

**BHAVNAGAR UNIVERSITY**

**BHAVNAGAR**

**(NACC Accreditation Grade “B”)**

**CREDIT AND SEMESTER SYSTEM**

**SYLLABUS**

**MASTER OF ARTS (M.A.)**

**PSYCHOLOGY**

**(In Force From Academic Year: 2010-2011)**

तमसो मा ज्योतिर्गमय



**M.A.**  
Credit and Semester System Syllabus

**NAME OF THE SUBJECT: PSYCHOLOGY**

**SEMESTER – 1<sup>st</sup>**

<b>SR. NO.</b>	<b>PAPER NO.</b>	<b>NAME OF THE PAPER</b>	<b>TOTAL MARKS EXT+INT=TOTAL</b>	<b>PASSING STANDARD EXT+INT= TOTAL</b>	<b>TOTAL TEACHING HOURS</b>	<b>CREDITS</b>
1	1	Experimental Psychology Theory	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
2	2	Research Methodology	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
3	3	Adv. Social Psychology	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
4	4	Health Psychology-I	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
<b>OR</b>						
5	4	Psychopathology-I	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05

**\* INTERNAL      MARKS**

ASSIGNMENT      10

SEMINAR          10

TEST                10



**M.A.**  
Credit and Semester System Syllabus

**NAME OF THE SUBJECT: PSYCHOLOGY**

**SEMESTER – 2<sup>nd</sup>**

<b>SR. NO.</b>	<b>PAPER NO.</b>	<b>NAME OF THE PAPER</b>	<b>TOTAL MARKS EXT+INT=TOTAL</b>	<b>PASSING STANDARD EXT+INT= TOTAL</b>	<b>TOTAL TEACHING HOURS</b>	<b>CREDITS</b>
1	5	Practical in Psychology	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
2	6	Statistics in Psychology	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
3	7	Advance Counselling Psychology	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
4	8	Health Psychology-II	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
<b>OR</b>						
5	8	Psychopathology-II	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05

**\* INTERNAL      MARKS**

ASSIGNMENT      10

SEMINAR          10

TEST                10



**M.A.**  
Credit and Semester System Syllabus

**NAME OF THE SUBJECT: PSYCHOLOGY**

**SEMESTER – 3<sup>rd</sup>**

<b>SR. NO.</b>	<b>PAPER NO.</b>	<b>NAME OF THE PAPER</b>	<b>TOTAL MARKS EXT+INT=TOTAL</b>	<b>PASSING STANDARD EXT+INT= TOTAL</b>	<b>TOTAL TEACHING HOURS</b>	<b>CREDITS</b>
1	9	Stress Management	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
2	10	Psycho Diagnostic Methods	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
3	11	Psychology of emotion-I	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
4	12	Neuro Psychology-I	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
<b>OR</b>						
6	12	Dissertation	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05

**\* INTERNAL      MARKS**

ASSIGNMENT      10

SEMINAR          10

TEST                10



**M.A.**  
Credit and Semester System Syllabus

**NAME OF THE SUBJECT: PSYCHOLOGY**

**SEMESTER – 3<sup>rd</sup>**

<b>SR. NO.</b>	<b>PAPER NO.</b>	<b>NAME OF THE PAPER</b>	<b>TOTAL MARKS EXT+INT=TOTAL</b>	<b>PASSING STANDARD EXT+INT= TOTAL</b>	<b>TOTAL TEACHING HOURS</b>	<b>CREDITS</b>
1	13	Personality Theories	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
2	14	Developmental Psychology	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
3	15	Psychology of Emotion -II	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
4	16	Neuro Psychology-II	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05
<b>OR</b>						
5	16	Psychological Testing	70 + 30 = 100	28 + 12 = 40	15 Weeks x 05 Hours = 75	05

**\* INTERNAL      MARKS**

ASSIGNMENT      10

SEMINAR          10

TEST                10

**M.A. (PSYCHOLOGY)****SEMESTER – I****Paper No.1 Experimental Psychology Theory****Total Marks : 100 Marks****Credits: 05**

Marks : Semester End Examination: 70 Marks

Continuous Internal Evaluation: 30 Marks

**Objectives**

- ♣ To give knowledge about experimental theory
- ♣ To train students for practical work in laboratory and data interpretation

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	<b>Nature &amp; Scope of experimental psychology and psychophysics methods.</b> <ul style="list-style-type: none"> <li>♣ Nature &amp; Scope of experimental psychology, Basic Concepts - Variables, Control of variables, Errors in Experimentation Experimental and control groups, reporting experimental results.</li> <li>♣ The Psycho-physical methods - Basic problems of psycho-physics, Basic concepts of Psycho-physics, Method of minimum change, Method of constant stimuli, Method of average error.</li> </ul>	15	14
Unit-2	<b>Perception of Colour, Form, Space Size, Movement and Depth:</b> <ul style="list-style-type: none"> <li>♣ Perception of Colour, Modes of appearance of colour, colour constancy, Procedure for measuring colour constancy, achromatic contrast, Chromatic contrast.</li> </ul> <b>Perception of Form:</b> <ul style="list-style-type: none"> <li>♣ Figure and ground, perceptual grouping, Form Constancy.</li> </ul> <b>Perception of Space:</b> <ul style="list-style-type: none"> <li>♣ Basic visual conditions</li> <li>♣ Spatial frame work, Perception of distance or depth.</li> <li>♣ Perception of movement.</li> </ul>	15	14
Unit-3	<b>Reaction Time, Association and Conditioning.</b> <ul style="list-style-type: none"> <li>♣ Simple and Disjunctive Reaction Time, Determinates of Reaction Time, Individual Differences in R.T., concept of Association. Classification of Association, Clinical and Dynamistic use of Association.</li> </ul> <b>Conditioning:</b> <ul style="list-style-type: none"> <li>♣ Main conditioning Experiments, Secondary determinates, Types of conditioning, Problems of control in conditioning Experiments.</li> </ul>	15	14
Unit-4	<b>Human Learning:</b> <ul style="list-style-type: none"> <li>♣ Methods of practice, Basic variables in learning Experiments, performance as a function of what is learned. The effects of serial position, Special problems of control in learning experiments.</li> </ul>	15	14
Unit-5	<b>Retention &amp; Forgetting and Transfer of Training:</b> <ul style="list-style-type: none"> <li>♣ Measurement of Retention, the temporal course of forgetting, Retention as a function of the conditions of learning, Memory for completed and interrupted tasks, Retroactive inhibition. The process of memory change, Methods to measure memory change, Types of transfer, The content of transfer, Factors affecting transfer.</li> </ul>	15	14



