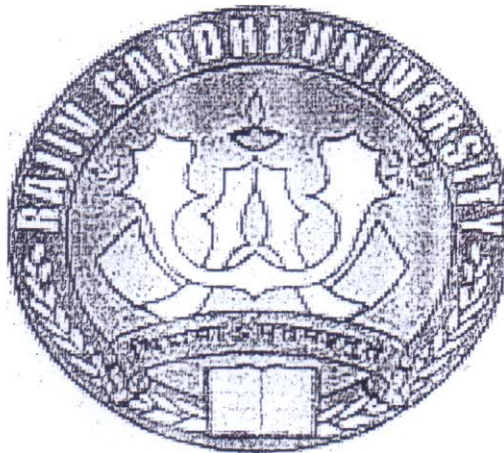


DEPARTMENT OF PSYCHOLOGY

SYLLABUS FOR TWO YEARS MASTER OF ARTS IN
PSYCHOLOGY

(M.A. PSYCHOLOGY)

(CHOICE BASED CREDIT SYSTEM)



(With Effect From the Academic Session 2017-2018)

RAJIV GANDHI UNIVERSITY

RONO HILLS : DOIMUKH

ARUNACHAL PRADESH

Annexure I

2 year (4 semester) M.Sc/MA Psychology Course Structure

SEMESTER I

Paper Code	Title	Maximum marks			Credit distribution	Credits	Teaching Hours
		Internal Marks	External Marks	Total	L:T:P		
PSY-01	Theoretical Foundations of Psychology	20	80	100	3:1:0	4	64
PSY -02	Experimental Psychology	20	80	100	3:1:0	4	64
PSY -03	Social Psychology	20	80	100	3:1:0	4	64
PSY -04	Research Methodology in Psychology	20	80	100	3:1:0	4	64
PSY -05	Practical	20	80	100	0:1:4	4	64
Total of semester I		100	400	500		20	

SEMESTER – II

Paper Code	Title	Maximum marks			Credit distribution	Credits	Teaching Hours
		Internal Marks	External Marks	Total	L:T:P		
PSY -06	Cognitive Psychology	20	80	100	3:1:0	4	64
PSY -07	Bio-Psychology	20	80	100	3:1:0	4	64
PSY -08	Psychology of Personality	20	80	100	3:1:0	4	64
PSY -09	Statistics in Psychology	20	80	100	3:1:0	4	64
PSY -10	Practical	20	80	100	0:1:4	4	64
Total of semester II		100	400	500		20	

SEMESTER – III

Paper Code	Title	Maximum marks			Credit distribution L:T:P	Credits	Teaching Hours
		Internal Mark	External Marks	Total			
PSY -11	Psychopathology	20	80	100	3:1:0	4	64
PSY -12	Psychometrics	20	80	100	3:1:0	4	64
PSY -13	Health Psychology (Open Elective under CBCS)	20	80	100	3:1:0	4	64
PSY -14	Organizational Psychology	20	80	100	3:1:0	4	64
PSY-15	Practical	20	80	100	0:1:4	4	64
Total of semester III		100	400	500		20	

SEMESTER – IV

Paper Code	Title	Maximum marks			Credit distribution L:T:P	Credits	Teaching Hours
		Internal Mark	External Marks	Total			
PSY -16	Clinical Psychology	20	80	100	3:1:0	4	64
PSY -17	Developmental Psychology	20	80	100	3:1:0	4	64
PSY -18	Educational Psychology	20	80	100	3:1:0	4	64
PSY -19	Dissertation/ Practical	20	80	100	3:1:0	4	64
PSY -20	Specialization (Optional any one) (a) Counseling Psychology (b) Rehabilitation Psychology (c) Industrial Psychology	20	80	100	0:1:4	4	64
Total of semester IV		100	400	500		20	

ANNEXURE II

M.A 3rd Semester

Paper code: Psy – 11

Paper Title: PSYCHOPATHOLOGY

Course Objectives:

1. To enable the students to understand the concept of abnormal behavior, classification systems and methods of assessment.
2. To acquaint the students with different paradigms of abnormal behavior, symptoms, etiology and treatment of different types of abnormal behavior.
3. To understand various pathological disorders.

Unit 1: Introduction to Abnormal Psychology

Definition and nature, Paradigm in Psychopathology – Historical, Biological, Socio-cultural, Psychodynamic and Behavioral approaches, Introduction to classification system: DSM (The Diagnostic and Statistical Manual of Mental Disorders) and ICD (International Classification of Diseases).

Unit 2: Anxiety Disorders

Basic concepts, Characteristics and Types – General Anxiety Disorder, Phobia, Obsessive-Compulsive Disorder, Post-Traumatic Stress Disorder.
Somatoform Disorders: Somatization.

Unit 3: Personality Disorders

Paranoid, Schizoid, Anti-social;
Intellectual Impairment, Autism, Learning Disorders, Attention-deficit /Hyperactivity Disorder.

Unit 4: Introduction to Psychotic Disorders

Schizophrenia and Delusional Disorders;
Mood Disorders - Depression, Mania, Bipolar.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests. (26)

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks ($5 \times 4 = 20$). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks ($3 \times 10 = 30$). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks ($2 \times 15 = 30$).

