



**St. Joseph's**  
Degree & PG College  
(Autonomous)

**Outcome Based Education BA (JPE)**

**BA (JPE) Program Specific Objectives:**

- To analyze critically mass media and mass media message.
- To understand the influences of media content on cultural perceptions.
- To understand the scope and application of Psychology in everyday life
- To engage students with comprehensive study of literary texts from different genres and periods of English Literature
- To be able to work in chosen field of interest such as Journalism, Psychology and English Literature.

**BA (JPE) Program Specific Outcomes:**

- Students develop a practical understanding of the underlying principles of Journalism.
- Students will learn to write, edit and design newspapers, shoot and anchor news bulletins and television programmes, make radio programme, design print and web advertisements, produce corporate films and documentaries, and develop blogs.
- Create YouTube videos, design blogs and work in social networking environment.
- Students develop an understanding on the practical working conditions in the fields of Journalism and Psychology through Internship and field visits.
- Students will be able to understand the comprehensive literary texts from different genres and periods of English literature.

Chairperson  
Board of Studies in Psychology,  
Osmania University,  
Hyderabad - 500 007.

Principal  
ST. JOSEPH'S DEGREE & P.G. COLLEGE  
King Koti Road, Hyderabad-500 029



**St. Joseph's**  
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**B.A JOURNALISM, PSYCHOLOGY and ENGLISH LITERATURE**  
**COURSE STRUCTURE**

**First Year - Semester I**  
**w.e.f 2018-2019 AY**

Course Code	Course Type	Course Name	Hours per week			Credits	Marks		Total Marks	Duration of External Exam
			L	T	P		Int	Ext		
			1	1		2	40	60	100	2
GS.05.701.11T	AECC 1	Human Values and Gender Sensitization	1	1		2	40	60	100	2
EN.05.501.11T	CC 1	English-I	3		2	5	40	60	100	3
SL.05.60X.11T	CC 2	Second Language	2	1		3	40	60	100	3
BA.05.402.11T	DSC 1	Theories of Human Communication	4	1		5	40	60	100	3
BA.05.403.12T	DSC 2	Introduction to Psychology	3			3	40	60	100	3
BA.05.402.13T	DSC 3	Introduction to English Language & Literature	4	1		5	40	60	100	3
BA.05.403.12P	DSC 4	Experimental Psychology			4	2	20	30	50	3
		<b>Total</b>	17	4	6	25	260	390	650	

**Note: Second Languages: X: 1-ARABIC, 2-FRENCH, 3- HINDI, 4-SANSKRIT, 5-TELUGU**

**Total Hrs = 28 Hrs**

**Total No. of Credits = 25**

**w.e.f Academic Year 2018 - 2019**

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**B.A JOURNALISM, PSYCHOLOGY and ENGLISH LITERATURE**

**COURSE STRUCTURE**

**First Year - Semester II**

**w.e.f 2018-2019 AY**

Course Code	Course Type	Course Name	Hours per week			Credits	Marks		Total Marks	Duration of External Exam
			L	T	P		Int	Ext		
GS.05.701.21T	AECC 2	Environmental Studies	1	1		2	40	60	100	2
EN.05.501.21T	CC 3	English-II	3		2	5	40	60	100	3
SL.05.60X.21T	CC 4	Second Language	2	1		3	40	60	100	3
BA.05.402.22T	DSC 5	Visual communication (Theory)	3			3	40	60	100	3
BA.05.403.23T	DSC 6	Basic Cognitive Processes	3			3	40	60	100	3
BA.05.402.24T	DSC 7	The Elizabethan Age	4	1		5	40	60	100	3
BA.05.402.22P	DSC 8	Visual communication (Practical)			4	2	20	30	50	3
BA.05.403.23P	DSC 9	Experiments in Basic Cognitive Processes			4	2	20	30	50	3
		<b>Total</b>	16	3	10	25	280	420	700	

Total Hrs = 30Hrs

Total No. of Credits = 25

w.e.f Academic Year 2018 – 2019

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**B.A JOURNALISM, PSYCHOLOGY and ENGLISH LITERATURE**

**COURSE STRUCTURE**

**Second Year - Semester III**

**w.e.f 2018-2019 AY**

Course Code	Course Type	Course Name	Hours			Credits	Marks		Total	Duration
			L	T	P		Int	Ext		
BA.06.403.14T	SEC1	Health and Well Being	1	1		2	20	30	50	2
EN.06.501.11T	CC 5	English – III	3		2	5	40	60	100	3
BA.06.402.12T	DSC 10	The Art of Film Making (Theory)	3			3	40	60	100	3
BA.06.403.12T	DSC 11	Theories of Personality	3			3	40	60	100	3
BA.06.402.13T	DSC 12	The Puritan and the Neoclassical Age	4	1		5	40	60	100	3
BA.06.402.12P	DSC 13	The Art of Film Making (Practical)			4	2	20	30	50	3
BA.06.403.12P	DSC 14	Personality Assessment			4	2	20	30	50	3
		<b>Total</b>	14	2	10	22	220	330	550	

Total Hrs = 27 Hrs

Total No. of Credits = 22

w.e.f Academic Year 2018 – 2019

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**B.A JOURNALISM, PSYCHOLOGY and ENGLISH LITERATURE**  
**COURSE STRUCTURE**

Second Year - Semester IV

w.e.f 2018-2019 AY

Course Code	Course Type	Course Name	Hours			Credits	Marks			Total	Duration
			L	T	P		Int	Ext			
BA.06.402.25T	SEC 2	Business English	1		2	2	20	30	50	2	
EN.06.501.21T	CC 6	English-IV	3		2	5	40	60	100	3	
BA.06.402.23T	DSC 15	Print Media (Theory)	3			3	40	60	100	3	
BA.06.403.22T	DSC 16	Social Psychology	3			3	40	60	100	3	
BA.06.402.24T	DSC 17	17 <sup>th</sup> & 18 <sup>th</sup> Century literature	4	1		5	40	60	100	3	
BA.06.402.23P	DSC 18	Print Media (Practical)			4	2	20	30	50	3	
BA.06.403.22P	DSC 19	Experiments in Social Psychology			4	2	20	30	50	3	
		<b>Total</b>	12	1	12	20	220	330	550		

