AC 19-3-2012
Item No. 4.16

UNIVERSITY OF MUMBAI

Revised Syllabus for the M.A.

Program: M.A.

Course: Psychology

Semester I & II

(As Per Credit Based Semester and Grading System with effect from the academic year 2012–2013)

M.A. Semester System Syllabus of Psychology
(to be implemented from 2012-2013)

Syllabus for Semester I and II

Semester I

Course I: PAPSY101: **Personality Psychology**: 6 credits. Core course.
Course II: PAPSY102: **Cognitive Neuropsychology** 6 credits. Core course.
Course III: PAPSY103: **Statistics for Psychology** 6 credits. Core course.
Course IV: PAPSY104: **Experimental Psychology Practical** 6 credits. Core course.

Semester II

Course V: PAPSY201: **Evolutionary Psychology** 6 credits. Core course.
Course VI: PAPSY202: **Intervention Systems in Psychology** 6 credits. Core course.
Course VII: PAPSY203: **Research Methodology for Psychology** 6 credits. Core course.
Course VIII: PAPSY204: **Psychological Assessment Practical** 6 credits. Core course.

Semester I: 4 courses (All core courses)
6 credits per course
Total credits: 4 courses X 6 credits = 24 credits.

Semester II: 4 courses (All core courses)
6 credits per course
Total credits: 4 courses X 6 credits = 24 credits.

Psychology
Semester I: Course I (Core Course)
PAPSY101: Personality Psychology

Credit 6. **60 hrs.**

Objectives:

1. Introducing various theories of personality
2. Help learners to evaluate personality theory and research
3. Understand modern approaches to personality

Unit I: Psychoanalytic Personality Theory

a. Psychoanalytic Aspects of Personality.
b. Neo-Analytic and Ego Aspects of Personality

Unit 2: Biological, Behaviorist, and Cognitive Personality theories

a. Biological Aspects of Personality.
b. Behaviorist and Learning Aspects of Personality.
c. Cognitive and Social-Cognitive Aspects of Personality.

Unit 3: Trait Approach

a. Allport, R. B. Cattel, Eysenck's three factor
b. Big Five and Five-Factor Model: theory, evidence and applications.
c. Personality trait and personality disorders
d. Measurement of trait

Unit 4: Humanistic-Existential and Person-situation approach

a. Humanistic and Existential Aspects of Personality.
b. Person–Situation Interactionist Aspects of Personality.
c. Applications to individual differences: Gender Differences; Stress, Adjustment, and Health Differences; Culture: Processes and Differences.

Books for Reading

1. Buss D. M. & Larsen R. J. (2009). Personality Psychology: Domains of Knowledge About Human Nature. NJ: McGraw-Hill Humanities.
2. Corr, P. J. & Gerald Matthews, G. (2009). The Cambridge Handbook of Personality Psychology. Cambridge : Cambridge University Press.
3. Dan P. McAdams D. P. (2008). The Person: An Introduction to the Science of Personality Psychology. Wiley.

4. Friedman, H. S. & Schustack, M. W. (2009). Personality: Classic Theories and Modern Research, 4/E. NY: Pearson.
5. Pervin, L. A. (2002) Science of Personality, 2nd Edition. USA: Oxford University Press.

Books for References:

1. Burger, J. M. (2010). Personality. Wadsworth Publishing.
2. Costa, P.T., & Widiger, T.A. (2002). Personality disorders and the five-factor model of personality (2nd ed.). Washington, DC: American Psychological Association.
3. Hall, C. S., Lindzey, G., Campbell, J. B. (2007). Theories of Personality. ND: J. Wiley.
4. Hogan R. &. John W.H.(Eds.) (1985), Perspectives in Personality. Greenwich: JAI Press.
5. Hogan, R. Johnson,J. Briggs S. (Eds.) (1997), Handbook of Personality Psychology. San Diego: Academic Press.
6. John, O.P., Robins, R.W., & Pervin, LA. (Eds.) (2010)Handbook of Personality, Third Edition: Theory and Research. New York, NY: Guilford.
7. Larsen, R. J. (2010). Clashing Views in Personality Psychology. Dushkin/mcgraw-hill.
8. Mayer, J. & Mayer J. D. (2006). Readings in Personality Psychology. allyn & bacon.
9. McCrae, R.R. & Allik J. (Eds. 2002), The Five-Factor model of Personality across cultures N.Y.: Kluwer Academic Publisher.
10. Miserandino, M (2011). Personality Psychology: Foundations and Findings. Pearson Education.
11. Roberts, B.W., & Hogan R. (2001) Personality Psychology in the Workplace. Washington: American Psychological Association.
12. Rudman L. A. (2011). Implicit Measures for Social and Personality Psychology. LA: Sage Publication.
13. Weiner, I.B. (2007). Handbook of Personality Assessment. Wiley.