Recommended Books:

1. Barlow, D.H. & Durand, V.M. (2005). Abnormal psychology: An integrative approach. New Delhi: Thomson, Wadsworth.
2. Carson, R.C., Butcher, J.N. & Mineka, S. (2001). Abnormal psychology and modern life. New York: Harper Collins Publication.
3. Davison, G.C., Neale J.M. & Kring, A.M. (2004). Abnormal psychology: An experimental clinical approach. New York: John Wiley and Sons, Inc.
4. Sarason, I.G. & Sarason, B.R. (2002). Abnormal psychology: The problem of maladaptive behavior. New Delhi: Pearson Education Inc.
5. Buss, A.H. (1999). Psychopathology. New York: John Wiley.
6. Kaplan, H.I., Saddock, B.J. & Gibb, J.A. (1994). Synopsis of psychiatry. New Delhi.
7. B.I Waruly. Lamm. A. (1997). Introduction to psychopathology. New York : Sage.
8. Sue, R., Sue., D., & Sue, S (1990). Understanding abnormal behavior. Boston: Houghton Mifflin.

Course Objectives:

1. To create critical understanding of concept of measurement, issues and techniques in psychological inquiry.
2. To enable students to develop skills and competencies in test construction and standardization
3. To learn the application and contextual interpretation of data from psychological measurement.
4. To enable the students to create tests that is reliable and valid, develop norms, and to use appropriate tests in various situations.

Unit 1: Foundation of Psychometry

Basic concept, Levels of measurement, Purpose and Function of measurement, Errors in measurement, Ethical issues in measurement.

Unit 2: Psychological test

Definition and nature, Characteristics of a good psychological test, Basic Principles of Psychological test.

Unit 3: Test construction and Standardization

Items writing, Item analysis; Norms, Reliability and Validity of a test; Interpretation of test scores.

Unit 4: Types of test

Individual and Group test, Verbal, Nonverbal and Performance test, Speed and Power test. Intelligence, Ability and Personality testing – The Wechsler scale, Multidimensional Aptitude battery, Self-report and Projective tests of personality.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

(28)

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks ($5 \times 4 = 20$). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks ($3 \times 10 = 30$). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks ($2 \times 15 = 30$).

Recommended Books:

1. Anastasi, A. & Urbania, S. (2000). Psychological testing (7th ed.). New Delhi: Pearson Education Asia.
2. Gegory, J. R. (2004). Psychological testing: History, principles and applications, Allyn & Bacon.
3. Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage.
4. Guilford, J.P. (1954). Psychometric methods. New York: Mc Graw Hill.
5. Kaplan, R. M. & Saccuzo, D. P. (2005). Psychological testing: Principles, applications and issues. Thompson, Wadsworth.
6. Kline, T.J.B. (2005). Psychological testing. New Delhi: Vistaar.
7. Murphy, R.K. & Danishofer, C.D. (1994). Psychological testing: Principles and applications. New Jersey: Prentice Hall.
8. Nunnally, J.C. (1967). Psychometric theory. New York: Mc Graw – Hill.
9. Puhan, B.N. (1980). Issues in psychological testing. Agra: National Psychological Corporation.

Paper Code: Psy – 13
Paper Title: HEALTH PSYCHOLOGY

Course Objectives:

1. To acquaint the students with nature and significance of emerging areas of health psychology.
2. To acquaint the students with the importance of psychological processes and its interaction with the medical treatment in the practice of health and illness.
3. To highlight the role of social, psychological and behavioral risk factors in health promotion and disease prevention.
4. To introduce the students to types of stressors, their consequences, management and other health promotion strategies.

Unit 1: Health Psychology

Concept, nature and scope of Health Psychology, Social Environment and Health, Western and Indian perspectives on health and well- being.

Unit 2: Stress

Nature, Types and Causes of stress, Symptoms of stress, Coping strategies and techniques.

Unit 3: Health risk behavior

Reproductive health, Early pregnancy and Implication, Alcohol and substance abuse, HIV/AIDS

Unit 4: Health Promotion

Quality of life, Health Promotion Strategies – Relaxation technique, Meditation, Yoga and Biofeedback.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each

question carries ten marks ($3 \times 10 = 30$). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks ($2 \times 15 = 30$).

(30)

Recommended Books:

1. Brannon, L. & Feist, J. (2007). Introduction to Health Psychology. New Delhi: Thomson, Wadsworth.
2. Dimatteo, M.R. & Martin, L.R. (2002). Health Psychology. New Delhi: Allyn & Bacon.
3. Ogden, J. (2000). Health Psychology: A Textbook. Philadelphia: Open University Press.
4. Taylor, S.E. (2006). Health Psychology. New Delhi: Tata McGraw-Hill.
5. Aldwin, C.M., Park, C.L. and Spiro, A. (2007). Handbook of Health Psychology and Aging. NY: Guilford Press.
6. Friedman, H.S. (2011) Oxford Handbook of Health Psychology. Oxford: OUP.
7. Snooks, M. (2009). Health Psychology: Biological, Psychological and Socio-cultural Perspective. London: Jones and Bartlett.
8. Strauss, R.O. (2012). Health Psychology – A Bio-psychosocial Approach (3rd ed). UK: Worth Publications.
9. Sutton, S., Baum, A., & Johnston, M. (2004). The Sage Handbook of Health Psychology. Los Angeles, LA: Sage Publications.
10. Weinman, J., Johnston, M., & Molloy, G. (2007). Health Psychology (Vol. IV). London: Sage Publications.

