



**MSc. PSYCHOLOGY**  
**Revised Syllabus**  
**(2021 – 22)**  
**(Regular Stream)**

## **MSc. PSYCHOLOGY**

*Revised regulation to be implemented from 2021-22 academic year*

**Pattern:** Semester system

**Duration:** 4 Semesters in two academic years

### **Course pattern:**

- All the papers in all four semesters are compulsory.
- The student will study a total of twenty papers with five papers per semester.

### **Scheme of evaluation:**

- Double valuation by internal and external examiners
- Two Mid-term examinations will be conducted for 20 marks and average will be calculated
- Maximum marks for each paper – 100 (80 marks for semester end examinations + 20 marks for mid exams).
- Pass mark in theory papers – 30 marks
- Pass mark in Practical, practicum, project reports and case studies – 40 marks
- An aggregate of 40% in each semester is required for the student to be declared as passed in that semester.
- Grading system is followed which is given below:

A student will be given for each paper on the basis of the marks obtained in the respective papers. The grades will be given as follows

<b>S. No.</b>	<b>Range of Marks</b>	<b>Grade</b>	<b>Grade Points</b>
1.	> 90%	O	10
2.	>81% - 90%	A+	9
3.	>71% - 80%	A	8
4.	>61% - 70%	B+	7
5.	>56% - 60%	B	6
6.	>51% - 55%	C	5
7.	>40% - 50%	P	4
8.	<40%	F	0
9.	ABSENT	Ab	-

Calculation of SGPA as given by the Office. A copy is enclosed.

Semester Grade point Average (SGPA) will be calculated for each semester and the candidate has to secure a minimum of 5.0 SGPA for a pass in each semester.

The candidate will be declared to have passed in the course only if he/she secures 5.0 CGPA (Course Grade point Average)

**Classification of successful candidates is based on CGPA as follows.**

<b>Distinction</b>	CGPA	8.0 or more
<b>I Class</b>	CGPA	6.5 or more but less than 8.0
<b>II Class</b>	CGPA	5.5 or more but less than 6.5
<b>Pass</b>	CGPA	5.0 or more but less than 5.5

<b>Paper No.</b>	<b>Title</b>	<b>Credit</b>	<b>Max Marks</b>	<b>Double valuation (Internal &amp; External)</b>	<b>Internal Assessment</b>
<b>I Semester</b>					
101	Emergence of Psychology and Personality	4	100	80	20
102	Life Span Development	4	100	80	20
103	Physiological Psychology	4	100	80	20
104	Psychometrics	4	100	80	20
105	Psychometrics Practicals	6	100	80	20
<b>Total</b>		22	500	400	100
<b>II Semester</b>					
201	Social Psychology	4	100	80	20
202	Clinical Psychology	4	100	80	20
203	Research Methodology	4	100	80	20
204	Cognitive Psychology	4	100	80	20
205	Cognitive Psychology Practicals	6	100	80	20
<b>Total</b>		22	500	400	100

### III Semester

301	Positive Psychology	4	100	80	20
302	Community Psychology	4	100	80	20
303	Counseling Psychology	4	100	80	20
304	Health Psychology	4	100	80	20
305	Case Studies	6	100	80	20
	<b>Total</b>	22	500	400	100

### IV Semester

401	Forensic Psychology	4	100	80	20
402	Industrial &Organizational Psychology	4	100	80	20
403	Educational Psychology	6	100	80	20
404	Disability and Rehabilitation Psychology	4	100	80	20
405	Project	4	100	80	20
	<b>Total</b>	22	500	400	100

Note: Records/Case studies/Project reports have to be submitted one week before the commencement of the examination failing which the student shall forfeit the allotted marks.

### **Program Specific Outcomes (PEO) of Master of Science in Psychology:**

PSO1: To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.

PSO 2: To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.

PSO 3: To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

PSO 4: Characterize the nature of psychology in science and applied settings.

PSO 5: Demonstrate psychological literacy and incorporate theoretical, statistical and experimental methods in scientific inquiry.

PSO 6: Deepen comprehensive knowledge of psychology's core foundation content domains, especially of cognitive, social, developmental psychology, and the biological bases of behavior.

PSO 7: Formulate plausible psychological explanations for behavioral phenomena and develop scientific hypotheses.

PSO 8: Produce innovative and integrative applications to solve problems.

PSO 9: Behave and conduct research in accordance with the ethical standards of the discipline.

PSO 10: Strengthen personal integrity and developing soft skills such as scientific writing and speaking, effective communication, teamwork, flexibility, and leadership.

PSO 11: Exercise values that reflect a commitment to diversity and contribute to society.

PSO 12: Apply psychological knowledge and scientific thinking, writing, and speaking skills in professional settings

PSO 13: Develop advanced research designs and apply advanced statistical analyses.

<b>Paper No.</b>	<b>Title</b>	<b>Credit</b>	<b>Max Marks</b>	<b>Double valuation (Internal &amp; External)</b>	<b>Internal Assessment</b>
<b>I Semester</b>					
101	Emergence of Psychology and Personality	4	100	80	20
102	Life Span Development	4	100	80	20
103	Physiological Psychology	4	100	80	20
104	Psychometrics	4	100	80	20
105	Psychometrics Practicals	6	100	80	20
<b>Total</b>		22	500	400	100

### **Psychometric Practicals Marks Scheme**

Mid Semester examinations	:	20 Marks
Record	:	50 Marks
Administration of test and Interpretation of test results	:	10 Marks
Viva voce	:	20 Marks

### **II Semester**

201	Social Psychology	4	100	80	20
202	Clinical Psychology	4	100	80	20
203	Research Methodology	4	100	80	20
204	Cognitive Psychology	4	100	80	20
205	Cognitive Psychology Practicals	6	100	80	20
<b>Total</b>		22	500	400	100

### **Cognitive Psychology Practicals Marks Scheme**

Mid Semester examination	:	20 Marks
Record	:	30 Marks
Case Reports	:	10 Marks
Practical conduction and writing the report	:	20 Marks
Viva /Record and case report	:	20 Marks

**MSc. PSYCHOLOGY**  
**Revised Syllabus**  
**(2021 – 22)**  
**(Regular Stream)**  
**I Semester**

## **Semester I**

### **101: Emergence of Psychology and Personality**

#### **Course Outcomes:**

- CO1. To acquaint the student with a wider (global) history of psychology
- CO2. To highlight the dominant concerns of mainstream Euro-American psychology
- CO3. To familiarize the student with the basic pre-requisites of any knowledge-seeking endeavor
- CO4. To elucidate the major paradigms of psychological knowledge
- CO5. Understand the philosophical roots and historical events that have shaped the field of psychology.
- CO6. This course will help the learner to gain a familiarity with the theoretical aspects of how ones personality develops and how personality disorders emerge.

#### **Course Specific Outcomes:**

CSO1. To highlight the contribution of Indian knowledge systems in generating a comprehensive system of psychology, one which is contemporary in its concerns, and global in its outlook

#### **Learning Outcomes:**

- To introduce students to the basic concepts of the field of psychology with an emphasis on Applications of psychology in everyday life
- Appreciation of the scope and the field of psychology
- Developing familiarity with basic concepts related to some foundational themes of study in Psychology such as learning, memory, perception, and thinking

#### **Unit I**

**Module 1:** Introduction to psychology

Nature and scope of psychology

Origin and development of psychology

Sub fields in Psychology



## **Module 2: History of psychology**

Greek heritage, Medieval and Modern period

Structuralism, Functionalism, Psychoanalytical, Gestalt, Behaviorism, Humanistic-Existential, Transpersonal, Cognitive revolution, Multiculturalism

Historical origins of psychology as a science – Wundt, Freud, James

## **Unit II**

### **Module 1: Indian perspective**

Psychological thought in some major Eastern Systems: Bhagavad Gita, Buddhism, Sufism and Integral Yoga

Science and Spirituality (Avidya and Vidya)

The primacy of self-knowledge in Indian psychology

Development of Psychology in India

### **Module 2: Recent trends in Psychology**

Development of Applied Psychology

Imaging and Computer modelling

20<sup>th</sup> Century Psychology in India

## **Unit III**

### **Module 1: Motivation**

Definition and Nature of Motivation (Motivation Cycles)

Measurement of Motives

Primary Motives (Hunger, Thirst and Sex drive)

Social Motives (Affection and Affiliation, Social approval and Esteem, Achievement motivation)

### **Module 2: Theories of motivation**

Freud's unconscious motivation theory

Maslow's Hierarchy of Needs

McClelland's Human motivation theory

### **Module 3: Emotions**

Definition and Nature of Emotions

Psychological changes during Emotion

Expression of Emotion

#### **Module 4: Theories of Emotions**

James-Lange Theory

Cannon-Bard theory

Schechter-Singer theory

The Facial Feedback hypothesis

Cognitive-Mediational theory

Opponent-Process theory

### **Unit IV**

#### **Module 1: Personality**

The organization of Personality

Scope and Concept of the study of personality

#### **Module 2: Determinants of Personality**

Biological-Physiological and Genetic

Environmental – Socialization, society and culture

#### **Module 3: Various approaches of personality**

Freud's Psychoanalytic approach

Neo-Freudian theories – Jung, Adler, Mahler

Dispositional aspects of personality – Eysenck, Allport, Cattell, Big five factor theory

Phenomenological approach – Kelly, Carl Rogers

Behavioral and Cognitive approach – Skinner, Miller and Dollard, Rotter, Michel

### **Unit V**

#### **Module 1: Applied Personality Psychology**

Personality in cross-cultural perspectives, culture, personality and politics

Personality in the educational context

Personality in work context

Personality and personnel selection

## Personality and social support process

### Reference:

Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.

Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.

Marx, M.H. & Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.

Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.

Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.

Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.

Liebert, R. M. & Spiegler, M.D. Personality: Strategies and issues. Pacific Grove California: Brooks/Cole Publishing Company.

Biscoff, L. J. (1970). Interpreting Personality theories. New York: Harper & Roe.

Hall, C. S. & Lindzey, G. (1978). Theories of Personality, 3rd Ed. New York: J. Wiley & Sons.

Hjelle, L. A. & Zeigler, D. J. (1991). Personality Theories: Basic assumptions, research & applications. 2nd Ed. International Student Edition. McGraw Hill, International Book Co.

Pervin, L.A. (1975). Personality: Theory, assessment and research. 2nd Ed. New York: Wiley International ed.

Sahakian, w. s. (1965). Psychology of personality: Readings in theory. Chicago: Rand McNally College Publication Co.

Magnusson, D., & Endler, N. S. (1977). Personality at crossroads, New Jersey, Hillsdale: Lawrence Erlbaum Associates.

Friedman, H. S. & Schstack, M.W. (2011) Personality: Classic Theories and Modern Research (5th Ed.). Needham Heights, M. A. Allyn and Bacon.

John, O.P., Robins, R.W. & Perwin, L.A. (Eds.) (2008). Handbook of personality theory and Research (3rd ed) New York. Guilford Publications.

Schultz, D. P. & Schultz, S. E. (2009). Theories of Personality (9th ed.). Belmont, CA: Wadsworth/Cengage Learning

Mayer, J. D. (2007). Personality: A Systems Approach. Boston, M. A.: Allyn & Bacon

# 101: Emergence of Psychology and Personality

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. Explain the historical development of psychology. Give a detailed account of philosophical antecedents in the field of psychology.  
(or)  
Explain in detail about various schools of psychology.
2. Explain Perennial eastern philosophy.  
(or)  
Discuss Indian psychology literature. What are its relation to other fields?
3. Define Emotion and Write the differences between James-Lange and Cannon-Band theories.  
(or)  
What is Motivation? Explain various types of motivation. Give detailed account of Freud's unconscious motivation theory.
4. Define Personality. Explain Erick Erickson developmental approach of personality.  
(or)  
Describe Carl Roger's theory.

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. The consistent high level traits associated with the way an individual interacts with other individuals and groups in educational settings. Explain.
6. Describe Maslow hierarchy of Motivation.
7. Briefly write about Personality in work context.
8. What is the association between Personality and personnel selection?
9. Discuss Facial Feedback Hypothesis.

## **SEMESTER I**

### **102: LIFESPAN DEVELOPMENT**

#### **Course Outcomes:**

CO1. Understand the developmental patterns and issues associated with age

CO2. Apply psychological skills in promoting career planning, higher education and positive development

CO3. Identify the several facets of successful ageing- psychological, socio-emotional and legal

CO4. To create awareness of the linkages between theoretical issues and their application in the area of human development.

#### **Course Specific Outcomes:**

CSO1. Envisage the developmental patterns from pre natal to old age

CSO2. To understand Assisted Reproductive Technology and its association to developmental psychology

#### **Learning Outcomes:**

- Identify the major issues, tasks and milestones of human development, such as physical, cognitive, social and emotional development throughout the lifespan.
- Evaluate core concepts, strengths, and weaknesses of the major theories of lifespan development.
- Evaluate how ethnicity, culture, class, and gender influence lifespan development.
- Explain the impact of biological/genetic influences on physical growth, cognition and behavior.

### **UNIT I INTRODUCTION**

#### **MODULE 1: LIFESPAN PSYCHOLOGY**

INTRODUCTION TO LIFESPAN, GROWTH AND DEVELOPMENT

DEFINITION, NATURE AND EVOLUTION OF FIELD

PERIODS OF DEVELOPMENT

#### **MODULE 2: DEVELOPMENTAL THEORIES**

FREUD'S PSYCHOSEXUAL THEORY

BOWLBY'S ATTACHMENT THEORY

ERIK ERIKSON'S PSYCHOSOCIAL DEVELOPMENT THEORY

ALBERT BANDURA'S SOCIAL LEARNING THEORY

JEAN PIAGET'S COGNITIVE DEVELOPMENT THEORY

LEV VYGOTSKY SOCIOCULTURAL THEORY

MORAL DEVELOPMENT THEORIES [LAWRENCE KOHLBERG AND CAROL GILLIGAN]

LANGUAGE DEVELOPMENT THEORY [CHOMSKY]

## **UNIT II      PRENATAL DEVELOPMENT**

### **MODULE 1**

MECHANISM OF HEREDITARY

THE GENETIC CODE

WHAT DETERMINES SEX?

GENETIC AND CHROMOSOMAL ABNORMALITIES

GENETIC TESTING

### **MODULE 2**

INTRODUCTION TO PRENATAL DEVELOPMENT AND BIRTH

PRENATAL DEVELOPMENT

ENVIRONMENTAL RISKS

PREGNANCY

CHILDBIRTH

MATERNAL MORTALITY

### **MODULE 3**

ARTIFICIAL INSEMINATION [AI]

- TYPES: INTRACERVICAL INSEMINATION, INTRAUTERINE INSEMINATION, INTRAUTERINE TUBOPERITONEAL INSEMINATION, INTRATUBAL INSEMINATION.

## ASSISTED REPRODUCTIVE TECHNOLOGY [ART]

- TYPES: IN VITRO FERTILIZATION, GAMETE INTRAFALLOPIAN TRANSFER, PRONUCLEAR STAGE TUBAL TRANSFER, TUBAL EMBRYO TRANSFER, AND ZYGOTE INTRAFALLOPIAN TRANSFER.

## SURROGACY

- TRADITIONAL AND GESTATIONAL

## **UNIT 3            CHILDHOOD**

### **MODULE 1    INFANCY AND TODDLERHOOD**

INTRODUCTION TO INFANCY AND TODDLERHOOD

PHYSICAL DEVELOPMENT

NUTRITION

COGNITIVE DEVELOPMENT

LANGUAGE DEVELOPMENT

PSYCHOSOCIAL DEVELOPMENT AND ATTACHMENT

TEMPERAMENT

### **MODULE 2    EARLY CHILDHOOD**

INTRODUCTION TO EARLY CHILDHOOD

PHYSICAL DEVELOPMENT

COGNITIVE DEVELOPMENT

PSYCHOSOCIAL DEVELOPMENT

FAMILY LIFE

CHILDHOOD STRESS AND DEVELOPMENT

### **MODULE 3 MIDDLE CHILDHOOD**

INTRODUCTION TO MIDDLE CHILDHOOD

PHYSICAL DEVELOPMENT

COGNITIVE DEVELOPMENT

MORAL DEVELOPMENT

DEVELOPMENTAL PROBLEMS

LEARNING AND INTELLIGENCE  
PSYCHOSOCIAL DEVELOPMENT

**UNIT 4 ADOLESCENCE AND EARLY ADULthood**

**MODULE 1 ADOLESCENCE**

INTRODUCTION TO ADOLESCENCE  
PHYSICAL DEVELOPMENT  
COGNITIVE DEVELOPMENT  
SOCIAL DEVELOPMENT

**MODULE 2 EARLY ADULthood**

INTRODUCTION TO EARLY ADULthood  
PHYSICAL DEVELOPMENT  
COGNITIVE DEVELOPMENT  
PSYCHOSOCIAL DEVELOPMENT  
TYPES OF LOVE  
INTIMATE RELATIONSHIPS OF MARRIAGE, PARENTHOOD  
VOCATIONAL DEVELOPMENT

**UNIT 5 MIDDLE AND LATE ADULthood**

**MODULE 1 MIDDLE ADULthood**

INTRODUCTION TO MIDDLE ADULthood  
PHYSICAL DEVELOPMENT  
COGNITIVE DEVELOPMENT  
PSYCHOSOCIAL DEVELOPMENT  
RELATIONSHIPS  
WORK AND PERSONALITY  
ISSUES RELATED TO OCCUPATION



## **MODULE 2 LATE ADULthood**

INTRODUCTION TO LATE ADULthood

PHYSICAL DEVELOPMENT

COGNITIVE DEVELOPMENT

PSYCHOSOCIAL DEVELOPMENT

RELATIONSHIPS

## **MODULE 3 DEATH AND DYING**

INTRODUCTION TO DEATH AND DYING

MOST COMMON CAUSES OF DEATH

FIVE STAGES OF LOSS

PALLIATIVE CARE AND HOSPICE

EUTHANASIA

BEREAVEMENT AND GRIEF

### **Reference:**

Hurlock, E.B. (1980). *Developmental Psychology: A life span Approach*. New Delhi: Tata McGraw-Hill.

