CHOICE BASED CREDIT SYSTEM

(CBCS)

SYLLABUS

FOR

M.A. (PSYCHOLOGY)

(w.e.f. 2022-23)

DEPARTMENT OF APPLIED & CLINICAL PSYCHOLOGY

FACULTY OF EDUCATION & ALLIED SCIENCES

M.J.P.ROHILKHAND UNIVERSITY, BAREILLY

CHOICE BASED CREDIT SYSTEM (CBCS)

SYLLABUS FOR M.A. (PSYCHOLOGY)

(w.e.f. July, 2022)

OBJECTIVES OF THE COURSE:

1. To prepare professionals who would be required in hospitals, rehabilitation centres and educational institutions.

2. To train persons for various psychological services such as psychological testing, educational and vocational guidance and consultancy.

3. To help the students acquire technical knowledge of the psychological basis of learning, so that they can provide psychotherapy.

4. The course will prepare the students for consultancy and co-ordination in the areas of special educational services.

Semester I

Course No.	Paper No.	Name Of The Course	Credit	Course Type
PSYCC-101	1	Cognitive Psychology	5	Core Course
PSYCC-102	2	Psychology of Personality	5	Core Course
PSYCC-103	3	Biological Foundation of Behaviour and Neuropsychology	5	Core Course
PSYCC-104	4	Methods of Behavioural Research – I	5	Core Course
PSYVC-101	5	Stress Management	4	Value Added Course (Credited)
PSYCC-105	6	Practical (Tests & Experiments)	4	Core Course
		Semester Total	**28**	

Semester II

Course No.	Paper No.	Name of the Course	Credit	Course Type
PSYCC-201	7	Applied Social Psychology	5	Core Course
PSYCC-202	8	Psychopathology	5	Core Course
PSYCC-203	9	Psychodiagnosis	5	Core Course
PSYCC-204	10	Methods of Behavioural Research – II	5	Core Course
PSYEL-201A PSYEL-201B	11	Psychological base of Education OR Guidance and Counseling	4	Elective Course
PSYCC-205	12	Practical (Case Study)	4	Core Course
		Semester Total	**28**	

\Semester III

Course No.	Paper No.	Name of The Course	Credit	Course Type
PSYCC-301	13	Developmental Psychology	5	Core Course
PSYCC-302	14	Organizational Behaviour	5	Core Course
PSYCC-303	15	Psychology of Learning Disability	5	Core Course
PSYCC-304	16	Clinical Psychology of Childhood Disorder	5	Core Course
PSYCC-305	17	Practical (Therapeutic Intervention)	4	Core Course
		Semester Total	**24**	

Semester IV

Course No.	Paper No.	Name of The Course	Credit	Course Type
PSYCC-401	18	Psychotherapy and Counselling	5	Core Course
PSYCC-402	19	Rehabilitation Psychology	5	Core Course
PSYCC-403	20	Community Mental Health	5	Core Course
PSYCC-404	21	Computer Application in Psychology	5	Core Course
PSYMT-405	22	Dissertation	8	Master thesis
		Semester Total	**28**	
		Grand Total	**108**	

Abbreviations:

PSY - Subject (Psychology); PSYCC - Core Course ;PSYVC-Value Added Course (Credited) ; PSYEL - Elective ; PSYMT- Master Thesis ;

DISSERTATION

Each student shall have to complete the dissertation on a topic allotted to him/her. The three typed copies of the dissertation shall be submitted to Dean, Faculty of Education and Allied Sciences, one month earlier before the start of Semester IV Examination and they should be accompanied with a declaration by the student that it is her/his own work that it has not been submitted anywhere previously.

The dissertation will be examined by a board of examiners consisting of Dean/Faculty of Education and Allied Sciences, an external examiner (appointed by the University) and supervisor concerned.

CONTINUOUS COMPREHENSIVE EVALUATION

i) One Assignment from each course

ii) Tutorial/Discussion, seminar/symposia

iii) Participation in Co-curricular Activities (Behaviour and conduct). Departmental teachers shall evaluate students. The teachers will be deputed by the Head/Dean, Department/Faculty. This will be followed in all semesters. The maximum marks will be; External 70 marks and Internal 30 marks. Other term and conditions regarding examinations are laid by under the university rules and regulations. Students will be evaluated by departmental teachers. The assignment will be evaluated by the respective subject-teachers.

The distribution of marks in internal and external assessment shall be as given below:

Internal Assessment					External Assessment	Total Marks
Assignment/ Tutorial/ Seminar etc	Test I	Test II	Overall Performance (Attendance/ Learning etc)	Marks	Marks	
05	10	10	05	30	70	100

Detailed Syllabus

M.A. IN PSYCHOLOGY

FIRST YEAR COURSE STRUCTURE

FIRST SEMESTER

PSYCC – 101 (PAPER-I): COGNITIVE PSYCHOLOGY

OBJECTIVES

1. .To understand psychological and physiological basis of human behavior.
2. To understand the basic concepts and developments in the areas of attention, perception, learning, memory, problem solving and reasoning.