Course Objectives:

1. To understand the concepts, nature and principles of Organizational Behaviour.
2. To acquaint students with the basic psychological processes in organizations and to develop sensitivity among students to handle human issues in organizations.
3. To acquaint the students about contemporary issues and approaches for understanding the organizational change.
4. To develop an understanding of Motivation, Leadership Organizational Culture.

Unit 1: Organizational Psychology

Definition, nature and scope, Historical background, Challenges and Opportunities; Role and Function of Organizational Psychologists

Unit 2: Motivation

Basic concept, Process and Content Theories of Motivation – Maslow’s Theory , Hergberg’s Theory, Vroom’s Theory, Goal Setting Theory;
Job Satisfaction and Organizational Commitment, Work Motivation in India context.

Unit 3: Leadership

Style of Leadership - Autocratic, Authoritarian, Democratic, Charismatic, Transformational leadership.
Leadership in India: Task –Nurturant and Consultative Style.

Unit 4: Organizational Culture and Organizational Development

Meaning and Definition, Creating and Sustaining Culture, Culture in Indian Context, Person – Organization Fit, Total Quality Management.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each

question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30).

(32)

Recommended Reading:

1. Hellriegel, D., & Slown, J.W. (2004). Organizational behavior. South Western: Thompson.
2. Luthans, F. (1998). Organizational behavior (8th ed.). New York: McGraw Hill.
3. Riggio, R. E. (2003). Introduction to industrial/organizational psychology (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
4. Wexley, K.N. & Yukl, G.A. (1977). Organizational behavior and personnel psychology. Homewood, Illinois: Irwin
5. Nelson, D.L. & Quick, J.C. (2008). Organizational behaviour. New Delhi: South Western Cengage Learning.
6. Robbins, S.P. & Sanghi, S. (2006). Organizational behavior. New Delhi: Pearson Education.
7. Mc Shane. S.L., Glinow, M.A.V. & Sharma, R.R. (2006). Organizational Behaviour. Tata – McGraw Hill Publishing Company Ltd. New Delhi.
8. Schein, E.M. (1990) 'Organizational Psychology 3rd edition; Prentice Hall of India Pvt. Ltd. New Delhi .
9. Berry, L.M. Psychology at Work. (2nd ed.) 1998, McGraw Hill, Boston.
10. Lawley F.J. The Psychology of Work Behavior. 1989, Books/Cole Publishing Company, California.
11. Marvin, B., Dunnette, T. and Leatter, M.H., Handbook of I/O Psychology (4 vols.). 1999, Jayco Publishing House, Calcutta.
12. Moorhead, G., and Griffin, R.W. Organizational Behavior. 1989, Houghton Mifflin Company, Boston.
13. Davis, k. Human Behavior at work. 1994. Tata McGraw Hill Publishing Co. New Delhi.
14. Tiffin, J., and McCormick, E.J. Industrial Psychology, 1965, Prentice Hall India Pvt. Ltd. New Delhi.
15. Lewis, J.A., and Lewis, M.D. Counselling Programmes for Employees in the Workplace. 1986 Brooks/Cole Publishing Company, California.

Paper Code: Psy – 15
Paper Title: Practical (3rd semester)

Course objectives:

1. Acquaint the administration of tests and its measurement procedure.
2. Know the evaluation procedure and evaluation of psychological tests.
3. Learn certain skills of Psychological Counseling on the basis of Psychological test results

*Note: Only Standardized Tests should be used.

Attempt any 8 (eight) practicals out of the following:

1. Case study (Hospital, Organizational)
2. Testing of reliability
3. Testing validity
4. Construction of test
5. TAT
6. Rorschach
7. MMPI-2
8. Beck Depression Inventory
9. Assessment of Attitude
10. Job satisfaction scale
11. TP leadership style
12. Work motivation scale
13. Quality of life
14. Organizational commitment scale

General Instructions

1. Workload for each batch will be equivalent to eight lecture periods
2. Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HOD. Without this certificate, the students will not be allowed to appear for the internal examination and end semester examination as per rules of credit system.

Scheme of Evaluation

The candidate has to conduct any one test along with writing the report on the same.

The details of marks distribution is given below:

(a) Test administration any one	= 50 marks
(b) Viva voce with Expert board (Internal and External)	= 30 marks
(c) Internal Assessment and Preparation of Practical Note book	= <u>20 marks</u>
	100 marks

Duration:

- | | | |
|------|---------------------------------------|---------------|
| (i) | Completion of test and interpretation | 2 hours |
| (ii) | Viva voce | <u>1 hour</u> |
| | | 3 hours |

The practical notebook/answer scripts/sheets will be evaluated by the board of Internal and External Examiners appointed by the Controller of Examinations. The Proper record book should be prepared and maintained by the students and submit on the day of examination.