Evaluation:

Internal evaluation: 40 marks

- Essay on one of the topic randomly assigned: 20 marks
- Two test of descriptive types: 10 marks each

Semester end examination: 60 marks.

Written examination: Paper pattern: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

Psychology

Semester I: Course II (Core Course)

PAPSY102: Cognitive Neuropsychology

Credits: 6 credits **60 hrs.**

Objectives:

1. To acquaint students with the structure, neural networks and functions of brain
2. To understand primary and higher order neuropsychological processes
3. To help students to understand applications of neuropsychology

1. **Foundation of neuropsychology**
    a. Introduction
    b. Structures, and functions of brain
    c. Development of brain
    d. Methods of investigating the brain
    e. Neuropsychology basis of sensory and perceptual processes and motor systems

2. **Concepts in neuropsychology-I**
    a. Neuropsychological basis of Attention
    b. Neuropsychological basis of Memory
    c. Neuropsychological basis of Executive Functions

3. **Concepts in neuropsychology-II**
    a. Neuropsychological basis of Language
    b. Neuropsychological basis of Emotion
    c. Neuropsychological basis of Motivation

4. **Neuropsychology in practice**
    a. Neuropsychological Assessment
    b. Applications of Neuropsychology

Books for Study:

1. Anderson, V., Jacobs, R. & Anderson, P. (2008). Executive Functions and the Frontal Lobes: A Lifespan Perspective. NY: Psychology Press.
2. Carlson, N. (1999). *Physiology of behaviour*. Boston: Allyn & Bacon.
3. Jurado, M. B. & Rosselli, M. (2007). The Elusive Nature of Executive Functions: A Review of our Current Understanding. Neuropsychol Rev, 17:213–233.

4. Kolb B., & Whishaw I.Q. (2007). Fundamentals of human neuropsychology (6th ed). New York, NY: Worth Publishers.
5. Walsh, K. (1994). *Neuropsychology: A clinical approach*. N.D.: Churchill Livingston
6. Zilmer, E. A. & Spears, M. V. (2001). *Principals of neuropsychology*. Canada: Wadsworth

Books for Reference:

1. Alvarez, J. A. & Emory, E. (*2006*). Executive Function and the Frontal Lobes: A Meta-Analytic Review. *Neuropsychology Review, Vol. 16, No. 1.*
2. Johnson, M. H. (1997). *Developmental cognitive neuroscience*. Blackwell Publishers.
3. Lezak, M. D. (1976). *Neuropsychological assessment.* NY: OUP.
4. Pinel, J. P. J. (1997). *Biopsychology*. Bostan: Allyn & Bacon.

Evaluation:

Internal evaluation: 40 marks

- Essay on one of the topic randomly assigned: 20 marks
- Two test of descriptive types: 10 marks each

Semester end examination: 60 marks.

Written examination: **Paper pattern**: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

Psychology
Semester I: Course III (Core Course)
PAPSY103: Statistics for Psychology

Credit: 6 credits **60 Hrs.**

Objectives:

1. To introduce fundamental concepts about statistical application for psychology
2. To help learners to understand applications of statistics and learn numerical methods associated with them
3. To introduce multivariate methods and computer applications to statistics

Unit 1. Preliminary Concepts

a. Probability: axioms, random variables, expected value, central limit theorem

b. Distributions: Discrete distributions- Binomial, Poisson; Continues distributions: Normal and MVN, t, F, chi-square.

c. Inference: estimation theory, properties of estimators. Estimation methods. Statistical hypothesis testing, Types of errors

d. Descriptive statistics: Central tendency, variability, etc.; Graphical representation; Power and Effect size