COURSE CONTENT

1. Attention & Perception: Concepts and Mechanisms, Selective Attention: Determinants and Theories – Broadbent, Treisman and Deutsch and Deutsch, Norman Models, Sustained Attention, Theories-Expectancy, Signal Detection, Arousal and Habituation.
2. Perception:Form Perception; theories of Form Perception: Gestalt, Ecological optics (Gibson), Multi-level Expectancy (Hebb), Information Processing (Broadbent): Space Perception, Time Perception and Movement Perception.
3. Learning: Process and Methods;Theories – Classical and Operant Conditioning, Hull, Tolman and Gutherie.
4. Memory: Models of memory: Structural and levels of processing models, Tulving's Episodic, Autobiographical and Procedure models; McClelland's PDP approach; Sensory Memory, Short-term Memory; Long-term memory: Determinants of Accuracy – interference, Context and Encoding Specificity, Autobiographical Memory: Flash back memories, Eye-witness Testimony, Memory improvement.
5. Problem Solving and Reasoning: Classification of Problems, Newell and Simon's theory, Problem-solving approaches, Means-end heuristics and the analogy approach and other strategies. Types and errors in reasoning processes: deductive and inductive hypotheses testing, theories of thought processes.

REFERENCES

1. Dember, W.N. and Warm, J.S. (1960). Psychology of perception, Holt-Rinehart and Winstoh, New York.
2. Broota, K.D. (1988). Perceptual and cognitive processes, In: Janak Pandey(ed.) Psychology in India: The State of Art, Sage Pub., New Delhi.
3. Martindale, C. (1981). Cognition and consciousness, The Dorsey Press.
4. Kling, J.W., Riggs, H.A. (Eds.) (1971). Woodworth and Schlosberg's: Experimental Psychology (3rd Edition): New York.
5. D'Amato, M.R. (1970). Experimental Psychology: Methodology, Psychophysics and Learning, McGraw-Hill, New York.
6. Hulse, S.H. Egeth H, and Deese J. (1980). The Psychology of Learning, Mc Graw-Hilll, New York (5th Ed.).

7. Hilgard, E.R. & Bower G. (1975). Theories of Learning, Prentice-Hall of India (4th Ed.).
8. Galotti, K.M. (1999). Cognitive psychology in and outside laboratory, Mumbai; Thomson Asia.
9. Matlin, Margaret W. (1995). Cognitive (III ed.) Prism Books Pvt. Ltd., Bull Temple Road, Basavasigudi, Bangalore 560019.

10. Snodgrass, J.G. et.al. (1985). Human experimental psychology, New York; Oxford University Press.

11. Reed, S.K. (1988). Cognition: Theory and Application (III ed.) Pacific Grove, California: Brooks/Cole Publishing Company.

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PSYCC – 102 (PAPER-II): PSYCHOLOGY OF PERSONALITY

OBJECTIVES

1. To understand structure and construction of human personality.

2. Have sound knowledge of different theoretical aspects of personality.

3. To acquire knowledge of different methods of assessing human personality.

COURSE CONTENT

1. Personality:Meaning and Definitions of Personality: Factors influencing Personality: Physical Factor, Chemical Factor, Social Factor, Heredity Factor.

2. Classification of Personality: Trait and Type Theories (Allport and Sheldon).

3. Theories of Personality

   i) Classical Psycho-analysis: (Freud, Adler, Jung) and Post-Freudian (Sullivan).

   ii) Factorial Approach to Personality: Cattell

   iii) Humanistic Approach: Maslow and Rogers.

   iv) Behaviouristic Approach: Skinner and Eysenck.

   v) Social Learning Approach: Miller and Dollard, Rotter and Bandura, Mischel's cognitive-behavioural theory.

4. PersonalityDevelopment**:** Methods of Study- Longitudinal and Cross-Sectional, Stages of Development (Erikson), Cognitive Development (Piaget) and Moral Development (Kohlberg).

5. PersonalityAssessment**:** Subjective, Objective and Projective- Concepts, Merits and Demerits; Personality Test – Rorschach Ink-Blot, TAT, MMPI, 16 PF.