Reference:

- 1 Cronbach, L.J. Essentials of Psychological Testing, 1972, New Delhi, Prentice Hall Inc.
- 2 Anastasi, A. & Urbana, S. (2000). Psychological testing (7th ed.). New Delhi: Pearson Education Asia.
- 3 Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
- 4 Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage.
- 5 Guilford, J.P. (1954). Psychometric methods. New York: Mc Graw – Hill
- 6 Kaplan, R. M. & Saccuzo, D. P. (2005). Psychological testing: Principles, applications and issues. Thompson, Wadsworth.

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ANNEXURE III

MA 4th Semester Psychology

- Paper 1: Psy 16 Clinical Psychology
- Paper 2: Psy 17 Developmental Psychology
- Paper 3: Psy 18 Educational Psychology
- Paper 4: Psy 19 Dissertation/ practical
- Paper 5: Psy 20 Specialization (Optional any one)
- a) Counseling Psychology
 - b) Rehabilitation Psychology
 - c) Industrial Psychology

Paper Code: Psy-16

Paper Title: CLINICAL PSYCHOLOGY

Course Objectives:

1. To acquaint students with various manifestations of Psychopathology.
2. To impart knowledge and skills required for diagnosis of Psychopathological conditions.
3. To introduce students to the different perspectives and models of Psychotherapy and to highlight its contribution to a wide range of mental and behavioural disorders.

Unit 1: Introduction to Clinical Psychology

Nature and scope of Clinical Psychology, Goals and Limitations, Role of Clinical Psychologists, Distinguishing Clinical psychology from related professions, Methods of clinical psychology (case study, interview and observation).

Unit 2: Psychological Assessment

Psychological testing approaches, behavioral assessment, history taking, Mental status examination; Ethical practice in assessment.

Use of test, rating scales and batteries (Anxiety and Depression scales, MMPI, Rorschach Inkblot, WISC and Bhatia's Battery).

Unit 3: Psychoanalytical and Behavioural Techniques

Psychoanalytical Techniques - Free Association, Hypnosis, Dream Analysis;

Behavioral Therapies- Systematic de-sensitization, Aversion therapy, Modeling, Assertive training.

Unit 4: Cognitive therapies

Cognitive Behavioral Therapy, Rational Emotive Behavior Therapy, Client-Centered therapy, Play Therapy, Yoga and Meditation.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30).

Recommended Reading:

1. Bellack, A.S., Hersen, M., & Kazdin, A.E. (1982). (Eds.). International Handbook of Behaviour Modification and Therapy. New York: Plenum Press.
2. Bergin, a.E., & Garfield, S.L. (1994). Handbook of Psychotherapy and Behavioural Change.
3. Carson, R.C., Butcher, J.N. & Mineka, S. (2001). Abnormal psychology and modern life. New York: Harper Collins Publication.
4. Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
5. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to Clinical Psychology. Science, Practice, and Ethics. New Delhi: Pearson Education.
6. Kaplan, R.M. & Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues (6th edition) US: Thomson-Wadsworth, Cenage Leading India Pvt Ltd.
7. Klopfer, W.G & Reed, M.R. (1974) Problems in psychotherapy. New York: John Wiley
8. Korchin, S.J. (1986). Clinical psychology. New York: Basic Books.

- 3
9. Liberman, R.P. (1972) A guide to behavioural analysis and therapy. New York: Pergamon Press.
 10. Phillips, E.L. (1977) Counseling and psychotherapy: A behavioural approach. New York: John Wiley and Sons.
 11. Van Hoose, W.H. & Kottler, J.A. (1977) Ethical and legal issues in counselling and psychotherapy. San Francisco: Jossey-Bass.

Paper Title: DEVELOPMENTAL PSYCHOLOGY

Course Objectives:

1. To understand basic concepts, issues and theories in the field of developmental psychology.
2. To comprehend human development as progressing through different stages.
3. To discuss development from the perspective of different domains such as physical, motor, cognitive, and psychosocial.
4. To understand the role of family, peers and community in influencing development at different stages.

Unit 1: Developmental Psychology

Meaning and nature, Theories of human development - Psychoanalytical (Freud and Erikson), cognitive (Piaget and Vygotsky) and Ecological (Bronfenbrenner),

Unit 2: Pre-natal development and Infancy

Stages of pre-natal development, Teratogens and pre-natal environment; Infancy– Physical and motor skills learning and maturation, cognitive and social development.

Unit 3: Childhood and Adolescence

Early and middle childhood, Physical and motor development, cognitive, language and psychosocial development; Development in Adolescence - Physical, Cognitive, Moral and Social development.

Unit 4: Adulthood and Old Age

Physical development, cognitive development, intimate relationship of friendship and love, marriage, parenthood, vocational adjustment during adulthood;

Old age – Nature and challenges of old age, coping and successful ageing.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks ($5 \times 4 = 20$). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks ($3 \times 10 = 30$). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks ($2 \times 15 = 30$).

