

बिलासपुर विश्वविद्यालय

बिलासपुर (छत्तीसगढ़)



पाठ्यक्रम

समाज विज्ञान - संकाय

निम्न स्तर पाठ्यक्रम

सं. सं. (अंश) मनोविज्ञान

परीक्षा : 2014

:: प्रकाशक ::

कुलसचिव बिलासपुर विश्वविद्यालय

बिलासपुर (छत्तीसगढ़)

ORDINANCE NO. 38
MASTER OF ARTS EXAMINATION

1. The examination for the degree of master of Arts consist of two parts:
 - (a) The Previous Examination and
 - (b) The Final Examination.
2. A candidate who after taking his Bachelor's Degree of the University or an examination of any statutory University in India which has been recognised by the University as equivalent to the Bachelor's degree of the University and has completed a regular course of study in the teaching department of the University or in a College in the subject in which he offers himself for examination for one academic year shall be admitted to the Previous Examination for the degree of master of Arts.
3. A candidate who after passing the M.A Previous Examination of the University has completed a regular course of study for one academic year in a teaching department of the University, in a College shall be admitted to the final examination for the degree of Master of Arts in the subject in which he/she has passed the Previous examination.
A candidate who has passed the Previous examination for the degree of Master of Arts of another University may also be admitted to the Final examination for the degree of Master of Arts after obtaining necessary premission from the kulpati, provided that he offered for his Previous Examination a course of study of an equivalent standard with almost identical syllabus as is required for one Previous Examination of the University, and has attended a regular course of study for one acadmic year in a College affiliated to the University or a teaching department of the University.
4. Besides regular students and subject to other compliance with this ordinance ex-students and non collegiate candidates shall be elligible for admission to the examination as per provision of ordinance No.6 relating to Examination(General)
Provided that in the subject where field work or practical work is Prescribed only such candidates will be permitted to appear as non collegiate condidates as have obtained permission of the Head of the University Teaching Department or principal of the College teaching such subjects.
Provided that non collegiate candidate shall be permitted to offer

- only such subject/papers as are taught to the regular students at any of the University Teaching Department or College.
5. The subjects of the Examination shall be one of the Following .

| | |
|-------------------|-------------------------|
| (i) English | (ii) Hindi |
| (iii) Economics | (iv) Politicals Science |
| (v) History | (vi) SanSkrit |
| (vii) Mathematics | (viii) Geography |
| (ix) Sociology | (x) Psychology. |
6. A candidate who has passed the M.A. Examination of the University in any subject shall be allowed to present himself for the M.A Examination in any one or more of the optional papers in that subject not taken by him at the said examination and is successful will be given a certificate to that effect.
No candidate shall be allowed to offer more than two addtional papers in any one year.
7. From the session 1986 - 87 for the Previous Examination candidate must obtain for a pass atleast 20% in each theory paper and Practical 36% of the aggregate marks in the Theory and practical separately in each Examination the above provision of 36% in each paper shall be applicable for final Examination from the academic session of 1987- 1988 .
8. No division will be assigned on the result of the Previous Examination the division in which a candidate is placed shall be determined on the basis of aggregate of marks obtained in both the M.A. Previous and M.A Final Examination,
9. Successful candidates who obtain 60% or more of the aggregate marks shall be placed in the First Division , those obtaining less than 60% but not less 48% in the Second Division and all other successful candidate obtaining less than 48% in the third Division.
10. Candidates who have passed the M.A Examination of the Univesity in any subject in Third or Second Division and desire to appear at the M.A Examiation in the same subject for improving division without attending a regular course of study in a college affiliated to the University or in a Teaching Department of the University be allowed to appear at the aforesaid examination an non- collegiate student on the following conditions.

(i) There shall be only two Division for such candidates the First Division and Second Division, The Marks required for obtaining these division shall be the same as prescribed in the ordinance i.e. examinees who are successful in Final of the Examination and have obtained 60% or more aggregate of the marks in Previous and Final Examination taken together shall be placed in the First Division and Examinees who are successful in Final Examination and have obtained less than 60% but not less than 48% of aggregate marks in previous and Final examination taken together shall be placed in the Second Division.

(ii) The result of the candidates obtaining less than 48% of the aggregate marks in Previous and Final Examination taken together shall not be declared.

(iii) Candidates shall have the option to appear at both the previous and final examination in one and the same year and for being successful at the examination, the candidates shall obtain 48% of the aggregate marks.