Total Hrs = 26Hrs

Total No. of Credits = 20

w.e.f Academic Year 2018 - 2019

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**COURSE STRUCTURE**

Third Year - Semester V

w.e.f 2018-2019 AY

Course Code	Course Type	Course Name	Hours			Credits	Marks			Total	Duration
			L	T	P		Int	Ext			
BA.07.402.14T	SEC 3	Photo Journalism	1	1		2	20	30	50	2	
BA.07.403.15T	GE 1	Statistics and Research Methodology	1	1		2	40	60	100	3	
BA.07.402.11T	DSC 20	Fundamentals of Mass Media Research	4	1		5	40	60	100	3	
BA.07.403.12T	DSC 21	Abnormal Psychology	3			3	40	60	100	3	
BA.07.402.13T	DSC 22	Romantic & Victorian Age	4	1		5	40	60	100	3	
BA.07.403.13P	DSC 23	Psychological Testing			4	2	20	30	50	3	
BA.07.402.15AT	DSE 1	Media, Gender & Human Rights									
BA.07.402.15BT		Magazine Journalism	4	1		5	40	60	100	3	
BA.07.402.15CT		Anchoring									
BA.07.403.16AT	DSE 2	Developmental Psychology									
BA.07.403.16BT		Organizational Psychology	4	1		5	40	60	100	3	
BA.07.403.16CT		School Psychology									
		<b>Total</b>	21	6	4	29	280	420	700		

Total Hrs = 31Hrs

Total No. of Credits = 29

W.E.F. Academic Year 2018 - 2019

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Total Credits Allotted per Course Type and Percentage Allocated

S.No.	Course Type	Total Credits	Percentage of Credits
1.	DSC (28 – 18 Theory and 10 Practical's)	90	57.32%
2.	CC (6)	26	16.56%
3.	SEC (4)	8	5.09%
4.	GE (2)	4	2.54%
5.	AECC (2)	4	2.54%
6.	DSE (5)	25	15.92%
	<b>Total Credits</b>	<b>157</b>	<b>100%</b>

  
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**COURSE STRUCTURE**  
**Third Year - Semester VI**

Course Code	Course Type	Course Name	Hours			Credits	Marks			Total	Duration	
			L	T	P		Int	Ext	Total			
BA.07.402.25T	SEC4	English for Competitive Exams	1	1		2			20	30	50	2
BA.07.402.24T	GE2	Advertising	1	1		2			40	60	100	3
BA.07.402.21T	DSC 24	Online Journalism (Theory)	3			3			40	60	100	3
BA.07.403.22T	DSC 25	Adolescent Psychology	3			3			40	60	100	3
BA.07.402.23T	DSC 26	The Modern Age	4	1		5			40	60	100	3
BA.07.402.21P	DSC 27	Online Journalism (Practical)			4	2			20	30	50	3
BA.07.403.22P	DSC 28	Assessments in Adolescent Psychology			4	2			20	30	50	3
BA.07.402.27AT	DSE3	Academic Writing	4	1		5			40	60	100	3
BA07.402.27BT		The American Literature										
BA.07.402.27CT		Post Colonial Literature										
BA.07.402.26P	DSE4	Field Visit (Psychology) and Internship (Mass Communication)			6 weeks	5			20	30	100	2
BA.07.402.28P	DSE5	Project /Dissertation	1	1		5			40	60	100	Viva
		<b>Total</b>	17	5	8	34			340	510	800	

Total Hrs = 30Hrs  
Total No. of Credits = 34  
w.e.f. Academic Year 2018 - 2019

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**SEMESTER I**  
**BA**  
**INTRODUCTION TO PSYCHOLOGY**  
**DSC**

**SCHEME OF INSTRUCTION**

Hours per Week: 3  
Credits: 3  
Instruction Mode: Lecture  
Course Code: BA-05-403-12T

**SCHEME OF EXAMINATION**

Maximum Marks: 100  
Internal Assessment: 40  
External Examination: 60  
External Exam Duration: 3hrs

**Course Objectives:**

*To gain knowledge of various concepts of basic psychology, sensation and attention, perceptual processes & apply the concepts of motivation and emotion in day-to-day life.*

**Course Outcomes:**

By the end of the course, the students will:

- Be able to define various schools, methods and the scope of psychology
- Classify the concept of biological basis of behavior.
- Be able to apply the knowledge of attention and sensation in many kinds of social interactions.
- Identify the principles of perceptual organization in day to day life.
- Develop an understanding of their emotions and incorporate goal setting behavior.

**Unit – I: Introduction:**

Definition, Scope, Schools of Psychology: Structuralism, Functionalism, Psychoanalysis, Behaviorist, Humanistic, Gestalt, Indian Psychology. Methods in psychology: Experimental, Systematic Observation, Clinical Study, Case Study. Development of Psychology in India.

**Unit – II: Biological Bases of Behavior**

Division of nervous system: CNS & ANS, neuron, nerve impulse, neurotransmitters, Cortical Localization of brain, Endocrine system: Pituitary Gland, Thyroid Gland, Parathyroid Gland, Adrenals and Gonads.

**Unit – III: Sensation and Attention:**

**Sensation:** Definition of sensation; characteristics of sensation; types of sensations.

**Attention:** Definition of attention; Types of Attention: Voluntary and involuntary attention; Objective and Subjective: Factors affecting attention: Shifting of Attention, Distraction of Attention and Span of Attention.



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## Unit – IV: Perception Process:

Definition of perception, Principles of perceptual organization: figure and ground relationship; closure; pragnanz; proximity; similarity; continuity; inclusiveness.

Depth perception: Monocular Cues: superimposition, linear perspective, aerial perspective, elevation, texture gradient, shadow and movement parallax. Binocular Cues: convergence and retinal disparity. Perceptual constancy: size constancy, shape and color.

Errors in perception – illusions and hallucinations

## Unit – V: Motivation and Emotions:

**Motivation:** Definition, Types: Intrinsic and Extrinsic, Characteristics of Motives.

Animal Model –William James Theory, Mc. Dougall's Theory and Sigmund Freud's Theory.

Arousal Model - Incentive Theory. Humanistic Model - Maslow's Hierarchy.

Different approaches to Motivation- Hull's Theory of Drive Reduction, Murray's Needs Theory Level of Aspiration; Measurement of Motivation.

**Emotions:** Definition; Characteristics of Emotions; Components of Emotions; Psychological and Physiological changes during Emotions. Development of Emotions. Theories of Emotions: James - Lange, Cannon-Bard, Schachter - Singer, Donald Lindsley. Adaptive and disruptive effects.

### Text book:

Parameswaran, EG, and Beena, C, (2002). An invitation to Psychology. Hyderabad: Neelkamal publications.

