

Scheme of Examination
M.Phil./ Ph.D course work in Psychology
(As per Credit System w.e.f. the academic year January – December 2017)
Program Specific Outcomes

Learning Objectives:

- To impart conceptual and theoretical knowledge in advanced research methodology and current areas of research.
- To familiarize the students with advances in psychological assessment, mentoring and community interventions.
- Prepare students for designing, execution, analysing and reporting research in Psychology.

Learning Outcomes:

- Students would gain mastery in advance research methodology and usage of Computerized statistical packages.
- Students would get experiential knowledge about library review and field work.
- Students would be acquainted with recent trends in psychology.
- Students would gain mastery in advanced psychological assessment.
- Students would be acquainted with psychological mentoring and community intervention procedures.
- Students would be able to design, conduct and report research in various fields of Psychology.

The entire course will be of two semesters. Each student should earn a minimum of 30 credits over the entire course. (Core = 22; Dissertation = 8)

The scheme & syllabus of M.Phil semester-I is common for Ph.D. programme also.

Sem	Paper Code	Nomenclature	Hrs/W week L+T+P	Marks			Examination (hrs)	Credits L+T+P	
				Int. Asst.	Sem. Exam.	Total			
I	17PSYMP11C1	Advances in Research Methodology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	17PSYMP11C2	Recent Trends in Psychology	4+0+0	20	80	100	3 hrs	4+0+0=4	
	17PSYMP11C3	*Practicum : a)Computer Applications in Psychological Research b) Project Report: Library Review Based	0+0+8	-	100	100	4hrs	0+0+4=4	
		C=12	Total Credits: 12						
II	17PSYMP12C1	Advances in Psychological Assessment	4+0+0	20	80	100	3 hrs	4+0+0=4	
	17PSYMP12C2	*Practicum: a)Test Construction and Adaptation b) Community Field Work	0+0+4	-	100	100	4hrs	0+0+2=2	
	17PSYMP12C3	Dissertation	1	-	-	200	Viva-voce	8	
	17PSYMP12D1	Psychological Mentoring and Coaching	4+0+0	20	80	100	3 hrs	0+0+4=4	
	17PSYMP12D2	Community Psychology							
Credits		C=10; Dissertation=8	Total Credits: 18						

Note-I : The topic of the Seminars will be assigned to every student by the class teacher concerned and it will be evaluated by a panel of examiners consisting of two (HOD + concerned teachers of the paper) members. The seminar of 20 marks would be equally distributed for term paper and the presentation (10 marks each)

Note-II : The topic of dissertation and supervisor shall be approved by Departmental Committee during the first semester.

SEMESTER I
PAPER- 17PSYMP11C ADVANCES IN RESEARCH METHODOLOGY

Course Outcomes

Learning Objectives:

- Develop understanding of development and testing of research ideas and research designs.
- To impart knowledge about Analysis of Variance.
- Impart knowledge and understanding of Correlational techniques and Regression.
- Familiarize the students with qualitative techniques in Psychological research.

Learning Outcomes:

- Students be would be able to develop and test research ideas and apply the knowledge of research designs in planning and analysing research.
- Students would gain knowledge about the assumptions, technique and applications of ANOVA
- Students would gain knowledge about special correlational and regression analysis.
- Students would gain knowledge about techniques and applications of qualitative research.

Credits: 4

M.Mark : 100

Internal Assessment: 20

Examination: 80 Marks: Time : 3 hrs

- Note:-**A) Eight questions would be set in all.
B) There would be two questions from each of the four units.
C) Candidate would be required to attempt four questions (selecting one from each unit.)

UNIT-I

Development and Testing of Research Ideas.

Experimental Designs: Randomized block, Latin Square and Multifactor design, Quasi Experimental design.

UNIT-II

Analysis of Variance: Uses, Assumptions and Applications of ANOVA in Psychological Research.

