UNIVERSITY OF RAJSHAHI

FACULTY OF EARTH AND LIFE SCIENCE

DEPARTMENT OF PSYCHOLOGY

Syllabus for B.Sc Honours
(4 year Course : Grading System)

Examinations

Part I : 2014
Part II : 2015
Part III : 2016
Part IV : 2017
The students will have to take up the following courses at the levels of Part-I, Part-II, Part-III and Part-IV. Total Marks: 4000

<table>
<thead>
<tr>
<th>Courses</th>
<th>Title of the Courses</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-101</td>
<td>General Psychology</td>
<td>100</td>
</tr>
<tr>
<td>H-102</td>
<td>Research Methodology-I</td>
<td>100</td>
</tr>
<tr>
<td>H-103</td>
<td>Social Psychology</td>
<td>100</td>
</tr>
<tr>
<td>H-104</td>
<td>Development Psychology-I</td>
<td>100</td>
</tr>
<tr>
<td>H-105</td>
<td>Abnormal Psychology</td>
<td>100</td>
</tr>
<tr>
<td>H-106</td>
<td>Statistics in Psychology-I</td>
<td>100</td>
</tr>
<tr>
<td>H-107</td>
<td>Physiology-I</td>
<td>100</td>
</tr>
<tr>
<td>H-108</td>
<td>Practical</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Viva Voce</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Class assessment / Tutorial</td>
<td>50</td>
</tr>
<tr>
<td>H-109</td>
<td>English</td>
<td>non-credit</td>
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Total marks = 900

PART-I; EXAMINATION, 2015

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>H-201</td>
<td>Comparative Psychology</td>
<td>100</td>
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<tr>
<td>H-202</td>
<td>Development Psychology</td>
<td>100</td>
</tr>
<tr>
<td>H-203</td>
<td>Industrial Psychology</td>
<td>100</td>
</tr>
<tr>
<td>H-204</td>
<td>Psychoanalysis</td>
<td>100</td>
</tr>
<tr>
<td>H-205</td>
<td>Test and Measurement</td>
<td>100</td>
</tr>
<tr>
<td>H-206</td>
<td>Statistics in Psychology-II</td>
<td>100</td>
</tr>
<tr>
<td>H-207</td>
<td>Physiology-II</td>
<td>100</td>
</tr>
<tr>
<td>H-208</td>
<td>Practical</td>
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<tr>
<td></td>
<td>Viva Voce</td>
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<td>Class assessment / Tutorial</td>
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Total marks = 950
# PART-III; EXAMINATION, 2016

<table>
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<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>H-301</td>
<td>Clinical Psychology</td>
<td>100</td>
</tr>
<tr>
<td>H-302</td>
<td>History of Psychology</td>
<td>100</td>
</tr>
<tr>
<td>H-303</td>
<td>Educational Psychology</td>
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<tr>
<td>H-304</td>
<td>Counselling and Guidance</td>
<td>100</td>
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<tr>
<td>H-305</td>
<td>Organizational Behaviour</td>
<td>100</td>
</tr>
<tr>
<td>H-306</td>
<td>Environmental Psychology</td>
<td>100</td>
</tr>
<tr>
<td>H-307</td>
<td>Psychology of Crime</td>
<td>100</td>
</tr>
<tr>
<td>H-308</td>
<td>Research Methodology-II</td>
<td>100</td>
</tr>
<tr>
<td></td>
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<td>Viva Voce</td>
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<tr>
<td></td>
<td>Class assessment/Tutorial</td>
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Total marks = 1050

# PART-IV; EXAMINATION, 2017

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>H-401</td>
<td>Perception</td>
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<tr>
<td>H-402</td>
<td>Learning</td>
<td>100</td>
</tr>
<tr>
<td>H-403</td>
<td>Motivation</td>
<td>100</td>
</tr>
<tr>
<td>H-404</td>
<td>Personality</td>
<td>100</td>
</tr>
<tr>
<td>H-405</td>
<td>Advanced Social Psychology</td>
<td>100</td>
</tr>
<tr>
<td>H-406</td>
<td>Cognitive Psychology</td>
<td>100</td>
</tr>
<tr>
<td>H-407</td>
<td>Consumer Behaviour</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Practical</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Viva Voce</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Fieldwork/Project/Thesis</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Class assessment/Tutorial</td>
<td>50</td>
</tr>
</tbody>
</table>

Total marks = 1050
PART-I
Examination- 2014
Course : H-101  Marks-100
General Psychology

1. **Introduction:** Definition, Subject matter and scope of Psychology; Psychology as a Science; Perspectives in psychology-psychobiology; Psychodynamics; Behavioral, Humanistic, Cognitive Psychology and other related fields.


3. **Perception:** Sensation and Perception: 1-actors determining Perceptual Organization; Selectivity in perception: Perception of Depth and movements; Constancy in perception Illusion and Hallucination.

4. **Motivation and Emotion:** (a) Nature of motivation; motivational cycle; Classification of motives-prima, secondary and other complex motives. (b) Emotions: naturae of emotion; Emotion as facilitative and disruptive process; Bodily changes in emotions; theories of Emotion.

5. **Learning:** Nature and essential factors of Learning; Types of Learning-Trial and En-or, Learning, Classical and Operant conditioning, Learning by Insight, learning and performance.

6. **Retention and Forgetting:** Memory systems and information processing approach: The Sensory, Short Term and Long Term Memory; Factors affecting retention and forgetting; Methods arid measuring Retertion; Causes of forgetting; Improving Memory.

7. **Thinking and Problem Solving:** Nature and types of thinking: Process of concept formation: Problem solving; Creative thinking.
8. **Psychology of Individual difference:** (a) Intelligence-Nature and Determinants of intelligence: Heredity Vs. environment; Tests of Intelligence. (b) Nature and Determinants of Personality: Measurement of Personality; inventories and projective techniques.

**Suggested Readings:**

9. আফছার উদ্দিন মোঃ, সাধারণ মনোবিজ্ঞান, ২য় সংস্করণ, রাজশাহী বিশ্ববিদ্যালয় পাঠ্যপুস্তক প্রকাশনা বোর্ড, রাজশাহী।
10. সরকার নীহার রঞ্জন; মনোবিজ্ঞান ও সোহেল পাবলিকেশন, ঢাকা।
11. আলী, এম, অর, আধুনিক মনোবিজ্ঞান, মাত্রিক ব্রাদার্প, ঢাকা।
12. ফখরুজ্জামান মীর, সাধারণ মনোবিজ্ঞান, বই বিতান, ঢাকা।
1. **Nature of Science:** Science and Common Sense. Goals and objectives of Psychology as a science; The Experimental method; Experiment versus Systematic observation; Stimulus and response; nature and scope of Experimental Psychology. Experiment versus systematic observation.

2. **Variables:** Concept of variables-Independent, dependent, organismic and extraneous variables; Experimental variables and control of variables, Measures of dependent variables, nature of experimental control, Determining extraneous variable. Techniques of control, the experimenter as an extraneous variable.


5. **Designing and conducting experiments:** Types of experiment. Steps in planning an experiment. Conducting an experiment, an example.


7. **Experimental design:** Two randomized group design. Multiple group design. Two matched group design. Factorial design. Repeated measurement design. Correlational design.

8. **Quasi experimental design:** The one group pretest and post test design. Nonequivalent comparison group design, Interrupted time series design.

9. **Report writing:** Writing research reports.
10. **Ethics of experimental research:** Research ethics: Ethical guide for human research, Ethical principles in research with animals.

**Suggested Readings:**

2. Andreas BG,: Experimental Psychology, John Wiley & sons Inc, N.Y.
7. Osgood GF.: Methods and theory of Experimental Psychology.
Course: H-103
Introduction to Social Psychology


2. **Methods of Social Psychology**: Case History, Social Survey, Questionnaire, Interviews, Experimental and Observational Methods, Sociometry.

3. **Socialization**: Definition, Nature and Components-Primary and Principles Social learning Process and Socializing Agents; Effects of Socialization; Socialization of Motives, Culture, Personality and Behaviour.


5. **Values**: Definition, Nature, Characteristics and Types of Values: Measurements of Values-Allport-Vernon-Lindzey (AVD) and Rokeache’s Value Inventory.


10. **Interpersonal Attraction:** Definition, Determining Factors and Theories of Interpersonal Attraction.

**Suggested Readings:**


15. আরা, শখকত (২০০৬) উচ্চতর সমাজ মনোবিজ্ঞান, জ্ঞান বিতরী, ঢাকা, দ্বিতীয় সংস্করণ।

16. ফখরুজ্জামান, মীর (১৯৭৬) সমাজ মনোবিজ্ঞান, বই বিতান, ঢাকা।

17. বেগম, হামিদা আক্তার (১৯৯৩) আধুনিক সমাজ মনোবিজ্ঞান, রাফারেল শাহুরিয়ার, ১২/এফ ফুলার রোড নীলক্ষেত, ঢাকা-২।

18. হক, জেহরল (১৯৯৪) সমাজ মনোবিজ্ঞান, প্রগতি প্রকাশনী, রাজশাহী।
Course: H-104
Developmental Psychology-I Marks- 100

1. **Introduction:** (a) Definition, subject matter and scope of Developmental Psychology, (b) Historical development of Developmental psychology. (c) practical applications of child psychology, (d) Periods of life span.

2. **Research methodology used in Developmental Psychology:** (a) Observational method, (b) Experimental method. (c) Cross sectional and Longitudinal methods, (d) Case study method, (e) Questionnaire method; (f) Interview method, (g) Twin studies.

3. **Pre-natal development:** The genetic code, the sex cells, chromosomes, Genes, Patterns of inheritance. Conception, three stages of prenatal development, Factors influencing prenatal development-maternal and external factors. (a) Conception and human development. (b) Three stages of prenatal development: maternal factors and external factors.

4. **Infancy:** (a) Birth: The birth process. Birth complications. (b) Important characteristics of the infancy period, (c) Partunate and Neonate: Physiology and functioning. Behavioral capacities. Sensory capacity. Adjustment problems.

5. **Babyhood:** Important characteristics of the Babyhood period.

6. **Childhood:** Important characteristics of the Childhood period.

7. **Puberty:** Important characteristics of the Puberty period.

8. **Theories of Child development:** Psychoanalytic Approach to the child. Psycho-Social theory of child development Piaget’s cognitive approach to the child development.