### Reference Books:

1. Atkinson, R. L., Atkinson, R. C., Hilgard, E. R., & Breland, N. S. (1983). Introduction to Psychology: Test Item File to Accompany Atkinson, Atkinson and Hilgard's Introduction to Psychology, by Nancy S. Breland.
2. Feldman, R. S. Understanding Psychology 7th edition. India: McGraw-Hill (2005).
3. King, R. A., & Morgan, C. T. (1966). Introduction to psychology. McGraw-Hill Companies, Incorporated.
4. Dennis Coon, John O.Mitterer(2007). Introduction to psychology: Gateways to mind and behavior, Akash press, India.

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**St. Joseph's**  
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**SEMESTER I**

**BA**

**EXPERIMENTAL PSYCHOLOGY I - INTRODUCTION TO PSYCHOLOGY**

**PRACTICAL**

**DSC**

**SCHEME OF INSTRUCTION**

Hours per Week: 4  
Credits: 2  
Instruction Mode: Demonstration  
Course Code: **BA-05-403-12P**

**SCHEME OF EXAMINATION**

Maximum Marks: 50  
Internal Assessment: 20  
External Examination: 30  
External Exam Duration: 3hrs

**Course Objectives:**

*To familiarize the students practically in the concepts of basic psychology & have a professional level of understanding of various psychological tests and be able to conduct tests in the working field.*

**Course Outcomes:**

By the end of the course, the students will:

- Demonstrate practical knowledge on the concept of attention and sensation.
- Observe practically various Perceptual processes
- Execute the Principles of perceptual organization
- Implement the concept of motivation and emotions

1. Span of attention- Tachistoscope
2. Judgment of Emotions
3. Division of Attention
4. Method of Constant Stimulus Difference using Weights
5. Muller Lyer Illusion (Estimation of errors of observation by method of average error)
6. Size Constancy (Minor Experiment)
7. Estimation of absolute Limen by method of constant stimuli – 2 Point Threshold

**Reference Books:**

1. Morgan and King. Introduction to Psychology. India: McGraw-Hill (2001).
2. Parameswaran, EG, and Beena, C, (2002). An invitation to Psychology. Hyderabad: Neelkamal.

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**SEMESTER II**  
**BA**  
**BASIC COGNITIVE PROCESSES**  
**DSC**

**SCHEME OF INSTRUCTION**

Hours per Week: 3  
Credits: 3  
Instruction Mode: Lecture  
Course Code: BA-05-403-23T

**SCHEME OF EXAMINATION**

Maximum Marks: 100  
Internal Assessment: 40  
External Examination: 60  
External Exam Duration: 3hrs

**Course Objectives:**

*To gain knowledge about the concepts of learning, memory and forgetting, thinking and intelligence and apply the concepts of learning and memory in day-to-day lives.*

**Course Outcomes:**

By the end of the course, the students will:

- Identify various theoretical learning processes.
- Describe the process and working of Memory, models of memory.
- Apply the knowledge on how Forgetting and other related aspects affect memory in day to day life.
- Analyze the concepts of Thinking, steps and strategies of concept formation & understand the problem solving steps and make decisions based on that.
- Arrange the concept of Intelligence, determinants & Intelligence tests.

**Unit – I: Learning:**

Definition of Learning; Learning by Connections or Associations:  
Trial and Error: Thorndike; Classical Conditioning: Pavlov; Instrumental/Operant Conditioning: Skinner. Learning by Cognition: Kohler: Insight, Tolman: Sign Learning Theory  
Social Learning: Bandura: Observational Learning  
Reinforcement and Types: Primary and Secondary Reinforcement; Positive and Negative Schedules of Reinforcement. Punishment. Styles of Learning - Kolb's Study of Learning Styles.

**Unit – II: Memory:**

Definition. Basic process: Encoding, Storage and Retrieval. Stages of memory: Sensory Memory: Iconic and Echoic Memory; Short Term Memory: Rehearsal and Chunking; Long Term Memory: Explicit Memory; Implicit Memory; Declarative Memory; Episodic Memory; Semantic Memory; Procedural Memory. Memory Related Phenomenon: Tip of the Tongue phenomena; Flash Bulb Memory.

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**Unit – III: Remembering and Forgetting:**

Retention: Recall, Recognition and Saving. Factors Influencing Retention: Repetition or Practice; Meaningful Learning; Whole Vs Part Learning; Massed and Spaced Practice; Motivation; Feedback; Passage of Time. Theories of Memory: Decay Theory, Trace Change Theory; Interference Theory: Retroactive and Proactive; Motivated Forgetting: Repression and suppression. Memory Disorders (Definition, Causes and Symptoms): Amnesia, Alzheimer's, Senile Dementia, Korsakoff's Syndrome. Methods of improving memory: Mnemonics.

**Unit – IV: Thinking:**

Definition of Thinking, Definition of Images, Types of images: Memory images; After images; Abstract or Verbal images; Eidetic images. Difference in Imagination and thinking  
Steps involved in thinking. Role of Language in thinking using Piaget's Theory  
Types of thinking: Concrete Thinking and Abstract Thinking; Concept formation (Steps), Reasoning: Definition, Types of reasoning- inductive, deductive; Problem Solving (Steps)  
Pathological Thinking: Autistic thinking, over inductive thinking, Delusions

**Unit – V: Intelligence:**

Definition. Determinants of intelligence: Heredity and environment. Concept of Mentally gifted and Intellectual Disability (Levels). Theories: Spearman; Thurston; Guildford; Sternberg and Gardner. Intelligence Quotient. Intelligence Testing: Beginning. Introduction to renowned Intelligence Tests: Stanford – Binet Test; WAIS; Standard Progressive Matrices; Bhatia's Battery of Performance Intelligence Tests. Concept of Creativity: Definition of Creativity, Characteristics of a creative person.

**Text book:**

Parameswaran, EG, and Beena, C, (2002). An invitation to Psychology. Hyderabad: Neelkamal publications.

**Reference Books:**

1. Feldman, R. S. (2005). Understanding Psychology 7th edition. India: McGraw-Hill.
2. Morgan and King (2001). Introduction to Psychology. India: McGraw-Hill.

