

Faculty of Education  
Class: M.A. IVSem (Psychology)  
Paper I : Psychology of Personality  
Paper Code: PSY-401

Course Objectives:-

- CO1-The basic objective of this course is to help students understand the concept and origin of Personality and the dynamics of personality with the help different personality theories.
- CO2-It will enable students to understand the assessment of personality types and compare and contrast different personality perspectives. Importance of personality in gender identity development

Subject Objectives:-

- SO1-Upon successful completion of the Subject, the students should be able to understand key personality theories, importance of Personality in gender identity.
- SO2-Develop basic understanding of personality theorists for the understanding of Psychopathology, Counseling

Course Content:-

Unit-I

- Introduction: The Concept of Personality, Basic issues related to study of personality.
- Eastern and Western perspective, Personality development
- Theoretical Approaches to Personality, Trait approaches to personality
- Assessment of personality, Key issues in Personality

Unit-II

- Psychoanalytic theory: Freud, Adler, Jung, Neo-Freudian, Horney, Erickson.
- Introduction to the dispositional strategy
- Dispositional Theories: Allport, Cattell and Eysenck; Social learning theory: Albert Bandura.

Unit-III

- Humanistic theories: Maslow's hierarchical theory of Human Motivation
- Learning theories: Pavlov and skinner

- Murray's Need Theory, Kelley's Cognitive Theory

#### Unit-IV

- Social learning theories: Miller and Dollard, Rotter and Bandura
- Mischel's cognitive-behavioral theory
- Big five personality theory

#### Unit-V

Personality Assessment: Introduction, Approaches. Behavioural Assessment

#### **References:-**

1. Liebert R.M. & Spiegler. M.D. Personality: Strategies and issues. Pacific Grove, California. Hall. C.S., & Lindzey. G. (1978)
2. Theories of personality. (3rd Ed.) New York: J Wiley & Sons. Hjelle, L.A. & Zeigler, D.J. (1991).
3. Personality theories: basic assumption, research & application. McGraw Hill, International book Co.
4. Liebert, R. M. & Spiegler, M.D. Personality : Strategies and issues. Pacific Grove California: Brooks/Cole Publishing Company.
5. Biscoff, L. J. (1970). Interpreting Personality theories. New York: Harper & Roe.
6. Hall, C. S. & Lindzey, G. (1978). Theories of Personality, 3rd Ed. New York: J. Wiley & Sons.
7. Hjelle, L. A. & Zeigler, D. J. (1991). Personality Theories: Basic assumptions, research & applications. 2nd Ed. International Student Edition. McGraw Hill, International Book Co.
8. Pervin, L.A. (1975). Personality: Theory, assessment and research. 2nd Ed. New York: Wiley International ed.
9. Sahakian, w. s. (1965). Psychology of personality: Readings in theory. Chicago: Rand Mc-Nally College Publication Co

Faculty of Education  
Class: M.A. IV Sem (Psychology)  
Paper II : Community Psychology  
Paper Code: PSY-402

Course Objectives:-

CO1-Provide an understanding of what community psychology is and how it compares to other sub disciplines of psychology and other social sciences.

CO2-Develop students' knowledge of community psychology's history and theories.

Subject Outcomes:-

At the completion of this topic, the student should be able to :

SO1-understanding of relevant concepts, issues and work methods in community psychology

SO2-understanding of system perspectives and of how social and environmental factors are

associated with individual behaviour as well as with behavior in groups, local communities

and organisations.

SO3-An understanding of how to examine social and institutional framework conditions influence

individuals, groups and organisations.

Course Content:-

Unit-I

- Introduction to Community Psychology
- Principles of community psychology,
- Theory and research in community psychology.
- Social behavior in communities: Socialization process

Unit-II

- Attitude: Nature and Functions, Process of Attitude Change
- Cognitive dissonance theory, Persuasive communication.
- Social Motives: Affiliation,. Power, Achievement, Approval, Attribution-Concept,
- Theories of Kelley, Jones & Davis and Weiner.

Unit-III

- Aggression and Violence
- Theories of aggression, Types of aggressions, Consequences of Aggression
- Theoretical models of understanding violence, Categories of violence.

#### Unit-IV

- Meaning of group, group Formation,
- Social leadership: Theories & styles.
- Conformity-nature & Determinants.
- Social Change: Definition and dynamics of social change.

#### Unit-V

- Interpersonal Attraction: situational determinants and theoretical explanation,
- Prosocialbehaviour, nature & Determinants.

#### References:

1. Baron and Byrne(1998) Social Psychology, New Delhi: Prentice Hall.
2. Baron (2001) SamajikMinovigyan (9 thed), New Delhi:
3. Pearson..Feldman R.S. (1998) Social Psychology, Singapur: Mcgraw Hill.
4. Myres D.G. (1998) Social Psychology, Singapore: McGraw Hill.
5. . Naidoo, A., Pillay, J., & Bowman, B. (2007). Community psychology. Juta and Company Ltd.
6. Orford, J. (1992). Community psychology: Theory and practice. Wiley.
7. Rappaport, J. &Seidman, E. (2000). Handbook of community psychology. Springer Science & Business Media.
8. Rudkin, J.K. (2003). Community psychology: Guiding principles and orienting concepts. Prentice Hall.