Provided that such candidates who want to appear in previous and final examination separately shall have to obtain minimum aggregate required for the previous examination but he will have to obtain atleast 48% in the aggregate of previous and final examination taken together or else his result will be cancelled.

(iv) The Syllabus for the examination shall be same as prescribed for the year in which the examination is held.

(v) Not more than two attempt shall be allowed to such a candidate failure of appearance at the examination after permission has been accorded by the University shall be counted as an attempt.

Provided however such candidates who want to appear at the previous and final examination separately will be allowed only one attempt of the previous examination and two attempts in the final examination.

(vi) Candidates who wish to avail the opportunity given in fore going paras will have to apply for permission as required in the Ordinance relating to admission of non- collegiate students to the University examination along with regisration fee.

(vii) In case, a student Improves his division under provision of this para. The fresh Degree will be issued after cancelling his first Degree.

M.A.FINAL PSYCHOLOGY W.E.F.2007 - 2008

There shall be four theory and one practical papers for M.A. Final Psychology examination, Paper VI, VII, will be compulsory From the three optional groups students have to select any one group depending upon facilities available in the department .A. student securing atleast 60% marks in M.A. Previous Examination may be allowed to opt for a dissertation in lieu of second paper of the optional group.

The student has to select the dissertation topic from the field of group of specialization. Each paper shall carry 100 marks . the examination in each theory paper will be of three hours and the practical of four hours. The details of the papers are as under :

COMPULSORY PAPER I : PERSONALITY THEORIES

Introduction ~~1489 AL-6500 AM-1527~~

The scope the study of personality, The concept of personality, personality , there, personality assessment personality Change.

The psychoanalytic Strategy. ~~AD-8509~~ 1467

Introduction to the psychoanalytic strategy Major themes in psychoanalytic theory Development of Personality: Issues in the Psychoanalytic theory of personality development (Jung, Adler, and Sociological Schools) Object Relations (Maller's object relation theory) ego psychology.

The Disposition Strategy

Introduction to the dispositions strategy: The assessment of dispositions support personality inventories and their uses and limitation. Trait and type approaches there's Trait Approach, Topologies, heritable aspects of personality, Cattel's trait approach Eysenck's type approach personality grads of adults the five robust factors of the super traits. The need for achievement -The maclelland Alkinson Approach.

The Phenomenological Strategy

Phenomenology and Phenomenological strategy: maslow's hierarchical theory of human an Motivation, Kelly's theory of personal constructs.

The Behavioural and cognitive Strategies

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Social learning Theories. Miller and Dollard. Rotter and Bandura. Mischel's cognitive - behavioural theory liabilities of the behavioural strategy.

INTRODUCTION

(i) **What is behaviour modification** - Learning theory foundations of behaviour modification merits and limitation of behavioural approach.

(ii) **Relaxation Techniques** - Jacobson's Progressive Muscular Relaxation - Autogenic training - Yoga, meditation etc.

(iii) **Systematic Desensitisation** - Basic principles - construction of hierarchy - scene presentation - theory of desensitisation.

(iv) (1) **Operant Conditioning Techniques** - Basic paradigm - schedules of reinforcement - token economy - Shaping - changing premack's principle.

(2) **Cognitive Behaviour Modification** - meichenbaum's self - instruction training - Beck's model - Rational emotive theory of Ellis.

(3) **Clinical Application of Behaviour Therapy** - In Anxiety disorders, Psychactive substance use disorder - Sexual disorders - Psychotic disorders Personality disorders - Childhood disorders - Biofeedback principles and clinic application.

Reading:

- * Liebert, R.M., & Spegler M.D. Personality Strgies and issues pacific Grove. california. Brooks/Cole Publishing Company.
- * Bioscoff, L.J. (1970) Interp ing personality theories. New York : Harner & roe.
- * Hall .C.S. & Indzey G. (1978).Theories of personality .3rd . Ed...New York . J. Wiley & Sons.
- * Hjelle, L.a. & Zeigler, D.J. (1991), Personality theories. Basic assumptions, research & applications . 2nd Ed. International student Edition. McGraw Hill , International Book Co.
- * Pervin :A. (1975) Personality Theory Assessment and research. 2nd Ed. New York Wiley International ed. Sahakian W.S. (1965). Psychology of personality .Readings in theory .Chicago: Rand Mc - nally College Publatior Co.
- * Magnusson D. & Endler N.S. (1977) Personality atcrossroads new Jersey Hillsdale Lawrence erbaum Associates.