Papalia, D.E. & Olds, S.W. (1992). *Human Development*. New Delhi: Tata McGraw-Hill

Beck, L. (2003). *Child Development*. New Delhi: Pearson

# 102: LIFESPAN DEVELOPMENT

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. Give detail explanation about Jean Piaget's cognitive development theory.  
(or)  
Explain personality and social development with contribution of Freud and Erickson.
2. Explain in detail about ART and it's affects on psychological development.  
(or)  
What is the mechanism of Hereditary? Describe about the deciding gender chromosome.
3. Both infants and caregivers are biologically predisposed to form attachments.  
Elaborate.  
(or)  
What are the developmental tasks in middle childhood?
4. What type of factors influence in adolescence stage?  
(or)  
Discuss about types of love and intimate relationships.

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. Elucidate issues related to family adjustment during middle adulthood.
6. Explain Noam Chomsky language development theory.
7. What are the most common causes of death?
8. Write briefly about the importance of relationships in late adulthood.
9. Elucidate about bereavement and grief.

# Semester I

## 103: Physiology Psychology

### Course Outcomes:

CO1. To provide knowledge and understanding of brain, mind and behaviour relationship with the help of current developments in the field of neuroscience, scientific theories, clinical and real-life examples

CO2. To facilitate a dynamic understanding of the field by discussing neuroimaging techniques, methods of assessment, current researches

CO3. Challenging the students to examine the field of physiological psychology as a framework for understanding behaviour and mental processes

### Course Specific Outcome:

CSO1. Understand the principles findings and theories related to **Integration of Neuroscience and Behavior**

CSO2. Demonstrate laboratory skills relevant to behavioral neuroscience research

### Learning Outcomes:

- Understanding the biological bases of human behavior, its nature and scope
- Developing critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them
- Having basic knowledge about the structures of human brain, their functions and impact on human behavior
- Realizing the importance of hormones in behavior, cognition and emotions

### Unit I

Introduction to physiological psychology

Evolution of nervous system

Organization and functions of the CNS, spinal cord.

- Basic features of the nervous system
- Meninges
- Ventricular system
- Blood brain Barrier

- Autonomic and peripheral nervous system

Understanding the units and communication within CNS, PNS and ANS.

Neural conduction and transmission: resting membrane potential, action potential, synaptic - transmission, neuro muscular transmission: Information process

Learning and memory: Locus of memory and trace, changes and synapse in learning, neural structures involved in learning and memory, biological basis of memory

## **Unit II**

Evolution of Brain.

Organization and functions of the brain (hind brain, mid brain and fore brain); cerebral cortex and its lobes, hemispheres and related structures

Methods of physiological psychology; invasive physiological methods, methods of visualizing the living human brain, recording human psychophysiological activity

Brain and higher mental process

## **Unit III**

Endocrine system and neurotransmitters in relation to cognition, affect and behavior and its relation to stress.

Muscular and Glandular system: Types and functions

- Biological basis of motivation: Hunger, Thirst, Sleep and Sex
- Biological basis of emotion: The Limbic system, Hormonal regulation of behavior
- Genetics and Behavior: Chromosomal anomalies; Nature-nurture controversy (Twin studies and adoption Studies)
- Hormones of growth, sexual behavior and reproduction

## **Unit IV**

Neurophysiological diseases, causes of brain damage and effects

Drugs and behavior:

- Principles of drug action
- Characteristics of psychoactive drugs- Alcohol, marijuana, nicotine, caffeine, cocaine, amphetamine, opiates, barbiturates
- Neural mechanism of addiction

## **Unit V**

### Cognitive neuro psychology

Neurological basis of attention and consciousness, vigilance and cortical arousal

Methods of assessment:

- Psychological assessment methods
- Measurement of brain activity; EEG, QEEG, ERP, EMG, SPECT, FNR, CT scan, MRI, PET, fMRI, biofeedback; Neurological assessment (Luria Nebraska Neurological Battery, Halstead-Reitan Test)

### **Reference:**

Brodal P. (1992). The central nervous system: Structure and function. New York: Oxford University Press.

Carlson, N.R. (2000). Physiology of behavior. Boston: Allyn & Bacon. Ganong, W.F. (2002). Review of medical physiology. Norwalk, C.T: Appleton & Lange. Guyton, A. C. (2000). Text book of medical physiology.

Philadelphia: W.B. Saunders. Kalat, J. W. (2001). Biological psychology. C.A.: Wadsworth. Nicholls, J.G., Martin, A.R., Wallace, B.G. & Fuchs, P.A. (2000) From neuron to brain. Sunderland, MA: Sinauer.

Beatty, J. (2001). The human brain: Essentials of behavioural neuroscience. Thousand Oaks: Sage Publication, Inc. Boller, F., & Grafman, J. (1998). Handbook of neuropsychology. New York: Elsevier.

Chalupa, L.M. & Werner, J.S. (2004). The visual neurosciences. London: MIT Press. Gazzaniga, M.S. (2002). Cognitive neuroscience: The biology of mind (2<sup>nd</sup> Ed.). New York: W.W. Norton and Company.

Kolb, B., Whisaw, I.Q. (1990). Fundamentals of neuropsychology. New York: Freeman, W.H. Naatanen, R. (1992). Attention and brain function. Hillsdale: LEA. Parsuraman, R. (1998). Attentive brain. London:

MIT Press. Rapp, B. (Ed.) (2001). The handbook of cognitive neuropsychology. Chestnut Street: Psychology Press.

# 103: Physiology Psychology

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. Explain in detail the structure of Nervous system.  
(or)  
Explain in detail the pre and post synaptic influence on Neural activity and functions.
2. Discuss the stages in evolution of Brain.  
(or)  
Explain the role of brain in psychological functions like learning and emotions.
3. Give an account of major endocrine glands and explain their functions.  
(or)  
Explain about the association of stress to endocrine system.
4. Absorption, distribution, metabolism, and elimination are the factors influencing and determining the course of a drug after it is introduced to the body. Elucidate  
(or)  
Give a detailed note on different causes of brain damage and its effects on behavior.

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. Write about the nature and scope of cognitive neuro psychology.
6. Explain brain lobes and functions.
7. What does pituitary gland secrete?
8. Explain in brief about EEG, QEEG and Biofeedback.
9. Write a short note on psychological assessment methods.

# **Semester I**

## **104: Psychometrics**

### **Course Outcomes:**

CO1. To create critical understanding of measurement issues and techniques in psychological inquiry

CO2. Enable students to develop skills and competencies in test construction and standardization

CO3. To learn the application and contextual interpretation of data from psychological measurement

CO4. To create critical understanding of quantitative techniques

CO5. To understanding the nature of the data distribution

CO6. To learn the usefulness of different methods to analyze psychological data

### **Course Specific Outcome:**

CSO1. Learn about Computer based psychological testing.

### **Learning Outcomes:**

- To help students learn the scientific approach to assessment of Individual differences through psychological testing.
- Develop Competence in Test Construction in a scientific manner and taking appropriate decisions based on test scores.

### **Unit I: Basics of psychological testing**

History of testing and psychological measurements

Meaning, purpose and scope of psychological testing

Differentiating between psychological testing and psychological assessment

Factors effecting testing: Examiner and situational variables, Test-takers perspective

### **Unit II: Types and domains of testing**

Types of tests: Individual and group testing, tests for special populations; self-report, projective testing and behavioral measures; speed and power tests, verbal, nonverbal and performance tests; culture fair and culture free tests

Intelligence, creativity, neuropsychological tests, aptitude, interest inventories and Personality assessment.

### **Unit III: Test Construction**

Item writing - Meaning and types of items and their differences, guidelines for item writing.  
Response sets – Meaning, types and implications.

Item analysis – Meaning and purpose

Item difficulty, Item discrimination and factors influencing them

### **Unit IV: Test Standardization**

Reliability and Validity of tests – Meaning, types, methods and factors influencing them,  
Relation of validity to reliability

Norms – Development and types of norms, Interpreting test scores

### **Unit V: Ethical and social consideration in testing**

Ethical issues in psychological testing and assessment

User qualifications and professional competence; Protection of privacy; Confidentiality;  
Testing diverse populations.

### **Computer based Psychological testing**

### **Reference:**

Singh A.K. (2017). Tests measurements and Research Methods in Behavioural sciences.  
Patna: Bharati Bhavan Publishers and Distributors.

Anastasi, A., Urbina, S. (2009). Psychological Testing. India: Pearson College Division.

Hogan, T. P., Cannon, B. (2003). Psychological Testing: A Practical Introduction. United Kingdom: Wiley.

Cronbach, L. J. (1990). Essentials of Psychological Testing. United Kingdom: Harper & Row.

D.Amato, M.R.(1979) Experimental Psychology, Methodology, Psychophysics and Learning. New Delhi:Tata Mc Graw-Hill.

Freeman, F.B. (1971) Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH publishing Company.

Gronbach, I.J. (1960) Essentials of Psychological Testing. New york: Harper.



Guilford J.P. (1954). *Psychometric methods*. New Delhi: Tata Mc Graw-Hill Publishing company Ltd.

Gulliksen, H (1965) *Theory Mental tests*. New york: John Wiley.

Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.

Kerlinger, H (1978) *Foundations of Behavioural Research* New Delhi: Subject Publications.

Nunnally, J. (1967) *Psychological Measurement*. New York: Mc Graw Hill.