Recommended Reading:

1. Hurlock, E.B. (1980). Developmental Psychology: A life span Approach. New Delhi: Tata McGraw-Hill.
2. Papalia, D.E. & Olds, S.W. (1992). Human Development. New Delhi: Tata McGraw-Hill
3. Beck, L. (2003). Child Development. New Delhi: Pearson
4. David R. Shaffer, (2008), Developmental Psychology : Childhood and adolescence, 8th Ed. Wadsworth, Cengage Learning.
5. Patricia H. Miller (2016), Theories of developmental Psychology, 6th Edn, Worth Publishers.
6. J. Gavin Bremner (2017), An introduction to Developmental Psychology, John Willey and Sons.

Paper Title : EDUCATIONAL PSYCHOLOGY

Course Objectives:

1. To familiarize students with the aims of education, their psychological significance and application of psychological principles in the process of education.
2. To help understanding the relationship between self, school, and society.
3. To understand the ways in which children think and learn and study the relationship between learning, motivation and creativity.
4. To develop skills of analysis and synthesis of theoretical approaches to education
5. To be able to critically evaluate various applications of psychology in Indian educational setting.

Unit 1: Introduction to Educational Psychology

Meaning, Nature and Scope, Role of Psychology in Education, Relevance of Psychology in Education, Schools of Psychology and their contribution to Education (Structuralism , Functionalism, Gestalt and Constructivism)

Unit 2: Theoretical Approaches to Learning

Humanistic Approach (Carl Rogers), Cognitive field Approach (Kurt Lewin and Gestalt), Behavioristic Approach (Skinner)

Unit 3: Learning Environment and Learner

Meaning, Nature and Scope of learning Environment; Diversity of Learning Contexts- Oversized Classroom, Language and Social Diversities

Slow Learners, Gifted and Talented Learner.

Unit 4: Education in Indian Context

Introduction to Problems in Schooling in contemporary India, Understanding the Aims and Objectives of Curriculum at different levels, Educational Stress and Anxiety, Bullying, Parental and Peer Pressure; Mental health and well- being of learners and teachers, use of Information and Communication Technology in Education.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours

Pass marks:

45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks ($5 \times 4 = 20$). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks ($3 \times 10 = 30$). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks ($2 \times 15 = 30$).

Recommended Readings:

1. Dand Pani, A., A Textbook of Advanced Educational Psychology, New Delhi, Amol Publication.
2. Dr. S.S. Mathur, Educational Psychology, Sh. Vinod Pustak Mandir, Agra.
3. Ellis, Educational Psychology, Princeton, N.J., New York.
4. Woolfolk, A., Educational Psychology, Singapore: Pearson Education.
5. S.S. Chauhan, Advanced Educational Psychology, 6th edition, Vikas Publishing House Pvt, Ltd., New Delhi.
7. Dandeker, Educational Psychology, Muzmillan.
8. Woolfolk, A. (2004). Educational Psychology (9th Ed.). Pearson Education, Delhi
9. Rathvon, N. (1999). Effective School Interventions, The Guilford Press. New York

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Paper code: Psy – 19
Practical IV – Semester
Dissertation/ Practical

Course objectives:

1. Acquaint the administration of tests and its measurement procedure.
2. Know the evaluation procedure and evaluation of psychological tests.
3. Learn certain skills of Psychological Counseling on the basis of Psychological test results

*Note: Only Standardized Tests should be used.

Attempt any 8 (eight) practical out of the following:

1. Case study
2. Field Visit
3. Interview
4. MMPI
5. Bhatia's Battery
6. Wechsler's Adult Intelligence Test
7. Adolescence Psychopathology scale
8. Depression scale
9. Coping scale
10. Assessment of learning environment
11. Creativity test
12. Stress Inventory or children
13. Anxiety scale
14. Marital satisfaction scale
15. Marital adjustment scale
16. Checklist for substance abuse

General Instructions

3. Workload for each batch will be equivalent to eight lecture periods
4. Students will be required to maintain journal for this course and obtain the completion certificate from the teacher in-charge and certified by HOD. Without this certificate, the students will not be allowed to appear for the internal examination and end semester examination as per rules of credit system.

Scheme of Evaluation

The candidate has to conduct any one test along with writing the report on the same.

The details of marks distribution is given below:

(d) Test administration any one	= 50 marks
(e) Viva voce with Expert board (Internal and External)	= 30 marks
(f) Internal Assessment and Preparation of Practical Note book	= 20 marks
	100 marks

Duration:

(iii) Completion of test and interpretation	2 hours
(iv) Viva voce	<u>1 hour</u>
	3 hours

The practical notebook/answer scripts/sheets will be evaluated by the board of Internal and External Examiners appointed by the Controller of Examinations. The Proper record book should be prepared and maintained by the students and submit on the day of examination.

Reference:

- 7 Cronbach, L.J. Essentials of Psychological Testing, 1972, New Delhi, Prentice Hall Inc.
- 8 Anastasi, A. & Urbania, S. (2000). Psychological testing (7th ed.). New Delhi: Pearson Education Asia.
- 9 Gegory, J. R. (2004). Psychological testing: History, principles and applications. Allyn & Bacon.
- 10 Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage.
- 11 Guilford, J.P. (1954). Psychometric methods. New York: Mc Graw – Hill
- 12 Kaplan, R. M. & Saccuzo, D. P. (2005). Psychological testing: Principles, applications and issues. Kundli: (Haryana): Thompson, Wadsworth.