PAPER II - PHILOSOPHY OF PSYCHOLOGY & INDIGENOUS PSYCHOLOGY 4490

UNIT - I Historical origins of Psychology as a science : Four paths of scientific psychology : Physiological psychology, Psychology of adapson Psychoanalysis, Human science tradition.

(ii) Philosophical issues in Psychology

Mind body prblem Causality and explanations: mechanism and reductionism Individualism: Reflexivity: Realism vs. pragmatism.

UNIT - II

(i) Limitation of Psychology as a " Natural Science" and Search for Alternatives

Crisis in psychology: Difference between subject matter of natural science and socio behavioural sciences: Social constructionism hermeneutics: Discursive psychology Complex systems theory: Feminist perspective; Deconstructionist psychology.

(ii) Indigenous Psychologise.

Vedanta; Buddhism, The move from a modern to a post - modern psychology.

UNIT - III

(i) Relationship Between Culture and Psychology.

Changing perspectives, Emergence of Cultural , Cross - cultural and indigenous psychologies. The non western perspectives on psychology.

(ii) World Views and perspectives on Reality

Methods of knowing in Indian tradition with reference to sankhya. vedant. Yoga and Buddhism.

UNIT - IV

The Notions of Self

(i) The Problems of self and understanding. the notions of mind. Consciousness and spirituality k.

(ii) Healht and Well - being.

Yoga and meditations : pranayama, Mudra, Bandhas, pratyahar,

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Dhama, Dhyana, Compassionate Action.

UNIT - V

Conceptualizing man - Environment Relationship

(i) Social Behaviour: The challenges of individuality and relatedness.

Reading:

- * Ajaya S. (1983) Psychotherapy East and West. Honesdale (PA) Himalayan International Institute.
- * Bergman, J.J. (Ed.) (1990) Nebraska symposium on motivation, 1989, Cross-Cultural, perspectives (Vol. 371).
- * University of Nebraska press.
- * Berry, J.W. Poortinga, Ype, h. & Pandey, J. (1997) handbook of psychology.
- * They and method. Boston: Allyn and Bacon (Chapters 3, 4 & by J.G. Miller, D. Sinha, P.M. Green d)
- * Bhattacharyya K. (1960) Modern psychology and Hindu thought. Philosophical Quarterly. 33 1-12.
- * Blower, G.H. & Turtle, A.M. (1987) Psychology moving east. Boulder & London. Westview Press.
- * Brahma J.K. (1993) Philosophy of Hindu sadhna. Delhi motilal Banarashidas.
- * Chaudhury, H. (1975) Yoga psychology. in C.T. Tat (Ed) Transpersonal psychologies London: Routledge & Paul.
- * Cohen L.C. (1998) No Ageing in India. Berkeley: University of California Press.
- * Collins A. (1991) From Brahma to a blade of grass towards an Indian self psychology, Joma & India Philosophy 19, 143-189.
- * Datta, D.M. (1972) The six ways of knowing: A critical study of the Advaita theory of knowledge, Calcutta University of Calcutta (Original Work Published in 1932.)
- * Desai P. (1989.) Self and Medicine in the Hindu tradition New York: Crossroads.

Garg. Pulin K.K. & Parikh, I.J.. (1995) Crossroads of culture. New Delhi. Sage.

- * Heelas P. & Lock A. (Eds.) Indigenous psychologies; The anthropology of the self, London, Academic Press.
- * Heimann, B. (1964) Facets of Indian thought. New York: Shirken Books.
- * Hiriyanna M. (1932) The essentials of Indian philosophy London: Allen & Unwin.
- * Kakar, S. (1980) Shamans, Mystics and doctors: A Psychological Equivocal into India and its hearts Bombay: Oxford University Press.
- * Kakar S. (1997) Culture and psyche. Delhi: Oxford University Press.

OPTIONAL GROUP - A PAPER - I PSYCHOLOGY OF SPORTS

INTRODUCTION

- * Philosophy of sport psychology - the mind - body issue.
- * Historical development and current scope of sports psychology.
- * Methods and equipments used in sport psychology.
- * Observation, psychological testing & experiments useful in sports psychology, field experiments and sociometry and anthropometry techniques.

II. EMOTIONS AND SPORTS PERFORMANCE

- * Arousal, psychological manifestation of pre - start theory.
- * Stress and anxiety in sports performance state versus trait anxiety, cognitive versus somatic anxiety.
- * Motivation in sports task vs ego goals feedback, reinforcement and goal setting.

III PSYCHOLOGY OF MOTOR LEARNING / TRAINING

- * Concept and principles of motor learning.
- * Relevance of transfer of training in sports.
- * Plotting of learning curves.

