

4. Infrastructure and Learning Resources Learning Resources

The academic activities are regulated by the Academic Calendar prepared and issued by the University for each academic session. The Teaching starts in Mid July and December for odd and even semesters, respectively. The course in charge of different courses are shouldered to teach the course within stipulated time frame adopting lecture, seminar, group-discussions, home assignments, and tutorial methods along with Power Point Presentation (PPT), audio-visual aids and other Computer-aided technology supplemented with appropriate Charts, Diagrams wherever applicable and useful.

The teaching of Psychology involves two components: Theory and practical. The Choice Based Credit System (CBCS), the latest and most scientific method of teaching, learning and evaluation accredited by educationists worldwide, is currently applicable here at the Department of psychology. The present examination system consists of two Mid Semesters and End Semester Examination. The students' learning is constantly monitored with the appropriate remarks, comments and suggestions by teachers in each examination for further improvements in performance. The practical courses endeavor to develop the scientific temperament and skill and to instill the inclination of observation in students' mind. Thus, the course in charge supervises the study very closely and problems, hindrances and confusions, if any, faced by the students during the study are cleared and deciphered with possible amicable solutions. Thus, the courses are developed so as to provide the student with an opportunity to learn in spontaneous ways. Personal Counselling is also provided to those who are weak in their studies.

The department has separate building where psychological laboratories, class rooms, library cum seminar room, computer room, separate space for faculty members, Departmental office and separate lavatory for ladies & gents are available surrounded by picturesque natural environment creating a congenial atmosphere for academic activities. Following infrastructural facilities are available to facilitate teaching and learning of the students.

1. Internet and computer facilities for every faculty, research scholars and PG students,
2. One seminar-cum-classroom,
3. One smart classroom,
4. Separate laboratory for undergraduate and postgraduate students,
5. Departmental Library with good number of books and references,
6. Facility of safe drinking water

4.1 Physical Facilities

Class rooms: The department has three classrooms and two laboratories for UG students and PG students. There are five rooms for the faculty members, one for non-teaching staff and one for students. We have one seminar hall equipped with modern facilities.

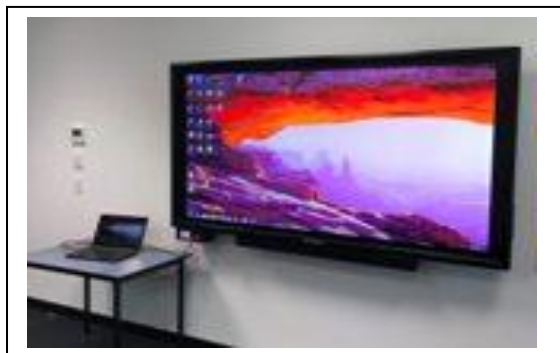


Major Research Equipments: There are many instruments, psychological tests and scales meant to teach and demonstrate the students of all levels. We have half dozen computers

that are used for teaching and demonstration. Moreover, students also assigned Field work, and questionnaire-based data collection. We also have feedback instruments for counseling and research.

4.2 Information and technology Infrastructure

LCD TV and Projector: For the students department, there is one seminar hall equipped with LCD TV, Projector and smart board. All the students have access to MHRD Wi-Fi facility.



4.3 Psychology Laboratory

For teaching and research purposes, we have laboratory facilities for U. G., P. G. and Ph. D. students which are equipped with modern psychological test materials and apparatuses. The students are encouraged to go through the different resources to enhance their academic & research achievements. Department of Psychology is equipped with more than one hundred fifty apparatuses, tests, questionnaires and scales to assess personality, intelligence, aptitudes, interest, and psychopathologies etc. Some of the standard tests and instruments are as follows:

Psychological Tests

i. Neuroticism Extraversion Consciousness Personality Inventory (NEO PI-R)

The NEO PI-R is developed by P.T. Costa and R. R. McCrae (1985), it is a measure of the five major domains of personality (openness, conscientiousness, extroversion, agreeableness and neuroticism) as well as the six facets that define each domain taken together, the five domain scales and 30 facet scales of the NEO PI-R facilitates comprehensive and detailed assessment of normal adult personality. The NEO PI-R is recognized internationally as a gold standard for personality assessment.

ii. Rorschach Ink Blot Test

This test of personality is developed by Herman Rorschach in 1921. Rorschach ink blot test is the most widely used projective test in which subject's perception of ink blots are recorded and then analyzed using psychological interpretation, complex algorithms or both. Psychologists mainly use this test to examine a person's personality characteristics and emotional functioning.

iii. Thematic Apperception Test (TAT)

TAT is a projective psychological test. Proponents of this technique assert that a person's response reveal underlying motives, concern, and the way they see the social world through the stories they make up about ambiguous picture of people.

iv. Wechsler Adult Intelligence Scale- Revised (WAIS-R)

The Wechsler Adult Intelligence Scale-revised is a general test of intelligence which Wechsler defined as "intelligence is the global capacity of the individual to act purposefully,

to think rationally and to deal effectively with his environment”. In keeping with this definition of intelligence as an aggregate of mental aptitude or abilities, the WAIS-R consists of 11 subtests divided into two parts: verbal and performance.