Unit 2. Inferential Statistics: Inference about location

a. Two group Differences: *t* test- Independent and dependent samples

b. Multi-group Differences: One-way ANOVA: Independent and dependent samples; Two-way ANOVA: Independent samples

c. Wilcoxon Sign-Rank test; Median test; U test; Kruskal-Wallis test

d. MANOVA and Discriminant Function Analysis

Unit 3. Association, Prediction and Other Methods

a. Correlation: product moment, partial correlation, Special correlations

b. Linear Regression (OLS)

c. Nonparametric correlations: Kendall's tau, Spearman's rho, other measures. Chi-square. Binomial test.

d. Multiple Regression; Logistic Regression

Unit 4. Factor Analysis and Software Packages

a. Factor Analysis: Basic concepts, Methods of extraction and Methods of rotation

b. Confirmatory Factor Analysis

c. R: R interface; syntax; importing and exporting data; data management

d. R: Descriptive; graphs; basic statistics in R; R GUI. Other software

Note for paper setters: It is recommended that small values for computation be given and that of log, square and square root and statistical tables be given for use. Use of calculators is allowed. The problems for full numerical to be set using the raw data methods (ungrouped data) in the examination. The formula sheet be provided alongwith the question paper. No full numerical should be set on Units 2-d, 3-d, 4a, 4b; partial numerical are permitted that can be calculated with simple calculators (E.g., DO NOT set numerical like DO MANOVA OF GIVEN DATA).

Books for Study:

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

Books for Reference:

1. Daniel, W. W. (1995). Biostatistics. (6th Ed.). N.Y.: John Wiely.
2. Gourch, R. L. (1983). Factor Analysis. NJ: Lorrence Erlbaum.
3. Gravetter, F. J. & Wallnau, L. B. (2012). Statistics for the Behavioral Sciences. Wadsworth Publishing; 9 edition.
4. Guilford, J. P., & Fructore, B. (1978). Fundamental statistics for psychology and education. N.Y.: McGraw-Hill.
5. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). Mulivariate data analysis. (5th Ed.). N.J.: Prentice-Hall Inc.
6. Loehlin, J. (1998). Latent Variable Models: an introduction to factor, path, and structural analysis. Hillsdale, N.J.: LEA.
7. Marcoulides, A. G. & Schumacker, E. R. (2001). New developments and techniques in structural equation modeling. Hilsdel, New Jersey: Lawrence Erlbaum.
8. R Development Core Team. (2011). R: A Language and Environment for Statistical Computing. R Foundation for Statistical Computing: Vienna, Austria. (http://www.R-project.org)
9. Sheskin, D. (2011).Handbook of Parametric and Nonparametric Statistical Procedures, Fifth Edition. Chapman and Hall/CRC.
10. Tabachnick, B. G. & Fidell, L. S. (2001). Using multivariate statistics (4th Edi.). Boston: Allyn and Bacon.
11. Wilcox, R. R. (1996). Statistics for social sciences. San Diego: Academic Press.
12. Wilcox, R. R. (2011). Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction. CRC Press:

Evaluation:

Internal evaluation: 40 marks

- Two test of statistical techniques: 20 marks each
- One test on computer application: 10 marks
- One test on multivariate techniques: 10 marks

Semester-End Practical examination: 60 marks.

Written examination: Paper pattern: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

Psychology

Semester I: Course IV (Core Paper)

PAPSY104: Experimental Psychology - Practical

6 credits: **Equivalent to 60 theory hrs.**

Objective:

1. To enable learners to design experiments in various areas of psychology
2. To help learners to design appropriate computer programs for the experiments
3. To enable learners to analyze and report the data of experiments

Six experiments in cognitive processes, personality, motivation and emotion from the areas given below:

[

a) Sensation, attention and perception, b) Memory, c) Reasoning, d) Decision making, e) Problem solving, f) Learning, g) Imagery, h) Motivation, i) Emotion, j) Personality, k) Thinking, l) Language.

UNIT 1: Experimental designing: Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to design an experiment pertaining to the area chosen by the group. The student will present the experiment in the class. From these experiments, one experiment is selected as groups experiment. In this way, six experiments are obtained. A student can also design additional experiments in the areas other than the groups' area and present them along with presentations of respective areas. Six presentations and twelve supervision sessions are required for this. (1 credit).