**Break up of Continuous Internal Evaluation:**

1. Assignment	10 Marks
2. Seminar	10 Marks
3. Test	<u>10 Marks</u>
<b>Total Marks</b>	<b>30 Marks</b>

**Reference / Text- Books/ Additional Reading:**

1. D. Aneto Experimental Psychology, Mc Graw Hill
2. Underwood B.J. Experimental Psychology
3. Experimental Psychology An introduction By: Leo Postman and James: P. Egan. (Kalyani Publishers, New Delhi)
4. Bhopatkar, C.T., Prayogica Manouigan, Gujarat Granth Nirman Board, Ahmedabad.
5. Pathak, N. S., Ptagat Prayogic Manovignan, Gujarat Grant Nirman Board, Ahmedabad.
6. Parekh U. & Trivedi M., Sikshanma Ankadashashtra, Gujarat Grant Nirman Board, Ahmedabad.

**Paper No. 2 Research Methodology**

**Total Marks** : **100 Marks**  
**Marks** : Semester End Examination: 70 Marks  
 Continuous Internal Evaluation: 30 Marks

**Credits: 05****Objectives**

- ♣ To understand the research concept in Psychology.
- ♣ To make the student aware about various data collection method.

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	<b>Definition of Research</b> <ul style="list-style-type: none"> <li>♣ Nature of Research, Major steps of Research Procedure, field of behavioral science</li> <li>♣ How to select Research Problem</li> <li>♣ Nature of Research Problem, Hypothesis</li> <li>♣ Types of Hypothesis</li> </ul>	15	14
Unit-2	<b>Sampling</b> <ul style="list-style-type: none"> <li>♣ What is sampling, uses of sampling, characteristics of good sample, types of sampling, probability and non-probability sampling</li> </ul> <b>Research Design</b> <ul style="list-style-type: none"> <li>♣ Need of Research Design</li> <li>♣ Component of Good Research Design</li> </ul>	15	14
Unit-3	<b>Observation &amp; Questionnaire:</b> <ul style="list-style-type: none"> <li>♣ Types of observation</li> <li>♣ Merits &amp; Demerits of observation</li> <li>♣ Questionnaire and its types</li> <li>♣ Merits &amp; Demerits of questionnaire</li> </ul> <b>Interview &amp; projective technique</b> <ul style="list-style-type: none"> <li>♣ Types of interviews</li> <li>♣ Projective technique as data collection method</li> </ul>	15	14
Unit-4	<b>Psychological Test</b> <ul style="list-style-type: none"> <li>♣ Reliability &amp; validity of test</li> <li>♣ Types of Reliability</li> <li>♣ Types of Validity</li> </ul> <b>Type of Psychological test</b> <ul style="list-style-type: none"> <li>♣ Distribution of psychological test</li> </ul>	15	14
Unit-5	<b>Report Writing</b> <ul style="list-style-type: none"> <li>♣ Types of Report writing</li> <li>♣ Importance of Research</li> </ul>	15	14

**Break up of Continuous Internal Evaluation:**

1. Assignment 10 Marks
  2. Seminar 10 Marks
  3. Test 10 Marks
- Total Marks 30 Marks**

**Reference / Text- Books/ Additional Reading:**

1. Fremen, F. S., (1961). Theory and Practice of Psychological Testing. New York, Holt, (3rd.).
2. Kerlinger F. S., (1953). Research Method in the Behavioural Science. New York.
3. Seltiz C. Zahoda. (1959). Research Method in Social Relation.





**Paper No. 4 Health Psychology -1**

**Total Marks : 100 Marks Credits: 05**  
Marks : Semester End Examination: 70 Marks  
Continuous Internal Evaluation: 30 Marks

**Objectives**

- ♣ To acquaint the students with the nature and significance of the emerging area of health Psychology within a life-span perspective
- ♣ To highlight the importance of social and psychological processes in the experience of health and illness
- ♣ To focus on the behavioral risk factors vis-a-vis disease prevention and health promotion

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	What is health psychology - Health Psychology as an interdisciplinary field - relating health psychology to other science fields-Bio-psychosocial perspective on health and illness	15	14
Unit-2	Models of health Personality - Allport, Rogor, Maslow	15	14
Unit-3	Biopsychosocial perspectives, Eastern approaches, concept of Sthita Prajna (Bhagvad Gita)	15	14
Unit-4	Health Promotion and Disease Prevention Behavior risk sector (e.g. drug and alcohol use. Unsafe sexual behavior smoking diet and sedentary life style)	15	14
Unit-5	Stress Personality and Social Support as Pscho-social linkages of health Cardio-vascular Disorders Aids / HIV Diabetes, Heltus, Pain, Cancer	15	14

**Break up of Continuous Internal Evaluation:**

- |                    |                 |
|--------------------|-----------------|
| 1. Assignment      | 10 Marks        |
| 2. Seminar         | 10 Marks        |
| 3. Test            | <u>10 Marks</u> |
| <b>Total Marks</b> | <b>30 Marks</b> |

**Reference / Text- Books/ Additional Reading:**

1. Freidman Howard, S Health Psychology, Prentice Hall, 2002
2. Sarafino, Edward, P Health Psychology, Biopsychosocial informations, John Willey & Sons, Inc. 2002
3. Marks, David, F Murry, Michol Evans, Carla, Willing Sage Publication, 2001
4. Mishra G (Ed) Psychological perspective on stress and health concept publication New Delhi, 1999



**Paper No. 4 Psychopathology-1: Main Objectives**

**Total Marks : 100 Marks Credits: 05**  
**Marks : Semester End Examination: 70 Marks**  
**Continuous Internal Evaluation: 30 Marks**

**Objectives:**

- ♣ To acquaint students with various manifestations of psychopathology
- ♣ To impart knowledge and skills required for diagnosis of psychopathological causation.
- ♣ To introduce students to the different perspectives and models regarding the causation of mental illness and dysfunctional behavior and to highlight the contribution of these approaches to the pathogenesis of a wide range of mental and Behavioral disorders.

