations in the education: Personality relations: The problem of learning, teacher and learner characteristics, cognitive and non cognitive dispositions; sources of conflict in school system.
6. The classroom as a social system: Observations and ratings of classroom behavior; Sociometric structure classroom climate, group process and interaction communication, Group size, cohesiveness, composition and leadership.

**(V) LEARNING DISABILITIES AND DEVELOPMENT PROBLEMS :**

**SECTION-A : LEARNING DISABILITIES**

1. Definition, Identification and Assessment: Problems and Issues in the definition of learning Disability: Operational zing problems, psychological process problems, interest groups, demand problems.

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2. Identification of Disorders Causing Learning Disabilities: Minimal Brain Dysfunction, (MBD), Aphasia or Dysphasia, Dyslexia and Word-Blindness, Perceptual and Perceptual-Motor Impairment, Neurological impairment, Hyperkinesias.
3. Approaches to assessment of Learning Disabilities: Current Models of Assessment, Problems of Classification, and Alternative Models of Assessment using Direct and Frequent measurement, Educational Diagnosis Ability and skill models. Academic Achievement Component, Discrepancy Component, Types of Educational Testing. Formal and Informal Evaluation.
4. Specific Learning Disabilities: Language and Reading Disabilities, Numerical and Arithmetic Disabilities, Attention Problems, Perceptual and Perceptual-Motor Problems, Social-Emotional Problems, Motivational Problems.
5. Treatment Approaches : Early Intervention, Educational Services : Remediation of language deficits, reading improvement Approaches. Standardized & teacher-constructed tests Perceptual-Motor Training Selective intervention technique for scale management skills, Psychological Services: Applied Behavior Analysis, Cognitive behavior modification, Computer-assisted instruction. Use of Psycho stimulant drugs.

### **SECTION-B : DEVELOPMENTAL PROBLEMS**

1. Research Approaches to Understanding Children's Behavioral problems: Assessment and Diagnosis: Standardized Tests. Behavioral Approaches: Etiology: Genetic, perinatal, demographic, and postnatal; Treatment: Psychotherapy, pharmacotherapy, behavior therapy.
2. Developmental Disorders: Their assessment, etiology and treatment. Mental Retardation: Moderate, severe and profound; Conduct Disorders: Impulsivity, delinquency, anti-social behavior; Anxiety and Phobias: Separation anxiety, over anxious, identity disorder; Disorders affecting physical functioning. Eating and sleep Disorders, elimination Disorders.

### **BOOKS RECOMMENDED:**

1. Erickson, M.T. (1978). **Child Psychopathology**, Prentice-Hall
2. Haring, C.M. (1982). **Exceptional Children and Truth**, Charles and Truth", Charles, E. Maching.
3. Meprcer, C.M. (1982) Children and Adolescents with Learning Disabilities.
4. Torgessent, J.K. and Y.L. WONG (1982) **Psychological and Educational Perspective on Learning Disabilities**. Academic Press..
5. Waugh and Rust, (1971). **Diagnosing Learning Disorders**. Academic Press, Mccrill.

### **(VI) HEALTH PSYCHOLOGY:**

1. Health Psychology: Nature, Scope and development of Health Psychology. Models of Health: Biomedical, Biopsychosocial, Eastern Approaches: Ayurveda, Zen, Buddhism.
2. Systems of Body: Nervous system, Endocrine system, Cardiovascular system and Immune system: Physiology and dysfunctions causing chronic diseases.
3. Health Behaviors: Prevention & Change: Behavioral factors in chronic diseases, Health habits and Health beliefs. Barriers to Health Promotion, Health Promotion and Disease Prevention Approaches: Changing Health Beliefs, Cognitive behavioral approaches to health behavior change, Health habit modifications, Role of Health psychologists.
4. Health and Stress: Nature and types of stresses, Causes and consequences of stress, Stress Management, Moderators of Stress: Social support, hardiness, optimism, future orientation, personal control and anasakti.
5. Chronic and Terminal Illnesses: Nature and types, Coronary Heart diseases, stroke, diabetes, Cancer and AIDS. Management of chronically ill patients: Quality of life, coping, Yoga and Meditation.
6. Future Perspectives in Health: Illness and well being in relation to stress, personality and culture. Health related issues at different stages of life. Integrating western and eastern approaches of health.

### **BOOKS RECOMMENDED :**

# SIDDHARTH UNIVERSITY, Kapilvastu, Siddharthnagar

## *Post Graduate Syllabus Annual System*

1. Taylor, S.E. (1995). Health Psychology, New Delhi : Tata McGraw Hill.
2. Misra, G. (Ed.) (1999). Psychological perspectives on stress and health; New Delhi : Concept Publishing Company.
3. Pestonjee, D.M. (1999). Stress and Coping: The Indian Experience; New Delhi: Sage Publications.
4. Sutton, S., Baum, A. & Johnson, M. (2004). Handbook of Health Psychology, New Delhi: Sage Publications.
5. Rapley, M. (2003). Quality of Life Research; New Delhi: Sage Publications.
6. Zeider, M. & Endler, N.S. (1996). Handbook of Coping, New Delhi: John Wiley & Sons.
7. Diener, Ed. & Suh, E.M. (2000). Culture and Subjective well being; Cambridge Press.
8. Synder, C.R., Lopez, S.J. (2002). Handbook of Positive Psychology, Oxford: University Press.

### **PAPER V: PRACTICALS**

The students have to do two practical and viva-voce-one each from compulsory papers and one each from optional papers with 50 marks for each practical.