UNIT 2: Experimental Computerizing: All students have to learn one open-source package for computerizing experiment (for example, PEBL, OpenSesame-0.25, etc.). This may be done by workshop by the teacher/students about the computerization. The individual experiment designed by each student has to be computerized and presented in a CD (and Email if needed) for internal assessment. The printout of the program syntax OR major steps in computer programming also need to submitted along with this assignment. (1 credit).

UNIT 3: Experiments Conduction: These select six experiments will then be conducted in the laboratory. If the facilities permit, these experiments can be carried out using the computer interface. (3 credits).

UNIT 4: Experimental Data Analysis and Report: The data obtained is analyzed by using software packages (e.g. R) and reported in a typed report. The report also needs to be submitted in a softcopy. (1 credit)

Evaluation:

Internal evaluation: 40 marks

- Under the supervision of course teacher, a type-written report to be submitted on a review of literature on one of the topics above covering research of last five years: 10 marks
- Computerization of the experiment and its report (Soft and hard copy): 10 marks
- Self-designed experiment typed written report: 05 marks
- Experimental Journal: 15 marks

Semester end Practical examination: 60 marks.

- Viva voce examination: 40 marks
- Instruction and Conduction: 5 marks
- Report: 15 marks

Psychology

Semester II: Course V (Core Course)

PAPSY201: Evolutionary Psychology

Credits: 6 credits **60 hrs.**

Objectives:

1. To acquaint learners with concepts of Evolutionary psychology
2. To explain various psychological aspects as a function of evolution
3. To learn to think about human mind and its processes from an evolutionary perspective
4. To understand specific areas and applications of Evolutionary Psychology

Unit 1. Foundation of Evolutionary Psychology

a. Historical development; Landmarks in evolution of human beings & common misunderstandings
b. Origins of Human Nature
c. Evolution of Psychological Mechanism: Evolutionary and Psychological Foundation of human behavior – Psychological basis of Culture
d. Research methods and Hypothesis-testing in evolutionary psychology. Use and misuse of Darwinism

Unit 2. Major Aspects of Evolutionary Theory: Survival and Mating

a. Problems of survival: Food Acquisition; Human Fears
b. Mate selection and sexual strategies
c. Women's long-term mating strategies; Men's Long-term mating strategies
d. Short-term sexual strategies across sexes

Unit 3. Parenting, Kinship and Specific Topics

a. Parenting: Maternal involvement; Parental involvement, Parent-offspring conflict
b. Kinship: Theory of Implicit and Inclusive Fitness and empirical support
c. Evolution of Morality
d. Cognitive development, modularity of mind, and innateness issues

Unit 4. Social Behavior: Evolutionary Solutions to the problems of group living

a. Cooperation: Evolution of Cooperation; Reciprocal altruism;
b. Cognitive adaptations for social exchange
c. Aggression as solution to adaptive problem & empirical evidence; Sex differences in aggression; Conflicts between sexes
d. Status , Prestige and Social Dominance

Books for Study

1. Barkow, J. H., Cosmides, L., Tooby, J. (1992). The adapted mind. Oxford University Press.
2. Buss, D. (2011). Evolutionary Psychology: A new Science of Mind. Pearson Education.
3. Dunbar, R. I. M. (2005). Evolutionary Psychology: A Beginner's Guide. Oneworld.

Books for Reference

1. Buss, D. (2005). The Handbook of Evolutionary Psychology. John Wiley & Sons, Inc.
2. Dunbar, R. and Barret, L. (2007). The Oxford Handbook of Evolutionary Psychology. Oxford University Press.
3. Hampton, S. (2010). Essential Evolutionary Psychology. Sage Publications Ltd.
4. Hauser, M. (2006). Moral minds: The nature of right and wrong. Harper Collins.
5. Pinker, S. (2006). The Blank Slate: The Modern Denial of Human Nature. Penguin.
6. Pinker, S. (1999). How the Mind Works. WW Norton & Co. New York.
7. Pinker, S. (1994). The Language Instinct. Penguin.
8. Swami, V. (2011). Evolutionary Psychology: A Critical Introduction. BPS Blackwell textbook
9. Workman L. (2008). Evolutionary Psychology: An Introduction. Cambridge University Press.