REFERENCES

1. Burger, J.M. (1990). Personality Theory and Research, Wordsworth Pub. Co.

2. Hall, C.S. and Lindzey, G. (1978). Theories of Personality (3rd Ed.) Jhon Wiley Sons.

3. Pervin, L.A. (1984). Personality Theory and Research (4th Ed.) John Wiley Sons.

4. Hjelle, L.A. and Ziegler, D.J. (1976). Personality Theories, Mc Graw Hill & Co.

5. Wiggin, J.S., Renner, B.K., Clow, G.L. and Rose, R.J. (1971). The Psychology of Personality, Addison-Wesley Co. California.

6. Eysenk, H.J. (1980). A Model of Personality, Springer-Verlag.

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9. Hjelle, L.A. and Zeigler, D.J. (1991). Personality theories: Basic assumptions, research and applications, 2nd ed. International Student Edition, McGraw Hill, International Book Co.

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11. Sahakian, W.S. (1965). Psychology of personality: Readings in theory, Chicago: Rand Mc Nally College Publication Co.

12. Magnusson, D. and Endler, N.S. (1977). Personality at crossroads, New Jersey, Hillsdale: Lawrence Eribaum Associates.

PSYCC–103 (PAPER-III): BIOLOGICAL FOUNDATIONS OF BEHAVIOUR AND NEUROPSYCHOLOGY

OBJECTIVES

1. To gain primary knowledge of structure of human brain.
2. To learn the relationship between human brain and behavior.
3. To get knowledge of neuropsychological problems.
4. To get understanding of assessing neuropsychological problems.

COURSE CONTENT

Section-I: Biological Foundations of Behaviour

1. Structure and organization of central nervous system: The Spinal Cord, Division of the Brain, The Brainstem, The Cerebellum, The Cerebral Cortex.
2. Neurone: Microscopic structure, the nerve impulse and synaptic transmission, chemical and metabolic aspects, the resting potential, exicitation and spike potential.

Section-II: Neuropsychology

3. Introduction to Neuropsychology:Brain and behavior relationship; Frontal lobes:Temporal lobes, Parietal lobes and Occipital lobes, Functional specialization, Disturbances in function of various lobes and syndromes.
4. Cerebral dominance:Handedness, Split-brain, Divided Visual Fields, Dichotic Listening Studies, Sex difference in cerebral organization;
5. Neuropsychological Assessment: Luria-Nebraska and Halstead-reitan Neuro-psychological Test Batteries, Psycho physiological recording.

REFERENCES

1. Gilinsky, A.S. (1984). Mind and Brain-Principles of Neuropsychology, New York, Pergamon Publisher.
2. Golden, C.J. and Vincent, P.J. (1983). Foundations of Clinical Neuropsychology, New York: Plenum Press.
3. Diamond S.J. (1980). Neuro psychology: A Textbook of systems and psychological Functions of the Human Brain, Sydney: Butterworths.
4. Bradshaw, J.L. and N.C. (1983). Human Cerebral Assymetry; Prentice Hall.
5. Beaumont, J.G. (1983). Introduction to Neuropsychology, Blackwell Scientific Publications.
6. Lezak, M.D. (1983). Neuropsychological Assessment (2nd Ed.), Oxford Press, New York.
7. Klob, B. and Winshaw (1905). Fundamentals of Human Neuropsychology, New York Freman.

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PSYCC – 104 (PAPER-IV): METHODS OF BEHAVIOURAL RESEARCH-I

OBJECTIVES

1.   To make students able to understand the basics of psychological research.

2.   Have in depth knowledge of research, design and sampling.

3.   To get knowledge of basic statistics.

COURSE CONTENT

SECTION-I

1.   Psychological Research:Meaning, Nature, Need and Importance of Psychological Research; Approaches to Psychological Research: Descriptive Research, Survey Research, Experimental Research, Ex-Post-Facto Research, Laboratory and Field Research, Action Research.

2.   The Research Process: Selection of Research Problem, Survey of Related Literature, Aims of the Study, Formulation of Hypotheses; Populationand Sample: Meaning and Definition of Population, Sample and Sampling, Methods of Sampling: Probability Sampling and Non-Probability Sampling; Errors in Sampling.

SECTION-II

3.   Measures of Central Tendency; Measures of Variability; Normal Distribution Curve: Characteristics and Applications; Chi-square: Meaning and Assumptions; Applications: Testing deviation of observed frequencies from expected frequencies against equal probability or null-hypothesis, Testing deviation of observed frequencies from expected frequencies against normal distribution hypothesis, testing hypothesis or independence when observed frequencies are given in 2x2 contingency table.

4.   Correlation: Product-moment correlation: Ungrouped data and grouped data (Scatter Diagram); Rank difference correlation coefficient: merits and demerits; biserial correlation coefficient, Point-biserial correlation coefficient, tetrachoric correlation coefficient; Phi-coefficient.

5.   Multiple correlation and partial correlation (first order only), Prediction: (i) Measurement from Measurement (ii) Prediction of an unknown measurement from two known measurements.