v. Minnesota Multiphasic Personality Inventory (MMPI)

The MMPI is the most widely used and researched standardized psychometric test of adult personality and psychopathology. Psychologists and other mental health professionals use various versions of the MMPI to develop treatments plans; assist with differential diagnosis help answer legal question (forensic psychology); screen job candidates during the personnel selection process; or as part of therapeutic assessment procedure.

vi. Rosenzweig Picture Frustration Test

It the projective test administered to assess personality characteristics, in which the subject is shown scenes depicting moderately frustrating situations and asked what the frustrated person depicted would probably do or how the subject would react in such situations. The Rosenzweig picture frustration test consists of 24 cartoon pictures, each portraying two persons in a frustrating situation. Each picture contains two “speech balloons”, “a filled one for the ‘frustrator’ or antagonist, and a blank one for frustrated person, or protagonist. The Subject is asked to fill in the blank balloon with his or her response to the situation, and the responses are scored in relation to a number of psychological defense mechanisms.



Brinnel Desuza and Mary Alphones inaugurating Science Day Exhibition



Prof. K. C. Jain visiting Science Dav Exhibition. 28.02.2012

vii. Seguin Form Board Test

The Seguin form board test is based on the single factor theory of intelligence, measured speed and accuracy. It is useful in evaluating a Child’s eye hand coordination, shape-concept, visual perception and cognitive ability. The test primarily used to assess Visio-motor skills. It includes figures where the child is asked to copy ten geometric figures to evaluate Visio-motor ability. Test material consists of ten differently shaped wooden blocks and a large form board with recessed corresponding shapes.

viii. Raven’s Progressive matrices

RPM is a nonverbal group test typically use in educational setting. It is the most common and popular test administered to groups ranging from 5 years old to the elderly. It is made of 60 multiple choice questions, listed in order of difficulty. This format is designed to measure the test taker’s reasoning ability the educative component of Spearman’s g (general intelligence). The tests were originally developed by Johan C. Raven in 1936. In each test item, the subject is asked to identify the missing element that completes a pattern. Many patterns are presented in the form of 4×4, 3×3 or 2×2 matrix.

The matrices are available in three different forms for participants of different abilities:

1. Standard Progressive Matrices

These were the original form of the matrices. The booklet comprises 5 sets (A to E) of 12 items each, with items within a set becoming increasingly difficult requiring ever greater cognitive capacity to encode and analyze information. All items are presented in black ink on a white background.

2. **Colored Progressive Matrices**

It is designed for children aged 5 through 11 years, the elderly, mentally and physically impaired individuals. This test contains sets A and B from the standard matrices with a further set of 12 items inserted between the two as set Ab. Most items are presented on a colored background to make the test visually stimulating for participants.

3. **Advance Progressive Matrices**

The advanced form of the matrices contains 48 items presented as one set of 12 items (set 1) and another of 36 items (set 2). Items are again presented in black ink on a white background and become increasingly difficult as progress is made through each set. These items are appropriate for adults and adolescents of above average intelligence.

ix. Differential Aptitude Test

The Differential Aptitude Tests (DATs) were developed in the US, but have been standardized for use in Irish schools. The DATs are designed for use in educational and vocational guidance and are used by school counselors, personnel officers, psychologists and all persons concerned with assessing the intellectual characteristics and educational or vocational aptitudes of adolescents. The tests are suitable for pre-Junior Certificate to Leaving Certificate students. They are group-administered tests of cognitive skills, divided into eight subtests. The subtests are Verbal Reasoning, Numerical Ability, Clerical Speed and Accuracy, Abstract Reasoning, Mechanical Reasoning, Space Relations, Spelling, and Language Usage. The tests are typically administered to students in two sessions, each lasting under two hours.

x. Beck Depression Inventory

The Beck Depression Inventory, created by Aaron T. Beck, is a 21-question multiple-choice self-report inventory, one of the most widely used instruments for measuring the severity of depression. Its development marked a shift among health care professionals, who had until then viewed depression from a psychodynamic perspective, instead of it being rooted in the patient's own thoughts. In its current version the questionnaire is designed for individuals aged 13 and over, and is composed of items relating to symptoms of depression such as hopelessness and irritability, cognitions such as guilt or feelings of being punished, as well as physical symptoms such as fatigue, weight loss, and lack of interest in sex.



4.4 Departmental Library

Jawahar Lal Nehru Central Library of the University has a large collection of books and references of Psychology in English and Hindi languages available for undergraduate,

postgraduate and research scholars. The Department of Psychology in its Departmental library has also a workable collection of books and references for the students. These resources are unique and sufficient to cater the academic and research needs of the students which comprise references on Social Psychology, Cognitive Psychology, Health Psychology, Positive Psychology, Experimental Psychology, Clinical Psychology, Abnormal Psychology and Biological Psychology. Psychological e-journals are available in Central Library along with Annual Review of Psychology, journal personality & Social Psychology, interdisciplinary journals relevant to psychology.