Suggested Readings:

2. Sultana Banu, Bikash Monobigyan, 1st Part. Bangla Academy.
Chapter-I: Introduction
Definition, Subject matter and scope of abnormal psychology; Relationship of Abnormal Psychology with other sciences; Historical Background of Abnormal Psychology; General Causal factors in abnormal behaviour.

Chapter-II: Classification of abnormal behaviour
Usefulness of diagnosis; Diagnostic categories; Reliability and validity of diagnostic categories; WHO (World Health Organization) and ICD (International Classification of Diseases); APA (American Psychiatric Association) and DSM (Diagnostic Statistical Manual).

Chapter-III: Research strategies
Case history, Observation, Interview, Experiment, Psychological test and Biological assessment; Ethical issues in the study of abnormal behaviour

Chapter-IV: Stress and adjustment disorders
Stress and stressors; Coping strategies: defense mechanisms; Reactions to common life stressors: unemployment, bereavement, divorce; Acute stress disorder and post-traumatic stress; Reaction to catastrophic events, rape, military combat forced relocation. Causal factors, Treatment and prevention of stress disorders.

Chapter-V: Panic, anxiety and related disorders
Anxiety disorders; Phobic disorders; Panic disorder; Obsessive-compulsive disorders; Causal factors, treatments and outcomes.

Chapter-VI: Somatoform and dissociative disorders
Somatoform disorders: Somatization, Hypochondriacs, Pain disorder, Conversion disorders; dissociative disorders: Amnesia
and fugue, Identity disorder, Depersonalization; Casual factors, treatments and outcomes.

Chapter-VII: Schizophrenia and delustional disorders
The Schizophrenia-Clinical picture subtypes; causal factors. treatments and outcomes, Unresolved issues. Delusional disorders: Clinical picture, Casual factors, Treatment and outcomes, Unresolved issues.

Chapter-VIII: Cognitive impairments
Mental Retardation; Autism; Attention Deficit Hyperactivity; Specific Learning Disorder (SLD); Childhood depression; Brain Damage and adult Disorders: Alzheimer’s disease, Parkinson’s Disease; Treatment and outcomes.

Chapter-IX: Addictive and personality disorders
Personality disorders: Antisocial personality, Psychopathy: Substance related and other addictive disorder: Juvenile Delinquency, Sexual dysfunction: Treatments and outcomes.

Chapter-X:

Suggested Readings:


11. নীহার রঞ্জন সরকার ও তনুজা সরকার, অস্বাভাবিক মনোবিজ্ঞান; মানসিক ব্যাধির লক্ষণ, কারণ ও আধুনিক চিকিৎসা পদ্ধতি,

12. মষ্ঠুর আহমদ অস্বাভাবিক মনোবিজ্ঞান, ঢাকা: জানকোষ প্রকাশনী।

13. আবুল খালেক (সম্পাদিত) মন ও মনোবিজ্ঞান, ঢাকা: ইউনিভার্সিটি প্রেস লিঃ।
Course: H-106  
Statistics in Psychology-I  
Marks-100

1. **Introduction:** Meaning and scope of Statistics; Classification of statistics; Its uses in Psychology, Scales of Principles of number; Measurements; Types of variables.

2. **Collection and Presentation of data:** Meaning, Types, Methods of collection, Graphical representation of data, Bar diagram, Pie Chart, Histogram, Frequency polygon, Cumulative frequency curve, Cumulative percentage curve or Ogive.

3. **Univariate distribution:** Measures of central tendency and their uses; Measures of dispersion and their uses; Percentile point and percentile rank, Moments, Skewness and Kurtosis.

4. **Probability and Curve Fitting:** Meaning and types of probability, Addition and multiplication, Laws of probability; Binomial distribution, Poisson distribution, Normal distribution, Application and interpretation of these probability curves.

5. **Correlation:** Meaning, Scattered diagram: Types and Uses of correlation, Product moment correlation, Rank correlation.

6. **Linear Regression:** Meaning and its computation, Principles of Least square, line of best fit, Residual analysis.

7. **Sampling:** Population, Sample, Statistic and Parameter, Methods of Sampling, Advantage and Disadvantage of sampling, Sampling error, Sampling bias.

**Suggested Readings:**


10. নীহার রঞ্জন সরকার : মনোবৈজ্ঞানিক পরিমাপন ও পরিসংখ্যান।
Chapter-I: Introduction:
(a) Definition, Subject matter and scope of Physiology, (b) Relationship of Psychology with Physiology.

Chapter-II: Cell Biology
(a) Introduction to different types of cells, (b) Typical human cells, (c) Some historical events in cell biology, (d) Molecular Structure of Human cells.

Chapter-III: Nervous system
(a) Different types of Neurons, (b) The synapse: Chemical and electrical functions in synaptic activities, (c) Transmissions of sensation, (d) Structure and Functions of Human nervous systems (central, peripheral and autonomic), (e) Reflective behaviour. (1) Information processing, (g) Relationship of nervous system with human behavior.

Chapter-IV: Spinal cord and Brain
Structure of human spinal cord, (b) structure of human brain, (c) Functioning of spinal cord and brain as related to human behavior.

Chapter-V: Visual Sense Organs
(a) Structure and Functions of Human Eye, (b) Visual Sensation and Human behavior.

Chapter-VI: Auditory sense Organs
(a) Structure and Functions of Human Ear, (b) Auditory Sensation and Human behavior.

Chapter-VII: Cutaneous Sensation
Structure and Functions of Human skin, (b) Different types of cell related to pressure, pain, warmth and cold sensation. (c)
Distribution of cutaneous receptors and adaptation, (d) Cutaneous sensation and human behavior.

**Chapter-VIII: The Chemical Senses**

Structure and Functions of Olfactory and gustatory sense organs, (b) Relationship of Olfactory gustatory sensory system with behavior.

**Chapter-IX: Genetics and Behavior, Introduction to Genetics:**

Chromosomes, Gene, DNA, RNA, Recent findings of Genetic engineering related to human behaviour, Basic principles of genetics, Patterns of Inheritance, Meiosis and Mitosis, Mechanism of Heredity, Genes and genetic change.

**Suggested Readings**

Williams L. : Gray’s Anatomy; Churchill Livingstone, London.

Guyton and Hall; Textbook of Medical Physiology, Prism Book (Pvt.), London.


ড. তাতারিনত, মানুষের অ্যানাটমি ও ফিজিওলজি; মীর প্রকাশন, মঙ্কো।

পাওঃ এস এন.; ফিজিওলজি শিক্ষা: পুলক প্রকাশনী, ঢাকা।
Course: H-108
Practical
Marks-150

The practical examination shall be of three days, and of six hours duration on each day. The distribution of marks shall be as follows:

1. Continuous class assessment = 45
   (class attendance = 10 + note book = 10 + class evaluation = 25)
2. Experiments (3 days) = 105

Experiments

1. To study Muller-Lyer illusion by the method of average error.
2. To study Effect of Fore Period on Reaction Time.
3. To Compare the accuracy of Monocular and Binocular Depth Perception.
4. To study Bilateral Transfer in Sensory motor learning.
5. To map out Retinal Zones of Colour Sensitivity.
7. To measure Immediate Memory Span.
8. To study Division of attention.

Suggested Readings:


8. আহমদ মুহম্মদ উদ্দিন; পরীক্ষাগারে মনোবিজ্ঞান, রাজশাহী বিশ্ববিদ্যালয়।

9. সরকার নীহার রজন; পরীক্ষণ ও পরিমাপন সোহেল পাবলিকেশন, ঢাকা।

10. ফকরুজামান, মীর; পরীক্ষণ মনোবিজ্ঞান, বই বিতান, বাংলাবাজার, ঢাকা।

11. ফারুক তাসকিন ও খানম মাস্তুরা; মনোবিজ্ঞান পরীক্ষণ, নিরালক মুখোপাধ্যায়, রাজশাহী।

12. হক মোহাম্মদ ও আফরোজ নাজমন্দী; মনোবিজ্ঞানিক পরীক্ষণ পদ্ধতি প্রক্রিয়া ও অন্যান্য, আলেয়া বুক ডিপো, ঢাকা।
Course: H-109
English Language (Non-Credit)    Marks-150
Translation – from Bengali to English, English to Bengali – Comprehension – Paragraph Writing – Letter / Application Writing – Amplification – Appropriate Preposition – Correction – Idioms and Phrases.
1. Introduction
   1. Definition, subject matter & scope of comparative Psychology
   2. (i) Historical background of comparative psychology
   b. (ii) Big-bang theory
   b. (iii) Theory of Evolution,
   3. (i) Methods used in comparative psychology
   c. (ii) Experiments
   c. (iii) Ethological approaches
   4. Problems in behaviour Taxonomy.

2. Perception
   2.a. Comparison of the sensory organs of human and animal beings
   2.b. Information processing in human and animal beings
   2.c. Perceptual process of human and animal beings
   2.d. Comparison of concept formation in human and animal beings.

3. Learning
   3.a. Basic learning theories
   3.b. Distribution of learning abilities in Phylogenetic scale
   3.c. Comparison of Generalization & discrimination process in human and animals
   3.d. Comparison of conditioning process in human and animals
   3.e. Comparison of observation process in human and animals
   3.f. Comparison of insightful learning in human and animals

4. Instincts and motives
   4.a. Tropism, Reflex, +uoth behaviour changes
   4.b. Psychological & Ethological theories related to instincts.
   4.c. Biological motives in human and animal beings
4.d. Secondary and complex motives in human and animal beings
4.e. How the instincts and motives are different in animals in relation to behaviour taxonomy.

5. 5. Emotion
5.b. Physiological changes under emotion in human and animal beings
5.c. Chronological changes in animal emotion since big-bang and predicted changes.

6. Social Behaviour
6.i. Leadership trends/mechanisms/classification
6.ii. Behavioural patterns among the followers
6.iii. Social norms in animals and human beings
6.iv. Socialization process in relation to intelligences, perception and learning

7. Abnormal Behaviour
7.a. Experimental Neurosis
7.b. Behavioural Disorders observed in animals
7.c. Biochemical, Psychological and environmental factors related to abnormal behaviour in animals.

8. Unresolved issues
8.a. Role of electromagnetic fields & behavioural changes
8.b. Bio-Chemical changes: environment, stress, bacteria & viral infections
8.c. Animal cloning & predicted behavioural changes

Suggested Readings
d. Menn, N.N.; Hand Book of Psychological Research, Hougton & Mifilin, Boston.
e. Moss, F.A. et.al; Comparative Psychology, N.Y. Prentice Hall Inc.
g. Water, R.M. et.al.; Principles of Comparative Psychology; N.Y., McGraw Hill.
Course: H-202
Developmental Psychology-II   Marks-100

1. **Early Adolescence:** Characteristics of the Period, Physiological changes of this period, Emotional, Social and moral development, Interest in adolescence, Changes in the self-identity, Relationship with parents, Problems of the adolescence.