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**SEMESTER II**

**BA**

**EXPERIMENTAL PSYCHOLOGY II – BASIC COGNITIVE PROCESSES PRACTICAL  
DSC**

**SCHEME OF INSTRUCTION**

Hours per Week: 4  
Credits: 2  
Instruction Mode: Demonstration  
Course Code: **BA-05-403-23P**

**SCHEME OF EXAMINATION**

Maximum Marks: 50  
Internal Assessment: 20  
External Examination: 30  
External Exam Duration: 3hrs

**Course Objectives:**

*To gain practical knowledge about the concepts of learning, memory and forgetting and conduct cognitive experiments on individuals.*

**Course Outcomes:**

By the end of the course, the students will:

- Replicate the knowledge on Learning related aspects.
- Demonstrate various Types of memory on different clients.
- Manage practical knowledge on testing Intelligence.
- Implement steps and strategies of concept formation.
- Formulate various concepts of Dexterity Test.

1. Serial Learning
2. Span of Immediate Memory
3. Bilateral transfer of Learning
4. Tweezer Dexterity Test
5. Standard Progressive Matrices
6. Concept Formation
7. Bhatia's Battery of Performance Intelligence Test

**Reference Books:**

1. Feldman, R. S. (2005). Understanding Psychology 7th edition. India: McGraw-Hill.
2. Morgan and King (2001). Introduction to Psychology. India: McGraw-Hill.
3. Parameswaran, EG, and Beena, C. (2002). An invitation to Psychology. Hyderabad: Neelkamal.



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SEMESTER III  
BA  
HEALTH AND WELL BEING  
SEC

**SCHEME OF INSTRUCTION**

Hours per Week: 2  
Credits: 2  
Instruction Mode: Lecture  
Course Code: BA-06-403-14T

**SCHEME OF EXAMINATION**

Maximum Marks: 50  
Internal Assessment: 20  
External Examination: 30  
External Exam Duration: 2hrs

**Course Objectives:**

*To develop an understanding of health and its importance and to maintain health and wellbeing and work towards positive health.*

**Course Outcomes:**

By the end of the course, the students will:

- Describe the general concept of health and wellbeing, Lifestyle, Sleep disorders & Promotion of Health.
- Assist in-depth knowledge on stress, illness and coping strategies, values safety and nutrition.

**Unit- I: Health:**

Concept of Wellness and Illness, Components of Health, WHO's definition of Health Mind - Body relationship. Factors affecting Physical and Mental Health - Substance and Alcohol abuse, Sexual abuse, Lifestyles and Sleep disorders.  
Importance of Awareness programs.  
Strategies for promoting health.

**Unit - II: Stress, Illness and Coping:**

Definition. Types of stress  
Causes and Consequences of stress - Physiological and Psychological.  
Coping with stress - Relaxation Methods, Yoga, Meditation  
Health enhancement determinants: Types and Effects of Resilience, Hope, Optimism, Exercise, Safety and Nutrition.

**Reference Books:**

1. DiMatteo, M.R. and Martin, L.R.(2002). Health psychology. New Delhi: Pearson.
2. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.

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**SEMESTER III**  
**BA**  
**THEORIES OF PERSONALITY**  
**DSC**

**SCHEME OF INSTRUCTION**

Hours per Week: 3  
Credits: 3  
Instruction Mode: Lecture  
Course Code: BA-06-403-12T

**SCHEME OF EXAMINATION**

Maximum Marks: 100  
Internal Assessment: 40  
External Examination: 60  
External Exam Duration: 3hrs

**Course Objectives:**

*To become familiarize with the major models and traditions related to the study of personality and personal growth with a specific set of criteria that can be used to evaluate any theory of personality.*

**Course Outcomes:**

By the end of the course, the students will:

- Classify the concept of Personality, its determinants & approaches.
- Identify various Trait and Types of personality theoretically.
- Employ Approaches related to cognitive and Humanistic Areas.
- Analyze different kinds of psychological tests and their uses & learn to distinguish between verbal and non verbal tests and their applications
- Formulate different psychological assessments - its importance and applications

**Unit – I: Concept of Personality and Theories:**

Definition, Determinants of Personality: Heredity and Environmental.

Psychodynamic Approach; Sigmund Freud: Levels of Awareness: The Conscious, Pre-Conscious and Unconscious; Components of Personality: The Id, Ego and Superego; Defense Mechanisms, Psychosexual Stages of Development.

Carl Jung: Model of Psyche: Collective Unconscious; Archetypes; Personal Unconscious; Individuation; Anima and Animus and Shadow.

Alfred Adler: Inferiority Complex; Compensation and overcompensation; Style of Life and Birth Order

**Unit – II: Trait and Type Approach to Personality:**

Trait Approach: Allport: Cardinal Traits, Central Traits and Secondary Traits. Cattell: Source and Surface Traits. Eysenck: Extroversion - Introversion and Neuroticism. Big Five: OCEAN  
Type Approach: Kretschmer: Pyknic, Asthenic and Athletic Type. Sheldon: Ectomorphic, Mesomorphic and Endomorphic Type.

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**Unit – III: Cognitive and Humanistic Approach:**

Social Learning Approach: Bandura and Richard Walters: Bobo Doll Experiment; Observational Learning; Vicarious Reinforcement. Rotter's Locus of Control: Internal and External Locus of Control. Kelley's Personal Construct: Personal Constructs and Integrated Constructs  
Humanistic Approach: Carl Roger: Concept of Self; Ideal Self and Real Self , Self Development.

**Unit – IV: Personality Testing:**

Requisites of Good Psychological Tests: Standardization, Reliability (Types), Validity (Types), and Norms. Classification of Psychological Tests: Group and individual Tests; Power and Speed Tests; Verbal and Nonverbal Tests; Performance Tests.

**Unit – V: Psychological Assessment:**

Importance of Psychological Assessment, Ways of assessment: Direct Assessment: Inventories, Questionnaires, Observation and Interviews. Indirect Assessment: Projective technique - TAT, Rorschach Test, Draw a Man Test and Sentence Completion Test.

**Text book:**

Parameswaran, EG, and Beena, C, (2002). An invitation to Psychology. Hyderabad: Neelkamal publications.

**Reference Book:**

1. Feldman, R. (2010). *Understanding Psychology*. (10<sup>th</sup> Edition). McGraw.
2. Morgan and King (2001). *Introduction to Psychology*. India: McGraw-Hill.
3. Hilgard. (2002). *Introduction to Psychology*. (14<sup>th</sup> Edition). Wadsworth Publishing.
4. Hall, & Lindzey. *Personality Theories*. (4<sup>th</sup> Edition). Wiley Publishing.
5. Anastasi, A., & Urbina, S. (1997). *Psychological testing*. (7<sup>th</sup> Edition). Prentice Hall.