# 104: Psychometrics

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. Discuss the nature, scope and uses of psychometrics.  
(or)  
Explain the origins of psychometrics.
2. Explain in detail about different types of psychometric tests.  
(or)  
What are the different domains of psychometrics.
3. Explain item analysis. Give detail account of item difficulty and index of discrimination.  
(or)  
Define item writing. Explain its guidelines.
4. What is validity? Explain various types of validity.  
(or)  
What are norms? Why are they important? Describe various types of norms.

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. Protection of privacy
6. Confidentiality
7. Ethical issues
8. Response sets
9. Computer based testing

# **Semester I**

## **105: Psychometrics Practicals**

### **Course Outcomes:**

CO1. To help students learn the scientific approach to assessment of Individual differences through psychological testing.

CO2. Develop Competence in Test Construction scientific manner and taking appropriate decisions based on test scores

### **Course Specific Outcomes:**

CSO1. To develop competence in Various types of Psychometric tests

### **Learning Outcomes:**

1. Understand the various psychometric tests which are available
2. Administer psychometric tests in accordance with BPS guidelines
3. Interpret test scores
4. Calculate the utility of test use
5. Demonstrate a wide knowledge of ethical and legal issues surrounding psychometric test usage

**Part-A:** At least 10 tests have to be conducted and written with a minimum of two from each unit.

### **I. Ability tests:**

1. Ravens progressive matrices tests
2. Weschler's Adult Intelligence test
3. Weschler's Intelligence scale for children
4. Mallin's Intelligence Test

### **II. Aptitude and Interest tests:**

1. Differential Aptitude tests
2. Adolescent Interest scale
3. David's Battery of Differential aptitude test

### **III. Personality and adjustment scales:**

1. Myers Briggs Type Indicator (MBTI)
2. Cattell's 16 Personality Factor Questionnaire (16PF)
3. Adjustment Inventory - Sexena.
4. Multiple Anxiety Inventory

5. Beck Depression Scale
6. ASEBA Problem checklist.

**IV. Projective tests:**

1. Thematic Apperception Test (TAT).
2. Rorschach Ink Blot test.
3. Rosenweig Picture Frustration test.
4. Rotter incomplete sentence blank.

**Part-B: At least two practicals have to be conducted and written.**

**1. Educational guidance.**

On the basis of scores obtained on an intelligence test, an interest test, an aptitude test, school marks and socio economic status assess the educational options of student.

**2. Estimation of Deterioration Quotient.**

Using WAIS determine the deterioration quotient of a person above 60 years of age. Administer PGI or Weschler memory scale on the same person and compare the results.

**3. Assessing abilities of a child.**

Assess abilities of a child by administering the WISC, CFIT and SPM and compare the results of the three tests.

**4. Assessing the personality of a child.**

Assess the personality of a child by administering a personality inventory and CAT. Compare the results of the two tests.

**5. Assessing the personality of an adult.**

Evaluate the personality of an adult by administering a personality inventory and TAT. Compare the results of the two tests.

**6. Assessing the adjustment and problems of an adolescent.**

Identify the adjustment problems of an adolescent by administering ASEBA's Youth Self Report (11-18) and Bell's adjustment inventory.

**Scheme of examination**

Mid Semester examinations	:	20 Marks
Record	:	50 Marks
Administration of test and Interpretation of test results	:	10 Marks
Viva voce	:	20 Marks
<b>Total</b>	:	<b>100 Marks</b>

Note: \*The student is required to administer a test on a subject. The student is given an answered test which he/she has to score and interpret.

**Reference:**

Anastasi, A. & Urbina, S. (1997) *Psychological Testing*. New Jersey : Prentice Hall International Inc.

Freeman, G.B. (1971) *Theory and Practice of Psychological testing* . New Delhi : Oxford and IBH Publishing Co.

Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.

Singh, A.K. (2004). *Test Measurements and Research Methods in Behavioural Sciences*. Patna: Bharat Bhavan Publishers and Distributors.

**MSc. PSYCHOLOGY**  
**Revised Syllabus**  
**(2021 – 22)**  
**(Regular Stream)**  
**II Semester**

## **Semester II**

### **201: Social Psychology**

#### **Course Outcomes:**

CO1. Informing students of changing nature of concerns in social psychology in terms of basic unit of analysis.

CO2. The relationship and its significance in influencing the making of self and behavior in social spaces facilitating development of relevant social skills to be observer, facilitator and participant in group processes

CO3. To familiarize students with some of the major theoretical perspectives in social psychology

CO4. To appreciate interpersonal and group

#### **Course Specific Outcome:**

CSO1. Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.

#### **Learning Outcomes:**

- Understanding the basic social psychological concepts and familiarize with relevant methods.
- Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.
- Develop an understanding of the individual in relation to the social world

#### **Unit I: Basics of social psychology**

Nature and Scope of Social Psychology

History of Social Psychology in India

Traditional theoretical perspectives

Research methods in social psychology

#### **Unit II: Social perception**

Social Perception, Communication

Attribution theories

Impression formation – Asch's experiments

Social cognition – Effect of schemas and stereotypes

Interpersonal attraction – Friendship, Love and relationships

Social learning theories – Bandura & Rotter

Social Reinforcement theory – Newcomb

### **Unit III: Attitudes and Social influence**

Attitudes – Definition, formation and Change

Theories of Attitude Change

Prejudice, Stereotypes and Discrimination: Development, prevention and control

Social influence [Conformity, Peer Pressure, Persuasion, Compliance, Obedience, Social Power, Reactance]

### **Unit IV: Pro-social behaviour, Aggression and Group processes**

Pro-social Behaviour – Helping and Intervening; Altruism

The Bystander effects

Causes and influences of pro-social behaviour and its benefits

Aggression – Nature, causes and control

Aggression and violence in India

Extent, Variation across social groups and communities

Group dynamics, leadership style and effectiveness

Theories of intergroup relations

### **Unit V: Social Psychology in action**

Social Change: Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behaviour in response to social problems

Population Psychology – personal space, crowding and territoriality

Environmental issues: Noise, pollution and atmospheric condition, Response to environmental challenges, Intervention for environmental management.

### **Reference:**

Social Psychology: Sociological Perspectives. (2017). United Kingdom: Taylor & Francis.

Applied Social Psychology: Understanding and Addressing Social and Practical Problems. (2016). United States: SAGE Publications.

Handbook of Social Psychology. (2013). Netherlands: Springer Netherlands.



Handbook of Theories of Social Psychology: Collection: Volumes1 &2. (2011). United Kingdom: SAGE Publications.

Social Psychology. (2006). India: Pearson Education.

Baron, R.A., & Byrne, D. Social Psychology. Pearson Prentice Hall. India.

Brown, R. (1965). Social Psychology. New York. The Free Press.

Desai, N. & Krishnaraj, M. (1987). Women and Society in India. Delhi: Ajantha Publications.

Sinha, D. (1981). Socialization of the Indian Child. New Delhi: Concept Publishers.

# 201: Social Psychology

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. Explain the historical development of social psychology.

(or)

Explain experimental and non experimental methods used to study issues related to social psychology.

2. Write about any two social learning theories.

(or)

“Individuals form impressions of one another involved a primacy effect”. Elucidate.

3. Summarize the conditions under which intergroup contact does or does not reduce *prejudice and discrimination*.

(or)

Explain Social influence. What are its forms?

4. What is prosocial behaviour vs altruism? What are the factors of prosocial behaviour? How to develop it?

(or)

Forceful and hostile behaviour toward another person that can result in emotional or physical harm. Elaborate.

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. Schemas and Stereotypes
6. Dynamics of Social change
7. Population psychology
8. Social Reinforcement theory
9. Environmental challenges

# **Semester II**

## **202: Clinical Psychology**

### **Course Outcomes:**

CO1. To develop a general orientation towards abnormal behavior and disease process through various models of psychopathology.

CO2. To understand causes of pathological behavior and its psychodiagnostic assessment.

CO3. To develop skills for diagnosis and classification of mental disorders.

### **Course Specific Outcomes:**

CSO1. To understand views on mental health in India and around the globe

### **Learning Outcomes:**

- Acquiring knowledge and skills for distinguishing normal and abnormal behavior and learn the criteria of determining abnormality.
- Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section).
- Acquiring knowledge about anxiety disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.
- Developing sensitivity towards individual and cultural diversity.