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	The comprehensive history of abnormal psychology. What is abnormal behavior? Meaning and values of models psychodynamic model, Behavioral model or learning theory model phenomenological model.	15	14
Unit-2	A comparative study of behavioral model and phenomenological model, inter personal view points biological theory or model cognitive view points, humanistic existential view points, sociocultural theory of model diathesis stress model, an integrative approach.	15	14
Unit-3	Nature and types of anxiety disorders, phobias, panic disorder. Generalized anxiety disorder or GAD, obsessive compulsive disorder or OCD. Mood disorder, dysthymic disorder.	15	14
Unit-4	Meaning of schizophrenia, schizophrenia, historical perspective clinical symptoms of schizophrenia, types of schizophrenia, methods of studying genetic transmission and environmental factors.	15	14
Unit-5	Various Therapies	15	14

**Break up of Continuous Internal Evaluation:**

- |                    |                 |
|--------------------|-----------------|
| 1. Assignment      | 10 Marks        |
| 2. Seminar         | 10 Marks        |
| 3. Test            | <u>10 Marks</u> |
| <b>Total Marks</b> | <b>30 Marks</b> |

**Reference / Text- Books/ Additional Reading:**

- Adams H.E & Sutker P.B.(1984) Comprehensive handbook of psychopathology, New york: Pergammon press.
- Bellack A.S & Hensen M (1989) Research methods in clinical psychology, New york: Pergammon press.
- Down, J.H & Grounds A T (1985) personality disorder recognition and clinical management cambridge university press.
- Diagnostic & Statistical manual of mental disorders 4th ed (DSM IV) Washington D.C. APA publication.
- Kamlin,A.E.(1992) Research design in clinical psychology Boston: Allyn & Bacon Zuckerman E I (1985)clinical's thesaurus 4 th new york: Guifford press.
- Kaplan B J Sdoka B J (Eds) synopsis of psychiatry 7th edition USA illams Wilking.
- Parekh Suresh, DSM 4, Sankshipt Prakashan, Junagadh.
- Mafatlal J. Patel, Abnormal Psychology University Granth Nirman Board, 1994



**M.A. (PSYCHOLOGY)**  
**SEMESTER – II**

**Paper No.5 Practical in Psychology:**

<b>Total Marks</b>	:	<b>100 Marks</b>	<b>Credits: 05</b>
Marks	:	Semester End Examination: 70 Marks	
		Continuous Internal Evaluation: 30 Marks	

**Objectives**

- ♣ This course creates interest and excitement towards psychological phenomena.
- ♣ To develop an awareness of psychological tools and techniques
- ♣ To nurture the skills of observation

**(Any ten Practical to be performed)**

1. Efficiency of distributed and massed practice
2. Bilateral transfer - mirror tracking
3. Transfer in Maze learning
4. Habit interference
5. Serial position effect in verbal learning
6. Retention for completed and interrupted tasks Zeigarnik effect
7. Retention as a function of meaningfulness
8. Retroactive inhibition
9. Problem solving as a function of set Analysis
10. Brightness consistency
11. Size consistency
12. Average error method Muler-lyer
13. Effects of serial position on verbal learning
14. Bilateral transfer
15. Maze learning

**Break up of Continuous Internal Evaluation:**

1. Assignment	10 Marks
2. Seminar	10 Marks
3. Test	<u>10 Marks</u>
<b>Total Marks</b>	<b>30 Marks</b>

**Reference / Text- Books/ Additional Reading:**

1. Broota, K.D. (1992). Experimental design in behavioural research. New Delhi: Wiley Eastern.
2. Minium, E.W., King, B.M., & Bear, G. (1993). Statistical reasoning in psychology and education. New York: John Wiley.
3. Siegel, S. (1994). Non Parametric statistics. New York: McGraw Hill.



**Paper No.6 Statistics in Psychology**

**Total Marks : 100 Marks Credits: 05**  
**Marks : Semester End Examination: 70 Marks**  
**Continuous Internal Evaluation: 30 Marks**

**Objectives**

- ♣ To develop and understanding of various statistical techniques in terms of their assumptions, applications and limitations
- ♣ To acquire competencies to organize data for computer analysis.

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
<b>Unit-1</b>	t test ♣ Meaning of t test ♣ Utilization of Correlation in Psychology ♣ Row score Method ♣ Assumed Method	<b>15</b>	<b>14</b>
<b>Unit-2</b>	Correlation ♣ Meanings of Correlation ♣ Utilization of Correlation in Psychology ♣ Row score Method ♣ Assumed Method	<b>15</b>	<b>14</b>
<b>Unit-3</b>	X <sup>2</sup> ♣ Meanings of X <sup>2</sup> ♣ Uses of X <sup>2</sup> ♣ limitation X <sup>2</sup> ♣ Equal distribution method ♣ Normal distribution method	<b>15</b>	<b>14</b>
<b>Unit-4</b>	ANOVA - F Test ♣ What is Analysis of Variance ♣ uses of Analysis of Variance ♣ limitation ANOVA ♣ One way Analysis ♣ Two way Analysis	<b>15</b>	<b>14</b>
<b>Unit-5</b>	Non-Parametric Test	<b>15</b>	<b>14</b>

**Break up of Continuous Internal Evaluation:**

- |                    |                 |
|--------------------|-----------------|
| 1. Assignment      | 10 Marks        |
| 2. Seminar         | 10 Marks        |
| 3. Test            | <u>10 Marks</u> |
| <b>Total Marks</b> | <b>30 Marks</b> |

**Reference / Text- Books/ Additional Reading:**

1. Broota, K.D. (1992). Experimental design in behavioural research. New Delhi: Wiley Eastern.
2. Minium, E.W., King, B.M., & Bear, G. (1993). Statistical reasoning in psychology and education. New York: John Wiley.
3. Siegel, S. (1994). Non Parametric statistics. New York: McGraw Hill.