Topics for Essay: One of the topics is given for essay in internal assessment to each student by course teacher. However, new and emerging areas can also be given for essays in addition to these topics.

a. Evolution of Perception
b. Evolution of Emotions
c. Evolution of motivation
d. Evolution and Consciousness
e. Evolutionary Cognitive Psychology
f. Evolutionary Social Psychology
g. Religion and Evolution
h. Evolutionary Clinical Psychology
i. Evolutionary Personality Psychology
j. Evolutionary Cultural Psychology
k. Evolutionary Developmental Psychology
l. Evolutionary Psychology Application to Economic and Organizational Behavior
m. Game theory and evolution
n. Sociobiology
o. Evolution of Trust
p. Reduction in aggression and peace.
q. Applied Evolutionary Psychology
r. Evolution of Art

Evaluation:

Internal evaluation: 40 marks

- Essay on one of the topic randomly assigned: 20 marks
- Two test of descriptive types within the semester: 10 marks each
- Book review/article review/design research on evolutionary psychology: 10 marks

Semester end Practical examination: 60 marks:

- **Paper pattern**: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

Psychology

Semester II: Course VI (Core Course)

PAPSY202: Intervention Systems in Psychology

Credits: 6 credits **60 hrs.**

Objective: To acquaint students with various systems of psychological intervention.

Unit 1. Intervention Systems Emphasizing Background

a. Classic Psychoanalysis
b. Individual Psychology
c. Post- and Neo-Freudian systems: Analytical Psychology, Ego psychology, object relations, self psychology

Unit 2. Intervention Systems Emphasizing Humanistic, Cognitive and Behavioural Approaches.

a. Humanistic Therapy
b. Behaviour Therapy
c. Cognitive Therapy

Unit 3. Techniques in Group.

a. Fundamentals: influences, Advantages of group therapy, organizing group, opening and later sessions, technical functions of group therapists.
b. Special problems during group therapy
c. Group therapy approaches: pre-intake and post-intake, special age groups, behavior therapy, experiential therapy, psychodrama and role play.

Unit 4. Intervention Emphasizing Integrated, Eclectic Systems, Multicultural perspective and

a. Integrated and Eclectic interventions
b. Effective multicultural counseling
c. Psychoanalytical, Adlerian, Existential, Person-Centered, Gestalt, Behaviour, Cognitive-behavioural, Reality, Feminist, Post-modern and Family systems therapies from multicultural perspective

Books for Study:

1. Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy. Eight editions. Thomson Brooks.
2. Seligman, L. & Reichenberg, L. W. (2010). Theories of counseling and psychotherapy Systems, strategies, and skills. *Third edition*. Pearson education.
3. Wolberg, L. R. (2005). The Technique of Psychotherapy Part I and II. NJ: Jason Aronson Inc.

Evaluation:

Internal evaluation: 40 marks

- Essay on one of the topic randomly assigned: 20 marks
- Two test of descriptive types: 10 marks each

Semester end examination: 60 marks.

Written examination: Paper pattern: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

Psychology

Semester II: Course VII (Core Course)

PAPSY203: Research Methodology for Psychology

Credits: 6 credits **60 hrs.**

Objectives:-

1. To acquaint learners with methodology of quantitative and qualitative psychological research.
2. To acquaint learners with philosophy, ethics, design, and evaluation of research in psychology.
3. To enable learners to design research.

Unit 1. Philosophy and Ethics of Psychological Research.

a. Epistemological Position in Psychological Research: Scientific Realism; Logical Positivism; Falsifiability; Empiricism; Deductive and Inductive thinking; Two-problems of the theory of Knowledge; Poper and Kunh's Contribution; Ockham's razor; Theory Dependence of Observation; Understanding Theory: Components and Connections – Concepts, Constructs and Variables; Duhem–Quine thesis; Quine's critique of Empiricism

b. Ethical Standards of Psychological Research: Planning, Conduction and Reporting Research

c. Variables, Scales of Measurement; Hypothesis; Sampling; data collection methods

d. Proposing and Reporting Quantitative and Qualitative Research

Unit 2. Research Settings and Applied Research

a. Longitudinal and cross-sectional research

b. Ethnographic and cross-cultural research; Applied and basic research

c. Single-Case Designs, and Small-n Research

d. Survey Research; Unobtrusive Measures of Behavior

Unit 3. Experimental and Quasi-Experimental Methods

a. Independent Groups Designs

b. Repeated Measures Designs

c. Complex Designs

d. Quasi-experimental Designs and Program Evaluation

Unit 4. Qualitative research

a. Philosophy and Conceptual foundations

b. Interpretive Phenomenological Analysis; Discourse analysis

c. Grounded Theory

d. Narrative Analysis; Conversation analysis

Books for study

1. Elmes, D. G. (2011). Research Methods in Psychology. Wadsworth Publishing; 9 edition.
2. Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide. Sage.
3. Goodwin, J. (2009). Research in Psychology: Methods in Design. Wiley (6th edition).
4. McBurney, D. H. (2009). *Research methods*. (8th Ed.). Wadsworth Publishing; 8th edition.
5. Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). *Research methods in psychology*. (Ninth Edi.). NY: McGraw Hill.