Paper title : COUNSELING PSYCHOLOGY

Course Objective:

1. To understand the idea of counseling psychology as a discipline and major themes, approaches and contexts in which counseling psychologists are engaged.
2. To understand the purpose and importance of counseling.
3. To learn the principles, theories and the requirements for an effective counseling psychologist.
4. To learn various appraisal techniques, reporting of the findings and effectiveness of counseling.

Unit 1: Introduction to counseling Psychology

Definition, basic concepts, scope and principles of counseling, history and recent trends in counseling, characteristics of a good counselor, Ethical, legal and moral aspects of counseling

Unit 2: Counseling process

Steps and procedures of counseling, Approaches to counseling – Directive, Non- Directive, Behavioristic and Eclectic, Conditions for effective counseling.

Unit 3: Group Counseling

Nature and techniques of group counseling; Counseling for special groups (children with learning problems, intellectually impaired, and care givers)

Unit 4: Areas of Counseling

Marital Counseling, Family Counseling, Career counseling, School counseling, Substance abuse counseling, HIV/AIDS counseling and Gerontological counseling.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and

the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30).

Recommended Readings:

1. Nayak, A.K. (2007). Guidance and counselling APH Publishing New Delhi
2. Barki, B.G. & Mukhyopadhyay, B. (2008) Guidance and counselling A Manual 10th reprint Sterling
3. Corey G (2008). Theory and practice of group counselling 7th edition Stanford :Cengage Learning.
4. S. Naranayana Rao- Counselling Psychology
5. Herman et.al. Vocational Guidance And Career Development
6. Glading.S.T.(2017) Counseling: A comprehensive profession, (7th Edn), Pearson Education.
7. Feltham C. & Horton, I. (2000). Handbook of Counseling and Psychotherapy.
8. Kohler, J. A. & Shepard, D. S. (2008). Counseling: Theories and Practice. US: Brooks/Cole-Cengage Learning.
9. Welfel, E.R & Patterson, L.E. (2005). The Counseling Process – A Multitheoretical integrative approach. N.Delhi: Cengage Learning India Pvt. Ltd. (6th edition).
10. Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). Therapeutic Counselling and Psychotherapy. London: Prentice Hall.
11. Woolfe, R & Dryden, W. (1996). Handbook of Counselling Psychology. New Delhi: SAGE
12. Geldard, K. & Geldard, D. (1997) Counselling Children: A Practical Introduction. London: SAGE.
13. Bergin, A.E. & Garfield, S.L. (Eds.) (1994). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.
14. Bhatnagar, A. & Gupta, N. (1999). Guidance and Counselling: A Theoretical Perspective. New Delhi: Vikas Publishing House.
15. Schloss, P.J., Smith, M.A. & Schloss, C.N. (1995). Instructional Methods for Adolescents with Learning and Behavior Problems. Boston: Allyn and Bacon.

Course Objectives:

1. To make students understand the concept, nature, scope and approaches of rehabilitation psychology.
2. To understand the nature and extent of problems faced by specific categories of people who require rehabilitation.
3. To enable students to assess disability.
4. To understand intervention and rehabilitation for individual, group, Govt. policy and schemes

Unit 1: Rehabilitation Psychology

Definition, nature and scope, Goals and objectives of Rehabilitation Psychology; Approaches to rehabilitation- Biological, Medical, and Psychological.

Unit 2: Disability

Concept and definition of disability, Classification of disabilities- visual impairment, hearing and speech impairment, Loco-motor disability, intellectual impairment and learning disability; Etiological factors.

Unit 3: Assessment of Disability

Screening and early identification of persons with disability, types of assessment – Norm based, Psychological tests as screening and assessment tools

Unit 4: Intervention Program

Basic principles of intervention, types of intervention – individual, group and family based; Psychological intervention – Psychoanalytic approach, behavioral approach and cognitive approach; Government schemes and policies for rehabilitation.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B

consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30)

Recommended Readings:

1. Bolton B., (1987). Handbook of Measurement and Evaluation in Rehabilitation, Second Edition. Paul H. Brookes, Baltimore, London.
2. Brown Roy I., & E. Anne Hughson, (1987). Behavioural and Social Rehabilitation and Training. John Wiley & Sons Ltd.
3. Chadha N.K. & Nath S., 1993. Issue and Trends in Rehabilitation Research. Friends Publication, Delhi.
4. Golden C.J., (1984), Current Topics in Rehabilitation Psychology. Grune & Stratton, London.
5. Ali Baquer & Anjali Sharma, (1997). Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
6. Gerald Hales, (1996). Beyond Disability: Towards an Enabling Society. SAGE Publications, New Delhi.
7. Kundu, C.L., (2000). Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.
8. Pandey, R.S., & Advani, L., (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.
9. Rakesh Agarwal, Lal Advani & Rajinder Raina(), Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi.
10. Kundu C.L. (1994). Personality Development. -Indian Studies. Sterling Publication, Delhi.
11. Advani, S.L., Ghate, P. Goel, H.C., & Reddy, V.R.L. (2002). Foundation course on education of children with disability. Hyderabad: G. Guru Publications.
12. Stromer, D.C. & Prout (1995) (Eds.). Counselling and Psychotherapy for persons with mental retardation and borderline intelligence. Vermont : Clinical Psychology Publishing Co.