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**SEMESTER III**  
**BA**  
**Personality Assessment (Practical)**  
**DSC**

**SCHEME OF INSTRUCTION**

Hours per Week: 4  
Credits: 2  
Instruction Mode: Demonstration  
Course Code: BA-06-403-12P

**SCHEME OF EXAMINATION**

Maximum Marks: 50  
Internal Assessment: 20  
External Examination: 30  
External Exam Duration: 3hrs

**Course Objectives:**

*To become familiar with a specific set of criteria that can be used to evaluate practical workings of personality and develop the practical skills.*

**Course Outcomes:**

By the end of the course, the students will:

- Observe practical exposure on Personality tests.
- Execute Adjustment & Anxiety tests on subjects.
- Demonstrate types of personality inventory & Locus of Control

1. Free Association Test
2. Bell's Adjustment Inventory
3. State and Trait Anxiety Scale
4. Kundu's Introversion and Extroversion Inventory
5. Levenson's Locus of Control Test

**Reference Books:**

1. Feldman, R. (2010). *Understanding Psychology*. (10<sup>th</sup> Edition). McGraw.
2. Hall, & Lindzey. *Personality Theories*. (4<sup>th</sup> Edition). Wiley Publishing.
3. Anastasi, A., & Urbina, S. (1997). *Psychological testing*. (7<sup>th</sup> Edition). Prentice Hall.
4. Kaplan & Saccuzzo. (2008). *Psychological Testing*. (7<sup>th</sup> Edition). Wadsworth Publishing.

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**SEMESTER IV**  
**BA**  
**SOCIAL PSYCHOLOGY**  
**DSC**

**SCHEME OF INSTRUCTION**

Hours per Week: 3  
Credits: 3  
Instruction Mode: Lecture  
Course Code: BA-06-403-22T

**SCHEME OF EXAMINATION**

Maximum Marks: 100  
Internal Assessment: 40  
External Examination: 60  
External Exam Duration: 3hrs

**Course Objectives:**

*To provide a basic Skill and understanding of how social psychologists think about and study human behavior & to encourage reflection about the application of social psychological research.*

**Course Outcomes:**

By the end of the course, the students will:

- Recognize origin and characteristics of social psychology, various methods & social psychology in India.
- Generalize the concept about Social attribution and errors in attribution.
- Manipulate distinctive features of Attitudes and pro-social behavior.
- Analyze an understanding on the types, dynamics & functions of groups.
- Develop the concept of leadership, traits of a leader & types of Leadership.

**Unit – I: Introduction to Social Psychology:**

Definition, History-origin & development, characteristics of social psychology, methods of social psychology, social psychology in India

**Unit – II: Social Attribution:**

Theories of attribution – Jones & Davis theory, Kelley's theory of attribution  
Errors in Attribution: - Actor observer effect, self serving bias, fundamental attribution error,  
Impression formation (schemas and cognitive perspective) and Techniques of impression management.

**Unit – III: Attitudes & Pro-social Behavior:**

**Attitude:** Definition, Functions of Attitudes, How do attitudes guide behavior?  
Basic concepts of Attitude Change: Festinger's Cognitive Dissonance, Bem's Self-Perception, Heider's Balance Theory; Psychological Reactance.

**Pro-Social Behavior:** Definition, why people help?; Crucial steps to determine helping vs. non helping, internal and external factors of pro-social behavior.



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**Unit – IV: Groups:**

Definition & types of groups, group functions – Roles, status, norms, cohesiveness & conformity, Social loafing, social facilitation, group dynamics

**Unit – V: Leadership:**

Definition

Traits of a Leader

Types of leadership- Autocratic, Democratic, Charismatic and Laissez Faire

Classical Theories on Leadership: Trait Theory, Behavior Theory; Contingency Theory

**Text book:**

Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). *Social Psychology* (12th ed.). Boston, MA: Pearson/Allyn and Bacon.

**Reference Books:**

1. Myers, D. G. (2012). *Social Psychology* (11th ed.). New York: McGraw-Hill.  
Brehm, S.S. and Kassin, SN. (1996) *Social Psychology*, 3rd edition. Boston : Houghton Mifflin company.
2. Robbins, S. P., & Judge, T. (2012). *Organizational Behavior*. Pearson Publication.

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SEMESTER IV  
BA  
EXPERIMENTAL PSYCHOLOGY III – SOCIAL PSYCHOLOGY PRACTICAL  
DSC

**SCHEME OF INSTRUCTION**

Hours per Week: 4  
Credits: 2  
Instruction Mode: Demonstration  
Course Code: BA-06-403-22P

**SCHEME OF EXAMINATION**

Maximum Marks: 50  
Internal Assessment: 20  
External Examination: 30  
External Exam Duration: 3hrs

**Course Objectives:**

*To have the skills to understand the experiments in social psychology and be able to conduct experiments in social.*

**Course Outcomes:**

By the end of the course, the students will:

- Observe practically sociometry and its importance.
- Implement practical knowledge on concept of attitudes and social attribution
- Demonstrate the determinants of Aspiration and how it affects the expectant behavior.
- Construct different Types and importance of leadership.

1. Sociometry
2. Leadership Behavior Scale
3. Sodhi's Attitude Measurement
4. Levels of aspiration
5. Leader Preference Scale

**Reference Books:**

1. Baron, R. A., Branscombe, N. R., & Byrne, D. (2009). *Social Psychology* (12th ed.). Boston, MA: Pearson/Allyn and Bacon.

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**SEMESTER V**  
**BA**  
**STATISTICS AND RESEARCH METHODOLOGY IN PSYCHOLOGY**  
**DSE**

**SCHEME OF INSTRUCTION**

Hours per Week: 2  
Credits: 2  
Instruction Mode: Lecture  
Course Code: BA-07-403-15T

**SCHEME OF EXAMINATION**

Maximum Marks: 100  
Internal Assessment: 40  
External Examination: 60  
External Exam Duration: 3hrs

**Course Objectives:**

This course aims to make students understand:

*To familiarize students with the concepts of statistics, its various applications in the field of psychology and make them understand about research and its various methodologies in psychology.*

**Course Outcomes:**

By the end of the course, the students will:

- Identify how statistics can be applied in the field of psychology & education.
- Convert the computation of mean, median mode and various basic concepts of statistics.
- Manipulate various measures of Variability and standard errors of mean.
- Calculate the concept of correlation and its differences.
- Prepare reports on research, sampling techniques and how it is helpful to carry out research work in various fields in the future.

