

SYLLABUS

M.A. (PSYCHOLOGY)

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	-	I	Cognitive Psychology
Course	-	II	Psychology of Personality
Course	-	III	Biological Foundations of Behaviour and Neuropsychology
Course	-	IV	Methods of Behavioural Research-I
Course	-	V	Practical

SEMESTER-II

Course	-	I	Applied Social Psychology
Course	-	II	Psychopathology
Course	-	III	Psychodiagnosis
Course	-	IV	Methods of Behavioural Research-II
Course	-	V	Practical

SEMESTER-III

Course	-	I	Developmental Psychology
Course	-	II	Organizational Behaviour
Course	-	III	Psychology of Learning Disability
Course	-	IV	Clinical Psychology of Childhood Disorder
Course	-	V	Practical

SEMESTER-IV

Course	-	I	Psychotherapy and Counselling
Course	-	II	Rehabilitation Psychology
Course	-	III	Community Mental Health
Course	-	IV	Computer Applications in Psychology
Course	-	V	Dissertation

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) Eight Tests and Assignments (Two from each paper)
- ii) Seminar/Symposia
- iii) Participation in Co-curricular Activities (Behaviour and conduct)

Students will be evaluated by departmental teachers. The assignment will be evaluated by the respective subject-teachers.

FIRST SEMESTER

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:** Concepts and Mechanisms, Selective Attention: Determinants and Theories – Broadbent, Treisman and Deutsch and Deutsch, Norman Models, Sustained Attention, Theories Expectancy, Signal Detection, Arousal, Habituation; Intensive Properties of Attention, Fluctuations of Attention, Attention Span.
2. **Perception:** Form Perception: Figure formation – backward masking; 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 Guthrie.
4. **Memory:** Models of memory: Structural and levels of processing models, Tulving's Episodic, Autobiographical and Procedure models; McClelland's PDP approach; Sensory Memory, Iconic and Echoic memories – Measures and empirical features; Short-term Memory; Methodology, Size and Codes, 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.

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3. Martindale, C. (1981). Cognition and consciousness, The Dorsey Press.
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8. Galotti, K.M. (1999). Cognitive psychology in and outside laboratory, Mumbai; Thomson Asia.
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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.
12. Hewes, M.B. (1990). The psychology of human cognition, New York: Pergamon Press.
13. Snodgrass: Berger and Haydon (1985). Human experimental psychology. New Delhi, Oxford University Press.

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. **Personality Development:** Methods of Study- Longitudinal and Cross-Sectional, Stages of Development (Erikson), Cognitive Development (Piaget) and Moral Development (Kohlberg).
5. **Special Study of Adolescent.**
6. **Personality Assessment:** 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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12. Magnusson, D. and Endler, N.S. (1977). Personality at crossroads, New Jersey, Hillsdale: Lawrence Erlbaum Associates.

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. **Sensory Processes:** Physiological Bases of Vision: Structure and Functions of Eye, Visual Adaptation and Acuity, Colour Vision, Theories of Colour Vision, Audition: Structure and Functions of Ear. Theories of Audition, Gustatory and Kinesthetic Sensations; Anatomy of Gustatory Receptors, Kinesthetic sensation and types.
2. **Structure and organization of central nervous system:** The Spinal Cord, Division of the Brain, The Brainstem, The Cerebellum, The Cerebral Cortex.
3. **Neurone:** Microscopic structure, the nerve impulse and synaptic transmission, chemical and metabolic aspects, the resting potential, excitation and spike potential.