IV. PERSONALITY TRAITS AND SPORTS

- * Yoga and sports
- * Sports participation and character development.

V. PSYCHOSOCIAL DIMENSION OF SPORTS.

- * Group processes in sports- co-operation, co - action, competition leadership Audience effect in sports.
- * Political and economic sports of organised sports in international arena.

READING

- * Arnold .D.L.U. & nation ,J.R. (1989), Sports psychology.Chicago: Nason - Hall.
- * Cratty B.J.(1989). Psychology in contemporary sports N.J.Prentice Hall .
- * Horm, T.S.(Ed.)(1992). Advances in sports psychology. Canada : Heman Kinetics.
- * Mohan J. (1996) .Recent advances in sports psychology .New Delhi. Friends.
- * Murphy E. (1995) Advances in sports psychology. lions Human Kinetics.
- * Murphy S.M. (1995) .Sports psychological interventions champair than kinetics.
- * Sandhu, G.S. (1992), Psychology in sports: A contemporary perpose New Delhi. Friends.

OPTIONAL GROUP - A PAPER - II
PSYCHOLOGY OF CRIMINAL BEHAVIOUR

1. INTRODUCTION

Nature and historical perspective of criminal behaviour. Techniques of studying criminal behaviour.

2. ANALYSIS OF CRIME

Biological, sociological, and psychological perspectives Recent scientific development in crime analysis & forensic.

3. SPECIAL OFFENDER GROUPS

Types , causes and interventions with respect to the following juvenile delinquency Substance abuse; Terrorism.

4. SPECIAL OFFENCES

Types , causes and intervention with respect to the following Crime against Women Suicide; Homicide.

5. REHABILITATION IN FAMILY AND SOCIETY.

The Role of Law enforcement and Voluntary Agencies in Social Defence.

READING

- * Chockalingam, K.(1991) Readings in victimol 2U madras : R.R.Publication.
- * Curra J. (1999) The Relativity and Deviance. New Delhi.Sage.
- * Feldman, M.P.(1977) Criminal Behaviour :A Psycho - social analysis London Wiley.
- * Joshi A.C. & Bhatia. V.R. (1981) Readings in social defence, Delhi, Wheelers Publishing company.
- * Kushner.W.W. (1998). The Future of terrorism. New Delhi. Sage.

1469 OPTIONAL GROUP - B PAPER - I CLINICAL AND COMMUNITY INTERVENTIONS

1. Intervention: Difference between clinical and community psychology, field of clinical psychology vs principles of community psychology nature, goals and course of interventions, objectives and approaches, distinction between psychotherapy and other orientations (Helping, case work, Counselling, counselling and educational approaches.)

Basic psychotherapeutic techniques. Guidance, reassurance, persuasion, confession and catharsis; externalization of interests.

2. Relationship with clients: Issues faced by interventionists dealing with anxiety, disclosing one self, understanding silence, dealing with demanding and committed clients, accepting slow results, learning our limits, transference and counter transference, establishing realistic goals.

3. Skills of a Therapist: Listening, leading, summarizing, confronting, interpreting and informing, crisis intervention, competence building: Primary, secondary and tertiary prevention. Ethical issues in Therapist responsibility, Client therapist relationship, ethical issues; Special reference to marital and family therapy, Group work and cross cultural perspective.

4. Type of Therapy: Supportive therapies: Milieu therapy, Reeducative therapies: Behaviour therapy - Cognitive approach, Ellis Reck Client - centred psychotherapy. Mechanisms of group psychotherapy with a focus on group processes, types including psychodrama, family therapy, (Including marital therapy). Reconstructive therapies: Psychoanalytically oriented psychotherapy with a focus on transferences, resistance, working through and the interpretive processes; Existential analysis; Transactional analysis; Yoga meditation, bio feedback and others. Extratherapeutic healing aids, spontaneous cure; placebo effect; Indian Tradition of Healing. The Place of Mental Illness in Indian cosmology.

5. Community interventions: counselling, crisis intervention of non professional and education, Brief introduction counselling relationship and counselling process: Training in social skills: Programmes for social problems; Life skills Training, Social Skill Training and Anger Control Programmes for special population: Juvenile offenders: In an institutional setting, parents as mediators in the social skills training of children. Social skill for Women and Elderly: Programs for the severely Impaired; Social Skills Training with Psychiatric Patients and Mentally Retarded.