2. **Late adolescence:** Characteristics of the period, Intellectual development during this period, Delinquency. Differences in sexual interest of boys and girls, Changes in friendship and social life. Areas of adolescence stress.

3. **Adulthood:** Characteristics of this period, Theoretical perspective on adult development: (a) Bhuler’s theory (b) Erikson’s Psychosocial theory, Marriage. Divorce. Single life. Vocational adjustment Parenthood.

4. **Middle Age:** Characteristics of this age, physical changes and coping with this changes, Personality development during this period, Personal and social hazards.

5. **The Aging:** Characteristics of the period. Intellectual functioning in old age, Physical changes and coping behaviour. Changes in interest during this period, Physical and mental hazards of Aging.


**References**


8. Berk, L.E., Infants, Children and Adolescents, Allyn and Bacon, Boston, Tokyo, Singapore.
10. সুলতানা বানু, বিকাশ মনোবিজ্ঞান, ২য় প্রকাশ, বাংলা একাডেমী, ঢাকা।
Course: H-203  
Industrial Psychology  
Marks-100

1. **Introduction:** Scope and historical development of Industrial Psychology. Human factors in modern Industry. Status of Industrial Psychology.


3. **Fatigue and accidents:** Fatigue, Monotony and boredom; time and motion study, Modern approaches to methods improvement. Causes of accidents in industry, Safety provisions.


5. **Selection and placement program:** Job analysis. Preparation and preliminary try out of predictors. Applications of Psychological Tests in selection. Interviewing.

6. **Training and guidance:** Training needs, Methods of training employees in industries. Transfer from training situation to job situation. Guidance program in Industry.


**Suggested Readings**


12. রোশন জাহান, শিল্প মনোবিজ্ঞান, ঢাকা বিশ্ববিদ্যালয়।

13. খালেক, রহমান ও অন্যান্য, কর্মবিজ্ঞান, বাংলা একাডেমী।

14. ড. আব্দুল খালেক, শিল্প মনোবিজ্ঞান, ঢাকা বিশ্ববিদ্যালয়।
Course: H-204
Psychoanalysis    Marks-100

1. **Introduction:** Freud and his predecessors. A brief life sketch of Freud. History of development of Psychoanalysis, its relationship to abnormal psychology and psychiatry. An outline of different psychoanalytic thoughts.

2. **Freud’s theory of personality,** Structure of personality levels of consciousness. Id. Ego, Superego. Dynamics of personality, Freud’s concept of psychic energy, Freud’s theory of Instincts, Development of personality, stages of pre genital and genital psychosexual development.


5. **Individual psychology of Adler:** Basic conception Adlers theory of personality. Adler’s views on dream and neurosis. Individual psychological treatment of neurosis.

6. **Neo Freudians:** The main difference between Freudians and Neo Freudians approach. Basic concepts of Karen Honey. Erich Fromm and Harry Stack Sullivan, Erikson Neo Freudians views on neurosis.

7. Experimental studies on Psychoanalytic concepts.

**Suggested Readings**


8. Hall C.S. & Lindzey, G.; *Theories of Personality*, John Wiley & Sons, Inc. N.Y.


10. Munroe R.L.; Schools of Psychoanalytic Thoughts, Henry Holt & Co. Inc. N.Y.


12. সরকার, সুনীল কুমার; d ¼ W, পশ্চিম বঙ্গ রাজ্য পশ্চিম বঙ্গ, কোলকাতা।
Course: H-205  Marks 100
Psychological Test and Measurement

1. **Introduction:** Definition of psychological test, principal characteristics of psychological test, types of psychological test, uses of psychological test, sources of information about test. Definition of measurement, advantages of measurement, Evaluation and measurement, basic postulates to measurement. General levels of measurement.


4. Intelligence Test: Definition of intelligence; Nature of intelligence; Development of intelligence test. Binet-Simon Intelligence Test and Wechsler Intelligence Test.

5. Achievement Test: Construction of classroom test in different Essay type examination vs. objective type examination. Achievement Batteries. Uses and misuses of achievement test.

6. Aptitude Test: Multiple Aptitude Batteries for general use and for special programs: DAT, Mechanical Aptitude, Sensory capacities, Motor functions, Creativity and reasoning.


**Suggested Readings**


1. **Some Basic Concepts of Hypothesis Testing:** Types of hypothesis, level of significance, Degree of Freedom, Type I & Type II. One Tailed and Two tailed test.

2. **Test of Hypothesis:** Meaning and steps in testing hypothesis.

3. **Parametric Tests:** Z-test, t-test, F-test. Analysis of variance-one way and two way analysis.

4. **Test of significance:** Test of significance of Means. Proportions, variances and correlation coefficients.

5. **Non Parametric Tests:** X2 test, Test of independence, Test of goodness of fit, sign test, Mann-Whitney U-test Kruskal-Wallis one way analysis of variance. Frideman two way analysis of variance.

6. **Estimation:** Meaning, Type of Estimate, Point and Interval Estimate. Properties of good estimator.

7. **Experimental Design:** Characteristics of good experimental design, Completely Randomized design, Randomized Block design, Latin square design, Mixed design.

**Suggested Readings**


Chapter II: Contracting cells and muscle action: Primitive contraction and Locomotion, Types of Muscles, Mammalian Striated Muscle Tissue, Smooth Muscle properties, Innervation, Cardiac Muscle, Muscle tension.


Chapter IV: Digestive System: Structure and function of different Organs in the Digestive System, Diet and behavior.

Chapter V: Respiratory System: Mechanism of Respiration, Transportation of Oxygen and Carbon di-Oxide, Regulation of Respiration, Artificial Respiration, Respiration and Human behaviour.

Chapter VI: Physiology and Motivation: Hunger, Thirst and Sex; Homeostasis. The Motivation Instinctive behavior, The Concept of Need, Releasers and sensitizers. The concept of Drive: Physiological aspects of hunger and Thirst; Its relationship with different organs of the body and context, Different Experiments and theories related to hunger and thirst.

Chapter VIII: Sleep, Dreaming, and Circadian Rhythms, The Physiological and behavioral correlates of sleep, REM Sleep and Dreaming, Circadian Sleep cycles, Effects of Sleep Deprivation, Neural mechanism of sleep disorders.

Suggested Reading

9. ভ. তাতারিন্দ, মানুষের অ্যানাটমি ও ফিজিওলজি, মীর প্রকাশন মঞ্চে।
10. পার্বে, এস.এম.; ফিজিওলজি শিক্ষা, পুলক প্রকাশনী, ঢাকা।
The practical examination shall be of four days, and of six hours duration on each day. The distribution of marks shall be as follows:

1. Continuous class assessment = 45
   (class attendance 10 + note book = 10 + class evaluation = 25)
2. Experiments (3 days) = 105

Experiments

1. The point tactual discrimination by the method of limits.
2. Comparison of intentional and incidental learning.
3. Comparison of simple and discriminative reaction time.
4. To study retroactive inhibition.
5. To study rate of learning as a function of amount of materials to be learned.
6. To study effect of knowledge of results and verbal incentive on muscular work.
7. To measure span of apprehension.
8. Mapping the blind spot.

Suggested Readings:


8. আহমদ মন্থুল ও নূরক্কাসু মুহম্মদ; পরীক্ষাগারে মনোবিজ্ঞান, রাজশাহী বিশ্ববিদ্যালয় ।

9. সরকার নীহার রঞ্জন; পরীক্ষণ ও পরিমাপন সোহেল পাবলিকেশন, ঢাকা ।

10. ফখরুজ্জামান, মীর; পরীক্ষণ মনোবিজ্ঞান, বই বিতান, বাংলা বাজার, ঢাকা ।

11. ফারুক তাসহিনা ও খানম মাদার; মনোবিজ্ঞান পরীক্ষণ, নিরালা মুদ্রণ, রাজশাহী ।

12. হক মোজাম্মেল ও আফফরোজ নাজমী; মনোবৈজ্ঞানিক পরীক্ষণ পদ্ধতি প্রক্রিয়া ও প্রয়োগ, আলেয়া বুক ডিপো, ঢাকা ।
PART-III
Examination- 2016
Course : H-301
Clinical Psychology

1. **Introduction:** Nature of Clinical Psychology. Historical background of Clinical Psychology, Clinical Psychology and related fields (e.g. Psychiatry, counseling psychology, Psychiatric social work), Functions of a Clinical Psychologist and the Clinical as a person. Nature of Mental Health.

2. **Clinical Assessments:** Interdisciplinary approach in Clinical assessment. Physical and Neurological examination, Preparation of cases history, Clinical interview. Observation and Projective test of personality. Use of Tests: Tests of intelligence and Aptitudes, Objective and Projective test of personality, Use of Test battery.

3. **Therapy:** An introduction to treatment of maladaptive behaviour, Interdisciplinary approach in treatment, Biology based therapies: Shock therapy, Psychosurgery and drug therapy.

4. **Psychotherapy:** An Introduction to psychotherapy, Objectives and strategies of psychotherapy.
   (a) Depth psychotherapy: Freudian Psychoanalytic therapy and other analytical therapies of Adler, Jung and Neo Freudians, Sullivans interpersonal therapy.
   (b) Hypnotherapy
   (c) Behavior therapy and cognitive behavior therapy
   (d) Group Psychotherapy and psychodrama, Encounter Groups
   (e) Humanistic Existential psychotherapy: (i) Client centered therapy, (ii) Logo therapy, (iii) Gestalt therapy (iv) Existential psychotherapies (v) T.A. Transactional analysis
   (f) Gestalt therapy
(g) Family therapy

**Suggested Readings**


Chapter I: Background

a. Ancient ideas and thoughts
b. Aristotle’s views
c. Darwin’s theory of Evolution
d. Contribution of Galton
e. Psychophysics
f. Experimental Psychology

Chapter II: Schools of Psychology

a. Structuralism: The beginning, the Structural Psychology of consciousness experience. European Structuralism.

b. Functionalism: The beginning, experimental functional Psychology, the Chicago school, the European Functionalism.

c. Associationism: The older associationism, newer associationism, Thomdike and Pavlov’s theory.

d. Behaviourism: Early and later behaviourism, Psychological explanation of behaviour.

e. Gestalt Psychology: Conception of a mind as a whole, Gestalt approaches to perception and learning, main contributions of Wertheimer, Koffka and Kohler, theory of field dynamics, Tolman’s sign gestalt theory.

f. Psychoanalysis: Basic contributions of Freud, Adler and Jung, The Neo Freudians.

g. Soviet Psychology: Reflexology, Reactology, Pavlovianization, Societ Psychology since 1950.