Section-II: Neuropsychology

4. **Introduction to Neuropsychology:** Brain and behavior relationship.
5. **Frontal lobes:** Temporal lobes, Parietal lobes and Occipital lobes, Functional specialization, Disturbances in function of various lobes and syndromes.
6. **Cerebral dominance:** Handedness, Split-brain, Divided Visual Fields, Dichotic Listening Studies, Sex difference in cerebral organization.
7. **Neuropsychological Assessment:** Luria-Nebraska and Halstead-reitan Neuro-psychological Test Batteries, Psychophysiological 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.
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12. Ottoson, D. (1987). Duality and Unity of the brain, London: MacMillan.
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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.
2. **Major Approaches to Psychological Research:** Descriptive Research, Survey Research, Experimental Research, Ex-Post Facts Research, Laboratory and Field Research, Action Research.
3. **The Research Process:** Selection of Research Problem, Survey of Related Literature, Aims of the Study, Formulation of Hypotheses; Data Collection, Analysis of Data, Findings, Interpretations and Conclusions.
4. **Population and Sample:** Meaning and Definition of Population, Sample and Sampling, Methods of Sampling: Probability Sampling and Non-Probability Sampling; Errors in Sampling.

SECTION-II

5. Measures of Central Tendency; Measures of Variability and Percentile.
6. Normal Distribution Curve: Characteristics; Application: Determination of standard score from raw score; Determination of percent of cases between the given standard scores from the mean, Determination of standard scores from the mean against the given percentage; Determination of cases below the given standard scores, Determination of percent and number of cases scoring below/above a certain raw score.
7. Chi-square: Meaning and Assumption; Application: 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.
8. 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.

- 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

- Chadha, N.K. and Sehgal, P.R.L. (1984). Statistical Methods in Psychology, New Delhi E.E.P.
- Fruchter, B. (1967). Introduction to factor analysis, New Delhi East-West Press.
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- Seigal, S. (1956). Non-parametric Statistics, New York: McGraw Hill.
- Singh, A.K. (1986). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi, Tata McGraw Hill.
- Townsend J.L. (1953). Introduction to Experimental Psychology and social, New York: McGraw Hill.

PAPER-V: PRACTICAL

OBJECTIVES

- To get knowledge of administrating experiments and tests.
- To be able to analyze and interpret data.

EXPERIMENTS

- Reversible perspective
- Perceptual Grouping
- Transfer of Training
- Maze Learning
- Person Perception

TESTS

- Wechsler's Adult Performance intelligence Scale (WAIS)
- Bhatia's Performance Scale of Intelligence
- Seguin Form Board
- 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

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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.

SECOND SEMESTER

PAPER-I: 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.
3. Groups: Types, social facilitation, group dynamics, leadership and political behavior.
4. Social cognition and person perception: categorization of schemes, casual judgment, attribution rules, schemas in perception, impression formation.
5. Attitude: concept, formation and change, individual differences in persuability. Attitude scaling. (Likert and Thurston)
6. 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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6. Sinha, Tripathi and Mishra: Deprivation its Social roots and psychological consequences, concept publishing co., New Delhi.

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8. Cartwright, D. and Zander, A. (Eds.) Group dynamics: Research and theory (3rd Ed.) New York, Harper and Row.
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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.
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18. Semin R.G. and Fiedler, K. (Eds.) (1996). Applied Social Psychology, London, Sage.

PAPER-II: 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, Schizophreniform, Schizoaffective, delusional, brief psychotic disorders, Mood disorders, Depressive unipolar and bipolar disorders.

3. Psychophysiological 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).
3. Cemeron, N. (1963). *Personality Development and Psychopathology*, Boston: Houghton Mifflin Co.
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9. Kazdin, A.E. (1992). *Research design in clinical psychology*, Beston: Allyn and Bacon.