Note: The candidates are required to attempt five questions in all selecting at least two questions from any section. The paper-setter will set ten questions in all i.e. five questions from each section. The statistical tables will be supplied to the candidates. The students are allowed to use Calculators in the examination.

REFERENCES

1.   Chadha, N.K. and Sehgal, P.R.L. (1984). Statistical Methods in Psychology, New Delhi E.E.P.

2. Fruchter, B. (1967). Introduction to factor analysis, New Delhi East-West Press.

3. Kerlinger, F.N. (1964). Foundations of Behavioural Research, New York, Rinehart and Winston.

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11. Townsend J.L. (1953). Introduction to Experimental Psychology and social, New York: McGraw Hill.

PSYCC – 105 (PAPER-V): PRACTICAL

OBJECTIVES

1. To get knowledge of administrating experiments and tests.

2. To be able to analyze and interpret data.

EXPERIMENTS

1. Reversible perspective

2. Perceptual Grouping

3. Transfer of Training

4. Maze Learning

5. Person Perception

TESTS

1. Wechsler's Adult Performance intelligence Scale (WAIS)

2. Bhatia's Performance Scale of Intelligence

3. Seguin Form Board

4. Raven's Progressive Matrices (Standard)

    The examination for practical will be held in three parts. Part-I (30%) The work done design the session i.e. eight experiments/tests will be evaluated. The evaluation will be done on the basis of experiments/tests performed and duly checked by the teacher concerned. Positive (70%) One of the eight experiments/tests, set by the examiner, would be performed by the candidate. Evaluation will be done on the following:

(i)   Design and performance

(ii) Write up

(iii) Viva

REFERENCES

1. McGuigan, F.J. (1969). Experimental Psychology: A Methodological Approach Prentice- Hall New York.

2. Mohsin, S.M. (1976). Experiments in Psychology. Orient Longman, New Delhi.

3. Postman, L. and Egan, J.P. (1949). Experimental Psychology. Harper and Row, New York.

4. Zinser, O. (1984). Basic Principles of Experimental Psychology, McGraw Hill.

PSYVNC – 101 (PAPER-VI): STRESS MANAGEMENT

OBJECTIVES:

1. To understand the basic concept of organizational stress and its different perspectives.
2. To acquire knowledge of different stress management intervention techniques.
3. Have sound knowledge of different therapeutic approaches of stress management.

COURSE CONTENT:

1. Organizational Stress: Concept- different perspectives, symptoms, individual factors influencing job stress.
2. Causes of job stress: Personal Characteristics, organizational structure and change, properties of work and work setting, job role, machine pacing and shift work.
3. Consequences of job stress: job behavior, job satisfaction, performance, absenteeism; health strains-physical illness, mental/ psychological symptoms.
4. Stress management interventions: Individual centered- cognitive, behavioral, and physical. Organization centered-preventing, mitigating and moderating organizational stressors.
5. Coping with stress: Types of coping strategies. Therapeutic Approaches to stress management: CounseLling, hypno-suggestive, philosophical hypnosis, self-talk, music therapy.

REFERENCES:

1. Matteson, M.T. & Ivancevich, J.M. (1987). Controlling work stress: Effective human resources and management strategies. San Francisco: Josey Bass.
2. Pestonjee, D.M. (1992). Stress and coping. New Delhi: Sage Publications.
3. Ross, R.R. & Altmair, E.M. (1994). Interventions in occupational stress. New Delhi: Sage Publications.
4. Shrivastava, A.K. (1990) Management of occupational stress: Theories and practice. New Delhi: Gyan Publishing House.

SECOND SEMESTER

PSYCC – 201 (PAPER-VII): APPLIED SOCIAL PSYCHOLOGY

OBJECTIVES

1. To understand the contextual nature of social behavior.

2. To get good understanding of human behavior in society.

3. Learn to make attitude scales.

4. Acquire knowledge of various problems in societies.

COURSE CONTENT

1. Theoretical foundation of social psychology: Psychoanalytic, cognitive and behaviouristic theories.

2. Interpersonal relations and influence: Affiliation, Interpersonal attraction and gender identity, compliance and obedience, conformity, prosocial behavior and interpersonal conflict. Groups: Types, social facilitation, group dynamics, leadership and political behavior.

3. Social cognition and person perception: categorization of schemes, casual judgement, attribution rules, schemas in perception, impression formation.

4. Attitude: concept, formation and change, individual differences in persuability. Attitude scaling. (Likert and Thurston)

5. Current social problems: Aggression and violence conflict resolution, isolation and crowding, personal space, noise, cognitive overload, prejudice and intergroup relations, socio-economic deprivation.