Chapter III: Psychology since World War-II

a. Applied psychological sciences
b. Biological interpretations of behaviour
Chapter IV: Psychology in Bangladesh

a. Development in the Educational Institutions
b. Application of Psychology in Bangladesh
c. Problems and prospects of Psychology in Bangladesh.

Suggested Readings


5. Flugel, J.G.; *Hundred Years of Psychology*; Gerald Dueworth, London.

6. নাজনীন সুলতানা; বাংলাদেশ মনোবিজ্ঞান চার্টা, gb । g‡bweÁ vb (খালেক সম্পাদিত), ইউনিভার্সিটি প্রেস লি., ঢাকা।

7. সরকার নীহার রঞ্জন, হক মঙ্গুল; খালেক আবদুল; g‡bweÁ v‡bi BvZ nvm l gZ ev', ঢাকা বুক করপোরেশন।
1. **Introduction:** Nature of Educational Psychology, Relation between Education Psychology and General Psychology. Aim and Scope of Educational Psychology, Methods of studying educational problems.

2. **Growth and Development:** Nature of growth and development, Principles of development, Developmental tasks of childhood and adolescence, Heredity vs. environment.

3. **The Learner:** The family's contribution to learning, the family situation. The emotional climate of the family. The family as an Interpreter and transmitter of the culture. Social classes as molders of personality and behavior. The learner and his group developing relationship with others.


5. **Transfer of Learnings:** Nature of transfer. Theories of transfer. Teaching for transfer.

6. **Approaches to the Learning Situation:** Teacher centered approaches. Teacher centered vs. student centered methods. Increasing complexity of educational problems.


8. **Problems of School Discipline:** Nature of school disciplinary problems. Types of discipline, Guiding principles for keeping discipline.

Objective and essay type tests. Aptitude and Achievement tests. Teacher made objective tests vs. standardized objective tests.

**Suggested Readings**

9. Huda, Dr Moslem; *Shiksa Monobrgvan*, Bangla Academy, Dhaka.


Course: H-304
Counselling and Guidance Marks-100

1. **Introduction**: Development of guidance and counseling, nature of counseling, need and purpose of counseling, theories of counseling, Remedial counseling. Marriage counseling. Religious counseling, Placement counseling, Directive and non-directive counseling, Psychotherapy and counseling.


3. **Group Counselling**: Case for group counseling structuring groups; limitations and assumptions of group counseling. Mechanics of groups counseling; Types of groups; process of group counseling; similarities and differences between individual and group counseling.

4. **Vocational choice**: Vocational types of counseling. Importance of vocational choice in counseling. Determinant of vocational choice, Theories of vocational choice.

5. **Occupational Information**: Vocational counseling and occupational information. Occupational diagnosis, appraisal placement, and follow up.

6. **Psychological Tests and their diagnostic uses in counseling**: The purpose tests serve; Principal type of counseling test: Tests selection and administration, Interpretation and communication of tests results.

7. **Interviewing in counseling**: Importance of initial interview; Client Expections. Counselor Attitudes, Goals of the initial interview; Steps and techniques of counseling interview, decision making interview.

8. **The evaluation of counseling effectiveness**: Evaluation of guidance programs: Effects of counseling on school
achievement; Effects of counseling in vocational and personal adjustment: Counseling in rehabilitation settings.

9. **Professional Ethics:** Development and observance of professional ethics.

**Suggested Readings**

10. Sundberg N.D: Clinical Psychology; N.Y. Appleton Century Crofts.
Course: H-305
Organizational Behaviour

1. **Introduction:** Definition of organizational behaviour, key elements of organizational behaviour, fundamental concepts, historical development of organizational behaviour. An organizational behavior system, elements of the system, models of organizational behavior.


3. **Stress and well being at work:** Definition of stress, Sources of stress, consequences of stress, individual differences in stress, managing work-related stress.

4. **Job design:** Job rotation, job enlargement, job enrichment, job characteristics model.

5. **Organizational development and change:** Basic process in organizational development, organizational development intervention. Definition of change, forces of change, resistance to change, management of change.

6. **Leadership:** The nature of leadership, Leadership styles: Behavioural approaches to leadership style; Transformational Perspective of Leadership, Contingency approaches to Leadership style: Contingency Model, Path-Goal Model of Leadership and Situational Leadership Model; current issues in leadership.

7. **Communication:** Definition and Functions of communication, the communication process, communication barriers, Improving interpersonal communication, Cross-cultural and gender communication.
8. **Conflict and Negotiation**: Definition of conflict, the conflict process; sources of conflict, Interpersonal conflict management styles, structural approaches to conflict management, resolving conflict through negotiation, Third — Party conflict resolution.

9. **Organizational Power and Politics**: The meaning of power, sources of / power, contingencies of power, consequences of power. Organizational Politics---types, conditions and controlling political behavior.

10. **Team Dynamics**: Definition of team; Teams and Groups; Types of teams; Team development; Team norms; Team roles; Team building; The problems with teams.

**References:**


Course: H-306
Environmental Psychology & Population
Marks-100

1. **a. The Environment:** Current Events influencing Environmental Psychology.
b. Definition of Environmental Psychology
c. Man his environment and behaviour their relationships.

2. Models and theories in Environmental Psychology; Research Methods in Environmental Psychology.

3. Environmental Perception, Cognition and Attitude.

4. Environmental Stress:
   a. Defining Stress.
   c. Air, Water and Noise Pollution
d. Territoriality, Privacy and Personal Space
e. Disasters- Natural and Man made disasters
f. Environmental Overload and Control of the Environment.

5. **Application of Environmental Psychology:**
   a. Institutional Design
   b. Residential Design

6. **Psychological Perspective of Population:** Social and Psychological views of fertility. The value of children to parents, modernization, individual modernity and fertility; family size norms.

7. **Personality and attitude towards family planning:** Birth planning incentives.

8. **Population planning:** Contraception and abortion; Psychological reactions to surgical contraception; population redistribution.
Suggested Readings:


2. Carlson, Buskist; Psychology the Science of Behaviour; Allyn and bacon.

3. Fawcett, James T; Population Psychology, Basic Books, N.Y.


1. **Criminology:** Nature, scope and objectives of Criminology: Development of criminology as a branch of science, Schools of Thoughts: Classical Views, Neo-classical views, Positive School, Biological Determinism, Psychological Determinism, Sociological Determinism, Contemporary Criminology.

2. **Nature of Crime:** Definition Psychological, Sociological and Legal; Types of Crime; Crime and Social Structure; Crime as a Social Problem.


4. **The Juvenile Delinquent:** Child Development and Delinquency, Psychological Typology of Delinquency, Neurological and Learning deficit, Social Deficits and Withdrawal, The Neurotic Delinquent, Aggressive Delinquent, Delinquent Gang Member.

5. **The Violent Offenders:** Epidemiology of Violent Crimes, Theories of Violence, Murder, Those who threaten Murder, Rape and Sexual Assault, Child Abuse, Armed Robbery.

6. **Sex offenders:** Definition, Classification, Causes and Characteristics of sex offenders.

7. **Crimes against property:** Larceny, Burglary, Fencing, Arson, fraud, High-Tech Crimes.
8. **Organizational crimes:** White-collar Crimes, its Types, Nature and Classification; Corporate crimes, Environmental crimes, organized crime.

9. **Public Order crimes:** (a) Drug Abuse and Crime-Types of Substances used, Epidemiology Theories of Addiction and dependence, Effect of drug use, control and treatment. (b) Alcohol and Crime- Types of Alcoholism and its Epidemiology Theories of the Genesis of Alcoholism, Effects of Alcohol use, Control and Treatment, Social cost of Drug and Alcohol use.

10. **Detection and Punishment:** (a) Techniques of Detection- Witness interrogation, psychological Techniques, Modern, tools and Devices, role of Law Enforcing Agencies in Bangladesh. (b) Forms of Punishment- Capital, Corporal Imprisonment, imposition of fines.

11. **Correctional Services:** Correctional Philosophy- Welfare and justice Approach of Correction Penal system, Rehabilitation. Probation parole, Correction centers.

**Suggested Readings:**

1. Adler, Mueller & Laufer : Criminology (4th eds.)
2. Bohm & Haley : Introduction to Criminal Justice (3rd eds.)
4. Sue Titas Reid : Criminology
5. Sutherland : Principles of Criminology
6. Cibbons : The Criminological Enterprise
7. Barnes & Teeters : New Horizons in Criminology
8. Alexander & Haely : Roots of Crime
The practical examination shall be of four days, and of six hours duration on each day. The distribution of marks shall be as follows:

Continuous class assessment = 45
(percentage= 10, note book = 10 + class exam. = 25)
Experiments (3 days) = 105

Experiments


2. **Research Problems:** What is research problems, Selecting the Problems, Necessity of defining the problems, Technique involved in defining the problems.

3. **Research Design:** Meaning of research design, Need for research Design, Features of a good design, Types of research design: Non-Experimental design, Quasi Experimental Design, Single Group Design, Nonequivalent control group design, Multiple time series design, Experimental design, Laboratory experiment single subject design, Randomized Block design, Randomized group design, Repeated measurement design, Factorial design.

4. **Sampling Design:** Census and sample survey, Implications of a sample design, Randomized group design, Criteria for selecting a sampling procedure, Characteristics of a good sample design, Different types of sample design.

5. **Measurement and scaling techniques:** Measurement in research, Measurement scales, Source of error in Measurement,
Test of sound Measurement. Meaning of Scaling, Scale construction techniques.

6. **Methods of data collection**: Collection of primary data, collection of data through Questionnaires, Collection of data through Schedule, Difference between Questionnaire and schedule, Collection of secondary data, Selection of appropriate method of data collection, Case study method.

7. **Interpretation and report writing**: Meaning of Interpretation, Techniques of Interpretation, Significance of report writing; Different steps in writing report, Types of Report.


**Suggested Readings**:

1. APA Ethical Principles in conducting research with human participants (1973), American Psychological Association. Washington D.C.