ANOVA: Independent and equal N (One way, two way and three way); Repeated Measures (One way and two way) with repeated measures on one and both factors.

UNIT - III

Special correlations : Uses and Applications; Biserial, Point Biserial, Tetrachoric and Multiple correlation.

Regression: Uses, Assumptions and Limitations ; Simple and Multiple Regression

UNIT-IV

Qualitative Analysis: Applications, Assumptions and Limitations.

Qualitative Methods: Content analysis, Grounded Theory, Category Identification, Narratives.

Recommended Books:

- Broota K.D. (1989). *Experimental Design in Behavioural Research*. New Delhi: Willey Eastern
- Giles, D.C. (2002). *Advanced Research Methods in Psychology*. New York: Rutledge.
- Hair, J.F., Anderson, R.E., Tatham, R.L., & Black, W.C. (1995). *Multivariate Data Analysis*. Jersey: Prentice Hall.
- Kline, T.J.B. (2005). *Psychological Testing*. New Delhi: Vistaar Publications.
- Mc Burney, D.H. (1994). *Research Methods*. California: Brooke/Cole.
- McGuigan, F.J. (1993). *Experimental Psychology Methods of Research*. New Delhi: Prentice Hall .
- Nachmias, D., & Nachmias, C. (1981). *Research Methods in Social Sciences*. New York: St. Martin's Press.
- Ray, W.J. (2003). *Methods*. California: Thomson Wordsworth.
- Shaughnessy, J.J. and Zechmeister E.B. and Zechmeister, J.S. (2000) *Research Method in Psychology*. New York: McGraw Hill.
- Smith, J.A. (2003). *Qualitative Psychology*. London: Sage Publications.
- Smith, J.A.(2008). *Qualitative Psychology: A practical Guide to Research Methods*. New Delhi: Sage.
- Spences, B. and Bowers, D (1976). *An Introduction to Multivariate Techniques for Social and Behavioral Sciences*. London: The Macmillan Press Ltd.
- Tabachnick, B.G.& Fidell L.S. (1983). *Using Multivariate Statistics*. New York: Harper and Row
- Winer, B.J. (1971). *Statistical Principles in Experimental Design*. London: McGraw Hill, Ltd.

Course Outcomes

Learning Objectives:

- Develop understanding of Cognitive Psychology in Differential and Cross-cultural perspective.
- Familiarization with the nature and contemporary issues in Military Psychology.
- To understand the nature and relevance of Media Psychology.
- Gain knowledge of the theoretical aspects and applicability of Political Psychology.

Learning Outcomes:

- Students would be able to relate theories and the findings from research studies in Cognition to research and professional areas.
- Students would be sensitized to the utility and applicability of Psychology in defence services
- Students would be able to comprehend and apply the psychological processes underlying media effects or influences to research and professional areas.
- Students would be able to comprehend and apply the psychological processes underlying politics to research and professional areas

Credits: 4

M.Mark : 100

Internal Assessment: 20

Examination: 80; Time: 3 hrs.

Note:-A) Eight questions would be set in all.

B) There would be two questions from each of the four units.

C) Candidate would be required to attempt four questions (selecting one from each unit.)

UNIT-I

Cognitive Psychology: Individual differences in Cognition; Gender differences in Cognition; Cognition in Cross-cultural perspective.

UNIT-II

Military Psychology: Nature and Scope; Contemporary Issues and Emerging Trends; Selection, Allocation and Training.

UNIT-III

Media Psychology: Nature and scope; Influences of Films on behavior; Portrayal of Social groups in Films; Films and Behavior transformation.

UNIT-IV

Political Psychology: Psychologies underlying Political Psychology; Psychology of Racism and Intolerance; Psychology of voting behavior.

Recommended Books:

Galotti, K.M.(2014). *Cognitive Psychology: In and Out of the Laboratory*. New Delhi: Sage

Giles, D.C. (2010). *Psychology of the media*. Basingstoke: Palgrave.