REFERENCES

1. Wrightsman, L.S. (1977). Social Psychology, Brooks/Cole Publishing Company California.

2. Myers, D.G. (1988). Social Psychology McGraw Hill Book Company, New York.

3. Baum, A. Fisher, J.D. and Singer, J.E. (1985). Social Psychology, Random House, New York.

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11. Bales, R.F. (1950). Interaction process analysis; A method for studying small groups.

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14. Thibaut and Kelly, H.H. (1959). Social psychology of groups, New York: John Wiley.

15. Mishra, G. (Ed.) (1990). Applied social psychology of groups, New York.

16. Mishra, G. (1998). Applied social psychology, New Delhi, Sage.

17. Kretch, D. Crutchfield, R.S. (1948). Theory and problems of social psychology.

18. Semin R.G. and Fiedler, K. (Eds.) (1996). Applied Social Psychology, London, Sage.

PSYCC – 202 (PAPER-VIII): PSYCHOPATHOLOGY

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 regarding the causations of mental illness and dysfunctional behavior and to highlight the contribution of these approaches to the pathogenesis of a wide range of mental and behavioural disorders.

COURSE CONTENT

1. Classification Systems in Psychopathology:W.H.O. classification (ICD-10) and multiaxial systems (DSM-IV-TR), Theoretical background/approaches to psychopathology, (i) Psychodynamic; (ii) Behavioural; (iii) Cognitive; (iv) Phenomenological; (v) Biological and (vi) Sociocultural; Diagnosis-Purposes of Diagnosis, reducing undesirable variability; multiaxial model, evaluation of diagnostic system, Models for the description of abnormal behavior; Medical psychodynamics and learning models; Recent advances and research methods in psychopathology.

2. Theories and Models of Anxiety Disorder:Panic, Phobic, OCD, post-traumatic, GAD, (b) Somatoform disorders, (c) dissociative disorders, Schizophrenia and other psychotic disorders, Schizophereniform, Schizoaffective, delusional, brief psychotic disorders, Mood disorders, Depressive unipolar and bipolar disorders.

3. Psycho physiological Disorders- Theories: Personality disposition, CHD, Asthma, Allergy, Eczema, Itching, Rheumatoid Arthritis, Peptic Ulcer, Diabetese and Menstrual Disorders.

4. Disorders of Personality: Adjustment disorder, (b) Impulse control disorders (c) substance related disorders (d) Eating disorders and Sleep disorders; Sexual and gender identity disorders.

5. Organic Mental Disorders: Changing views of brain function and dysfunction. Neuropathological considerations: Common syndromes.

REFERENCES

1. Coleman, J.C. (1978). Abnormal Psychology and Modern Life. Bombay D.M. Taraporevela.
2. Arieti, S. and Caplan, G. (Eds.) (1974). American Handbook of Psychiatry (2nd Ed.) N.V., Basic Books, (All Volumes).
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PSYCC – 203 (PAPER-IX):   PSYCHODIAGNOSIS

OBJECTIVES

1. To get knowledge of psychological tests and their use in diagnosis.
2. To make students able to diagnose patients with the help of projective tests.

3. To get understanding of different diagnostic systems.

4. Learn how to take case history of patients.

5. To be able to make differential diagnosis.

COURSE CONTENT

1. Psychodiagnosis:Introduction and rationale, factors influencing psychological testing pitfall of psychological testing. Case-history and Mental status examination.

2. Tests of Primary Mental Abilities:

   a) Attention and Concentration

   b) Perception

   c) Memory

   d) Thinking and Reasoning

   e) Intelligence

3. Tests of Differential Diagnosis

   a) Tests of Thought Disorder

   b) Questionnaire for Differential Diagnosis

   c) Rating Scales

4. Personality Tests:Rorschach Test, Interview and Adjustment Test.

5. **Neuropsychological Assessment:** Psychophysiological assessment: Assessment of psychophysiological indices of arousal/anxiety (e.g. GSR, EMG and ECG) and to correlate with those of subjective reports of the same.

REFERENCES

1. Sattler, J.M. (1982). Assessment of Children's Intelligence and Special Abilities, W.B. Sounders Co. Philadelphia.

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21. Choce, Peterson and Shanley (1986). Factor analysis of MCMI, American Psychologist, Vol. 54, 2, 253-256.

PSYCC – 204 (PAPER-X): METHODS OF BEHAVIOURAL RESEARCH-II

OBJECTIVES

1. To get knowledge of constructing test

2. To acquire advanced theoretical knowledge of psychological research.

3. Have better understanding of conducting research.

4. Learn writing research report.

5. To get knowledge of statistics.

6. Students will be able to use statistics in research.

COURSE CONTENT

SECTION-I

1. Measurement and Evaluation: Meaning and Concept of Measurement and Evaluation; Level of Measurement: Nominal, Ordinal, Interval and Ratio. Psychological Tests: Intelligence (Verbal and Non-Verbal); Achievement (Teacher-Made and Standard) Test, Aptitude Test.