READING

- Ajaya S. (1989). Psychotherapy: East and West, Himalayan International for Yoga Scientific, Pennsylvania.
- Abate, L & Milan, M.A. (Ed.) (1985). Handbook of social skills training and research, New York: John Wiley & Sons.
- Corey G. (1986). Theory and practice of counselling and psychotherapy. Monterey, California. Brooks/Cole Publishing Company.
- Gelso C.J. & Fretz, B.R. (1995), Counselling psychology. Bangalore. Prism books Pvt. Ltd.
- Hackman H.L. & Comier L.S. (1996) The professional Counsellor. New York: Allyn & Bacon. Toukmanan, S.G. & Rennie, D.C. (1992) Psychotherapy process research Sage.
- Woolberg, L.R. (1998). The techniques of psychotherapy. Barbour, Brace, Grune & Stratton.
- Wolpe, R. & Dryden W. (Eds) (1996) Handbook of Counselling psychology. New Delhi. Sage.
- Corey G. (1986) Case approach to counselling psychotherapy 2nd Ed. California. Brooks/Cole Publishing Company.
- Dahstrom G.W. & G.S. (1960) MMPI handbook: A guide to use in clinical practice and research University of Minnesota Press.
- Dattilo, F.M. & Kleefeld, J. (1997), Introducing and building social skills, American guidance service, MH.
- Donohue, W.A. & Kolt, R. (1992) Managing interpersonal conflict. New Delhi. Sage.
- Dryden, W. (1989) Rational emotive counselling in action. New Delhi Sage.
- Dryden, W. (1995) Rational emotive behavioural therapy. New Delhi Sage.

GROUP - B PAPER - II PSYCHODIAGNOSTICS

1. Nature of Psychological Assessment - Clinical interview and observation, history taking, projective and other clinical tests, psychological test to be administered and reasons for selecting a given test for a given

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patient /subject Clinical implication of psychological test results. Ethical aspects of psychological testing.

2. Assessment of Cognitive function: Assessment of intelligence, memory and concept formation.

3. Assessment of Personality and Adjustment: Personality Inventories (Any two) and scale of adjustment.

4. neuropsychological Assessment : Psychophysiological assessment: Assessment of psychophysiological indices arousal anxiety (e.g. GSR, heart Rate Etc.) and to correlate with those subject Report of the same.

5. Writing Psychological Reports : Synthesizing and integrating different test result; Research method and experimental approaches to psychodiagnostic; Recent advances in Psychodiagnostic.

BOOKS FOR STUDY

- * Harson, M & Bellack, A.S. (Eds.) (1981) Behavioural assessment. A practical handbook press.
- * Winer, B (1983) Clinical methods in psychology New York, John Wiley.

OPTIONAL PAPER GROUP - C PAPER - I : EDUCATIONAL PSYCHOLOGY

1. Conceptual and theoretical contribution to Educational Psychology:

Observational learning Self - efficacy. Classroom implications of Piaget and Neo -piagetian Theories and their application in teaching Bruner Vygotsky's Cognitive Psychology and Information Processing Models. Metacognition. Cognitive Styles and Learning Strategies Language Acquisition and Reading Development: Humanistic Approaches to Education Constructivism.

2. Human Diversity and Education:

a. Cultural Differences in Learning Style. Readiness and Classroom Achievement Multiculturalism and Education: Social class differences Poverty Disadvantaged and Education.

b. Individual and Group Difference in Intelligence, Theories of intelligence, Multiple intelligences. Issues in intelligence Testing

Schooling and cognition. Gender Difference /Issues in the classroom. Multilingualism and Minority Language Issues in Education - Mother Tongue Education. Bilingual or Multilingual Education.

3. Effective Teaching and Classroom Management

a. Planning and Setting Objective for Teaching (Taxonomy of Objectives, Types of Objectives and their utility), Characteristics of effective teachers. Teaching Methods (Direct Instruction - Lecturing and Explaining, questioning, Aptitude - Treatment Interaction; Student - Centered Teaching). Individualised Instruction. Ecology of Classroom. Social Psychology of Classrooms, Classroom Management Disciplining and Communication.

b. Teaching Small Group. The discussion Method and Cooperative Learning Computer Assisted Instruction.

4. Exceptionality and Special Education.

a. Categories of Exceptionality; Labelling and educational relevance. Physically challenged Students. Students with cognitive Disabilities or brain dysfunction and communication disorders.

b. Students with Emotional and Behaviour Disorders; Attentional Deficit Disorder (ADD), Attentional Deficit Hyperactivity Disorder (ADHD), Gifted and Talented Students.

c. Specific Learning and Reading Disability.

d. Intervention and Special Education for various forms of exceptionality mainstreaming.