Faculty of Education  
Class: M.A. IV Sem (Psychology)  
Paper III : Educational Psychology  
Paper Code: PSY-403

**Course Objectives:-**

CO1-To provide an understanding about the psychological elements in learning process and

different views about learning.

CO2-To familiarise students with various aspects related to the instructional process.

CO3-To develop an overview of the importance of development in education.

**Subject Outcomes:-**

SO1-At the completion of this topic, the student should be able to : evaluate study methodology and scientific basis of findings.

SO2-Demonstrate various Childhood disorders and its implications in classroom teaching and learning, Explore a case with learning disability

**Course Content:-**

Unit-I

- Introduction: meaning, scope and methods of Educational Psychology
- Psychology in education, objectives of teaching educational psychology.
- Concept formation –thinking, problem solving creativity and reasoning.

Unit-II

- Motivation: Curiosity, Exploration, expectancy, achievement motivation.
- Role of motivation in learning.
- Learning: concept, characteristics
- Learning process, theories of learning.

Unit-III

- Effective Teaching: Characteristics of a good teacher, Keys of success
- Effective teaching of different subjects and different students. Teaching methods.
- Intelligence and Creativity: Concept and theories.

Unit-IV

- Methods of studying behavior-Introspection, Observation and Experimental method.
- Growth and development-Meaning and stages

- Mental, emotional and social development during childhood and adolescence.

#### Unit-V

- Evaluating Performance: Measurement and Evaluation
- Types of educational Assessment
- Projective and non-projective tests. Assessing and dealing with Pupil variability
- Nature and measurement of intelligence ability grouping-mental retardation.

#### **References:-**

1. Aggarwal J.C: Essential of educational psychology,
2. Vikas publishing house, 2001 basic ideas in educational psychology, Psychology of learning and development 2004.
3. Woolfolk, A. (2004). Educational Psychology (9th Ed.). Pearson Education, Delhi
4. Boucher, R. (1999). Students in Discord. Greenwood Press, Connecticut
5. Rathvon, N. (1999). Effective School Interventions, The Guilford Press. New York
6. Kaufman, A.S. and Lichtenberger, E.O. (2000) Essentials of WISC III and WPPSI-R Assessment. John Wiley and Sons, New York

Faculty of Education  
Class: M.A. IV Sem (Psychology)  
Paper IV: Environmental Psychology  
Paper Code: PSY-404

Course Objectives:-

CO1-To understand the nature of Environment psychology and theoretical bases of Environment

–Behaviour relationship.

CO2-Students should be able to understand the relation between personality, crowding and environment.

CO3-Acquainting the students about nature and psychological impacts of natural disasters, noise and air pollution.

Subject Outcomes:-

SO1-At the completion of this topic, the student should be able to : knows the key theories in

Environmental Psychology regarding urban and built environments.

SO2-Able to analyse and build interventions behavior aiming to change environmental behaviour.

Knows the key theories of environmental risk perception and human behaviour in face of environmental risks.

Course Content:-

Unit-I

- Introduction: Nature and characteristics of Environmental Psychology
- Historical Overview of environmental psychology
- Research methods in environmental Psychology
- Environmental perception, cognition and attitudes

Unit-II

- Theoretical approach to Environmental psychology
- Arousal, Environmental load,
- Under stimulation approach, optimal stimulation,
- Behaviour constraint, Barker's ecological approach.

Unit-III

- Environmental Stress: Natural disaster and technological catastrophe, noise, heat and air pollution. Crowding and Urban stress.
- effects of physical environment on health.

#### Unit-IV

- Environmental values and attitudes
- attachment and identity, appraisal and assessment
- Personal space, privacy and territoriality, architecture and behaviour

#### Unit-V

- Changing behaviour to save the environment, Pro-environmental behaviour: Promoting pro-environmental behaviour.
- Environmental problems and solutions: Psychology of environmental problems; sustainability, common dilemma,
- Solution to environmental problems:sustainable design; designing more habitable environments.

#### References:-

1. Fisher, J.D., Bell, P. Baum. A.(1984). Environmental Psychology (2 nd Ed.). New York: Holt,Rinehart& Winston.
2. Holahan, C.J. (1982) Environmental Psychology: New York: Random House. Mirilla, B. and Gianfranco, S. (1995). Environmental Psychology: A Psycho-Social. Introduction, London: Sage .
3. Publications:Nagar, D. (2006). Environmental Psychology. New Delhi: Concept Publishing Company.
4. . Bell, P., Greene, T., Fisher, J., & Baum, A. (2001). Environmental Psychology (5thed). NY: HarcourtBrace, Inc.
5. Gifford, R. (2007). Environmental psychology: Principles and practice. Optimal Books.
6. Winter, D. D., &Koger, S. (2004). The Psychology of Environmental Problems (2nded.). Mahwah, NJ: Lawrence Erlbaum Associates.



**PSY 405**  
**DISSERTATION**

The students are placed under a supervisor for the research project work. The students start the project work in the third semester itself. Each student identifies a research problem defines the problem, does review of literature, formulates objectives, prepare a proposal, formulates the research problem; constructs a tool for data collection. After the completion of the third semester and before starting the fourth semester, the students should collect the data. In the fourth semester the students complete the data processing and complete the writing part of research study and submit the final copy for evaluation. At the end of the semester IV, Viva- Voce is conducted by two examiners, one being an external examiner and the other would be the Research Supervisor.