**Paper No.7 Advance Counselling Psychology**

**Total Marks : 100 Marks Credits: 05**  
**Marks : Semester End Examination: 70 Marks**  
**Continuous Internal Evaluation: 30 Marks**

**Objectives**

- ♣ Maintain a falling of responsibility for the client and sensitivity to the counselor Client relationship
- ♣ Work with the psychological dimensions of mental and physical diseases and formulate/ undertake well-target Psychological counselling.
- ♣ Apply professional ethics

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	<ul style="list-style-type: none"> <li>♣ Definition, historical development of counselling - present status in Indian problem and need for counselling</li> <li>♣ Professional and ethical standards of counsellor - counsellor a scientist or an artist</li> <li>♣ Counsellor characteristics - counselling and psychotherapy - related fields - Advisory guidance - clinical psychology - counselling as Hagiology happing relationship</li> </ul>	15	14
Unit-2	Counselling approaches and expectations and goals <ul style="list-style-type: none"> <li>♣ counselling approaches - The directive NON Directive, approach psucho- amutytic humanistic approach - Behaviouristic approach - The existential - point of view</li> <li>♣ Expectations of different individuals - Counselling goals - Achievement of positive mental health - Improving personal effectiveness - Counselling to help chnage- decision making as a goal of counselling- modification of behavior as a goal</li> </ul>	15	14
Unit-3	Counselling Process of counselling Interview <ul style="list-style-type: none"> <li>♣ Preparation for counselling process of counselling - anxiety - counselling relationship - counselling content and process - variables affecting the counselling process.</li> <li>♣ Interviewing - its essential aspects - review - sharing of experience - therapeutic functions of transference - resistance</li> </ul>	15	14
Unit-4	<ul style="list-style-type: none"> <li>♣ Special Areas in counselling and evaluation of counselling</li> <li>♣ Family group consolations - counselling with parents and thedeliquent marriage counselling - premarital counselling structuring - Counselling women.</li> </ul>	15	14
Unit-5	<ul style="list-style-type: none"> <li>♣ Problems of evaluation - approaches to evaluation - problem of measuring change usefulness of Counselling - criteria for evaluation - studies of Counselling</li> <li>♣ Criteria for evaluation - studies of Counselling effectiveness in educational settings</li> </ul>	15	14

**Break up of Continuous Internal Evaluation:**

1. Assignment 10 Marks
  2. Seminar 10 Marks
  3. Test 10 Marks
- Total Marks 30 Marks**



**Reference / Text- Books/ Additional Reading:**

1. Aybackle, Duglad S. (1981) Counselling an introduction Ably and Bacon Inc. Boston
2. Benard M. W. Fuller D.W. (1977) Principles of Guidance 2nd ed. Thomas Y Growell Company, Inc.
3. Krumboltz John D. & Thoreson Carle E. (1976) Counselling Methods, Holf Rincharge Winston
4. Narayan Rao (1989) Counselling Psychology 3rd Re-pring - Tata MacGraw Hill Publishing Co., New Delhi.
5. Shertzer and Stone: Fundamentals of Counseling. Houghton Mifflin Company, Boston.



**Paper No. 8 Health Psychology-II**

**Total Marks : 100 Marks Credits: 05**  
Marks : Semester End Examination: 70 Marks  
Continuous Internal Evaluation: 30 Marks

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
<b>Unit-1</b>	Life styles to Enhance Health and Prevent Illness Life style, Risk factors and health - The role of beliefs and intentions. Developmental, Gender, and Socio cultural factors in health.	<b>15</b>	<b>14</b>
<b>Unit-2</b>	Heart Disease, Stroke, Causes Management and Coping Heart Disease: Who is at risk of heart disease and why? Medical Treatment and Rehabilitation of cardiac patients, The psychosocial interventions for heart disease Stroke: Causes, effects and rehabilitation of Stroke	<b>15</b>	<b>14</b>
<b>Unit-3</b>	Cancer and Aids, causes, management and coping Cancer: The prevalence and types of cancer, causes of cancer, diagnosing and treating cancer, the psychological impact of cancer.	<b>15</b>	<b>14</b>
<b>Unit-4</b>	Aids: Risk factors effects and treatment of AIDS. The psychosocial impact of AIDS psychosocial interventions for AIDS.	<b>15</b>	<b>14</b>
<b>Unit-5</b>	Stress and Health Stress - its meaning, impact and sources - psychosocial modifiers of stress how stress affects health.	<b>15</b>	<b>14</b>

**Break up of Continuous Internal Evaluation:**

- |                    |                 |
|--------------------|-----------------|
| 1. Assignment      | 10 Marks        |
| 2. Seminar         | 10 Marks        |
| 3. Test            | <u>10 Marks</u> |
| <b>Total Marks</b> | <b>30 Marks</b> |

**Reference / Text- Books/ Additional Reading:**

1. Friedman Howard, S. Health Psychology, Prentice Hall 2002
2. Sarafino, Edward, P. Health Psychology, Biopsychosocial Interactions. John Wiley Sons Inc. 2002
3. Marks. David, F Murray, Michuel, Evans, Brain, Carla, Wilig, Sage Publication, 2001
4. Mishra G. (Ed.) Psychological Perspective on Stress and Health Concept Publication, New Delhi-1999.



**Paper No. 8 Psychopathology - 2**

**Total Marks : 100 Marks Credits: 05**  
 Marks : Semester End Examination: 70 Marks  
 Continuous Internal Evaluation: 30 Marks

**Objectives:**

- ♣ To acquaint students with various manifestations of psychopathology.
- ♣ To impart knowledge and skills required for diagnosis of psychopathological causation.
- ♣ To introduce students to the different perspectives and models regarding the causation of mental illness and dysfunctional behavior and to highlight the contribution of these approaches to the pathogenesis of a wide range of mental and Behavioral disorders.