### **Unit I**

Introduction to clinical psychology

Nature and Scope of psychology

Traces of Clinical psychology

Theoretical perspectives: Psychodynamic, Behavioral, Cognitive and Humanistic

Classification system: DSM V, ICD 10

### **Unit II**

Biological influence: Genetic defects, Chemical imbalances and Brain abnormalities

Psychosocial influence: Early deprivation or trauma institutionalization, Neglect and abuse in home, Separation

Socio-culture influence: Group prejudice and discrimination, Poverty and unemployment, social change, Urban stressors - Violence and Homelessness

### **Unit III**

Clinical picture of Disorders

#### **Module 1: Developmental disorders**

Intellectual disability

Attention-Deficit/Hyperactivity Disorder (ADHD) - Predominantly inattentive, predominantly hyperactive-impulsive, combination

Communication disorders - Language disorder, Speech Sound disorder, Childhood onset fluency disorder

Autism Spectrum disorder - Asperger's syndrome, Rett syndrome, childhood disintegrative disorder, Kanner's syndrome, Pervasive developmental disorder

Specific learning disorder – Dyslexia, Dyscalculia, Dysgraphia

#### **Module 2: Disorders at various stages of life**

Adolescent problems and disorders – Persistent anti-social behavior, Delinquency

Adulthood problems and disorders – Neurosis, Psychosis, Anxiety, Depression, Psychosomatic

Old age problems and disorders – Alzheimer's, Dementia

#### **Module 3: Behavioral disorders**

Psychoactive substance abuse – Alcohol, stimulants, depressants, narcotics (opioids), hallucinogens, and marijuana (cannabis)

Sleep and impulse control disorder

Personality disorders

Sexual disorders

Suicide

### **Unit IV**

Clinical neuro sciences

Training models – Scientist practitioner, Scholar practitioner, Clinical scientist

Differential Diagnosis using Decision tree

Clinical interview

Mental status examination

## **Unit V**

Ethical and professional issues

Policies related to mental health in India and outside India

Psychological assessment – Verbatim and practice

## **Reference:**

Altrocchi, J. (1980) *Abnormal Behaviour*. New York: Hartcourt brace Jovanovich

American Psychiatric Association (1994). *Diagnostic and Statistical Manual of Mental Disorders (DSM IV)*. Washington, D.C. APA.

Bootzin, R.R. & Acocella, J.R. (1994). *Abnormal Psychology: Current Perspectives*. New York: McGraw Hill Publishing Company.

Carson, R.C., Butcher, J.N. & Mineka, S. (1996). *Abnormal Psychology and Modern Life*. New York: Harper Collins College Publishers.

Cokerham, W.C. (1996). *Sociology of Mental Disorders*. New York: McGraw Hill International.

Davison, G.C. & Neale, J.M. (1990). *Abnormal Psychology*. New York: John Wiley & Sons.

Duke, M.P. & Nowicki, S. (1986). *Abnormal Psychology: A New Look*. Tokyo: CES Publishing Japan Limited.

Kapoor, M.(1994). *Mental Health of Indian Children*. New Delhi: Sage.

Sharma, S. (1990) *Mental Hospitals in India*, New Delhi: Directorate General of Health Services.

Achenbach, T.M. (1974) *Developmental psychopathology*. New York: John Wiley and Sons.

Bellack, A.S., Hersen, M., & Kazdin, A.E. (1982). (Eds.). *International Handbook of Behaviour Modification and Therapy*. New York: Plenum Press.

Bergin, a.E., & Garfield, S.L. (1994). *Handbook of Psychotherapy and Behavioural Change*.

Bloch, D.A. (1973) *Techniques of family psychotherapy: A primer*. New York: Grune and Stratton.

- Bychowski, G & Despert, J.L. *Specialized techniques in psychotherapy*. New York: Basic Books.
- Carkhuff, R.R. & Berenson, B.G. (1967). *Beyond counseling and psychotherapy*. New York: Holt, Rinehart and Winston.
- Davidson, P.O. & Davidson, S.N. (1980). *Behavioural medicine: Changing health lifestyles*.
- Foulkes, S.H. & Anthony, E.J. (1973) *Group psychotherapy training*. Middlesex: Penguin Books.
- Goleman, D. & Gurin, J. (1993). *Mind-body medicine*. New York: Consumer Reports Books.
- Haworth, M.R. *Child psychotherapy*. New York: Basic Books Inc.
- Klopfer, W.G & Reed, M.R. (1974) *Problems in psychotherapy*. New York: John Wiley
- Korchin, S.J. (1986). *Clinical psychology*. New York: Basic Books.
- Lachman, S.J. *Psychosomatic disorders*. New York: John Wiley and sons.
- Lazarus, A.A., Rubin, R.D. & Frank, C.M. (1969) *Advances in behaviour therapy*.
- Lieberman, R.P. (1972) *A guide to behavioural analysis and therapy*. New York: Pergamon Press.
- Masters, W.H., Hohnson, V.E. & Kolody, R.C. (1992) *Masters and Johnson: On sex and human loving*. Bombay: Jaico Publishing House.
- Moustkas, C.E. *Psychotherapy with children*. New York: Harper and Row.
- Phillips, E.L. (1977) *Counseling and psychotherapy: A behavioural approach*. New York: John Wiley and Sons.
- Pommerlau, O.V and Brady, J.P. (1990) *Behavioural medicine: Theory and practice*. Baltimore: Williams & Wilkins Co.
- Rimm, D.C & Masters, J.C. (1963) *Behaviour therapy: Techniques and empirical findings*. New York: Academic Press.
- Rubin, J.A. *Child art therapy*. New York: Van Nostrand.
- Stewart, L. (1992). *Eric Berne*. Thousand Oaks: Sage.
- Thompson, T & Dockers III, W.S. (1975) *Application of behavioural modification*. New York: Academic Press.
- Thorne, B. (1992). *Carl Rogers*. Thousand Oaks: Sage.

# 202: Clinical Psychology

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. What are the theoretical perspectives of clinical psychology? Explain in detail.  
(or)  
What is the relation and differences between DSM V and ICD 10?
2. What do you understand about human poverty and unemployment? Elaborate.  
(or)  
Discuss the biological factors effecting mental health.
3. Explain in detail about disorders and problems related to adulthood.  
(or)  
Give an account on personality disorders.
4. Give a detailed explanation on Differential Diagnosis.  
(or)  
Write about the nature and scope of clinical neuro sciences.

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. Swiss Mental Health Care Systems
6. The Mental Health Act (1987)
7. Protection of Women from Domestic Violence Act (2005)
8. Mental Status Examination
9. Suicide

## **Semester II**

### **203: Research Methodology**

#### **Course Outcomes:**

CO1. To create awareness about the critical aspects of psychological research

CO2. To appreciate the descriptive methods and their applications

CO3. To facilitate appreciations of differential interpretation of psychological realities

CO4. To create in-depth understanding of quantitative designs and techniques in psychological research.

CO5. To analyze quantitative psychological data and learn the usefulness and application of different statistical methods.

#### **Course Specific Outcome:**

CSO1. To develop the knowledge of writing skills in a research report.

#### **Learning Outcomes:**

- Demonstrate knowledge of research designs in research and the scientific process of research
- Design an experiment with manipulation and control of the variables.
- Differentiate various data collection and sampling methods employed in research
- Write a research proposal in the domain of Psychology.
- Understand the philosophical foundations on which research methods are based
- Gain familiarity with the conceptual foundations of research methods in Psychology
- Understand various traditions of research methodologies in psychology.
- Learn different methods of data collection.
- Understand different methods of data analysis in research methods.

#### **Unit I: Basic concepts of experimental method**

##### **Module 1: Variable**

Qualitative and quantitative variables

Independent variables

Dependent variables

Extraneous variables

Confounding variable

Mediate variable

Intervening variable

##### **Module 2: Experimental control**

Independent variable control

Extraneous variable control



### **Module 3: Sampling**

Probability sampling methods

Non probability sampling methods

### **Module 4: Problem and hypothesis**

#### **Unit II. Methods of data collection**

##### **Module 1: Qualitative methods**

###### **a) Observation**

Purpose of observation

Types of observation

###### **b) Interview**

Types of interview

Major functions of interview

Factors affecting the uses of interviews

Advantages and disadvantages of interview

Important sources of errors in interview

###### **c) Content analysis**

Purposes of content analysis

Methods of content analysis

Evaluation of content analysis

##### **Module 2: Quantitative methods**

###### **a) Questionnaires**

Types of questionnaires

Functions and applicability of questionnaires

###### **b) Rating scales**

Types of rating scales

(Numerical, graphical, standard, Q sort, Semantic differential, sociometry)

Errors in ratings

Methods of improving effectiveness of rating scales

##### **Module 3: Types of research**

###### **a) Experimental research**

Laboratory experiments

Field experiments

###### **b) Non – Experimental research:**

Ex-post facto research

Field study

Survey research

Case studies

Ethnographic studies

Cross cultural studies

Grounded Theory

Focus groups

Narratives

#### **Unit III: Statistics**

a) Types of scales (Ordinal, Nominal, Interval and ratio scales)

- b) Graphic representation of data
- c) Measures of central tendency and variability
- d) Characteristics, deviations and applications of Normal probability curve
- e) Standard error for measures of central tendency and variability, Hypothesis testing – null hypothesis, statistical significance -type I error, Type II error, one tailed and two tailed hypothesis
- f) Correlations -
  - Pearson Product moment correlation
  - Rank order correlation
  - Biserial correlation
  - Point Biserial correlation
  - Tetra choric correlation
  - Phi coefficient
  - Partial correlation
  - Multiple correlations
- g) Regression analysis: simple linear regression, multiple regressions
- h) Factor analysis: Assumptions, Methods, Rotation and Interpretation
- i) Multivariate statistics
- j) Non parametric statistics
  - Chi-square
  - Sign test
  - Median test
  - Sign rank test
  - U test
  - Kruskal-Wallis H test
  - Friedman test
- k) Power analysis
- L) Effect size

## **Unit IV: Designs**

### **Module 1:**

- Between subject designs
  - Two randomized group designs
  - More than two randomized group designs
  - Factorial design

- Matched group design
  - Statistical analysis – t test, F test.
- Within subject designs
  - Two conditions
  - Several conditions
  - Evaluation
  - Statistical analysis – t test, F test

### **Module 2: Single subject designs**

- Paradigm of single subject experimental research
- With draw designs

Reversal design

Multiple base line designs

Changing criterion designs

Data analysis

Evaluation

**Quasi-experimental designs, Latin square, Cohort studies, Time series**

### **Unit V: Writing a research report**

Structure and format

Style of writing

Evaluating a research report

Ethics in Research: Reporting research

### **Reference:**

Kothari C.R&Gaurav Garg (2019) Research Methodology, New age International publications.