**Unit – I: Statistics and Introduction to Research Design:**

Meaning, Application of statistics in education and Psychology

Scales of measurement: nominal, ordinal, ratio and interval

Types of Research (Quantitative and Qualitative)

Steps in Quantitative Research

**Unit – II: Measures of Central tendency and Normal distribution:**

Computation of Mean, Median and Mode

Normal Probability Curve and its characteristics

Deviation from NPC- Skewness and Kurtosis

Percentiles – Quartiles, Decile, Percentile Rank

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**Unit – III: Measures of Variability:**

Meaning and computation of measures of variability – Range, Quartile Deviation, Average deviation, Standard deviation, Standard error of mean

**Unit – IV: Descriptive Statistics:**

Correlation – Types, Pearson & Spearman's Rank order difference  
t-test

One way ANOVA and Two way ANOVA

**Unit – V: Sampling:**

Define Population

Define Sample

Difference between Sample and Population

Probability and Non-Probability Sampling Techniques

**Text Book:**

Mangal, S. K. (1990). Statistics in Psychology and Education. Tata McGraw Hill Publishing Co.Ltd, New Delhi.

**Reference Books:**

1. Garrett, H. E. (1926). Statistics in Psychology and Education. Longmans, Green & Co.
2. Best & Kahn. (2005). Research in Education. (10th Edition). Pearson.
3. Kerlinger, F. N., & Lee, H. B. (2000). Foundations of behavioral research. (4th Edition). Harcourt College Publishers.

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**SEMESTER V**  
**BA**  
**ABNORMAL PSYCHOLOGY**  
**DSC**

**SCHEME OF INSTRUCTION**

Hours per Week: 3  
Credits: 3  
Instruction Mode: Lecture  
Course Code: BA-07-403-13T

**SCHEME OF EXAMINATION**

Maximum Marks: 100  
Internal Assessment: 40  
External Examination: 60  
External Exam Duration: 3hrs

**Course Objectives:**

This course aims to make students understand:

*To gain knowledge about the study of abnormal thoughts and behavior in order to interpret, and describe & develop the skill to classify various disorders according to their symptoms.*

**Course Outcomes:**

By the end of the course, the students will:

- Identify abnormal thoughts and behavior through the historical and modern thoughts acco to DSM.
- Distinguish between various developmental disorders according to their symptoms.
- Discover different diagnosis & process of Anxiety and personality disorders.
- Analyze schizophrenia, major mood disorders & its treatments.
- Appraise different treatments of disorders & can work in the field of abnormal psychology.

**Unit - I: Introduction and Classification:**

Defining abnormal behavior (Distress, Deviance, Dysfunction and Danger), Historical background – The early age, Middle Age, The dark period of the Middle age, Reappearance of the scientific approach, emergence of Modern Thought.  
Classification of Abnormal behavior according to DSM.  
Etiological factors of abnormality.

**Unit - II: Neuro-Developmental Disorders:**

Intellectual Disability - Definition, Levels of ID, Clinical Types and Causal Factors;  
Autism spectrum disorder- Clinical Picture and Causal Factors;  
Learning Disabilities - Clinical Picture and Causal Factors; Attention-Deficit/Hyperactivity.

**Unit - III: Anxiety and Personality Disorder:**

Anxiety Disorders: Panic Disorder, Generalized Anxiety Disorder, Phobic Disorders.  
Personality Disorders- Cluster A: Paranoia, Schizoid, Schizotypal.  
Cluster B: Antisocial, borderline, Histrionic, Narcissistic.  
Cluster C: Avoidant, dependent, Obsessive compulsive Personality Disorders.

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## Unit - IV: Mood Disorders and Schizophrenia:

Depressive disorders: Major depressive disorder, Disruptive Mood Dysregulation Disorder, Dysthymia.

Bipolar Mood Disorders: Cyclothamic Disorder, Bipolar I Disorder, Bipolar II Disorder.  
Schizophrenia.

## Unit - V: Treatment of Disorders

Psychoanalytic Perspective

Behavioral Perspective

Cognitive Perspective

Humanistic Perspective & Existential Perspective

### Text book:

Ronald J Comer,(2009). Abnormal Psychology, Princeton University, worth publishers. New York.

### Reference Books:

1. Lamm .A.(1997). Introduction to Psychopathology, N.Y.: Sage Buss, H.
2. Bennett, Paul (2003). "Abnormal and Clinical Psychology". Open University Press. ISBN 978-0-335-21236-1.
3. Hansell, James; Lisa Damour (2005). Abnormal Psychology. Von Hoffman Press. ISBN 0-471-38982-X.
4. Barlow, David H.; Vincent Mark Durand (2004). Abnormal Psychology: An Integrative Approach. Thomson Wadsworth. ISBN 0-534-63362-5.
5. Nolen-Hoeksema, Susan (2013). Abnormal Psychology (6th ed.). Boston: McGraw-Hill. ISBN 0078035384.

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**SEMESTER V**  
**BA**  
**PSYCHOLOGICAL TESTING (Practical)**  
**DSC**

**SCHEME OF INSTRUCTION**

Hours per Week: 4  
Credits: 2  
Instruction Mode: Demonstration  
Course Code: **BA-07-403-13P**

**SCHEME OF EXAMINATION**

Maximum Marks: 50  
Internal Assessment: 20  
External Examination: 30  
External Exam Duration: 3hrs

**Course Objectives:**

This course aims to make students understand:

*To familiarize the students practically with the concepts of unusual patterns of behavior, emotion and thought.*

**Course Outcomes:**

By the end of the course, the students will:

- Execute tests on stressful situations of the clients.
- Observe different personality types practically.
- Demonstrate practical knowledge on depressed behaviors.
- Execute psychometric tests in the various organizational settings.

1. Stressful Life – Events Scale
2. Extraversion and Neuroticism Personality Assessment
3. Depression Questionnaire
4. Sentence Completion Test
5. Medico Psycho Diagnostic Test

**Reference Books:**

1. Lamm.A. (1997). Introduction to Psychopathology, N.Y.:Sage
2. Buss, A.H. (1999). Psychopathology. N.Y. John Wile
3. Irvin G.Sarason, Barbara R. Sarason (2006). Abnormal Psychology 11<sup>th</sup> Edition. Prentice Hall
4. Carson. Abnormal Psychology 13<sup>th</sup> Edition. Pearson Education India.