2. Construction and Standardization of Test; Test Parameters: Reliability: Concept, Methods of estimating reliability-Test-retest, split half, parallel form and rational equivalence. Validity: Concept, Methods of estimating validity-content, face, construct, concurrent, predictive and factorial. Norms: Concept, types of norms-age norms, grade norms, percentile norms, standard score norms. Writing Research Report: Steps involved in writing research report, precautions to be taken at the time of preparing research report.

SECTION-II

3. Testing Significance of Statistics: Significance of Statistical Averages and Variability; Standard Error of proportions, Percentages and Pearson's Correlation Coefficient. The standard Error of Difference between Uncorrelated Mean, Median, Standard Deviation, Proportions, percentages; The Significance of Difference between the Correlation Coefficients.

4. Analysis of Variance: Meaning, Assumptions of Analysis of Variance, One-Way and Two-Way Analysis of Variance only. Factor Analysis: Introduction, Thurstone's centrioid method, extraction of factors (upto two factors only); Communality and its estimation (concepts only): Putting highest of the column; Rotation (Orthogonal rotation only): Interpretation of factors.

5. Non-Parametric Statistics: Difference between parametric and non-parametric statistics; runs test, sign test and median test.

Note: The candidates are required to attempt five questions in all selecting at least two questions from any section. The paper-setter will set ten questions in all, five questions from each section. The statistical tables will be supplied. The students are allowed to use calculators in the examination.

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PSYCC – 205 (PAPER-XI): PRACTICAL

OBJECTIVES

1. Students will have understanding of psychopathology.

2. To know how to deal with patients how to diagnose them on the basis of interview.

3. Learn to diagnose with the help of TAT/Rorschach.

The students will be required to prepare five case studies of children and adults suffering from various psychopathology and two psychodiagnostic studies based on projective technique (either Rorschach or TAT). The report of each case will be prepared and presented in a typed single volume.

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PSYEL – 201 – A (PAPER-XII): PSYCHOLOGICAL BASE OF EDUCATION

OBJECTIVES:

1. To develop understanding of the psychological orientation to education.
2. To develop an understanding about learners' development and its characteristics.
3. To comprehend various theories about the cognitive, psychological, social and moral development of adolescents and youth.
4. To understand nature and process of learning in the context of various learning theories and their implications.
5. To develop understanding regarding various styles of learning and thinking

COURSE CONTENT:

1. Introduction to Psychological Basis of Education Psychology as scientific study, its concerns-mind, consciousness, behavior, and experience methods of study in psychology- introspection, observation, survey, case study, experimental Major schools of psychology and their contribution to education. Structuralism, functionalism, behaviorism, Psycho-analytic, Cognitive and Humanistic Educational Psychology: Concept, nature, scope and importance of. Educational Psychology.
2. Human Development and Its Theories- Concept, Principles, Sequential stages of Development. Factors influencing development – genetic, biological, environmental, physical and their relative role Theories of development - Piaget's Cognitive development - Freud's Psycho-sexual development - Erikson's psycho-social development.
3. Psychology of Learning: Concept, its Kinds, Levels of learning, factors influencing learning. Theories of Learning. Operant conditioning (Skinner) - Information processing (Donald Norman) - Mastery learning (Bloom) - Hull's reinforcement theory - Toleman's theory of learning - Levin's field theory - Constructivism & learning

4. Learners' Style of Learning, Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary. Cognitive Styles: Field Dependent-Field Independent, Deep-Surface, Reflective- Impulsive   Thinking Styles: Synthesis, Idealist, Pragmatic, Analyst and Realist..

REFERENCES:

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OR

PSYEL – 201 – B (PAPER-XII): GUIDANCE AND COUNSELLING

OBJECTIVES:

1. To understand the concepts, need and view-points about guidance and counseling.
2. To get acquainted with the organizational framework and procedures of guidance- services in educational institutions.
3. To know the use of tools and techniques required for providing guidance and counseling services.
4. To understand concept of psychological appraisal and criteria of selection of good tests.
5. To develop counseling skills in conducting counseling sessions.
6. To understand the role of teachers in guidance programmes.

COURSE CONTENT:

1. Guidance: Concept, nature, assumptions, principles and need. Problems of guidance in India. Organisation of guidance programme at secondary level. Role of teachers in guidance programme.
2. Educational guidance: Concepts, principles, need and determinant of, educational choice. Vocational guidance: Concept, scope, need and vocational choice as a developmental process. Personal guidance: Concept scope, need and personal guidance at different levels. Group guidance: nature, principles and procedure.
3. Counselling: Concept, principles and goal of counseling. Approaches of counseling: Directive, Non-directive. Techniques of counseling. The qualities of effective counselor. Theories of Counselling (Behavioural, Cognitive and Humanistic).
4. Guidance services: self-inventory, occupational information, placement, follow-up and evaluation. Techniques of Appraisal: testing techniques/ tests- intelligence, aptitude, achievement, interest tests and personality measures. Non-testing techniques- questionnaires, interview, cumulative records.