2. APA Publication Manual (1986); American Psychological Association, Washington D.C.


5. Kirt, R.E.; Experimental Design; Procedure for Behavioral Sciences; Brooks etc. California.


7. খালেক, এ.; সামাজিক বিজ্ঞানে গবেষণা পদ্ধতি, হাসান বুক হাউস, ঢাকা।

8. ইমাম এম.এইচ.; সামাজিক গবেষণা পদ্ধতি, কাফি বিল্লাহ, ঢাকা।
The practical examination shall be of four days, and of six hours duration on each day. The distribution of marks shall be as follows:

1. **Experiment = 75**
   (a) Continuous class assessment = 23
   (class attendance = 5, note book= 10 & class evaluation=8)
   (b) Experiment (2 days) = 52

2. **Test = 75**
   (a) Continuous class assessment = 23
   (class attendance = 5, note book= 10 & class evaluation=8)
   (b) Test (2 days) 52

**Experiments**

1. To study the effect of overlearning on recall.
2. To study variation in perceived size as a function of distance.
3. To study serial position effects under massed and distributed practice.
4. Punctate distribution of skin sensitivity.
5. Reactions to stress in a conflict situation.
6. To study conditioning of an avoidance response and its extinction
7. Laws of color mixture to verify.
8. Maze Learning

**Test**
To measure intelligence by Standard Progressive Matrices.
To measure intelligence by means of Otis self-administering test of mental ability
To detect personal problems by Mooney Problem Check List.
To measure speed and accuracy of movement by means of Minnesota Rate of Manipulation Test.

To study personal value system by AVI. Study of Values.

To study personality by Bell Adjustment Inventory.

**Suggested Readings:**


11. Cattell, Raymond B; A guideline to mental testing; London University Press.


20. আহমদ মজুর ও নূরজ্জাল মুহম্মদ; পরীক্ষাগারে মনোবিজ্ঞান, রাজশাহী বিশ্ববিদ্যালয়।

21. সরকার নীহার রঙ্গন; পরীক্ষণ ও পরিমাপন সোহেল পাবলিকেশন, ঢাকা।

22. ফখরুজ্জামান, মীর; পরীক্ষণ মনোবিজ্ঞান, বই বিতান, বাংলাবাজার, ঢাকা।

23. ফারুক তাসকিনা ও খানম মাসতুরা; মনোবিজ্ঞান পরীক্ষণ, নিরালা মুদ্রনী, রাজশাহী।

24. হক মোজাম্মেল ও আফরোজ নাজমা; মনোবিজ্ঞানিক পরীক্ষণ পদ্ধতি প্রক্রিয়া ও প্রয়োগ, আলোয়া বুক ডিপো, ঢাকা।
1. **Nature of Perception**: Meaning of Perception and criteria of objectivity in perception, Phenomenal and physicalistic perception Veridical and Non veridical perception; Role of perception in learning and behavior.

2. **Nature of Theory**: Views on the role of theories in Psychology. The significance of theories and the task ahead, aniaude towards theory appraisal, Criteria for evaluating theory.


4. **Gestalt Theory**: Basic concepts of Gestalt system, Corticoelectrical field theory, Difficulties and success of the Gestalt theory.

5. **Adaptation level theory**: Perceptual norm and Frame of Reference, meaning and appraisal of adaptation level, theory, testing the theory, generatizing the theory


8. **Set Approach**: The phenomenon of set, the effects of set as revealed in psychological experiments, the physiology of set, Translation of pyphothesis theory into set concept.


**Suggested Readings**

1. Allport, F.H. Theories of perception and the Concept of Structure.
Course: H-402
Learning

1. Nature of Learning; Learning performance and maturation, verbal and motor learning. The history of learning theory; major issues of controversy in learning theory.

2. Basic principles and background of Pavlovian condition conditioning; processes and concepts of classical conditioning; physiological basis of classical conditioning; Basic types of conditioning Pavlov’s contribution and his position on major issues.

3. American approaches to contiguity conditioning; Watson and Guthrie; Watson’s position of major issues; Guthrie’s contiguity theory of learning and his position on major issues; Festc’s Stimulus sampling theory.

4. Leering through reinforcement: Thorndike and Hull, Thorndike’s early theory and its later revision; Thorndike's positions on major issues; Structure of Hull’s theory; Major intervening variables, Hull’s explanation of behavioral chaining; Changes of Hull’s position on major issues.

5. Skinner’s approach to the contiguity and reinforcement issue; Skinner and generalizability of the laws of leering, Schedules of reinforcement; Skinner’s positions on major issues.

6. Cognitive alternatives; Tolman’s Cognitive theory; Place learning, latent learning, incidental learning; Tolman’s positions on major issues; Gestalt learning theory: Wertheimer, Kohier, Koffka and Lewin. Gestalt positions on major issues. A biocognitive Sensory-motor theory of Maria Montessori and Lewin Research on the effectiveness of the Montessori Method; Montessori’s position on major issues.

7. New-Hullian approaches of Two-Factor principles: Primary principles of the miller and Dollard theory, Dollard’s and
Miller’s positions on major issues Mowers Two-Factor Theory of Learning and his position on major issues.


**Suggested Readings**


Introduction: Nature of motivation; Its Philosophical and Physiological Antecedents: Motive as drive, instinct and incentive; Physiological, Social, Cognitive and Unconscious motive; Problems and importance of motivation.

Measurement of Motivation:

(a) Criteria of the measure of motivation;
(b) Methods of measuring motivation;
   (i) Self-rating by subjects;
   (ii) Rating of motivation by outside observers;
   (iii) Behaviour measure of motivation;
   (iv) Measurement of n-achievement by TAT.

Theories of Motivation: Freud’s Libido Psychoanalytic theory;
Morgan’s Neobehaviouristic Approach;
Lewin’s Field Theory;
The Humanistic Theories of Rogers and Masiow,
(c) The evolutionary theory.
(d) The Social Learning Theories of Rotter and Bandura;
(e) The cognitive-consistency theories
   (i) The Haloance Theory
   (ii) The Equity Theory
   (iii) The Cognitive Dissonance theory;
   (iv) The Self-Perception theory;

Some Representative Experiments I Studies on:
(a) Motivation and Learning
(b) Motivation and Perception;
(c) Motivation and Emotion.

Reference
1. Arkes, H.R. & Garske, J.P.; Psychological Theories of Motivation, Monterey California, Brooks/Cole Publishing Company
4. Chaplin, J.P. and Kraweic. T.S.; Spstens and meories of Psychology, N.Y.,
6. Hail, J.P. Coutt Co.; Psychology of Motivation,. N.Y., J.B. Lipping

11. আফসার উদ্দিন মো; সাধারণ মনোবিজ্ঞান (২য় সংস্করণ) রাজশাহী বিশ্ববিদ্যালয় পাঠ্যপুস্তক অনুষদ ও প্রকাশনা বোর্ড রাজশাহী।

2. Methods of Personality (a) Idiographic approach and nomothetic approach. (b) Observational techniques (c) Interview, (d) Content analysis, (e) Case Study method, (f) Personal documents, (g) Dream analysis.

3. Assessment of personality, Objective Tests and Projective Tests.


5. Theories of Personality. (a) Freuds psychoanalytical theory, (b) Jungs Analytic theory, (c) Social Psychological theories-Adler, Fromm. Homey, Sullivan. (d) Murray’s Personioogy, (e) Allports psychology of Individuality. (f) Maslow’s Holliastic-Dynamic theory, (g) Sheldon’s Constitutional theory of Personality, (h) Factor-theories Eysencks dimensions of personality (i) Cattell’s Traits theory.

6. Contemporary research trend in personality. Personality (j) Roger’s Self theory.


**Suggested Readings**


1. **Subject matter and theories:** Definition, its relations to other social sciences, theories of social psychology, social learning, cognitive, motivational, sociological and socio-biological theories.

2. **Research methods:** Correlational versus experimental design, field versus laboratory settings, socio-metric assessment, Meta analysis, developing and conducting the study, biases, research ethics.

3. **Attitude change:** Processes and determinants of attitude change, organization and changing theory of attitudes, reinforcement, balance, affective cognitive consistency, cognitive dissonance and three processes theory.

4. **Social norm and conformity:** Definition and formation of social norm: definition, nature and factors of conformity, situational and personal.

5. **Intergroup conflict:** Definition, nature and components: effects and development of prejudice and Stereotype; theoretical approaches of prejudice: reducing of prejudice and stereotyped attitude;

6. **Altruism:** Definition, nature of Altruism, Characteristics of the helpers and help-seekers, Theories: Determinants of Altruism.

7. **Aggression and violence:** Definition, nature, causes, control and theories of aggression and violence.

8. **Causal attribution:** Definition, nature, basic principles, and determinants: attribution biases- cognitive and motivational.

9. **Political psychology:** Definition and factors of political psychology; public opinion and voting behavior, media and politics; international conflict, political culture, political participation, political socialization and political attitudes: political behavior and theoretical approaches.
10. **Behavior in Groups:** Group Cohesiveness, Risk-taking behavior

**Suggested Readings:**


Pattern Recognition: Describing patterns template theories, feature theories, structural theories: Models for information processing stages; word recognition.

Memory: (a) The information processing approach; sensory memory- Encoding, storage and forgetting in sensory memory; Importune of sensory memory, (b) Short-Term memory (STM): Transfer from sensory memory to STM; Pattern Recognition. Attention, Encoding and storage in STM; Forgetting in LTM Decaying theory. Interference theory. Retrieval Failure Motivated Forgetting.

Levels of processing: The levels of processing theory, Supportive evidence. Criticisms and Modifications, Encoding; Specificity and Retrieval.

Visual Images: Evidence for image; Visual imagery and learning, mnemonic strategies, limitation of images.

Categorisation: Concept identification, natural category, categorization of novel patterns.

Semantic Organization: Hierachical organization, Verification of semantic statements, semantic network models.

Complex Cognitive Skills: Language-Psychology and Grammar; Comprehension of sentences, Memory for sentences. Implication of sentences.

Suggested Readings:
2. Crider, A.B; Goethals, G.R; Kavanaugh, R.D; Solomon, PR; Psychology, Glenview, Illinois; Scott Foresman & Co.


Chapter-1: Introduction to Consumer Behaviour

a. Definition and scope of consumer behaviour, importance of studying Consumer Behaviour.


c. Source for consumer behaviour knowledge: economies, psychology, social psychology, sociology and anthropology.

d. Application of consumer behaviour knowledge.

e. Historical background of consumerism.

f. Factors influencing consumer behaviour.