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**SEMESTER V**  
**BA**  
**DEVELOPMENTAL PSYCHOLOGY**  
**DSE**

**SCHEME OF INSTRUCTION**

Hours per Week: 5  
Credits: 3  
Instruction Mode: Lecture  
Course Code: **BA-07-403-16AT**

**SCHEME OF EXAMINATION**

Maximum Marks: 100  
Internal Assessment: 40  
External Examination: 60  
External Exam Duration: 3hrs

**Course Objectives:**

This course aims to make students:

*Familiarize the students with the concepts of developmental psychology, importance of developmental psychology & work in the field of Developmental psychology, to develop the skill to understand physical and psychological development from conception to death.*

**Course Outcomes:**

By the end of the course, the students will:

- Identify the concepts of developmental psychology & importance of developmental psychology.
- Describe the theoretical concept of human development in various stages of life.
- Apply an understanding on various developmental issues related to prenatal period, infancy & babyhood.
- Examine various developmental characteristics and issues related to childhood & puberty.
- Develop knowledge on adulthood and old age issues and crisis.

**Unit – I: Meaning, Nature and Importance of Developmental Psychology:**

Concept of Growth and Development- Principles of development, Stages of human life span, Factors influencing growth and development- Heredity and Environment.

**Unit – II: Theories of Human Development:**

Psychosexual Stages, Erikson's Psychosocial Theory, Kohlberg's Moral development, Piaget's Cognitive Development Theory

**Unit – III: Early Stages of Development:**

- a. Prenatal Period- Characteristics, Prenatal stages, Factors influencing Prenatal Development, Hazards at Prenatal Period.
- b. Infancy – Characteristics, Developmental tasks, Conditions influencing postnatal life, Physical and Emotional Development.
- c. Babyhood – Characteristics, physical and Personality Development, Sex role typing and Family relationships, Play, Hazards of Development.

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**Unit – IV: Early and Late Childhood:**

- a. Early Childhood- Characteristics, Developmental tasks, Play, Family relations.
- b. Late Childhood –Characteristics, Developmental tasks, Family relationships, Personality Development, Hazards.
- c. Puberty - Characteristics, Age of Puberty, Puberty Growth Spurt, Effects, Hazards.
- d. Adolescence - Characteristics, Developmental tasks, Physical changes, Emotionality, Personality Development.

**Unit – V: Adulthood and Old Age:**

- a. Adulthood – Characteristics, Developmental tasks, Midlife crisis, Adjustment problems, Hazards.
- b. Old age – Physical changes, Developmental tasks, Retirement, Facing Mortality and Death, Adjustment problems, Hazards.

**Text book:**

Hurlock, E. B. (2001). *Developmental psychology*. Tata McGraw-Hill Education.

**Reference Books:**

1. Parameswaran, E. G., & Beena, C. (2002). An invitation to psychology. *Hyderabad: Neel Kamal Publications*.

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**SEMESTER V**  
**BA**  
**ORGANIZATIONAL PSYCHOLOGY**  
**GE**

**SCHEME OF INSTRUCTION**

Hours per Week: 5  
Credits: 5  
Instruction Mode: Lecture  
Course Code: **BA-07-403-16BT**

**SCHEME OF EXAMINATION**

Maximum Marks: 100  
Internal Assessment: 40  
External Examination: 60  
External Exam Duration: 3hrs

**Course Objectives:**

This course aims to make students:

*Gain knowledge about the human behavior and its factors in the organizational settings.  
Understand & suggest various ways and means to improve the efficiency of workers in industries & various grievances of the employees.*

**Course Outcomes:**

By the end of the course, the students will:

- Define how organizational psychology has emerged and developed from the time of First World War till date.
- Discuss various selection and recruitment processes.
- Apply knowledge on how job satisfaction influences work motivation.
- Criticize various occupational stressors and can help people through coping strategies.
- Explain how decision making process works in an organization through applying various techniques.

**Unit – I: Introduction to Organizational Psychology:**

Definition, Nature Scope and Development of Organizational Psychology

History of Organizational Testing: First World War; Hawthorne Studies; Second World War

**Unit – II: Employee Selection:**

The Recruitment Process for candidates.

Internal and External Sources of Recruiting: Sources, Merits and Demerits.

Techniques of Selection: Selection Tests, Interviews – Structured and Unstructured, Culture Job Fit and Group Discussion

**Unit – III: Work Motivation and Job Satisfaction:**

- a. Definition and Concept of Work Motivation, Approaches to Work Motivation – Maslow's Hierarchy of Needs, Herzberg's Two Factors Theory of Motivation, Equity Theory.
- b. Concept of Job Satisfaction: Definition, Influences on Job Satisfaction and Outcomes of Job Satisfaction.



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**Unit – IV: Occupational Stress:**

Definition of Stress and Burn out.

Causes of Stress – Extra Organizational Stressors, Organizational stressors, and Group Stressors and Individual stressors.

Physical, Psychological and Behavioral reactions to Stress.

Individual and Organizational Coping Strategies.

**Unit – V: Decision Making in Organization:**

Nature of Decision making.

Traditional Participative Techniques, Modern Participative Techniques, Delphi Technique and Nominal Group Technique.

**Text book:**

Langton, N., Robbins, S. P., & Judge, T. A. (2013). *Fundamentals of organizational behavior*. Pearson Education Canada.

**Reference Books:**

1. Kondakar, V. G. (2007). *Organizational behaviour*. New Age.
2. Schultz.D and Schultz.S.E. (2004) *Psychology and Work Today*. Pearson Education Inc, Delhi.
3. McCormick E.J and Ilgen D.R. (1984). *Industrial Psychology*. Prentice Hall of India, Pvt.Ltd., New Delhi.

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**SEMESTER V**  
**BA**  
**SCHOOL PSYCHOLOGY**  
**DSE**

**SCHEME OF INSTRUCTION**

Hours per Week: 5  
Credits: 5  
Instruction Mode: Lecture  
Course Code: BA-07-403-16CT

**SCHEME OF EXAMINATION**

Maximum Marks: 100  
Internal Assessment: 40  
External Examination: 60  
External Exam Duration: 3hrs

**Course Objectives:**

This course aims to make students understand:

*To familiarize students with the concepts of school psychology & its professional aspects and to help students to get acquainted with various applications of school psychology.*

**Course Outcomes:**

By the end of the course, the students will:

- Identify the fundamentals of gurukul, madarasah and maktab.
- Describe & understand the teacher student relationship, emotional & teaching competency of the teacher.
- Demonstrate various learning styles and learners differences, various learning disabilities, slow learners and gifted children.
- Examine the role of a teacher at schools, differences among teachers.
- Manage various behavior issues of children, communication problems and disorders among children.