Paper code : Psy-20C

Paper Title : INDUSTRIAL PSYCHOLOGY

Course Objectives:

1. To understand the basic concepts and principles of Industrial Psychology.
2. To appreciate the major factors which influence the human performance and productivity in industry.
3. To understand the process of selection, recruitment and training in job.
4. To understand motivational process and stress, its causes, management.

Unit 1: Introduction to Industrial Psychology

Definition and scope, brief history, scientific management and Hawthorne studies

Unit 2: Job and Work environment

Job analysis, Job Design, Job enlargement, Job involvement, working condition, Accident proneness and safety measures.

Unit 3: Selection and Placement

Recruitment Process, Realistic Job Preview, Selection process, method of selection; Training: Training need analysis, Learning process in training, methods of training, evaluation of training programs; Job satisfaction and dissatisfaction.

Unit 4: Motivation and Stress

Definition and determinants of work motivation, work place stress, consequences of stress, stress management, violence and sexual harassment in workplace.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has be attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30)

Recommended Reading:

1. Blum, M.L. and Naylor, J.C. (1968). Psychology in Industrial Relations. New York: Harper and Row.
2. Dunnette, M.D. and Hough, L.M. (1998). Handbook of Industrial and Organizational Psychology (Vol. 1-4). Mumbai: Jaico Publishing House.
3. Engel, J.F., Kollat, D.T. and Blackwell, R.D. (1968). Consumer Behaviour. III Dryden Press.
4. Ghiselli, E.E. and Brown, C.W. (1955). Personnel and Industrial Psychology. New York: McGraw Hill. 5. Ghosh, P.K. (2008). Industrial Psychology. Himalaya Publishing House. Mumbai.
5. Bennis, W.C. (1969). Organization development: Its nature, origins, and prospects. Reading, MA: Addison-Wesley.
6. Colenso, M. (2001). Successful organizational change: Evolution and revolution in the organization. New York: Prentice Hall. French,
7. W. L. & Bell, C. H. (1995). Organization development. New York: Prentice Hall.
8. Nilakant, V. & Ramanarayan, S. (1998). Change management. New Delhi: Response Books.
9. Ramnarayan, S., Rao, T.V. and Singh, K. (1998). Organization development: Interventions and strategies. New Delhi: Response Books.
10. Thornhill, A., Lewis, P. Millmore, M., & Saunders, M. (2000). Managing Change: A human

(5)

ANNEXURE IV

The following changes had been discussed and approved

1. For the paper Psy-15, synopsis presentation was deleted and only Practical was retained. The practical will be of 100 marks of which 20 marks Internal Assessment and 80 marks External Assessment. The detail of the practicals to be taken up is enclosed in Annexure II.
2. For the paper Psy-19 Dissertation/Practical, dissertation will not be taken up in this academic session due to insufficient faculty members. Only practicals will be conducted which will be of 100 marks of which 20 marks Internal Assessment and 80 marks External Assessment. The detail of the practicals to be taken up is enclosed in Annexure III.

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ANNEXURE V

Paper Code: Psy - 04

Paper Title: RESEARCH METHODOLOGY IN PSYCHOLOGY

Course Objectives:

1. To know the concept, nature, types and steps of research in psychology.
2. To analyze the reviews of literature related to problems and understand about variables and hypotheses.
3. To know about sample, sampling techniques and data collection tools.
4. To be able to frame research design and prepare the research proposal and make the research report writing.

Unit I : Introduction to Research in Psychology

- Concept, Sources and Steps of Scientific Method.
- Meaning, nature and scope of research in Psychology
- Steps involved in the research process
- Types of research in Psychology
- Qualitative and quantitative research in Psychology

Unit II: Research Process in Psychology

- Identification and selection of research problem
- Review of related literature
- Variables: Independent, dependent, control and extraneous variables
- Hypothesis: concept, characteristics, sources and types as well as testing hypothesis.

Unit III: Sampling and Research Tools

- Concept of sampling and types of sampling techniques.
- Tools: Observation, interview and questionnaire.
- Methods: Clinical study, survey, experimental correlation, ex-post facto research.

Unit IV: Research Design and Report Writing

- Experimental Design: Between group, Within group and Factorial design.
- Quasi Experimental design - Designs with control and Designs without control.
- Cross sectional and Longitudinal studies.
- Writing research proposal and research report writing.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30).