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	Meaning and nature of psychometric disorder types of psychometric disorder. General etiology of psycho physiological disorders. Treatment of psychomatic disorders. Distinction between psychomatic disorder and conversion reaction.	15	14
Unit-2	Meaning and nature at personality disorder problems involved in recognition or diagnosis of personality disorder. Types of personality disorder. Adjustment disorder.	15	14
Unit-3	Sexual disorders and their variants meaning and nature of sexual Dysfunction. Causes of sexual dysfunction. Types of sexual deviation.	15	14
Unit-4	Disorders Associated with infection, cerulern syphilis, syndromes of syphilis, juvenile paresis. Psychoses of the aged.	15	14
Unit-5	Various Therapies	15	14

**Break up of Continuous Internal Evaluation:**

- |                    |                 |
|--------------------|-----------------|
| 1. Assignment      | 10 Marks        |
| 2. Seminar         | 10 Marks        |
| 3. Test            | <u>10 Marks</u> |
| <b>Total Marks</b> | <b>30 Marks</b> |

**Reference / Text- Books/ Additional Reading:**

1. Adams H.E & Sutker P.B.(1984) Comprehensive handbook of psychopathology, New york: Pergammon press.
2. Bellack A.S & Hensen M (1989) Research methods in clinical psychology, New york:Pergammon press.
3. Diagnostic & Statistical manual of mental disorders 4 th ed (DSM IV)Washington D.C. APA publication.
4. Down, J.H. & Grounds A T (1985) personality disorder recognition and clinical management cambridge university press.
5. Kaplan B J Sdoke B J (Eds) synopsis of psychiatry 7th edition USA illams Wilking.
6. Kamlin,A.E.(1992) Research design in clinical psychology Boston: Allyn & Bacon Zuckerman E I (1985)clinical's thesaurus 4 th new york: Guifford press.



**M.A. (PSYCHOLOGY)  
SEMESTER – III**

**Paper No. 9 Stress Management**

**Total Marks : 100 Marks**  
Marks : Semester End Examination: 70 Marks  
Continuous Internal Evaluation: 30 Marks

**Credits: 05**

**Objectives:**

- ♣ To train students which kind of moderators of stress.
- ♣ To give the information about practice of stress management.
- ♣ To keep aware of regarding physiological approaches to managing stress.

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	<b>Introduction to stress management</b> <ul style="list-style-type: none"> <li>♣ What you need to know about stress personality as an influencing stress tolerance.</li> <li>♣ General nature of stress.</li> <li>♣ Various personality traits as moderators of stress Optimism. Self esteem and self efficacy - Locus of control, Type A Behavior pattern (TA BP) concept. TA BP and stress, TA BP and Health Modifying TU BP.</li> </ul>	15	14
Unit-2	<b>Social support as moderator of stress</b> <ul style="list-style-type: none"> <li>♣ Concept of social support.</li> <li>♣ Types of social support.</li> <li>♣ Sources of social support</li> <li>♣ Social support as moderator of stress and as method of coping stress buffering hypothesis.</li> <li>♣ Some studies on impact of social support.</li> </ul>	15	14
Unit-3	Emotion focused constructive coping - Releasing pent-up emotions, distracting yourself, managing hostility and forgiving others, Mediating, using relation procedures.	15	14
Unit-4	Emotion focused constructive coping - Releasing pent-up emotions, distracting yourself, managing hostility and forgiving others, Mediating, using relation procedures.	15	14
Unit-5	<b>Other strategies of stress management</b> <ul style="list-style-type: none"> <li>♣ Yoga</li> <li>♣ Buddhist Vipasana</li> <li>♣ Bio feedback</li> <li>♣ Assertiveness training</li> <li>♣ Nutrition and exercise</li> <li>♣ Stress - inoculation training (Mechenbum's cognitive restricting)</li> <li>♣ Achieving behavioral control</li> <li>♣ Preventing Stress at work</li> </ul>	15	14



**Break up of Continuous Internal Evaluation:**

1. Assignment	10 Marks
2. Seminar	10 Marks
3. Test	<u>10 Marks</u>
<b>Total Marks</b>	<b>30 Marks</b>

**Reference / Text- Books/ Additional Reading:**

1. Cooper ; C. (Eds. 1998) Causes Coping and Consequences of Stress at Work Chichester, Wiley.
2. Cotton D. (1990) Stress Management and Integrated Approach to Psychotherapy, New York.
3. Easwaran, E (1989) Meditation Tomules, C.A. Nilgiri Press.
4. Lazarus, R. S. & Folkman S. (1984) Stress Appraisal and Coping, New York Springer.
5. Pestonja D. M. (1999) Stress and coping. The Indian Experience, New Delhi, Sage Publication.
6. Ram U (Ed) 1998, Suffering and Stress Management: West Versus east. Pune Deep Publications.
7. Spieberger; C. D. Retterband L.M. Sydeman et al (1995) Assessment of Emotional States and Personality Traits: Measuring Psychological vital signs in J.N. Butcher (Ed) Clinical personality assessment. Practical Approaches (PP 43-58) New York University Press.