Giles, D.C. (2003). *Media psychology*. Mahwah, NJ: Lawrence Erlbaum Associates.

Hall, R. & Mangelsdroff, A.D. (1991). *Handbook of Military Psychology*. USA: John. Wiley & Sons.

Houghton, D.P. (2009). *Political Psychology: Situations, Individuals, and Cases*. New York and London: Routledge.

Huddy, L., Sears, D.O., & Levy, J.S. (2013) *The Oxford Handbook of Political Psychology*. New York: Oxford University Press.

Kennedy, C.H. & Zillmer, E.A. (2006). *Military Psychology: Clinical and Operational Applications*. N.Y: Guilford Press.

Ramachandran, K. (in press). *Handbook of Military Psychology*. Delhi: DIPR.

Learning Objectives:

- To familiarize the students with computer applications in psychological research.
- To train the students for library based project work.

Learning Outcomes:

- Students would gain mastery in computerized analyzing of data using software packages.
- Students would be able to write review based articles.

Credits: 4 (8 hrs/week)

M.Marks: 100; Time : 3 hrs.

a) Computer Applications in Psychological Research

M.Mark : 50

Each student will be familiarized with calculation procedure and Tabulations of results of the following statistical analysis using Statistica/ SPSS software. Evaluation of will be on the basis of Performance, Report and Viva.

- Computation of ANOVA - Independent and equal N (two way and three way); Repeated Measures (One way and two way) with repeated measures on one and both factors with post hoc analysis.
- Computation of Correlation – Bivariate, Multivariate, Partial
- Computation of Regression - Simple, Multiple

b) Project Report: Library Review Based

M.Mark :50

Each Student will undertake a library review on a topic to be assigned by supervisor (Dissertation) and submit a report . However, the topic will be different from the topic of dissertation. Evaluation of will be on the basis of Report and Viva.

SEMESTER II

PAPER-17PSYMP12C ADVANCES IN PSYCHOLOGICAL ASSESSMENT

Course Outcomes

Learning Objectives:

- To impart knowledge of psychological measurement and scaling techniques.
- To impart knowledge about test construction and standardization.
- To familiarize the students with types and procedures of reliability and validity of psychological tests.
- To develop understanding of Factor Analysis and applications of Psychological tests in different settings.

Learning Outcomes:

- Students would gain knowledge about psychological measurement and scaling techniques.
- Students would be acquainted with the procedure of development and standardization of psychological tests.
- Students would gain knowledge about reliability and validity of psychological tests.
- Students would gain knowledge about the assumptions, techniques and applications of Factor Analysis, and the applications of psychological tests in different settings.

Credits: 4

M.Mark : 100

Internal Assessment: 20

Examination: 80; Time : 3 hrs.

Note:-A) Eight questions would be set in all.

B) There would be two questions from each of the four units.

C) Candidate would be required to attempt four questions (selecting one from each unit.)

UNIT I

Psychological measurement: Meaning; Theory; Levels and problems in measurement.

Psychological scaling: Methods and applications: Paired comparison; Rank order; Equal appearing intervals.

UNIT-II

Test Construction and Standardization: Planning; Item composition; Quantitative and qualitative item analysis; Developing norms and cut scores.

UNIT-III

Reliability: Meaning; Types; Methods and estimate and factors affecting.

Validity: Meaning; Types; Procedures and factors affecting.

UNIT-IV

Factor Analysis: Assumptions; Methods; Rotation of factors; Interpretation and major pitfalls.

Applications of Psychological testing: Clinical, Guidance & Counselling Organizational.

Recommended Books:

Chadda, N.K. (2009). *Applied Psychometry*. New Delhi: Sage Publication.