Amit kumar(2011)Methods in psychological research, Anmol publications.

A.K singh(2019) Tests measurement and research methods in behavioral science, Bharti Bhawan publications.

D.Amto, M.R. (1979). *Experimental Psychology, Methodology Psychophysics and Learning*. New Delhi : Tata Mc-Graw Hill.

Garrett, H.E. (1966) *Statistics in Psychology and Education*. Bombay: Vakils Feefer & Simon Pvt. Ltd.

Guilford J.P. (1965). *Fundamental Statistics in Psychology and Education* (4th Edn.). New Delhi: Subject Publications.

Herson, M. & Barlow, and D.H. (1980) *Single – Case Experimental Designs* New Delhi: Prentice – Hall of India Limited.

Kerlinger, F.N. (1978) *Foundations of Behavioural Research*, New Delhi : Subject Publications.

Kurtz, A.K. & Mayo, S.T. (1980). *Statistical methods in Education and Psychology*. New Delhi : Narosa Publishing House.

Mc.Guigan, F.J. (1990) *Experimental Psychology* New Delhi: Prentice Hall of India Limited.

## **203: Research Methodology**

### **Model Question Paper**

Time: 3 hrs

Max. Marks: 80

#### **Section – A**

#### **Answer Four of the following**

(4x15=60)

1. Describe fully the techniques of defining a research problem.  
(or)  
What is problem? Describe hypothesis.
2. Discuss methods of improving effectiveness of rating scales.  
(or)  
Describe experimental and non experimental methods used in research.
3. Pearson product movement correlation. Explain.  
(or)  
Explain Factor Analysis. How does it simplify research? What are the principle components of Analysis?
4. Discuss in detail about Matched group design.  
(or)  
Give an account on between the subject design.

#### **Section – B**

#### **Answer any 4 of the following.**

(4x5=20)

5. Style if writing
6. Chi-square
7. Ethics in research
8. Kruskal-Wallis H test
9. Format of Research report

## **SEMESTER II**

### **204: COGNITIVE PSYCHOLOGY**

#### **Course Outcomes:**

CO1. Recognize, understand and define the basic concepts of Cognition

CO2. Understand and Analyze the use of models and experiments to study cognition

CO3. Apply that knowledge to critically evaluate functional cognitive processes

CO4. Develop scientific mindedness, self awareness and self regulation

#### **Course Specific Outcome:**

CSO1. To understand-brain-behaviour relationship in day-to-day life.

#### **Learning Outcomes:**

- To explore the practical implications of cognitive processes in human performance.
- To facilitate the learning of traditional and emergent fields of applied cognitive psychology.

#### **Unit I: Fundamentals of Cognitive psychology**

Definition, nature and scope of cognitive psychology

History of cognitive psychology

Alternative approaches to cognitive psychology - Experimental Cognitive Psychology, Computational Cognitive Science, Cognitive Neuropsychology, Cognitive Neuroscience

#### **Unit II: Perception and Attention**

Sensation and Perception, Principles of perceptual organization, Perceptual Constancy, Perception of Depth and Movement

Signal detection theory

Subliminal perception

Pattern recognition: Top-down and bottom-up processing

Extra sensory perception

Attention and its types

#### **Unit III: Learning**

Fundamental theories: Thorndike, Guthrie and Hull

Classical Conditioning and operant conditioning: Procedure and phenomena

Schedules of reinforcement

Cognitive approaches in learning: Latent learning, observational learning

Verbal learning

#### **Unit IV: Memory and Forgetting**

Memory processes: Encoding, Storage, Retrieval

Types of Memory: Sensory Memory, Short-term (Working Memory model), Long-Term Memory, Explicit & Implicit, Declarative & Procedural, Episodic & Semantic, Retrospective & Prospective

Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated forgetting

#### **Unit V: Thinking, Problem Solving and Language**

Thinking, Higher Cognitive processes – Reasoning, Creativity.

Problem solving, steps in problem solving, obstacles and aids of problem solving.

Psycholinguistics - Language origin, Definition, Theories - Chomsky.

Semantics, pragmatics, syntax, characteristics of language

#### **References:**

Eysenck, M. W., Keane, M. T. (2020). Cognitive Psychology: A Student's Handbook. United Kingdom: Psychology Press.

MANGAL, S. K. (2020). General Psychology. India: Sterling Publishers Pvt. Limited.

Sternberg, R. J., Sternberg, K. (2011). Cognitive Psychology. United States: Wadsworth/Cengage Learning.

Edward, E. S., & Stephen, M.K. (2007). Cognitive Psychology: Mind and Brain. New Jersey: Prentice Hall India.

Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.

Chaplin, P., & Krawiec, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.

Marx, M.H. & Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.

Morgan, C.T. (1965). Physiological Psychology (3<sup>rd</sup> edition) Tokyo: McGraw Hill Kogakusha.

Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.

Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.

## **204: COGNITIVE PSYCHOLOGY**

### **Model Question Paper**

Time: 3 hrs

Max. Marks: 80

#### **Section – A**

#### **Answer Four of the following**

(4x15=60)

1. What disciplines contribute to cognitive science?  
(or)  
Define Cognitive Psychology. Explain the nature and scope.
2. What do we mean when we talk about “Processing Capacity” and “Selective Attention”?  
(or)  
How do illnesses help us understand perception?
3. Write any two fundamental theories of learning.  
(or)  
Explain Pavlov’s theory and how it works?
4. Describe work of Ebbinghaus.  
(or)  
Explain stages of memory process. How much information coded and retrieved from STM?

#### **Section – B**

#### **Answer any 4 of the following.**

(4x5=20)

5. Whole Vs Part Method
6. Characteristics of Language
7. Depth Perception
8. Problem Solving
9. Incubation

## **Semester II**

### **205: Cognitive Psychology Practicals**

#### **Course Outcomes:**

CO1. To facilitate the learning of traditional and emergent fields of cognitive neuropsychology.

CO2. To understand-brain-behaviour relationship in day to day life.

CO3. To explore the practical implications of cognitive processes in human performance.

#### **Course Specific Outcome:**

CSO1.To develop inference based on the verbal reports and behavioral manifestation.

#### **Learning Outcomes:**

- Demonstrate an ability to apply theories and research findings to specific issues and problems.
- Build on theoretical knowledge acquired in prerequisite modules and apply it to more specific issues and problems.

#### **Part-A: Experimental Psychology Practicals**

At least 8 experiments have to be conducted and detailed reports of the same have to be written.

1. Perceptual constancy of size as a function of distance cues using the method of average error.
2. Effect of practice on space perception using Wiggly Blocks.
3. Assessment of extrasensory perception by telepathic, clairvoyant and precognition tests.
4. Comparison of speed for discriminative and choice reaction time.
5. Effect of muscular tension on mental work.
6. Fluctuation in efficiency of continuous work.
7. Transfer of learning and interference effects (P1 & R1) in verbal paired associated material.
8. Span of attention for unconnected letters and words vs connected letters and words
9. Retention for completed and interrupted tasks
10. Types of errors identifiable in learning tests using Peterson's Tests of Rational learning



11. Assessment of memory using recall, recognition and relearning tests, serial position effects in free immediate and delayed recall.
  12. Verbal concept formation using geometrical designs.
  13. Assessment of abstract concept formation using Hanfmann-Kasanin Blocks.
  14. Effect of set in solving verbal and numerical problems
  15. Trial and error vs insightful learning
- \* Experiment 3 is compulsory

### **Part B: Case Reports**

The student has to choose at least three cases with different psychological problems and study them and write a comprehensive report of the same.

**Case – study** includes:

- (a) Collecting personal information.
- (b) Conducting interviews
- (c) Gathering the background factors leading to the present problem
- (d) Making valid observations with respect to grooming, speech, non-verbal communication etc.
- (e) Inference based on the verbal reports and behavioral manifestation. The above information is integrated and written in the form of a report.

**Marks:**

Mid Semester examination	:	20 Marks
Record	:	30 Marks
Case Reports	:	10 Marks
Practical conduction and writing the report	:	20 Marks
Viva /Record and case report	:	20 Marks
<b>Total</b>	<b>:</b>	<b>100 Marks</b>

### III Semester

301	Positive Psychology	4	100	80	20
302	Community Psychology	4		80	20
303	Counseling Psychology	4		80	20
304	Health Psychology	4	100	100	20
305	Case Studies	6	100	100	20
	<b>Total</b>	22	500	400	100

### IV Semester

401	Forensic Psychology	4	100	80	20
402	Industrial &Organizational Psychology	4	100	80	20
403	Educational Psychology	6	100	80	20
404	Disability and Rehabilitation Psychology	4	100	80	20
405	Project	4	100	80	20
	<b>Total</b>	22	500	400	100

Note: Records/Case studies/Project reports have to be submitted one week before the commencement of the examination failing which the student shall forfeit the allotted marks.