**Paper No. 10 Psycho diagnostic Methods**

**Total Marks : 100 Marks Credits: 05**  
 Marks : Semester End Examination: 70 Marks  
 Continuous Internal Evaluation: 30 Marks

**Objective:**

- ♣ To train students for psycho-diagnosis and psychological assessment
- ♣ To impart knowledge and skills required for psychological assessment and diagnostic testing

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	Clinical diagnosis - types - limitation - clinical observation - types - observation guide - observation guide - utilities and limitations	15	14
Unit-2	Research methods in psycho diagnosis as major clinical interview clinical case study and recent advances in psycho diagnostics.	15	14
Unit-3	Different projective techniques verbal techniques word association test incomplete sentence blank isb Rorschach ink blot test special characteristics of the test, scoring method hadley's classification of Rorschach responses diagnostic contribution of the Rorschach test evaluation of Rorschach test.	15	14
Unit-4	Semi projective techniques R o senzweing picture frustration test p. f. study Thematic Apperception Test	15	14
Unit-5	TAT utility techniques of analysis of the TAT bellak analysis sheet Wyatt analysis sheet rotter analysis sheet the clinical significance of the TAT evaluation of projective technique.	15	14

**Break up of Continuous Internal Evaluation:**

- |                    |                 |
|--------------------|-----------------|
| 1. Assignment      | 10 Marks        |
| 2. Seminar         | 10 Marks        |
| 3. Test            | <u>10 Marks</u> |
| <b>Total Marks</b> | <b>30 Marks</b> |

**Reference / Text- Books/ Additional Reading:**

1. Bellack L. (1954) The thematic apperception test and children's apperception test in clinical use. New York: Grune & Stratton.
2. Chapman L. J. & Chapman L. P. (1968). Illusory correlation as an obstade to the use of valid psycho diagnostics signs. Journal of abnormal psychology, 74, 271, 280.
3. Beck S. J. (1978). Rorschach's test 3rd revised edition. Vol. I, II & III, New York: Cavane Stratton.
4. Winer, B. (1983). Clinical methods in Psychology, New York: John Wiley.
5. Climnero, A. R. & Others (Eds.) (1986). Hand book of behavioural assessment, New York: John Wiley & Sons.



**Paper No. 11 Psychology of emotion -1**

**Total Marks : 100 Marks Credits: 05**  
**Marks : Semester End Examination: 70 Marks**  
**Continuous Internal Evaluation: 30 Marks**

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	<b>Basic issue in the study of emotions</b> ♣ Definition of emotion ♣ Components of emotion: cognitive psychological and Behavioral ♣ Categories of emotion: fear and anxiety anger, jealousy and quit, grief, sadness, happiness and love. ♣ Approaches to emotion: biological, cognitive behavioral phenomenological	15	14
Unit-2	<b>Physiological buses of emotion</b> ♣ Central mechanisms: sub cortex spinal cord, medulla, brain ster thalamus, and hypothalamus, and limbic system amygdale, hippo camp cingulated of gras, septum, frontal lobes & cortex. ♣ Peripheral mechanisms: role of autonomous nervous system.	15	14
Unit-3	♣ Neurochemistry and emotion ♣ Hemispheric differences in affective behavior.	15	14
Unit-4	<b>Bodily changes in emotion</b> ♣ Short term changes - the cardiovascular the respiratory, the intestinal, thermoregulatory, the muscular and hormonal system hormonal changes during stressful situation. ♣ Long term changes – general adaptation syndrome (GAS) psychogenic ulcer.	15	14
Unit-5	<b>Measurement of emotion</b> ♣ Physiological methods of measurement ♣ Psychological methods of measurement ♣ Lie. Detector	15	14

**Break up of Continuous Internal Evaluation:**

- 1. Assignment 10 Marks
- 2. Seminar 10 Marks
- 3. Test 10 Marks
- Total Marks 30 Marks**

**Reference / Text- Books/ Additional Reading:**

1. Hare, R. (1986). The social construction of emotions, Oxford: Bajil Blackwell
2. Clarke, M. S. (1992). Emotion nebury park C. A. Sage
3. Plutchik, R. Kellerman, H. (1980). Emotion: Theory Research Experience, New York: Academic Press.
4. Buck R. (1976). Human, motivation and emotion. New York: John Wiley.
5. Scheer, K. R. & Ekman P. (1984). Approaches to emotion, Hillsdale N. J. Erlbaum.
6. Ekman, P. (1981). Emotion in the human face, Cambridge: Cambridge University Press.
7. Lutz E. (1998). Unnatural emotions, Hcw Jersey: Princeton University Press Stein, N. L. Leventhal, B. Rubassom T. (1990). Psychological and biological approaches toemotion. New York, Guilford.
8. Helman, K. M. & Satz P. (1983). Psychological and biological approaches to emotion, New York.
9. Strongman, K. T. (1989). The Psychology of emotion, Lodon, Plenum.
10. Paranjape, A. C. (1999) in Sinha & H. R. S. Kao (Eds.) Asian Perspectives on Psychology, New Delhi, Sage.



**Paper No. 12 Neuro Psychology-I**

**Total Marks : 100 Marks Credits: 05**  
 Marks : Semester End Examination: 70 Marks  
 Continuous Internal Evaluation: 30 Marks

**Objective:**

- ♣ To impart knowledge for neuro psychology in reference to anatomy.
- ♣ To give basic concepts of behavioral neurology.
- ♣ To explain human behavior on the basis of physiological aspects.

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	<b>Introduction</b> ♣ Introduction and elements of behavioral Neurology. Importance and scope of physiological. The control nervous system - neuronal physiology peripheral response mechanism-nary creels in impulses, synapse & potentials.	15	14
Unit-2	<b>Method of Investigations</b> ♣ Neuro anatomical method staining method, degeneration method extirpation method - electrolytic lesson - method of electrical recording E.E/g (Electrical encephalogram) method of action potential - micro electrode - electrical investigation methods.	15	14
Unit-3	<b>Perception</b> ♣ Neurophysiology of perception - vision - refine layers, photochemistry, Rhodopsin and prophylopsin, cynopsin, their functions hearing (auditory) - the somatic sense - psychological basis - auditory nerve - tonal interactions - differentials - theories or hearing.	15	14
Unit-4	<b>Learning Theory and Memory</b> ♣ Psychological contributions to leering theory - the brain and learning contrary and learning memory theory - neuro - physiology of memory, cortex and memory motivation and emotions.	15	14
Unit-5	<b>Motivation and Emotion</b> ♣ Physiological basis of motivation and emotion - neural mechanisms of wake fullness sleep - arousal and activity - central nervous system and emotional autonomic nervous system - sympathetic system and theory of emotions.	15	14