Chapter-3 : Consumer Behaviour Research

a. Steps in consumer behaviour research

b. Methods of consumer behaviour research

Chapter-4 Individual determinants of Consumer behaviour


b. Perception: Characteristics, factor affecting consumer’s perception, types and handling of perceived risk, subliminal perception.

c. Learning : Elements of consumer learning, learning theories and consumer behaviour,
d. Personality: Nature of personality; theories of personality in consumer behaviour; self and self images.

e. Attitude: Concept of attitude, structural models of attitude; attitude formation, cognitive dissonance theory


**Chapter-5: Consumer behaviour models**

Nature and types of consumer behaviour models: Marshallian economic model, Pavlovian learning model and Freudian psychoanalytic model.

**Chapter-6: Environmental influences on consumer behaviour**

a. Personal influence: Nature of personal influence; factors affecting personal influence; models of interpersonal flow of communication; opinion leadership; characteristics of opinion leaders

b. Family: Nature and function of the family, family decision making, family life cycle.


d. Culture and social class: nature and classification of culture, Cultural & sub cultural aspects of consumer behaviour, lifestyle social class and consumer behaviour.

**Chapter-7: Consumer decision making**

What is a decision, four views of consumer decision making. A model of consumer decision making.

**Chapter-8: Personal selling**

Nature and information of personal selling: Why do people buy: selling process; kinds and characteristics of sales person; selecting sales person.

**Chapter-9: Advertising**
Definition, classification and objectives of advertising; the advertising massage, massage strategy-copy-art & production; media-types and factors in media selection; methods of evaluating advertising effectiveness.

**Suggested readings**


10. মোহাম্মদ আব্দুল কুদ্দুস; ভোক্তা আচরণ, ঢাকা, বাংলা একাডেমী।
Course: H-408
Practical Marks- 150

The practical examination shall be of four days, and of six hours duration on each day. The distribution of marks shall be as follows:

1. Experiment 75
   (a) Continuous class assessment 23
      (class attendance 5, note book= 10 & class evaluation=8)
   (b) Experiment (2 days) = 52

2. Test = 75
   (a) Continuous class assessment = 23
      (class attendance = 5, note book= 10 & class evaluation=8)
   (b) Test (2 days) = 52

Experiments

1. To study effect of set on perception.
2. To study Zeigarnik effect.
3. To study the effect of set on problem solving (Luchins jar problem).
4. To compare the steadiness of preferred and non preferred hand by using steadiness test.
5. To study changes in the level of aspiration as a result of success and failure.
6. To compare memory for pictures; concrete words and abstract words.
7. To study retention as a function of level of processing.
8. To study the effect of set on the solution of arithmetical problems.

Test

1. Ego-State Inventory
2. Alexander Pass Along Test
3. Differential Aptitude Test
4. Meier-Seashore Art Judgement Test
5. O’oconnor Wiggle Block Test

**Suggested Readings:**

11. Cattell, Raymond B; A guideline to mental testing; London University Press.


20. আহমদ মঝুর ও নূর্দলাহ মুহম্মদ; পরীক্ষাগারে মনোবিজ্ঞান, রাজশাহী বিশ্ববিদ্যালয়।

21. সরকার নীহার রঙ্গ; পরীক্ষণ ও পরিমাপন সোহেল পাবলিকেসস, ঢাকা।

22. ফখরুজ্জামান, মীর; পরীক্ষণ মনোবিজ্ঞান, বই বিতান, বাংলাবাজার, ঢাকা।

23. ফারুক তাকিনা ও খানম মাসতুরা; মনোবিজ্ঞান পরীক্ষণ, নিরালা মুদ্রণী, রাজশাহী।

24. হক মোমেন্দেল ও আফরোজ নাজমা; মনোবৈজ্ঞানিক পরীক্ষণ পাঠ্য প্রক্রিয়া ও প্রয়োগ, আলেয়া বুক ডিপো, ঢাকা।
UNIVERSITY OF RAJSHAHI

FACULITY OF EARTH AND LIFE SCIENCE

DEPARTMENT OF PSYCHOLOGY

Syllabus for M.S
(Grading System)
Session: 2011-2012

Examinations -2012
The MS examination in psychology (general and thesis group) will carry a total marks of 800 (8 units and 32 evedits) There are two compulsory theory courses and to take three optional courses from any one of the optional branches in addition to two compulsory courses. Each theory courses will carry 100 marks. The courses are as follows:

**Compulsory Courses:**
- MS - 501 1. Research and Data analysis
- MS - 502 2. Cognitive Neuro-psychology

**Optional Courses:**

A. General branch
- MS - 503 1. Counseling psychology
- MS - 504 2. Bio and Health Psychology
- MS - 505 3. Disaster Psychology

B. Industrial branch
- MS - 506 1. Advanced Industrial and Organizational Behavior
- MS - 507 2. Human Resource Development
- MS - 508 3. Human Engineering

C. Clinical Psychology
- MS - 509 1. Principles of Clinical Psychology
- MS - 507 2. Psychology of Mental Health
- MS - 508 3. Psychological Intervention

D. Educational Psychology
- MS - 512 Psychological Assessment
- MS - 513 Psychological Intervention & Interpersonal Effectiveness
- MS - 514 Educational Research and Professional Issues
The distribution of marks shall be as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Marks</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Compulsory Courses (100×2)</td>
<td>200</td>
<td>8</td>
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<tr>
<td>Optional courses (100×2)</td>
<td>300</td>
<td>12</td>
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<tr>
<td>Class assessment</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Viva-Voce</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Practical</td>
<td>150</td>
<td>6</td>
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<tr>
<td>Project/Fieldwork</td>
<td>50</td>
<td>2</td>
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<tr>
<td>Or</td>
<td></td>
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<tr>
<td>Thesis/Dissertation</td>
<td>200</td>
<td>8</td>
</tr>
<tr>
<td>Total- 800 Marks</td>
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<td>32</td>
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</table>

The examination of MS thesis group shall be the same in all respects as general group excepting that the candidate of thesis group shall be required to submit a dissertation of 200 marks in lieu of practical and project work.
<table>
<thead>
<tr>
<th>Examination</th>
<th>Subject</th>
<th>course</th>
<th>course title</th>
<th>Full marks</th>
<th>Credit</th>
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<tbody>
<tr>
<td>MS Final</td>
<td>Psychology</td>
<td>MS-501</td>
<td>Research and Data Analysis</td>
<td>100</td>
<td>4</td>
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</tbody>
</table>

**Research and Data analysis**

1. Introduction: Meaning and objectives of research; Criteria of a good research process; Research methods: Research methodology.

2. Varieties of Research: Basic research and Applied research; Laboratory research and Field research; Qualitative research, Quantitative research; correlational research.


4. Experimental research: Essential features of experimental research-establishing independent variables, controlling extraneous variables, measuring dependent variables, manipulated versus subject variables, The validity of the experimental research- Statistical corelasion validity, Construct validity, external validity internal validity.

5. Experimental design: Single-Factor Design- Two levels, more than two levels, Control Group design; Factorial designs.

6. Quasi-Experimental design: Pretest-Post-test design; Nonequivalent control group design; Multiple Time series design.

7. Ethics in Psychological Research: APA Code of Ethics; Ethical guidelines for Research with human and animal subject.
8. Tools of Research: Observation, interview, Questionnaire, Types of Questions, Techniques of questionnaire construction.

9. Theory and data: Definition of Theory and Data, Types of data Relationship between theory and data. Implication of theory in research.

10. Interpretation of results: Meaning and significance of interpretation: Techniques of interpretation; precautions in interpretation.


13. Analysis of Data: Types of analysis, use of inferential and descriptive data analysis parametric Factor analysis of variance, correlation and regression.

14. Role of computer in Research; Use of computer in data analysis.

References:

(i) Go.odwing. C. James-Research in Psychology wiley, Gohn wiley and sons . Inc.


Cognitive Neuropsychology


2. **Methods of Investigation:** EEG, Degeneration method Assessment in Neuropsychology: Structural and Functional Neuro-imaging, the Halstead-Reitan Neuropsychological Test Battery, Neuropsychological Assessment Battery: Introduction and Advanced interpretation, Multicultural Neuropsychological Assessment, The Dean-Woodcock Neuropsychological Assessment System.


5. **Physiological basis of Motivation:** Sleep and waking, types of wakefulness, Characteristics of sleep, somatic activity, Autonomic activity Reflex excitability, Electrical activity. Neural mechanism of wakefulness sleep.
6. **Lateralization of cerebral function**: Lateralization of function, Hemispheric functional similarities, Developmental aspects, sex difference in lateralization, Inferring functional lateralization, Normal Perceptual symmetry, Lateral preference, Atypical Lateralization and language disorder.

7. **Neuropsychology and Intelligence**: Halstead’s theory of biological intelligence; Luria’s brain-behavior model hemispheric specialization simultaneous and successive cognitive processes. The role of G in neuropsychological models of intelligence, Biological and Psychological intelligence.

8. **Deficits and assessment**: Auditory comprehension of spoken words: Model of auditory comprehension of spoken word production: Model of spoken word production, Written comprehension and reading. Model of reading Written word production model of written production (spelling); Object and picture recognition: Model of object and picture recognition Introduction to therapy: Therapy for auditory comprehension; Therapy for word retrieval and production; Therapy for reading; Therapy for writing.

**Reference:**


3. Anne Whiteworth, Janet Webster and David Howard (20056); A cognitive Neuropsychological Approach to Assessment and Intervention in Aphasia, Psychology Press in. 270 Madison Avenue University. Books/Cole publishing Company, California.

Counseling Psychology

1. Basic skills and process of counseling:
   a. An overview of counseling; Definition and goals of counseling, professional counselors and psychotherapists, Counseling as a psychological process, Counseling and helping relationships, Distinctions between psychotherapy and counseling, Historical development of counseling profession, theory and research.

   b. Becoming a counselor: Counselor and helping, Personal characteristics of effective counselor, attitude and personal values in counseling, creating mind skills

   c. Skills required in counseling; Empathy, self disclosure, acceptance, Genuineness, Concreteness. Showing attention and interest, reflecting feelings; starting the counseling and helping process; managing resistance and making referrals.

   d. Communication skills Active listening, Verbal and non-verbal message, attending, responding, Paraphrasing, Summarizing, Asking questions.

2. Approaches and Areas in Counseling
   a. Psychoanalytic Approach

   b. Other contemporary approaches, EMDR, Eclectic and Integrative counseling, Group approach.

   c. Marriage and family counseling; Family life and family cycle, Process of marriage and family counseling.