**Unit – I: Introduction:**

Definition, aims and Scope, importance and methods of school psychology. Education in Ancient and Medieval India, characteristics of Gurukul, Matha/Vihar, Madarasah of and Maktab.

**Unit – II: Creating an effective school environment:**

Teacher orientation to children's needs across stages, Teacher student relationship, Teaching competency of teacher, emotional competency of teacher.

**Unit – III: Understanding Learner's differences & Learning needs:**

Individual differences among children in intelligence & ability and cognitive and learning styles, including students with learning disabilities, ADD, ADHD and Slow Learners and Giftedness, Inclusion & special education and remedial needs, School Readiness.



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**Unit – IV: Teaching: The art of guiding learning experiences:**

The role of teacher, The challenge of teaching. Individual differences and likenesses. Teaching and learning: Conditions that facilitate learning. A teacher in the schools of a society. Learning to work with other people.

**Unit – V: Challenges in School:**

Behavioral issues in children: aggression, bullying, violence, cheating, stealing, impulsive behaviors.

Communication problems and disorders: stuttering, stammering

Social behaviors: peer isolation, peer relationship and peer culture, family relationships, divorce single parenting & adoption.

**Text Book:**

S.K.Mangal Educational Psychology, Prakash Brothers Educational Publications, Ludhiana 1982.

**Reference Books:**

1. H.R. Bhatia A Text Book of Educational Psychology Macmillan India Ltd.1997
2. S.N. Rao Educational Psychology. Wiley Eastern Limited 1990.
3. Coladarci, A. P. (ed.), Educational Psychology, A Book of Readings. New York: The Dryden Press, 1955.
4. English, H. B., A Student's Dictionary of Psychological Terms, 4th ed., New York: Harper & Brothers, 1934.

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**SEMESTER VI**  
**BA**  
**ADOLESCENT PSYCHOLOGY**  
**DSC**

**SCHEME OF INSTRUCTION**

Hours per Week: 3  
Credits: 3  
Instruction Mode: Lecture  
Course Code: **BA-07-403-22T**

**SCHEME OF EXAMINATION**

Maximum Marks: 100  
Internal Assessment: 40  
External Examination: 60  
External Exam Duration: 3hrs

**Course Objectives:**

This course aims to make students understand:

*To familiarize students about adolescent psychology & make them understand various adolescent issues & the affects of puberty their behavior.*

**Course Outcomes:**

By the end of the course, the students will:

- Recognize various stages of human development and principles of development.
- Classify the pubertal changes and its impact on behavior.
- Apply the concept of self and self esteem and also should understand social development.
- Distinguish between various physical and psychological health issues, drug abuse delinquency educational issues and vocational choices.
- Interpret the concept of personality development, enhancing confidence & improving relationships.

**Unit – I: Introduction:**

The Nature and Principles of Human Development, Determinants of Human Development  
Stages of Human Development.

Concept of Development tasks - Developmental tasks at Adolescence.

**Unit – II: Physical Development in Adolescence:**

Pubertal changes, Body growth, Psychological impact of Puberty and Adolescence – Reaction to  
Pubertal changes, early and Late Maturation.

**Unit – III: Emotional and Social Development in Adolescence:**

Erickson's theory – Identity versus Role Confusion

Factors that affect Identity Development - Changes in Self Concept and Self-esteem.

Social development: Changes in Family roles and responsibilities

Changes in Friendship and Social life.

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**Unit – IV: Issues in Adolescence Period:**

Health Issues – Eating Disorders, Nutritional Disorders and Heterosexual Relationship  
Social Issues – Sexually Transmitted Diseases, Adolescent Pregnancy, Substance Abuse  
Psychological Issues – Teenage Suicide, Depression, Delinquent behavior  
Educational Issues – School Transitions, Academic achievement, Drop out  
Selection of Vocation, Factors influencing Vocational choice and Vocational preparation.

**Unit – V: Personality Development of Adolescence:**

Enhancing Confidence, Decision- Making Skills, Improving Interpersonal Relationships and Emotional Competency, Social awareness.

**Text Book:**

Hurlock, E. B. (2001). *Developmental psychology*. Tata McGraw-Hill Education.

**Reference Books:**

1. Lerner, R. M., & Steinberg, L. (2009). *Handbook of Adolescent Psychology, Volume 1: Individual Bases of Adolescent Development (Vol. 1)*. John Wiley & Sons.
2. *Invitation to psychology* by E.G.Parmeswaran and Dr.C.Beena, Neelkamal publications, 2012.
3. DiClemente, R. J., Hansen, W. B., & Ponton, L. E. (Eds.). (2013). *Handbook of adolescent health risk behavior*. Springer Science & Business Media.
4. Morgan and King (2001). *Introduction to Psychology*. India: McGraw-Hill.

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**SEMESTER VI**

**BA**

**EXPERIMENTAL PSYCHOLOGY IV – ADOLESCENT PSYCHOLOGY PRACTICAL  
DSC**

**SCHEME OF INSTRUCTION**

Hours per Week: 4  
Credits: 2  
Instruction Mode: Demonstration  
Course Code: BA-07-403-22P

**SCHEME OF EXAMINATION**

Maximum Marks: 50  
Internal Assessment: 20  
External Examination: 30  
External Exam Duration: 3hrs

**Course Objectives:**

This course aims to make students understand:

*To familiarize students with practical knowledge of adolescent psychology & help them understand applications of adolescent psychology in various educational & research fields.*

**Course Outcomes:**

By the end of the course, the students will:

- Observe practical knowledge about the influences of adolescence on emotions.
- Execute Practical knowledge on how to manage emotional immaturity.
- Construct tests on intellectual ability and behavioral changes.
- Design various tests on Personality & Behavioral adjustments of Adolescents

1. Baron's Emotional Intelligence Scale for Youth
2. Jalota's General Mental Ability Test (Verbal)
3. WAIS (Performance)
4. Emotional Maturity Scale
5. Children' Personality Questionnaire
6. Achenbach's Scale for Emotional and Behavioral Adjustment.

**Reference Books:**

1. Lerner, R. M., & Steinberg, L. (2009). Handbook of Adolescent Psychology, Volume 1: Individual Bases of Adolescent Development (Vol. 1). John Wiley & Sons.
2. Developmental Psychology by Elizabeth Hurlock, 10th Edition, Neelkamal publications, 2004.