**MSc. PSYCHOLOGY**  
**Revised Syllabus**  
**(2021 – 22)**  
**(Regular Stream)**  
**III Semester**

## **Semester III**

### **301: Positive Psychology**

#### **Course Outcomes:**

CO1: To bring an experience marked by preponderance of positive emotions and informing them about emerging paradigm of Positive Psychology

CO2: Build relevant competencies for experiencing and sharing happiness as lived experience and its implications.

#### **Course Specific Outcome:**

CSO1: To understand religion and spirituality of India and it's relation to positive psychology

#### **Learning Outcomes:**

- To bring an experience marked by predominance of positive emotions and informing them about emerging paradigm of Positive Psychology
- Build relevant competencies for experiencing and sharing happiness as lived experience and its implications

#### **Unit I**

Positive Psychology: Concept, History, Nature, Dimension and Scope

Western and Eastern views of Positive Psychology

Positive Psychology in India

Theories: PERMA model, Self-determination theory, Hope theory, Broaden and Build theory

#### **Unit II**

Introduction to Psychology of happiness, well-being and scope

Types of happiness – Eudemonic and Hedonic

History of Happiness

Traits associated with Happiness

Happiness across the life span; gender and happiness; marriage and happiness; other facts of life

Measurement of Happiness (The Steen Happiness Index, Subjective Happiness Scale, Happiness Scale)

### **Unit III**

Positive emotions, positive relationships and wellbeing

Hope and optimism, love and belongingness, love and kindness.

Gratitude, forgiveness, empathy and altruism

positive emotions and health resources

Cultivating positive emotions

Influence of positive emotions

Positive traits, personality, emotions and biology, positive beliefs.

### **Unit IV**

Religion, spirituality and wellbeing: role of religion and spirituality to maintain subjective wellbeing

A special focus to Indian spirituality and well being

Virtues in Indian culture

Resilience in Indian culture

### **Unit V**

Life above zero: positive psychology revisited, interconnection of the good and the bad, contours of a positive life, meaning and means, mindfulness and wellbeing.

### **References:**

Argyle, M. 1987. The psychology of happiness. London: Methuen.

Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education

Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London:Routledge.

Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications

Snyder, C.R.& Lopez. S. (2007). Handbook of Positive Psychology. Oxford Publications.

Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications

Haidt, J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.

- Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University press.
- Seligman, M.E.P. (2002). *Authentic happiness*. New York: Free Press.
- Crompton, W.C. (2005), *An Introduction to Positive Psychology*, Singapore: Thomson.
- Snyder, C.R. and Lopez, S.J. (2005), *Handbook of Positive Psychology*, New York OxfordUniversity Press.
- Carr, A. (2004), *Positive Psychology: The Science of Happiness and Human Strengths*, New York: Brunner – Routledge.
- Linley, P.A. and Joseph, S. (2004), *Positive Psychology in Practice*, New York : John Wiley and Sons.
- Peterson, C. (2006), *Positive Psychology*, New York: Oxford University Press. Goleman & Daniel, *Emotional Intelligence*
- Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011): *Positive Psychology: The Scientific and Practical Explorations Of Human Strengths (2nd Ed)*. Sage Publication, Inc.
- Tal Ben-Shahar (2007) *Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment*.

# **301: Positive Psychology**

## **Model Question Paper**

Time: 3 hrs

Max. Marks: 80

### **Section – A**

#### **Answer Four of the following**

(4x15=60)

1. Differentiate between eastern and western views of positive psychology.  
(or)  
Write about the role of positive psychology in India.
2. Explain happiness & subjective wellbeing and living a pleasurable life.  
(or)  
21<sup>st</sup> Century definitions of happiness.
3. Understanding positive effect, positive emotions, happiness and wellbeing.  
(or)  
Write your views on finding wisdom and courage in daily life.
4. Differentiate between religion and spirituality.  
(or)  
Elucidate about Life above zero.

### **Section – B**

#### **Answer any 4 of the following.**

(4x5=20)

5. Write short note on mindfulness.
6. What is the interconnection of the good and the bad?
7. Write about virtues in Indian Culture.
8. Discuss about gratitude and forgiveness.
9. Briefly explain PERMA model.

## **Semester III**

### **302: Community Psychology**

#### **Course Outcomes:**

CO1: To acquaint the students about the history & present status of community mental health services.

CO2: To develop a community based orientation towards mental health.

#### **Course Specific Outcome:**

CSO: Understand in detail about the community, based on interrelation to mental health

#### **Learning Outcomes:**

- To acquaint students with the history & current status of community psychology and community mental health services.
- To develop a community-based orientation towards mental health.

#### **Unit I - Introduction**

Introduction to community psychology

Nature and scope of community psychology.

Historical overview

Structural perspectives and first-order and second-order change

Ecological levels of analysis in Community Psychology – Individuals, Microsystems, Organizations, Localities, Macrosystems, Levels of intervention

Seven core values in Community psychology

Role of community psychologist

The development and practice of Community psychology

#### **Unit II – Community Research**

##### **Module 1: The Aims of community research**

Three Philosophies of science for community psychology research

Problem definition in Research

Promote Community participation and collaboration in Research design

Cultural and Social context of research



## **Module 2: Methods of Community Psychology Research**

Qualitative Methods – Participant Observation, Qualitative interview, Focus group, Case studies. Two concluding issues

Quantitative Methods – Quantitative description, Experimental social innovation and dissemination, Randomized field experiments, Nonequivalent comparison group designs, Interrupted Time-series Design

## **Unit III**

### **Module 1: Understanding Community**

Definition, Types and Levels of community

Sense of community – Four elements of sense of community, Issues and concept

The importance of community

The complex realities of communities

Building communities – Physical, Natural, Spirituality, Religion and Online

### **Module 2: Understanding Human diversity in Context**

Key dimensions of human diversity – Culture, Race/Ethnicity, Gender, Social class, social inequalities and dimensions of diversity receiving greater attention in community psychology

Attending to diversity in the practice of community psychology

## **Unit IV**

### **Module 1: Prevention and promotion: Key Concepts**

Definition of prevention

Caplan – Primary, Secondary and Tertiary

The IOM Report – Universal, Selective, and Indicated measures

Prevention of disorder and Promotion of wellness and competence

Promotion – Risk and Resiliency

Prevention – Risk factors and Protective factors

Some of the successful Prevention and Promotion programs

The implementation and Sustainability of programs

### **Module 2: Prevention and Promotion: Implementing Programs**

Issues in Implementation

Successful Dissemination – Social-Emotional Learning Programs, Home Visiting Programs

Participatory Action Research in Program Implementation

Cultural diversity in Program Implementation

### **Module 3: Program Evaluation and Development**

The logic of program evaluation

A four-step Model of Program Evaluation

## **Unit V**

### **Module 1: Social behavior in Communities**

Socialization process

Internalization of social norms and values

Role of institutions (ascriptive institutions such as Family, Caste, Class and Religion; Role based institutions such as School, Political parties and market mechanisms) in reinforcing societal values

### **Module 2: Vulnerable population**

Unemployment – Problems of unemployment, defining unemployment, causes and types, effects of unemployment, role of psychologist in solving the problem

Poverty and deprivation – Definition, types, causes and measuring poverty, Poverty alleviation programmes

Problems of women – Inequality, Dowry, Sexual harassment

### **Module 3: Social Change and Looking Ahead**

Socio-psychological origins of law

Access to justice through psychological interventions

Human rights

Emerging Trend in Community Psychology

Promoting Community and Social Change

Community Psychology and Intervention in India – Past, Present and Future

## **Reference:**

Koos,B., Hill,J., Thomas,E., Wandersman, A., Elias,M.J., & Dalton, J.H.,(2011) *Community Psychology: Linking Individuals & Communities(3RD ed)*. Belmont, CA: Wadsworth/Cengage Learning.

Shanmugham, T.E. (1987) *Community Psychology*. Madras: Utsav Shanmugham.

Korchin, S.J., (2004) *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New Delhi: CBS Publishers

Rappaport, J & Seidman, E (2000) *Handbook of Community Psychology*. New York: Plenum Publishers

Duncan, N., Bowman, B., Naidoo, A., Pillay, J., & Roos, V. (2007). *Community psychology: Analysis, context and action*. Cape Town: University of Cape Town

Rudkin, J, K. (2003). *Community Psychology: Guiding Principles and Orientation Concepts*. Upper Saddle River, NJ: Prentice Hall.

# **302: Community Psychology**

## **Model Question Paper**

Time: 3 hrs

Max. Marks: 80

### **Section – A**

#### **Answer Four of the following**

(4x15=60)

1. Write about the nature and scope of community psychology.  
(or)  
Elucidate the seven core values of community.
2. Explain different methods of community research.  
(or)  
How can we understand the cultural and social context of research?
3. Describe the importance of sense of community.  
(or)  
Explain the dimensions of human diversity in community psychology.
4. Explain different types of problems faced by women.  
(or)  
Explain present status and future scope of community interventions in India.

### **Section – B**

#### **Answer any 4 of the following.**

(4x5=20)

5. Problems of unemployment
6. Four ecological principles
7. Caste and Class
8. An integrative model
9. Prevention - Caplan

## Semester III

### 303: Counselling Psychology

#### Course Outcomes:

CO1: The main objective is to help the students develop awareness, knowledge and skills in the discipline of Counselling Psychology.