3. Psychological assessment techniques in counseling.
   a. Foundation of assessment in counseling: Theoretical basis of assessment in counseling. Problems and potential use of
test in counseling. Assessing feelings and physical reacting: Assessing thinking.

b. Helping skills: Helping top solve problems, Coaching skills, Speaking, demonstrating and rehearsing, Terminating Counseling and helping.

c. Interpretation of test diagnosis.

d. Writing assessment-report.

4. **Professional issues related to counseling.**
   a. Ethics of counseling; Ethical principles in counseling and helping, Ethical codes and guidelines, Ethical issues and dilemmas in counseling and helping practice.

   b. Personal Counseling and continuing professional development.

**References:**
1. Francine Shapiro, (1997), EMDR (The breakthrough Therapy for overcoming anxiety, stress and trauma)
2. Gerald Corey; Theory and practice of counseling and psychotherapy (3rd ed)
<table>
<thead>
<tr>
<th>Examination</th>
<th>Subject</th>
<th>course</th>
<th>course title</th>
<th>Full marks</th>
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<td>Psychology</td>
<td>MS-504</td>
<td>Bio and Health Psychology</td>
<td>100</td>
<td>4</td>
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</tbody>
</table>

**Bio and Health Psychology**

**BIOPSYCHOLOGY**

**Chapter-1: Biopsychology as a Neuroscience**
- Definition of biopsychology
- Divisions of biopsychology
- Relation, between biopsychology and other disciplines of neuroscience
- Research methods of biopsychology.

**Chapter-2: Biopsychology of emotion, stress and health**
- Emotions and facial expressions
- Fear, defense and aggression
- Brain mechanisms of human emotion

**Chapter-3: Biopsychology of drug addiction**
- Definition of drug addiction
- Drug administration and absorption
- Commonly abused drugs
- Biopsychological theories of addiction
- Neural mechanisms of motivation and addiction

**Chapter-4: Biopsychology of psychiatric disorder**
- Schizophrenia
- Affective disorders- Depression and Mania
- Anxiety disorder, Clinical trails—development of new psychotherapeutic drugs.

**Health Psychology:**

**Chapter-5: Introduction to Health Psychology**
- Definition of health and health psychology
- A body mind relationship- a brief history
Distinguishing health psychology from medical sociology, medical psychology and biology.  
Importance of heath Psychology  
Bio-psychosocial model in health psychology research.  

**Chapter-6: Stress and Coping**  
Definition and kinds of stress  
Chronic sources of stress  
Theories of stress  
Stress-illness relationship  
Coping with stress  
Measurement of stress  
Management of stress  

**Chapter-7: Heath Behavior**  
Introduction to health behavior  
What are health behaviors?  
Health promotion  
Barriers to health promotion within the field of Psychology  
Determinants of health behavior  
Modification of health behaviors  
Changing health behaviors by changing beliefs  
Appropriate venue for health-habit modification  
Health enhancing behaviors  
   - Exercise  
   - Accident prevention  
   - Weight control  
   - Diet  
Health compromising behaviors  
Alcoholism Treatment of alcohol abuse, Probability of recovered alcoholic to drink again.  

**Chapter-8: Management of chronic illness**  
Chronic illness, Pain and its management.  
Psychological issues in advancing and terminal illness.
Chapter-9: Coronary heart diseases
  Hypertension
  Stroke
  Diabetes

Chapter-10: Cancers
  Arthritis
  Sexually transmitted diseases (Conorrhea, Syphillis
  other common STDs)
  AIDS
  Psychoneuroimmunology

References:


Disaster Psychology

1. Definition,
   Nature, subject matter and scope of disaster psychology,
   Characteristics and types of disaster psychology,
   On emergency and disaster situation,

2. A Heuristic Approach to future disaster and crises; New, Old and In-between types, the crisis Approach, Methodological issues.

3. Survivors responses to disaster,
   Principles of psychological intervention following disasters,
   Common needs and reactions,
   Loss, mourning and grief,
   Stages of grief.

4. Psychological reactions of specific groups,
   The Physically, Mentally or developmentally disabled,
   Children’s reactions to disaster,
   Children with special needs,
   Adults reactions to disaster,
   The elderly.

5. Race, class, culture and ethnic groups in disasters,
   Gender and disaster,
   Socio-economic group,
   Institutionalized persons in disasters,
   People with serious and persistent mental illness

6. Psychological impact of violence on children and adolescents,
   Some common risk factors,
   Acute stress Disorder (ASD) and Post Traumatic stress Disorder (PTSD)
   Stress in disaster relief responders,
   Dealing with disaster responders stress.
7. Psychological response to disaster-key concepts, Psychological first aid, The importance of referral, Counseling, the basics, Guidelines for community counselors Providing help for children and families following disasters Dealing with the traumatic encounter with death, Self groups.


References:
1. Dr. U. Guathamadas (2005): Disaster Psychological Response; ADEPT, Chennai 600010, India.


5. Prewittt Diaz J. O. et. al., Crisis to recovery: the road to resiliency. new Delhi: India Red Cross Society/American red cross.


Advanced Industrial Psychology and Organizational Behavior

1. **Introduction to the field of Organization Behavior**
   The field of Organizational Behavior, Organizational Behavior Trends the Anchors of Organizational Behavior, Knowledge management, the journey begins.

2. **Workplace emotion and attitude**
   Emotion in workplace, Managing emotions at work, job satisfaction, Organizational commitment, Psychological Contracts.

3. **Work-related stress and stress management**

4. **Decision Making and Creativity**
   The ‘Rational’ decision-making model, Identifying problems and opportunities, evaluating and choosing alternatives Evaluating decision outcomes, Employee involvement in decision making, Creativity.

5. **Power and Influence in the Workplace**
   The meaning of power, Source of power in organizations, Contingencies of power, Influencing other, Influence tactics and organizational politics.

6. **Conflict and Negotiation in the workplace**
7. **Organizational Structure and design**  
Division of labor and Coordination, Elements of Organizational structure, Form of departmentalization, Contingencies of organizational design.

8. **Organization Change**  
Unfreezing, Changing, and Refreezing, Strategic vision, Change agents and diffusing change. Three approaches to organizational change, Cross-cultural and ethical issues in organizational change, Personal change for the road ahead, Organizational behavior: the journey continues.

9. **Organizational Climate**

**Books Recommended:**


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<thead>
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<th>Examination</th>
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<th>course title</th>
<th>Full marks</th>
<th>Credit</th>
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<tr>
<td>MS Final</td>
<td>Psychology</td>
<td>MS-507</td>
<td>Human Resource Development</td>
<td>100</td>
<td>4</td>
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</table>

**Human Resource Development**

1. **Introduction:** Definition and characteristics, importance, function, objectives, its subject matter, Globalization and its impact on HRM, HRM practices in Bangladesh, Problems of HRM in Bangladesh, Flow to overcome the problems, Future of HRM in Bangladesh.

2. **Human Resource Planning:** Meaning, importance, Human resource planning process and steps, Principles of effective human resource planning, Problems of human resource planning.

3. **Developing Human Resources:** Training, Differences between training and learning, Importance of training, Objectives of training, The training process, Types of training, Methods of Training, Designing an Effective Training Program, Training needs assessment, Evaluation of training methods,

4. **Career development:** Concept and definition of Career development, Its objectives and importance of career development, Corporate Career development initiatives, Guidelines for effective career development.

5. **Performance Appraisal:** Meaning, Performance appraisal process, Purposes of Performance appraisal, Advantages and disadvantages of Performance appraisal, Problems associates with Performance appraisal, Solutions to appraisal problems.

6. **Compensation and Benefits:** Meaning, Compensation terminologies, Principles of Wages and Salaries Administration, Objectives of compensation Administration, Compensation policies, Methods of compensation payment, Fringe benefits,
importance and principles of fringe benefits, Types of fringe benefits, How to make benefit programs more effective possible reasons for failures.

Books Recommended:


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<tr>
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<tr>
<td>MS Final</td>
<td>Psychology</td>
<td>MS-508</td>
<td>Human engineering</td>
<td>100</td>
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**Human engineering**

1. **Introduction:** definition, nature History of engineering psychology! ergonomics, field of engineering psychology, the nature of man-machine system, the behavior of the human operator, inputs and the human sensory processes, control and human information processing, outputs and the human motor responses, human motor ability factors, generalized principles of system design.

2. **Methods:** observational methods, operator opinions survey, activity sampling technique, mememotion study, process analysis, link analysis, time and motion study; experimental method, statistical method.

3. **Equipment and work design:** equipment design: display, visual display, auditory display; equipment design: control, display-control compatibility design.

4. **Work Environment:** definition, illumination, noise, atmospheric condition, Music.

5. **Human error:** nature of human error, analysis and use of error data, monitoring task, inspection operations, industrial inspection.

6. **Accidents and safety:** the concept of accident, the causes of accidents, situational factors related to accidents, psychological factors related to accidents, accident proneness, the problem of accident prevention training, how to reduce accidents, techniques in motivating safety, the engineering phase of the safety problem.
SUGGESTED READING


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<th>Full marks</th>
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<tr>
<td>MS Final</td>
<td>Psychology</td>
<td>MS-509</td>
<td>Principles of Clinical Psychology</td>
<td>100</td>
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</table>

**Principles of Clinical Psychology**


2. Specialties in Clinical Psychology: Community psychology, Health psychology and Behavioural medicine, Neuropsychology, Forensic psychology, Pediatric and clinical Child psychology.

3. Principles of Evidence based treatment

4. Clinical Assessment:
   - Information south in assessment:
   - Importance of rapport between clinical & Client:
   - Assessment of Physical organism: General physical examination, Neurological examination,

5. Functional analysis

6. Clinical Interventions
   - Formulation
   - Being a scientific therapist (defining aims, continuous assessment definition of techniques, progress through investigation)
   - Common treatment Problems:
     - Patent compliance
     - Cure vs. control
     - Prioritizing targets
     - Needing supervision
     - Discharge and Relapse

7. Major therapeutic approaches
   a. Historical overview
b. Major schools of therapy
i. Biologically Based Therapy
ii. Psychodynamic Therapy

iii. Behavioral Approaches
   (a) Postulates of behavior therapy
   (b) Classical and operant conditioning strategies
   (c) Other techniques of behavior therapy
   (d) Evaluation of behavior therapy

iv. Cognitive Theory and Therapy
   a. Cognitive Therapy
   b. Rational-Emotive behavior Therapy
   c. Stress-inoculation Therapy
   d. Social-Cognitive Therapy
   e. Social Cognitive Therapy

v. Cognitive-Behavioral Therapy (CBT)

vi. Humanistic-Experiential Theory and Therapy
   a. 
   b. Existential Therapy
   c. Gestalt Therapy
   d. Transactional Analysis

vii. Systemic and Integrative approaches of Therapy

viii. An Acceptance and Commitment of Therapy

ix. Medistic therapy

x. Psychodrama

xi. Couple Therapy
xii. Family Therapy

xiii. Group Therapy

8. Cognitive-Behavioral Therapy (CBT) in practice
   Basic characteristics
   Techniques of CBT
   Evaluation of cognitive-behavior therapy

References:
Psychology of Mental Health

1. **Introduction:** Meaning of mental health, mental hygiene, and mental well-being, brief history of mental health psychology, factors influence mental health: genetic, environmental, socio-cultural factors.