Recommended Readings:

1. Shaughnessy, J.J and Zechmeister E.B. (1997), Research Methods in Psychology (4th Ed.)
2. Kerlinger, F.N. (1994), Foundations of behavioral research (3rd Ed.)
3. Zechmeister J.S., Zechmeister E.B & Shaughnessy J.J. (2001). Essentials of Research Methods in Psychology
4. Robinson, P.W (1976), Fundamentals of Experimental Psychology, Prentice Hall
5. Edwards, A.L. (1985) Experimental Designs in Psychological Research, Harper and Row
6. Broota K.D. (1989), Experimental Design in Behavioural Research. Wiley Eastern
7. Singh, A.K. (2006) 5th Ed. Tests, Measurements and Research Methods in Behavioural Sciences, Patna, Bharati Bhawan
8. Nunnally J.C. & Bernstein I.H. (1994) Psychometric Theory (3rd Ed. NY: McGraw Hill.
9. Goode, W.J. & Hatt, P.K. (1952) Methods in Social Research
10. Howit, D and Crammer, D (2005) Introduction to Research Methods in Psychology, Pearson Education

(S3)

Paper Code: Psy-03

Paper Title: SOCIAL PSYCHOLOGY

General Objectives:

1. To acquaint the students with the conceptual framework of Social Psychology.
2. To enable the students for understanding major approaches to social behaviours with causes and remedies.
3. To make the students well aware of the social cognition and social perception.
4. To make the students well aware of the social influences.

Unit-I: Conceptual Framework of Social Psychology

- Meaning, Definition, Nature and Scope of Social Psychology
- Current Trends in Social Psychology; Survey Method, Case Study Method
- Methods in Social Psychology; Survey Method, Sociometry Method, Cross-Cultural Method.

Unit-II: Group Dynamics

- Structure, Functions, Types of Groups Norms, Formation, Rate Conflicts.
- Social Conformity and Social Facilitation, Leadership style , Nature, Determinants
- Socialisation: Nature, Process and Agencies

Unit-III: Social Cognition and Social Perception

- Self-Perception and Impression Management.
- Attribution: Internal and External Factors, Theories of Casual Attribution (Kelly), Correspondence Inference Theory.
- Social Categorization and the Perception of Social Groups.
- Disadvantage group: Psychological Consequences, remedial and Intervention Programme.

Unit-IV: Social Influence

- Attitude: Nature, Formation and Changes, Assessment of Attitude
- Aggression: Causes and consequences
- Interpersonal attraction: Proximity, Similarity and Sternberg's Love theory.

Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks (5x4=20). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks (3 x 10= 30). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks (2x 15=30).

Recommended Readings:

1. Alcock, J.E., et al. (1998). A textbook of social psychology. Scarborough, Canada: Prentice Hall.
2. Baron, R.A. & Byrne, D. (2000). Social psychology. New Delhi: Prentice Hall.
3. Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.
4. Mohanty, A. K., Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept.
5. Oskamp, S. (1984). Applied social psychology. Englewood Cliffs, N.J. Prentice Hall.
6. Semin, G., & Fiedler, K. (1996). Applied social psychology. London: Sage.

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ANNEXTURE VI

Paper Code: Psy-07
Paper Title: BIO PSYCHOLOGY

Course Objectives:

1. To acquaint the students on the dynamics of brain and its relationship with behavior.
2. To acquaint the students on psycho physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.
3. To understand the nervous system, its functions and familiarize with neurological disorders.
4. To understand the role of genetics on human behaviour.

Unit 1: Introduction to Biopsychology

Biopsychology - Nature and scope; Methods of studying the brain – Ablation method, Recording and Stimulation methods and Neurochemical methods.

Unit 2: Brain behaviour dynamics

Nervous system – Structure and functions, Divisions - Central and Peripheral nervous system;

Brain and Cognitive functions – intelligence, memory, learning;

Endocrine system – functions and effects of endocrine glands.

Unit 3: Neuropsychology

Neurons - Structure, types and functions of neuron. Neuronal conduction -communication between neurons, synaptic conduction;

Neurotransmitters – categories and functions;

Neurological disorders -Parkinson's disease, Alzheimer's disease.

Unit 4: Behaviour Genetics

Nature, scope and methods of study; Chromosomal functions;

Hereditary determinants of behavior;

Basic concepts of Eugenics and Genetic engineering.

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Scheme of Evaluation

Internal Assessment:	20 marks
External Assessment:	80 marks
Duration:	3 hours
Pass marks:	45 %

Pass marks are applicable in internal assessment and external assessment. The 20 marks of internal assessment will be awarded on the basis of three Sessional tests by taking average of the two best Sessional tests.

External assessment is meant for 80 marks. In external assessment, there will be three sections namely Section A, Section, B and Section C. Section A consists of six questions and the candidate has to attempt five questions. Each question carries four marks ($5 \times 4 = 20$). Section B consists of five questions and the candidate has to attempt three questions. Each question carries ten marks ($3 \times 10 = 30$). Section C consists of five questions and the candidate has to attempt two questions. Each question carries fifteen marks ($2 \times 15 = 30$).

Recommended readings:

1. Carlson, N. R. (2005). Foundations of Physiological Psychology. 6th ed. Pearson.
2. Buss, D.M. (2005). The Handbook of Evolutionary psychology, John Wiley and Sons.
3. Handbook of Biological Psychology – Sage publications.
4. [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/-principles of psychopharmacology.](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/-principles-of-psychofarmocology)
5. [http://nursece4less.com/tests/materials/n075materials.pdf-classification.](http://nursece4less.com/tests/materials/n075materials.pdf-classification)
6. Kalat. J.W. (1995) Biological Psychology, 5th Edition London: Brook/cole Publicity Company.
7. Pinel, J.P.J. (2007) Biopsychology, 6th Edition. New Delhi: Pearson Education INC.