**Break up of Continuous Internal Evaluation:**

- |                    |                 |
|--------------------|-----------------|
| 1. Assignment      | 10 Marks        |
| 2. Seminar         | 10 Marks        |
| 3. Test            | <u>10 Marks</u> |
| <b>Total Marks</b> | <b>30 Marks</b> |



**Reference / Text- Books/ Additional Reading:**

1. Otto son, d(1987) duality and unity of the brain, London Macmillan, Boller, f, grafman j. (1988) hand book of neuropsychology, New York, Elsevier.
2. Whitaker, h.a. (1988) neuropsychological studies of nonlocal bruin damage, New York s pringer -verleg.
3. Kolb, B & Whiswa, I, Q. (1990) fundaments of human.
4. Hellman K, M, & valentine E. (1993) A crinical neuropsychology, New Delhi, Ford-University press.
5. Wals, K (1994) neropsychoray: A clinical neuropsychu reay, New Delhi, Churchill living stone.
6. Journals
  - ♣ Archives of crinical neuro psycholau.
  - ♣ Internatima jounval g neuroscience
  - ♣ Netro psychological
  - ♣ Neuro psychology
  - ♣ Behavioral necrology
  - ♣ Brain & cognition



**PAPER – 12 (OPTIONAL) – DISSERTATION**

**Total Marks : 100 Marks**

**Credits: 05**

70 Marks for Evaluation of Dissertation.

30 Marks for Viva-Voce Examination.

**100 Total Marks**



**M.A. (PSYCHOLOGY)**  
**SEMESTER – IV**

**Paper No. 13 Personality Theories**

**Total Marks : 100 Marks Credits: 05**  
Marks : Semester End Examination: 70 Marks  
Continuous Internal Evaluation: 30 Marks

**Objective**

- ♣ To help the students to understand the diverse psychological strategies to analyze personality

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	1. Background of personality theories 2. Personality theory of Freud	15	14
Unit-2	1. Jung's Theory of Personality 2. Adler's Theory of Personality	15	14
Unit-3	1. Horney's Theory of Personality 2. Marray's Theory of Personality	15	14
Unit-4	1. Carl's Rosers Theory of Personality 2. Maslow's Theory of Personality	15	14
Unit-5	1. Skennier's Theory of Personality 2. Allport's Theory of Personality	15	14

**Break up of Continuous Internal Evaluation:**

- |                    |                 |
|--------------------|-----------------|
| 1. Assignment      | 10 Marks        |
| 2. Seminar         | 10 Marks        |
| 3. Test            | <u>10 Marks</u> |
| <b>Total Marks</b> | <b>30 Marks</b> |

**Reference / Text- Books/ Additional Reading:**

1. Wolmen B.B., Contemporary Theories and systems of Psychology, New York, Harper, 1960.
2. Dr. B. A. Parikh, Manovignan na Sampradayo ane Sidhdhanto4 University Granth Nirman Board, Ahmedabad.
3. Dr. Kusumben Bhatt, Theories of Personality, University Granth Nirman Board, Ahmedabad.
4. Marh, N. H. and Hillix W. H., Systems & Theorys of Psychology, New York, Mcgaw Hill, 1963.



**Paper No. 14 Developmental Psychology**

**Total Marks :** **100 Marks** **Credits: 05**  
**Marks :** Semester End Examination: 70 Marks  
Continuous Internal Evaluation: 30 Marks

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	Natur & scope, stages, meaning of growth & development characteristics & principles of developmental procedure.	15	14
Unit-2	Infancy, Characteristic, Major adjustment of infancy, postnatal life adjustment hazards of infancy.	15	14
Unit-3	<b>Late Childhood</b> ♣ Characteristic of late childhood physical development in late childhood speech improvement in late childhood play interests in late childhood.	15	14
Unit-4	<b>Puberty</b> ♣ The puberty growth, Spurt bodily changes in puberty, Effects of puberty changes, hazards of puberty.	15	14
Unit-5	<b>Early Adolescence</b> ♣ Characteristics of adolescence physical changes, sex interest, family relationship, social change, personality change.	15	14

**Break up of Continuous Internal Evaluation:**

- |                    |                 |
|--------------------|-----------------|
| 1. Assignment      | 10 Marks        |
| 2. Seminar         | 10 Marks        |
| 3. Test            | 10 Marks        |
| <b>Total Marks</b> | <b>30 Marks</b> |

**Reference / Text- Books/ Additional Reading:**

1. Developmental Psychology, El. Zabath Hurlock Tata, Mcgrow hill publishing co. 1983.
2. Developmental Psychology, Prof. Y. K. Desi, Granth Nirman Board, Ahmedabad.
3. Developmental Psychology Part- 1, 2 Prof. S. C. Kanawala, Granth Nirman Board, Ahmedabad.



**Paper No. 15 Psychology of Emotion-II**

**Total Marks : 100 Marks Credits: 05**  
**Marks : Semester End Examination: 70 Marks**  
**Continuous Internal Evaluation: 30 Marks**

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
Unit-1	<b>THEORIES OF EMOTION</b> ♣ James - Lange Theory, Cannon-Bard theory, Lindsey's Activation theory, Schacher's two-factor theory, cognitive appraisal theory of Lazarus, Paper-McLean theory, psycho-evolutionary of Robert Plutch.	<b>15</b>	<b>14</b>
Unit-2	<b>Vision-verbal Communication and emotion</b> ♣ Paralanguage ♣ Proxemics: Personal space, territoriality, touch ♣ Body language: gestures, postures, eye contact - gales and stores, focal, expression. ♣ Culture and emotional expression.	<b>15</b>	<b>14</b>
Unit-3	<b>Emotional Intelligence</b> ♣ Definition and models of emotional intelligence. ♣ Emotional intelligence at work	<b>15</b>	<b>14</b>
Unit-4	♣ Assessment of emotional intelligence. ♣ Managing emotion	<b>15</b>	<b>14</b>
Unit-5	<b>Emotional Borders</b> ♣ Anxiety disorders, generalized anxiety-disorder, Phobia and obsessive- compulsive disorder. ♣ Mood disorders: Depressive disorders, Bipolar disorders, the cause of depression	<b>15</b>	<b>14</b>