2. **DSM:** History and development of DSM and latest version of DSM. Major issues of Changes DSM. Multi-axial classification of disorders, Multi-axial assessment criteria,

3. **Mental Health of Infant:** Childcare and parenting, fathering infant, intuitive parenting, integrated theory of maternal care giving, multicultural diversity of child care and parenting.

4. **Mental ‘Health Problem in Childhood:** Sign, symptoms ad etiology of childhood anxiety disorders, childhood mood problems, oppositional defiant disorder, conduct disorder, ADHD, elimination disorders, pervasive developmental disorders (i.e. mental retardation, autism etc.).

5. **Mental Health Problems in Adulthood:** Sign, symptoms and etiology of schizophrenia, paranoia, Mood disorder: bipolar disorder, major depressive disorder, Anxiety disorder: phobic disorder, panic disorder, OCD, PTSD, GAD, Others: somatoform disorder, sexual disorder, sleep disorder, personality disorder, adjustment disorder, and impulse control disorder.

6. **Mental Health Problems during Elderly:** Sign, symptoms and etiology of Geriatric depression, anxiety, dementia, Alzheimer’s diseases, adjustment problems.

8. **Psychiatric Assessment:** Meaning of clinical assessment, characteristics of assessment tools, Assessment Tools: Clinical interview, clinical tests (projective test and inventories), psychophysiological tests, neurological and neuropsychological tests (EEG, CT, CAT, PET, MRI, MSE), intelligence tests, clinical observations. **Assessment areas:** Presenting problem, history and effects of symptoms, history of treatment, family history, personal history (early development, childhood, schooling, occupation, adolescence, sexual history, marital history, medical history, previous mental health, drug abuse, forensic history, current life situation). **Clinical formulation:** Predisposing factors, precipitating factors, and maintaining factors.

**References:**

1. Diagnostic and Statistical Manual of Mental Disorders (current edition); American Psychiatric Association. Washington, DC: APA.
Psychological Intervention

1. Psychological Interventions for Anxiety Spectrum Disorder
   I. Obsessive Compulsive Disorder
      Assessment (e.g. questionnaires, behavioral tests, ratings)
      Medical treatment
      Behavioral treatment:
      - Exposure
      - Modeling
      - Though-stropping and thought-control
      - Habituation/satiation
   II. Panic disorder
      Investigation
      Treatment
   III. Social Phobia
      Investigation
      Treatment
   IV. Post-Traumatic Stress Disorder
      Investigation
      Treatment
   V. Other disorders of Fear and Anxiety
      Generalized anxiety disorder
      Agoraphobia

2. Psychological Interventions for Mood disorder Spectrum
   Depressive Disorders
   Bipolar Disorders
   Dysthymic and cyclothymic disorder
3. Psychological Interventions for Drug and Alcohol problems
   Concepts
   Dependence and addiction
   Measures of tolerance
   Measures of withdrawal
   Theoretical approaches:
   Physiological
   Conditioning
   Personality
   Social
   Cognitive
   Treatment goals (harm minimization)
   Treatment approaches: Social behavioral
   Relapse prevention
   Self efficacy, self-control training, Motivational interviewing, milieu therapy
   Conditioning therapies
   Group therapies
   Psychotherapy

4. Psychological Interventions for Schizophrenia and other psychotic disorder
   Investigation
   Treatment

5. Problems during Elderly
   Investigation
   Treatment


7. Psychological Interventions for Sleep disorders
   (a) What is Sleep
   (b) Theories, of Sleep
   (c) Bio-psycho-social determinants of sleep
   (d) Sleep disorders in DSM-IV
(e) Theories of insomnia.

(f) Measures of insomnia:
   Subjective
   Objective

(g) Treatment approaches:
   Pharmacological
   Relaxation at sleep onset
   Stimulus control at sleep onset

8. Psychological Interventions for health Problems
   Eating disorder
   Stress and Coping

References:


Psychological Assessment in Education

1. **Introduction:** Meaning and definition of psychological assessment, Comparison between Assessment and Intervention, Types and phases of psychological assessment. The role of educational psychologist in psychological assessment.

2. **Bias in Psychological Assessment:** Understanding bias in psychological assessment, minority objections to tests and testing, origins of the test bias controversy, effects and implications of the test bias controversy, possible sources of bias.

3. **Method of Psychological Assessment and Diagnostic tools:** Screening tools, Traditional method, Alternative method, Intelligence tests, achievement tests and personality tests.


5. **Family assessment and Eligibility of pre-school children:** Assessment of all areas of the suspected disability of preschool-age Children, Assessment for autism, Assessment for speech and language disorders, Assessment for a specific learning disability, Visual impairments, Hearing impairments, Orthopedic impairments, Emotional disturbance. Preparation for the assessment.

6. **Discovering and overcoming special difficulties in learning:** The nature of difficulties in learning, Types of difficulties and contributing factor, Early recognition of difficulties, Psycho-
educational diagnosis in the classroom, Some general principles in giving special help, Remedial spelling, speech, English and mathematics.

**Suggested Readings:**


3. Kelvin Seifert & Rosemary Sutton (2009), Educational Psychology, Jacobs Foundation, Zurich, Switzerland.


5. S. S. Chauhan (1996), Advanced Educational Psychology, Gandhi Nagar, Bangalore560009


7. Relevant Articles from journals

8. Other sources (e.g. INTERNET, Local Library)
**Psychological Intervention in Education**

1. **Introduction**
   1.1. Nature and types of psychological intervention
   1.2. Response to intervention (RTI), Description of RTI, Classification of RTI
   1.3. Difference between assessment and intervention
   1.4. Defining interpersonal effectiveness
   1.5. Role of educational psychologist in developing interpersonal effectiveness among students.

2. **The learning process and current perspective**
   2.1. Teachers perspective on learning
   2.2. Major theories and models of learning

3. **Effective ways of teaching and learning**
   3.4. Cooperative learning, Discovery learning, Self-regulated learning, Scaffolding
   3.6. The problem solving process
   3.7. Teaching creative problem solving,
   3.8. Teaching thinking skills

4. **Classroom management and learning environment**
   4.1. Importance of Classroom management
   4.2. Preventing management problems by focusing students on learning
   4.3. Responding to students misbehavior, keeping management issues in perspective
   4.4. The method of creating effective learning environment
4.5. Core goals of learning environment
4.6. Key components of classroom management
4.7. Organizing physical design of the classroom.

5. Students with special education needs
   5.1. Growing support for people with disabilities: legislation and its effects
   5.2. Categories of disabilities—and their ambiguities
   5.3. Learning disabilities
   5.4. Attention Deficiency Hyperactivity Disorder (ADHD)
   5.5. Intellectual disabilities
   5.6. Behaviors disorders
   5.7. Physical disabilities and sensory impairment
   5.8. The value of including students special needs

6. Student diversity and their management
   6.1. Individual styles of learning and thinking
   6.2. Multiple intelligences
   6.3. Gifted and talented students
   6.4. Gender differences in the classrooms
   6.5. Differences in cultural expectations and styles
   6.6. Accommodating diversity in practices

7. The nature of classroom communication
   7.1 Communication in classrooms vs. communication elsewhere
   7.2. Effective verbal and non-verbal communications
   7.5. Communication style in the classroom
   7.6. Using classroom talk to stimulate student’s thinking

8. Development of elective interpersonal relationships
   8.1. Meaning of interpersonal relationship
   8.2. Importance and Stages of interpersonal relationship
   8.3. Teacher-student relationship, Students-students relationships
   8.4. Teacher-parents relationships
Suggested Readings:


3. Kelvin Seifert & Rosemary Sutton (2009), Educational Psychology, Jacobs Foundation, Zurich, Switzerland.


N.B. Internet, Local Library and Relevant Articles from journals should be followed.
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<th>Examination</th>
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<td>MS-514</td>
<td>Educational Research and Professional Issues</td>
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**Educational Research and Professional Issues**

1. **Research in education**
   1.1 Definition of research in education
   1.2 Process of research in education
   1.3 Types of research in education
   1.4 Characteristics of qualitative and quantitative research

2. **Qualitative research method**
   2.1 General principles of qualitative research design
   2.2 The research question
   2.3 Choosing the ‘right’ method

3. **Theory of qualitative research**
   3.1 Grounded theory
   3.2 Ethnography
   3.3 Narrative

4. **Research methods**
   4.1 Semi-structured interview
   4.2 Participant observation
   4.3 Diaries
   4.4 Focus group

5. **Case studies**
   5.1 Research methods for psychological case studies
   5.2 Design for case study research
   5.3 Procedural issues and limitations of case study research

6. **The teacher as a professional**
   6.1 The need for theory
   6.2 Theory and educational psychology
6.3 The data of educational psychology
6.4 Progress and educational psychology
6.5 Theory in teacher education
6.6 Becoming a professional

7. Writing Technical Report
   7.1 Writing research report
   7.2 Evaluating Educational Research
   7.3 Professional research ethics

8. School System in Bangladesh
   8.1 Rational and goal of education in Bangladesh
   8.2 Establishment of school in Bangladesh
   8.3 Phases and different types of school
   8.4 Provision for children with special educational needs
   8.5 The role and responsibilities of Education Board

References
3. Sayeed, Z. (2003): Educational Psychology -‘Across Seven Seas and Thirteen Rivers’: Assessing the needs for setting up a postgraduate training Course in Educational Psychology at the University of Dhaka, Bangladesh. Thesis submitted as a partial fulfillment of the requirements of the UEL, London, for the degree of Doctor of Educational Psychology.

Other Sources: (Internet, Government Documents and Publishes Research Articles)