PAPER-III: 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 pits all of psychological testing.
2. Case-history and Mental status examination.
3. **Tests of Primary Mental Abilities:**
 - a) Attention and Concentration
 - b) Perception
 - c) Memory
 - d) Thinking and Reasoning
 - e) Intelligence
4. **Tests of Differential Diagnosis**
 - a) Tests of Thought Disorder
 - b) Questionnaire for Differential Diagnosis
 - c) Rating Scales
5. **Personality Tests:** Rorschach Test, Interview and Adjustment Test.
6. **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. Saunders Co. Philadelphia.
2. Anastasi, A. (1968). *Psychological Testing*. McMillan, London.
3. Bellack, A.S. (Eds.) (1981). *Behavioural Assessment: A practical Handbook*, Pergamon.
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7. Exner, J.E. (1986). *The Rorschach: A Comprehensive System: Volume 1. Basic Foundation (2nd ed.)* New York: Wiley.
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9. Exner, J.E. and Weiner, I.B. (1982). *The Rorschach: A Comprehensive system: Volume 3. Assessment of Children and Adolescents*. New York. Wiley.
10. Knoff, H.M. (Ed.) (1986). *The Assessment of Child and Adolescent Personality*. New York: Guilford Press.
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18. Campbell, J.P. and Others (1973). *The development and evaluation of behaviourally based scales*. *Journal of Applied Psychology*, Vol. 54, 15-22.
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20. Chapman, L.J. and Chapman, L.P. (1968). *Illusory correlation as an obstacle to the use of valid psychodiagnostics signs*. *Journal of Abnormal Psychology*, 74, 271-280.
21. Choce, Peterson and Shanley (1986). *Factor analysis of MCMI*, *American Psychologist*, Vol. 54, 2, 253-256.

PAPER-IV: 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, Difference between the concept of measurement and evaluation: Level of Measurement: Nominal, Ordinal, Interval and Ratio.
2. Psychological Tests: Intelligence (Verbal and Non-Verbal); Achievement (Teacher-Made and Standard) Test, Aptitude Test.
3. Construction and Standardization of Test: Planning the test, Writing test items, Testing the test items (Item analysis), preparing final draft, establishing reliability, validity and norms.
4. Test Parameters:
 - a) Reliability: Concept, Methods of estimating reliability Test-retest, split half, parallel form and rational equivalence.
 - b) Validity: Concept, Methods of estimating validity-content, face, construct, concurrent; predictive and factorial.
 - c) Norms: Concept, types of norms age norms, grade norms, percentile norms, standard score norms.
5. Writing Research Report: Steps involved in writing research report, precautions to be taken at the time of preparing research report.

SECTION-II

6. 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.
7. Analysis of Variance: Meaning, Assumptions of Analysis of Variance, One-Way and Two-Way Analysis of Variance only.
8. Factor Analysis: Introduction, Thurstone's centroid 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.
9. 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.

REFERENCES

1. Anastasi, A. (1988). Psychological Testing, New York: Mc Million.
2. Broota, K.D. (1990). Experimental Designs in Behavioural Research, New Delhi, Wiley Eastern.

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12. Singh, A.K. (1986). Tests, Measurements and Research Methods; New Delhi, Tata Mc Graw Hill.
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PAPER-V: 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.

REFERENCES

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THIRD SEMESTER

PAPER-I: 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.
3. Physical development: Infancy, childhood, puberty and adolescence developmental hazards at different stages.
4. Emotional development: Concept and development.
5. Cognitive development: Concept and development (Piaget).
6. Social development: Development of social behavior, Role of socialization, Development of self concept, Moral development.
7. Middle and old age: Characteristics, Problems and adjustment.
8. 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 Nostrand, New York.
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4. Hurlock, E. (1991). Development Psychology Mc Graw Hill, New Delhi.
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PAPER-II: 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.
3. **Organizational Role-Taking:** Organization as a system of role.
4. **Leadership-Approaches:** Nature of organizational leadership; Types of leaders; Role of leaders in decision-making.

5. **Organizational Conflict:** Definition, Conflict as process, Models of conflict and conflict management.
6. **Organizational Effectiveness:** Efficiency of Organizations, Job-satisfaction; Work stress and Quality of work life.