**Break up of Continuous Internal Evaluation:**

- |                    |                 |
|--------------------|-----------------|
| 1. Assignment      | 10 Marks        |
| 2. Seminar         | 10 Marks        |
| 3. Test            | <u>10 Marks</u> |
| <b>Total Marks</b> | <b>30 Marks</b> |

**Reference / Text- Books/ Additional Reading:**

1. Hare, R. (1986). The Social Construction of Emotions. Oxford: Balaji Blackwell.
2. Clarke, M. S. (1992). Emotion Nebury Park, C. A. Sage.
3. Plutchik, R. Kellerman, H. (1980). Emotion: Theory Research Experience, New York: Academic Press.
4. Buck R. (1976). Human, Motivation and Emotion, New York, John Wiley.
5. Scheer, K. R. & Ekman P. (1984). Approaches to Emotion, Hillsdale, N. J., Erlbaum.
6. Ekman, P. (1981). Emotion in the Human Face, Cambridge: Cambridge University Press.
7. Lutz, E. (1998). Unnatural Emotions, New Jersey: Princeton University Press, Stein, N. L. Leventhal, B., Rubassom T. (1990). Psychological and Biological Approaches to Emotion, New York, Guilford.
8. Helman, K. M. & Satz, P. (1983). Psychological and Biological Approaches to Emotion, New York.
9. Strongman, K. T. (1989). The Psychology of Emotion, London, Plenum.
10. Paranjape, A. C. (1999) in Sinha & H. R. S. Kao (Eds). Asian Perspectives on Psychology, New Delhi, Sage.



**Paper No. 16 Neuro Psychology – II**

**Total Marks : 100 Marks Credits: 05**  
 Marks : Semester End Examination: 70 Marks  
 Continuous Internal Evaluation: 30 Marks

**Main Objectives**

- ♣ To explain neuro-chemical systems of Human Brain.
- ♣ To give information about-Brain anatomy.
- ♣ To describe general idea about neuro psychology Assessment and Therapeutic interventions.

UNIT	DETAILED SYLLABUS	TEACHING HOURS	MARKS / WEIGHT
<b>Unit-1</b>	<b>Introduction</b> ♣ Foundation of Brain topography of the brain – The cerebral cortex its organization. ♣ The cerebral hemispheres / their internal structures – Neuro chemical / vascular systems in the brain – Radiological Methods – C.T. Scan, P.E.T. Scan M.R.I. – Brain tumor.	<b>15</b>	<b>14</b>
<b>Unit-2</b>	<b>Lobular Syndromes:</b> ♣ Frontal lobe syndrome – Disturbance of memory procedures – Disturbance of emotional behavior – Disturbance of psychomotor function – Temporal lobe syndromes – Disturbance of hearing & vestibular Functions – Disturbance of speech parietal & occipital lobe syndromes – Disturbance of visual perceptions – Disturbance of reading & writing.	<b>15</b>	<b>14</b>
<b>Unit-3</b>	<b>Hemispheric Asymmetry of Functions.</b> ♣ Structural asymmetry of cerebral hemispheres – Functional asymmetry of cerebral hemispheric – cerebral vascular disorders – movement disorders sensor & cognitive disorder – degenerative.	<b>15</b>	<b>14</b>
<b>Unit-4</b>	<b>Neuro Psychological Assessments</b> ♣ Assessment of personality – diagnosis Neuro psychological assessment Halstead battery, Wechsler battery, Minnesota Neuro psychological battery, HIV Human immunodeficiency virus and nervous system.	<b>15</b>	<b>14</b>
<b>Unit-5</b>	<b>Therapeutic Interventions.</b> ♣ Relaxation techniques – Jacobson's progressive muscular relaxation autogenic training – Yoga Meditation – Supportive psycho-therapies chemical therapy – shock therapy – sleeping therapy stimulants therapy.	<b>15</b>	<b>14</b>

**Break up of Continuous Internal Evaluation:**

- |                    |                 |
|--------------------|-----------------|
| 1. Assignment      | 10 Marks        |
| 2. Seminar         | 10 Marks        |
| 3. Test            | 10 Marks        |
| <b>Total Marks</b> | <b>30 Marks</b> |



**Reference / Text- Books/ Additional Reading:**

1. Otto son, d(1987) duality and unity of the brain, London Macmillan, Boller, f, grafman j. (1988) hand book of neuropsychology, New York, Elsevier.
2. Whitaker, h.a. (1988) neuropsychological studies of nonlocal brain damage, New York s pringer – verleg.
3. Kolb, B & Whiswa, I, Q. (1990) fundaments of human.
4. Hellman K, M, & valentine E. (1993) A clinical neuropsychology, New Delhi, ford – University Press.
5. Wals, K (1994) neropsychoray: A clinical neuropsychu reay, new Delhi, Churchill living stone.
6. Journals
  - ♣ Archives of clinical neuro psycholau.
  - ♣ Internatima Journal g neuroscience.

**PAPER NO.16 PSYCHOLOGICAL TESTING**

1. KOHS BLOCK DESIGN TEST
2. BHATIYA TEST OF INTELIGENCES
3. FINGER DEXTERITY TEST
4. STAN FORD BINET TEST
5. MODSELY PERSONALITY TEST

**Reference:**

1. D AMATO, M.R.EXPERIMENTAL PSYCHOLOGY MCGRAW HILL 1970
2. WOOD WORTH, R.S. AND SCHLOSBERG, H: EXPERIMENTAL PSYCHOLOGY 2ND EDITION HENRY HOLT & CO.1954.
3. S.C. KANAWALA EXPERIMENTAL PSYCHOLY GRANTH NIRMAN BOARD- AHEMDABAD

<b>REPORT WRITING</b>	<b>PERFORMANCE</b>	<b>FIELD WORK</b>	<b>VIVA</b>	<b>JOURNAL</b>
30	30	20	10	10