Books for reference

1. American Psychological Association. (2009). Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style). APA.
2. American Psychological Association. (2009). Publication Manual of the American Psychological Association, Sixth Edition. APA.
3. Charmaz, K. (2006). Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introducing Qualitative Methods series)
4. Dominowski, R. L. (1980). *Research methods*. N.J.: Engelwood Cliffs, Prentice-Hall.
5. Embreston, S. E., & Raise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum
6. Hambleton, R. K., & Swaminathan H. (1985). *Item Response theory: Principles and Applications*. Boston: Kluwer
7. Hoyle, R. (1995). *Structural equation modeling: concepts, issues and applications*. Thousand Oaks, CA: Sage.
8. Hulin, C. L., Drasgow, F. & Parsons, C.K. (1983). *Item response theory: application to psychological measurement*. Homewood,Il: Dow Jones-Irwin.
9. Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.
10. Lewis-Beck, M. S. (1994). *International handbook of quantitative applications of social sciences*. Sage: Topan/London.
11. McBurney, D. H. (2001). How to Think Like a Psychologist: Critical Thinking in Psychology (2nd Edition). Prentice Hall.
12. Monette, D. R., Sullivan, T. J., & DeJong, C. R. (1994). *Applied psychological research: Tools for human services*. (3rd ed.). California: Harcourt Brace College Publisher.
13. Morse, J. M. (1994). *Critical issues in qualitative research methods*. Sage Publications.
14. Nunnally, J. & Bernstein, I. (1994). *Psychometric Theory*. New York: McGraw Hill, 3rd ed.
15. Robinson, P. W. (1976). *Fundamentals of experimental designs: A comparative approach*. Engelwood-Cliff: Prentice Hall.
16. Smith, J. A. (2008) Qualitative Psychology: A Practical Guide to Research Methods. Sage.
17. Strauss A L and Glaser, B. G. (1967). The Discovery of Grounded Theory: Strategies for Qualitative Research. Aldine Transaction.
18. Wiling, C. (2008). Introducing Qualitative Research in Psychology. Open University Press. 2nd Edi.

Evaluation:

Internal evaluation: 40 marks

- Essay on one of the topic randomly assigned: 15 marks
- Two test of descriptive types (after 4 and 8 weeks each): 10 marks each
- Activity (to be reported) on Sources of information about research: 05 marks

Semester-end-examination: 60 marks

- Written examination
- **Paper pattern**: Seven questions for 15 marks each are set out of which four should be attempted. One of them could be short note question. Any two topics can be combined for these questions.

Psychology

Semester II: Course VIII (Core Course)

PAPSY204: Psychological Assessment Practical

Credits: 6 **Equivalent to 60 theory hrs.**

At least two tests from Unit 1, 2, and 3 each to be administered, scored and interpreted & reported from each of the following construct. For one of the test in each of the unit, item analysis, reliability and validity and Group norms to be computed and reported in the file.

(Unit 1,2,3 have 4 credits altogether)

Unit 1.

Intelligence, Ability, Neuropsychological Assessment

Unit 2.

Motivation, Emotion

Unit 3.

Personality, Attitude

Unit 4. **(2 credits)**

Psychological Test Development

Note for psychological test development: One psychological assessment tool to be developed by each student individually under supervision of course teacher. The tool is administered on a group of at least 30 individuals. The item analysis, reliability and validity, norms to be computed and reported in the file.

Evaluation:

Internal evaluation: 40 marks

- Supervised laboratory work: 10 marks
- Psychological Assessment File : 15 marks
- Viva voce examination for the self-constructed test: 15 marks

Semester End Practical examination: 60 marks.

- Instruction and administration of the tools developed and report: 20
- Viva voce examination: 40