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PAPER-III: 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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PAPER_IV: 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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14. Cohen, D.J. and Donellan (Eds.) (1987). *Handbook of Autism and Pervasive Developmental Disorders*, New York: Wiley.

PAPER-V: 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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5. Wahler, R.G., House, A.E. and Stambaugh, E.E. (1976). Ecological Assessment of Child Problem Behaviour: A Clinical Package for Home, School and Institutional Setting, New York: Pergamon Press.
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8. French, W.L. and Bell, C.H. (1978). Organization Development: Behavioural Science Interventions for Organization improvement (2nd ed.) Eaglewood Chiffs, NJ: Prentice Hall.

FOURTH SEMESTER

PAPER-I: PSYCHOTHERAPY AND COUNSELLING

OBJECTIVES

1. Have indepth theoretical knowledge of psychotherapy.
2. To get practical knowledge of psychotherapy.
3. To be able to implemt 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.
4. Behaviour Therapy: Relaxation and desensitization procedures; Autogenic training; Yoga and mental health.
5. Operant procedures: Contingency management, reinforcement, token economy, Modelling, Avoidance conditioning and aversive techniques.
6. Biofeedback procedures: Electromyograph, galvanic skin response.
7. Counselling outcome research.

REFERENCES

1. Saefer, S.H. and Martin, P.L. Behaviour Therapy.
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3. Wolman, B.J. (1979). Handbook of Clinical Psychology, New York, McGraw Hill.
4. Wolberg, L.R. (1977). The Techniques of Psychotherapy, New York Grune Stratton.
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PAPER-II: 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 CONTENT

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: Speech and communication; hearing evaluation; assessment of speech and language problems; intervention strategies; aural rehabilitation, speech and language training.
4. **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.
5. **Physical disability:** Definition and classification; causes and prevention of physical disability; Assessment of physical disorders; Intervention strategies: Orthosis and prosthesis; activities for daily living.
6. **Family in Rehabilitation:** Family crisis-the impact of disabilities on the family: husband-wife, parent child relationships; Family intervention strategies.
7. **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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9. Dodds, A.G. (1993). *Rehabilitating Blind and Visually impaired people: A Psychological Approach*. Madras Chapman and Hall.
10. Goodwill, C.J. and Chamberlain, M.A. (Eds.) (1988). *Rehabilitation of the Physically Disabled*; Madras Chapman and Hall.
11. Bertson, S.E., Brown, R.I. (1992). *Rehabilitation Counseling* Madras, Chapman and Hall.

PAPER-III: 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.
2. Historical trend in mental health ideology.
3. Basic concepts: Population and prevention; Mental health prevention.
4. Principles and methods of community intervention: Crisis intervention, consultation, nonprofessional community psychology, mental health education.
5. Theory and research in community psychology: Ecology, Epidemiology of mental health and general system theory.
6. Strategies of organizing a community mental health programme.

REFERENCES

1. Heller, K. and Monahan, J. (Eds.) (1977). *Psychology and Community Psychology and Community Change*. The Dorsey Press, Homewood, Illions, USA.
2. Iscoe, I. and Spielberger, C.E. (Eds.) (1970). *Community Psychology: Perspectives in Training and Research*, New York, Appeltn century craft.
3. Korchin, S.J. (1986). (Indian Edition) *Modern clinical psychology: Principles of Intervention in the clinic and community* C.B.S. Publisher and distributions, Delhi, India.

PAPER-IV: 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.
5. Computer Networks (LAN, MAN and WAN) and topologies used in networking.
6. Common software tools: Graphical tools, Mathematical and Statistical tools, Presentation tool (Power point).
7. Data Base Management Systems: Basic concept of data base, Common DBMS commands, Expressions, Report, Label, Programming in foxpro, Brief introduction of Ms Access.