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SECOND YEAR COURSE STRUCTURE

THIRD SEMESTER

PSYCC – 301 (PAPER-XIII): DEVELOPMENTAL PSYCHOLOGY

OBJECTIVES

1. To get good knowledge of human development at different stages.

2. Students will be able to assess normal human development.

3. Acquire in depth theoretical knowledge of development psychology.

COURSE CONTENT

1. Development: Nature principles and determinants of development, Various development periods. Study methods of developmental psychology (cross-sectional and longitudinal).

2. Prenatal development: Periods of prenatal development. Factors affecting prenatal development. Physical development: Infancy, childhood, puberty and adolescence developmental hazards at different stages.

3. Emotional development: Concept and development. Cognitive development: Concept and development (Piaget). Social development: Development of social behavior, Role of socialization, Development of self concept, Moral development.

4. Middle and old age: Characteristics, Problems and adjustment.

5. Development Assessment: Use of development schedule and various tests related to developmental psychology.

REFERENCES

1. Flavell, J.H. (1970). Developmental Psychology of Jean Piaget; Van Nostrander, New York.

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PSYCC – 302 (PAPER-XIV): ORGANIZATIONAL BEHAVIOUR

OBJECTIVES

1. To have understanding of organizational behavior.

2. To understand what are different organizations.

3. To get knowledge of problems related to organizations.

COURSE CONTENT

1. Organizational Psychology:An overview of the field; History of the Organizational studies.

2. Social Organization:Definition, Nature of social system and its components; Organization in relation to environment. Organizational Role-Taking**:** Organization as a system of role.

3. Leadership-Approaches:Nature of organizational leadership; Types of leaders; Role of leaders in decision-making.

4. Organizational Conflict:Definition, Conflict as process, Models of conflict and conflict management.

5. Organizational Effectiveness:Efficiency of Organizations, Job-satisfaction; Work stress and Quality of work life.

REFERENCES

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PSYCC – 303 (PAPER-XV): PSYCHOLOGY OF LEARNING DISABILITY

OBJECTIVES

1. To get ability to understand people who are learning disabled.

2. Learn how to diagnose learning disability.

3. Develop understanding of therapeutic programmes for learning disabled.

COURSE CONTENT

1. Learning Disability: Nature and concept; Characteristics and behavioural manifestation; Types: reading, writing and arithmetic disabilities; Causes of learning disability: biological, Behavioural and sociological.

2. Disorders of reading, writing and arithmetic: oral reading-characteristics, theories; written language characteristics, theories; arithmetic disorder-characteristics, theories.

3. Diagnostic Process: Identification and assessment of various learning disabilities; differential diagnosis.

4. Remediation of Learning Disabilities: Principles and strategies for remediation; Training strategies and planning of intervention programmes for reading, writing and arithmetic skills.

5. Development of Basic and Specific Skills: readiness, perceptual-motor, language comprehension and expression.

REFERENCES

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PSYCC – 304 (PAPER-XVI): CLINICAL PSYCHOLOGY OF CHILDHOOD DISORDER

OBJECTIVES

1. Learn how to diagnose children with mental illnesses.
2. Get ability to understand childhood mental problems.
3. Acquire knowledge of working with sick children and their parents.

COURSE CONTENT

1. Developmental Perspective of child clinical psychology: Models and clinical practice.
2. Diagnostic Assessment of Children: Strategies of Interview, Behavioural assessment, Projective Testing and Neuropsychological assessment.
3. Problem of Childhood and Adolescence: Fears and anxiety, Sleep disorders, Psychosomatic problems, Suicidal behavior, Stereotyped and self-injurious behavior, Aggressive and delinquent behavior.
4. Other Neurotic Disorder: Autism, Toilet problems, Attention deficit disorder, Sexual problems. Eating disorders, School problems, Language disorders, Adolescent-parent problems.
5. Intervention Strategies: Parent training: Behaviour therapy with children, Psychotherapy with children, Biofeedback with children, Prevention of disorders in children.

REFERENCES

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PSYCC – 305 (PAPER-XVII): PRACTICAL

OBJECTIVES

1. To acquire knowledge of mental health problems of children/adult.

2. Five case studies of therapeutical intervention will be prepared by each student. The students will be required to submit the report in a single typed volume for evaluation.