- Guilford, J.P. (1984). *Psychometric Methods*. (2nd Ed.), New York: Mc Graw Hill.
- Heloday, R.D.(2012). *Basics of Research in Behavioural Sciences*. Wardha: Psycho scan.
- Husain, A. (2012). *Psychological Testing*. Delhi: Pearsons.
- Miller, L.A., McIntire, S.A., & Lovler, R.L. (2011). *Foundations of Psychological Testing*. London: Sage Publications, Inc.
- Nunnalley, J.C., & Bernstein, I.H. (2010). *Psychometric Theory*. New Delhi: Tata McGraw Hill.
- Raykov, T., & Marcoulides, G.A. (2011). *Introduction to Psychometric Theory*. New York: Taylor & Trancies Group.
- Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharti Bhawan.

Paper-17PSYMP12C2

**PRACTICUM
Course Outcomes**

Learning Objectives:

- To orient the students with the process of test development /translation/adaptation.
- To impart training about designing conducting and reporting of Community /Field work.

Learning Outcomes:

- Students would gain practical knowledge in developing /translating /adapting of a test.
- Students would be undertake and report field based research.

Credits: 2

M.Mark :100; Time : 3 hrs.

Section A: Test Construction/ Adaptation/Translation M.Mark : 50

Student will work in small groups (n=5) and will undertake development/ Translation/ adaptation of a test by completing all steps (item analysis, reliability, validity norms). Evaluation of will be on the basis of Report and Viva.

Construction of Psychological Test	-	Steps
Item Analysis Reliability	-	Retest, Internal Consistency
Validity	-	Content, Construct, Concurrent
Norms	-	Development of norms

Section B: Community Field Work M.Mark : 50

Students will undertake community/ field work in the area related to the optional paper (16PSY11CA5/16PSY11CB5) and submit a report of the work undertaken .The nature and duration of field work will be considered and approved by the Departmental Committee. Evaluation of will be on the basis of Report and Viva.

17PSYMP12C3

**DISSERTATION
Course Outcomes**

Learning Objectives:

- Students would be familiarized with the process involved in conduct of empirical research in Psychology.

Learning Outcomes:

- Students would report their research findings as per APA pattern and be able to design, conduct and analyse researches in Psychology.

Credits:8

Marks: Dissertation: 150 ; Viva-Voce: 50.

- The Departmental Committee will allocate the supervisor to a candidate and finalize the area of dissertation of the candidate by the end of Semester I. A Research Advisory Committee (RAC) would be constituted by the Departmental Committee for each

candidate (constituting of Concerned Supervisor; Head of the Department; One other teacher). The RAC would finalize the topic of dissertation; guide the candidate to develop the study design and methodology of research and periodically review and assist in the progress of the candidate. Each candidate would present at least one research/review paper in a conference/seminar before the submission of the dissertations for adjudication and produce evidence for the same in the form of presentation certificates. Prior to the submission of the dissertation, the candidate shall make a presentation before the Research Advisory Committee in the Department which shall also be open to all faculty members and students. The feedback and comments, if any, from them may be suitably incorporated into the draft dissertation in consultation with the Research Advisory Committee. The M.Phil dissertation must undergo a Plagiarism check by software recommended by MDU.

- The candidates will be required to submit the dissertation in the concerned Department within three months of the completion of 2nd Semester theory examinations
- The M.Phil. dissertation shall be evaluated by the Supervisor and one external and the viva-voce examination shall be conducted by both of them together and shall be open to all faculty members and students of the Department. The viva-voce report shall be countersigned by the Head of the Department.

PAPER-17PSYMP12D1 PSYCHOLOGICAL MENTORING AND COACHING

Course Outcomes

Learning Objectives:

- To impart knowledge regarding basic concepts of coaching and mentoring.
- To familiarize the students with the different coaching skills and its principles.
- To make the students aware about the key issues and implications of supervision.
- To acquaint the students about the concept and importance of team coaching and ways of enhancing motivation.