5. Educational Assessment:

a. Measurement and Evaluation (Norm - referenced and Criterion referenced test) Test Scores- Meaning Types of Interpretation.

b. Standardized Test - Meaning, Types and Interpretation, Reliability and validity Classroom Assessment Assessment and Grading.

c. Diversity/Cultural Differences and Assessment.

OPTIONAL GROUP - C

PAPER - II : SELF AND PERSONAL GROWTH

A. PSYCHOLOGY OF SELF.

1. **Introduction** - Perspectives on the notion Self and Personal growth in psychology : self as an object and as a process, Bases of Self knowledge; Proximal and Distal.

2. **Self form a Development perspective** - Introduction to ideas of William James, M. Lewis (concepts of 'I' and 'Me' Categorical self) G.H. Mead. mead. Cooley (Symbolic Interactionism); Robert kegan (A constructivis development approach), Caari Roger's Phenomenology.

3. **Self in the "Experiential " Tradition** - The fantasy of being found: Reaction; Playing and search for Self; Unintegrating as against disintegration , Discovery of self - a moment of paradox, Cultural experience and self. Notions of 'Maturity' and 'Creativity' re - examined.

4. **Existential Perspectives on Self** - Concerns from philosophy Literature and psychology (Laing.)

Self in the Indian Thought

Traditional and contemporary approaches.

5. **Self Management and Personal Growth: Experiential Approach** - Social Identity and Psychosocial Stress. Quality of Life and Well- Being.

Stress in the context of Self self - efficacy and other coping strategie.

M.A.FINAL PRACTICAL 2007 - 2008

The distribution of marks of paper x (Practical) will be as under to be given by external and internal examiners.

| | |
|---|----|
| I. Conduction of the laboratory Experiment in exam. | 20 |
| II. Administration of the Psychological test in exam. | 20 |
| III. Field study/prasect intaprt Valuation. | 20 |
| IV. Viva - Voce on all the above. | 20 |
| Note: Preparation or record or class room practicals | 20 |

1. No Candidate will be allowed to appear in the practical examination unless his/her day to day practical work and the report and found satisfactory by the Teacher concerned 75% attendance in the laboratory working in compulsory for certification to M.A. Final Examination.

2. Instead of Optional group practical work students may opt. for a project report 30 marks for project reports.

BOOKS RECOMMENED:

- De Bold R.D.: Manual of Contemporary experiments in Psychology.
- Of Alleson Vonce A: Labortory and others introduction of Psychology.
- Sharer.J.N.: Labortory Exercises in Psychology.
- Rooch J.H.L: Experiments in sherman B.P.Eo. General Psychology.

Practical

This paper consists of two parts.

PART - 1 LABORATORY PERFORMANCE

Any Five of the following are to be completed in the lab training -

- Administration of WAIS.
- Administration of projective techniques.
- Administration of DAT.
- Reconstructive memory.
- Effect of achievement motivation on performance.
- Effect of set on learning or perception.
- Behaviour modification through verba conditioning.
- Effect of group on judgment.
- Study of concept development in children.
- Level of aspiration as a function of success or failure.

PART - 2 PSYCHOLOGICAL TESTING.

This part of the practical paper consists of four units of which one is compulsory and the remaining three units are optional. Candidate has to choose one optional unit out of the three -

UNIT -1 COMPULSORY

Any two of the following psychological tests are to be administered under laboratory conditions -

1. Problems of adolescent.
2. E.P.Q.
3. Any personality test.

UNIT - 2 (PSYCHOLOGY OF SPORTS AND PSYCHOLOGY OF CRIMINAL BEHAVIOUR)

1. Frustration (Individual & Team)
2. Anxiety (Individual & Team)
3. Motivation (Individual & Team)
4. Delinquency.
5. Social Maturity Test.

UNIT-3 (CLINICAL AND COMMUNITY INTERVENTIONS & PSYCHODIAGNOSTIC)

1. T.A.T. Rorschach Test.
2. Sentence Completion test.
3. Adjustment test.
4. Memory Test.
5. Case History (detailed)

UNIT-4 (EDUCATIONAL PSYCHOLOGY & SELF AND PERSONAL GROWTH)

1. Self Concept test.
2. S.B.P. (Sherry).
3. Children Development Scale.
4. Teachers job satisfaction scale.
5. Self actualization inventory.