REFERENCES

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FOURTH SEMESTER

PSYCC – 401 (PAPER-XVIII): PSYCHOTHERAPY AND COUNSELLING

OBJECTIVES

1. Have in depth theoretical knowledge of psychotherapy.

2. To get practical knowledge of psychotherapy.

3. To be able to implement different therapeutic programmes.

4. Learn how to do counselling.

COURSE CONTENT

1. Psychotherapies: Definition and objectives, Psychotherapeutic relationship, interviewing, Counselling and psychotherapy.

2. Models of Psychotherapy and Counselling: Psychoanalytic, Supportive, Rational emotive and Client centred approaches.

3. Family Therapy including marital and parental counselling; Group therapy. Behaviour Therapy: Relaxation and desensitization procedures; Autogenic training: Yoga and mental health.

4. Operant procedures: Contigency management, reinforcement, token economy, Modelling, Avoidance conditioning and aversive techniques.

5. Biofeedback procedures: Electromyograph, galvanic skin response.

REFERENCES

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PSYCC – 402 (PAPER-XIX): REHABILITATION PSYCHOLOGY

OBJECTIVES

1. To understand the nature of mental retardation.

2. Have theoretical knowledge of hearing and visual impairment.

3. To get knowledge of understanding physical disability.

4. To know what is rehabilitation.

5. Have knowledge of rehabilitation programme in India.

COURSE COMTENT

1. Rehabilitation Psychology:Nature and Scope; Concept of rehabilitation for disabled people; exceptionality and labeling people with disabilities; Concept of impairment, disability and handicap.

2. Mental Retardation:Definition and classification; causes and prevention of mental retardation; characteristics: intellectual, adaptive behavior, academic achievement, Screening and assessment, Early identification; intervention strategies-skill training, socialization, behavior modification and parent counselling.

3. Hearing Impairment: Definition and classification; causes and prevention of hearing impairment; characteristics: intervention strategies; aural rehabilitation, speech and language training. Visual Impairment: Definition and classification; causes and prevention of visual impairment; characteristics: Educational achievement, Social development, orientation and mobility; assessment and intervention strategies-Mobility and daily living skill.

4. Physical disability: Definition and classification; causes and prevention of physical disability; Assessment of physical disorders; Intervention strategies: Orthosis and prosthesis; activities for daily living.

5. Family in Rehabilitation: Family crisis-the impact of disabilities on the family: husband-wife, parent child relationships; Family intervention strategies. Rehabilitation Programmes in India: Role of Govt. and NGOs; Child guidance centre, Special schools and vocational rehabilitation centres, Organizing rehabilitation programmes for the disabled people.

REFERENCES

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11. Bertson, S.E., Brown, R.I. (1992). Rehabilitation Counseling Madras, Chapman and Hall.

PSYCC – 403 (PAPER-XX): COMMUNITY MENTAL HEALTH

OBJECTIVES

1. To get theoretical knowledge of community mental health.

2. To know how to organize community mental health programme.

COURSE CONTENT

1. Community mental health: Development of community orientation. Historical trend in mental health ideology.

2. Basic concepts: Population and prevention; Mental health prevention.

3. Principles and methods of community intervention: Crisis intervention, consultation, nonprofessional community psychology, mental health education.

4. Theory and research in community psychology: Ecology, Epidemiology of mental health and general system theory.

5. Strategies of organizing a community mental health programme.

REFERENCES

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PSYCC – 404 (PAPER-XXI): COMPUTER APPLICATIONS IN PSYCHOLOGY

OBJECTIVES

1. To get knowledge of different software and operating system.

2. To get knowledge of computer programming.

3. To acquire knowledge of how to apply computer in psychology.

COURSE CONTENT

1. Introduction to Computers: Developmental history generation of computers, Characteristics of a computer, types of computers.

2. Computer Hardware: Organization of Computers, Peripheral devices, Input/Output devices, Memory system, Care of computer system, Peripheral and storage media.

3. Computers software and operating systems: Introduction of O.S., DOS and Windows (Brief Introduction), Word processing, Spreadsheets, Type of computer software, Relationship between hardware and software.

4. Developmental issues in the design of courseware: Role of multimedia courseware in education, authoring system and languages, Development of courseware through authoring tools, use of computers for educational management, library, examination. Computer Networks (LAN, MAN and WAN) and topologies used in networking.

5. Common software tools: Graphical tools, Mathematical and Statistical tools, Presentation tool (Power point). Data Base Management Systems: Basic concept of data base, Common DBMS commands, Expressions, Report, Label, Programming in foxpro, Brief introduction of Ms Access.

REFERENCES

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2. Gerard, R.W. (1967). Computers and Education. Mc Graw Hill.

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PSYMT – 405 (PAPER-XXII): DISSERTATION