Learning Outcomes:

- Students would gain knowledge of coaching and mentoring in various areas of life.
- Students would develop a wide perspective of different coaching skills and its principles.
- Students would gain acquaintance with issues and implications of supervision.
- Students would gain capability to enhance their performance, motivation and commitment to themselves as well as that of team members.

Credits: 4

M.Mark : 100

Internal Assessment: 20

Examination: 80; Time : 3 hrs.

Note:-A) Eight questions would be set in all.

B) There would be two questions from each of the four units.

C) Candidate would be required to attempt four questions (selecting one from each unit.)

UNIT-I

Meaning of Coaching & Mentoring; Integrating Positive Psychology in coaching, Indian concepts in coaching.

Approaches and Perspectives: Approaches to coaching: Sports coaching, life coaching, Executive Coaching, Cognitive behavioural coaching; Approaches to mentoring: Models of mentoring.

UNIT-II

Coaching Process: Stages, Principles of coaching, Models of coaching.

Coaching Skills: Questions, Listening, Presence and Intuition, Trust and Openness.

UNIT-III

Supervision: Developing Coaches and Mentors: Key issues, Supervision: Models, Implications for supervision.

Competencies, Standards and Professionalization Competencies: Arguments for a competency basis, Standards: Arguments for a standard approach, Professionalization: Arguments for professionalization.

UNIT-IV

Team Coaching: Groups and Team, Team Performance, Team Coaching, Coaching issues and factors, Useful Ideas in team coaching.

Motivation and Coaching: Achieving emotional commitment for change, Words that motivate, Power of beliefs, Enhancing Motivation.

Recommended Books:

Dryden, W. and Neenan, M. (2010). *Life Coaching*. New York: Routledge.

Helroyd, J. & Field, R. (2012) *Performance Coaching Skills for Social Work*. London: Sage.

Garvey, B; Stokes, P. & Megginson, D. (2014) *Coaching and Mentoring: Theory & Practice* London: Sage.

PAPER-17PSYMP12D2 COMMUNITY PSYCHOLOGY

Course Outcomes

Learning Objectives:

- Students would understand nature and Research Methodology of Community Psychology.
- Students would understand social indicators and issues which compromise community well being.
- Familiarization with models of mental health.
- To impart knowledge about nature and techniques of community intervention.

Learning Outcomes:

- Students would be acquainted with nature and goals of community psychology and plan research in this area.
- Students would become sensitized to the social and community problems and their relevance to wellbeing.
- Students would be able to comprehend and apply the theoretical knowledge of mental Health to research and professional areas
- Students would be able to comprehend and design community interventions.

Credits:4

M.Mark : 100

Internal Assessment: 20

Examination: 80; Time : 3 hrs.

Note:- A)Eight questions would be set in all.

B)There would be two questions from each of the four units.

C) Candidate would be required to attempt four questions (selecting one from each unit.)

UNIT-I

Nature and Goals

Community Psychology: Nature, historical background, Goals.

Research Methods in Community Psychology:

Correlational, ethnography and epidemiology.

UNIT-II

Social Indicators:

Population, unemployment, alcoholism and drug –dependence.

Poverty and beggary, Problems of women, adult education.

UNIT-III

Models of Mental Health

Medical, behavioural, humanistic and public health.

Specific Social Issues:

Child maltreatment, teen pregnancy, elderly, homelessness.

UNIT-IV

Community Intervention: Nature and Goals.

Techniques of Community Intervention:

Crisis intervention, consultation, use of non-professional professionals, mental health education.

Recommended Books

Duffy, K.G. and Wong, F.Y. (1996). *Community Psychology*. London: Allyn and Bacon.

Korchin, E.J. (1976). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*, New York: Basic Books.

Nelson, G. & Prilleltensky, I. (2005). *Community Psychology: In pursuit of liberation and well-being (edited)*, New York: Palgrave Macmillan.

Shanmugam, T.E. (1987) *Community Psychology*. Madras: Utsav Shanmugam.