REFERENCES

1. Bartee, T.C. (1975). Introduction to Computer Science. Mc Graw Hill.
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PAPER-V: DISSERTATION

Ordinance

1. Eligibility

1.1 **Admission Criteria:** On the basis of merit

1.2 **Qualifying Examination:** Graduation with Psychology/ Home Science/ Biology, B. Ed. (Special Education) and M. Ed. (Special Education)

1.3 **Marks:** Graduation with 45% marks, however there shall be a relaxation of 5% marks for SC/ST candidates

2. **Duration of Course:** Two years (4 Semesters)

3. **Medium of Instruction:** Bilingual (Hindi & English)

4. **Curriculum:** Theory, Practice and Dissertation

5. **Attendance:** 75% in theory paper and 80% in practical

6. Internal Assessments:

6.1 **Internal Assessment** of 40% marks in each theory paper by teaching faculty (20 marks for two tests, 10 marks for two assignments and 10 marks for one seminar)

6.2 20% marks for internal assessment of practical

6.3 50% marks for internal assessment of dissertation

7. Marks distribution

Paper	Title of Paper	Written Paper		Internal Assessment	Practical		Grand Total
		Duration	Max Marks		Viva Voce	Internal Assessment	
Paper I							
Paper II							
Paper III							
Paper IV							

Semester I

<i>Paper</i>	<i>Name of the Paper</i>	<i>External Marks</i>	<i>Internal Marks</i>	<i>Total Marks</i>
I	Cognitive Psychology	60	40	100
II	Psychology of Personality	60	40	100
III	Biological Foundations of Behavior and Neuropsychology	60	40	100
IV	Methods of Behavioral Research- I	60	40	100
V	Practical (Tests and Experiments)	---	20	100

Semester II

<i>Paper</i>	<i>Name of the Paper</i>	<i>External Marks</i>	<i>Internal Marks</i>	<i>Total Marks</i>
I	Applied Social Psychology	60	40	100
II	Psychopathology	60	40	100
III	Psychodiagnosis	60	40	100
IV	Methods of Behavioral Research- II	60	40	100
V	Practical (Psychopathological and Psychodiagnostic Case Studies)	---	20	100

Semester III

<i>Paper</i>	<i>Name of the Paper</i>	<i>External Marks</i>	<i>Internal Marks</i>	<i>Total Marks</i>
I	Developmental Psychology	60	40	100
II	Organizational Behavior	60	40	100
III	Psychology of Learning Disability	60	40	100
IV	Clinical Psychology of Childhood Disorder	60	40	100
V	Practical	---	---	100

(Therapeutic Intervention)

Semester IV

<i>Paper</i>	<i>Name of the Paper</i>	<i>External Marks</i>	<i>Internal Marks</i>	<i>Total Marks</i>
I	Psychotherapy and Counseling	60	40	100
II	Rehabilitation Psychology	60	40	100
III	Community Mental Health	60	40	100
IV	Computer Applications in Psychology	60	40	100
V	Dissertation	---	---	100

8. **Schedule of Examination:** Semester I and Semester III examination scheduled in month of December and Semester II and Semester IV examination scheduled in month of May.

9. **Promotion:** A student absent or fail in only one paper of each semester examination shall be promoted to next semester course.

10. **Back Paper/ Improvement Exam:** Back Paper/Improvement shall be allowed in only one theory paper of each semester.

11. **Re-admission:** A student who has not completed his/her attendance in theory as well as practical classes shall be allowed for re-admission in the same semester.

12. **Results:** Passing Criteria, it is necessary for a student to pass separately in theory, practical and dissertation. Student shall have to secure minimum 30% marks to pass individual theory paper and 40% marks to pass practical and dissertation. An aggregate of 36% shall be required to pass the examination.

13. **Award of Division:** First Division- 60% and above,
Second Division- 48% and above but less than 60%
Third Division- 36% and above but less than 48%

14. **Grace Marks:** As per University rules

15. **Scrutiny:** As per University rules

16. **Unfair Means:** As per University rules

17. **Cancellation of Admission:** As per University rules