CO2: In specific, it's to acquire the requisite competencies in the following areas: a) Assessment skills b) Personal development c) Research skills d) Counselling/therapy skills e) Development of ethical behavior in counselling settings.

#### Course Specific Outcome:

CSO: To develops practical interviewing and counselling skills.

#### Learning Outcomes:

- Identify systemic clinical concerns based on both client presentations as well as consider issues like trauma, crises, and substance abuse as motivators to begin marriage and family therapy treatment.
- Utilize a relational understanding of psychopathological and incorporate relational assessment to develop an accurate diagnostic framework upon which to base therapy treatment.
- Develop evidence-based treatment plans tailored to address client concerns as well as incorporate clinical assessment and diagnosis in treatment.
- Evaluate a variety of foundational and contemporary family theories and therapy models and interventions.
- Apply current laws and ethical issues affecting marriage and family therapists.
- Apply worldview framework and its application to the practice of counselling.
- Integrate foundational and contemporary models of counselling into treatment plans and case conceptualization.

#### UNIT I - INTRODUCTION

Definition and Concept of counseling

Nature and Scope of Counseling psychology

Historical origin

Characteristics of counselling

Types of Counseling

Process of counselling

Role of counselor

Personality characteristics of counselor

Personal qualities of an effective counselor

Factors that help in maintaining effectiveness

Credentialing of counsellors: Inspection, Registration, Certification, Licensure, RCI regulations

Counseling movement in India

SOLAR Model of Counseling

## **Unit II - COUNSELLING SKILLS, RELATIONSHIP AND ETHICAL GUIDELINES**

### **MODULE1- COUNSELLING SKILLS**

- Observation skills, Activelistening, Questioning, Communication skills (Listening, feedback, non-verbal), Making notes and reflections.

### **MODULE2- COUNSELING RELATIONSHIP**

Factors influencing the counseling process

Initial interview

Types of Initial interview:Client versus counsellor-initiatedinterview, Information oriented first interview, Relationship oriented first interview.

Conducting the initial interview

- Empathy, Verbal and nonverbal behaviour

Working through the counseling relationship

- Changing perceptions, Leading, Multifocused Responding, Accurate empathy, self disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal, Dealing with resistance and reluctance.
- Transference and countertransference.

Termination of the counseling relationship

Need for termination, Timing of termination, Issues of termination (Termination of individual sessions, Termination of counseling Relationship, Resistance to termination.)

### **MODULE 3 - ETHICAL GUIDELINES**

Ethics and counselling

Need for Ethical codes

Ethical codes and guidelines- Rights of client

Dual relationship in counselling practices

Ethical issues in the assessment process.

Limitations of ethical codes, making an ethical decision, Implementing ethical decisions, Ethics in specific counsellingsituations, Schoolcounseling and ethics, Marriage/Family counseling and Ethics, Career counseling and ethics.

## **UNIT III - SPECIALITIES IN COUNSELING**

### **Career counseling**

Importance & need in the present scenario

Career counseling with diverse population (children, adolescents, college Students)

### **Marriage, couple and Family counseling**

Changing form of family life, Recent trends in marriage, family and couple counseling

The process of family, marriage and couple counselling

- Planning
- Initial session
- Termination

## **Community counseling**

Importance & need in the present scenario

Psycho education of families

Promotion of mental health

Areas of practice

## **UNIT IV - APPROACHES TO COUNSELLING THERAPY**

- Psychoanalytic Psychotherapy
- Adlerian Psychotherapy
- Jung Psychotherapy
- Behavioural Psychotherapy: Operant Conditioning Techniques, Progressive Muscle Relaxation, Systematic, Desensitization, In Vivo Exposure and Flooding, Social Skill Training.
- Cognitive Behavioural psychotherapy: Introduction to Albert Ellis Rational Emotive, Behavioural (REBT) Theory
- Cognitive Psychotherapy: Introduction to Aaron Beck's Cognitive Theory (CT)
- Person Centered Psychotherapy
- Existential Psychotherapy
- Gestalt Approach
- Psychodrama
- Action Oriented Approach
- Multimodal Therapy
- Reality Therapy/Approach and Choice Theory
- Feminist and Systemic Therapy
- Brief Counseling and Therapy, Crises counseling
- Developing an Eclectic Approach to understanding personality

## **UNIT V - Counselling practice**

Counselling practice: Case studies, case vignettes, verbatim writing, and verbatim Analysis.

- 1) Therapeutic skills
- 2) Group counselling skills
- 3) Co-counselling, and counselling role play.
- 4) Case analysis

## **References:**

1. Bond, T., (1997). Standards and Ethics for counsellors in action. New Delhi: Sage Publications.
2. Charles, G.J., & Bruce, F.R., (1995). Counselling Psychology. USA: Harcourt Brace Publishers.
3. Felthman, C., & Horton, I., (2000). Handbook of Counselling and Psychotherapy, New Delhi: Sage Publication.

4. Gelso, C., & Fretz, B., (2001). *Counseling psychology: Practices, Issues and Interventions*. Harcourt, In.
5. Gladding, S.T., (2011). *Counselling: A Comprehensive Profession*. Pearson education, Inc.
6. Robert, G. L., & Marianne, M.H., (2003). *Introduction to Counselling and Guidance*. Pearson Education, Inc.
7. Corey, G. (2009). *Theory and Practice of Counselling and Psychotherapy* (8th Edition.). CA: Brooks/Cole.
8. Ellis A. & Dryden N. (1977). *The Practice Rational Emotional Behaviour Therapy*. New York: Springer
9. Gilland, B.E., & James, R.K. (1998). *Theories and Strategies in Counselling and Psychotherapy*. Singapore: Allyn and Bacon
10. Kottler, J. A. & Brown R. W. (2000). *Introduction to Therapeutic Counselling*. Australia: Brooks/Cole
11. Scharf, R.S. (2000). *Theories of psychotherapy and counselling: Concepts and cases* (2nd Edition.). Singapore: Brooks/Cole.



# 303: Counselling Psychology

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. Explain roles and functions of a counsellor.  
(or)  
Elucidate SOLAR method of counselling.
2. Describe the process of counselling.  
(or)  
Discuss ethical issues in counselling process.
3. Discuss the importance of career counselling.  
(or)  
Explain the recent trends in family and marriage counselling.
4. What are the functions and characteristics of the Behavioural interview?  
(or)  
Elucidate Psychoanalytic therapy.

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. Sharing Experiences
6. Case Analysis
7. Empathy
8. Feminist and Systemic Therapy
9. Personality characteristics of counsellor

## **Semester III**

### **304: Health Psychology**

#### **Course Outcomes:**

CO1: This course will further expand your knowledge of the importance and significance of psychology in health, illnesses, and chronic health conditions.

CO2: It will provide a theoretical foundation (i.e., bio-psycho-social) for exploring the relationship/interaction between biology, social, cognitions, emotions, and behaviors within the reviewed topics, areas, and/or persons.

CO3: This course will examine various medical conditions from the etiology, prevention, and treatment but through a Health Psychology perspective.

CO4: To provide the students an opportunity to learn the concept of Crisis and Trauma Counseling - skills training, case management and family education

CO5: To educate the students on crisis and trauma assessments and legislations related to it

#### **Course Specific Outcome:**

CSO: Understand the concepts and application of interventions in dealing with trauma.

#### **Learning Outcomes:**

- Acquire an understanding of the components of the field of health psychology.
- Develop an understanding and appreciation of the complex interplay between one's physical well-being and a variety of biological, psychological, social, and cultural factors.
- Learn how psychological research methods, theories, and principles can be applied to enhance biomedical approaches for promoting health and treating illness.
- Learn the nature of the stress response and its impact in the etiology and course of many health problems.
- Discover how behavioral and cognitive methods can help individuals cope with stress.
- Develop skills for designing programs to improve one's own and others' personal health habits and lifestyles.
- Become aware of the impact that disabling or life-threatening illnesses have on patients and their families.
- Discover how psychological methods and principles can be applied to help patients manage and cope with illness.
- Identify key components of trauma-informed care and their application in clinical and community settings.
- Understand the concepts and stages of crisis and trauma
- Evaluate the trauma using Assessment strategies useful in the area of crisis and trauma counseling
- Create a model of intervention using crisis and trauma theories and approaches

## **Unit I**

### **Module 1**

Definition and Concept; Nature and scope of Health Psychology

Role of Health Psychologist

Historical view

Psychology's role in health

Current perspectives on health and illness

### **Module 2: The Body's Physical Systems**

The Nervous system

The endocrine system

The digestive system

The respiratory system

The cardiovascular system

The immune system

## **Unit II**

### **Module 1: Models of Health**

Models of Health psychology

Biomedical model

Social model of health

Biopsychosocial model

Health locus of control model

Cognition models

- Health belief model
- Protection motivation theory

Social cognition models

- Theory of planned behavior
- Health Action processes approach

Transtheoretical model of behavior change.

Ottawa charter health promotion

### **Unit III**

#### **Module 1: Stress - It's Meaning, Impact, and Sources**

Definition and types of stress

Biopsychosocial Aspects of Stress - Biological aspects, Psychosocial aspects

Sources of Stress

Measuring Stress

#### **Module 2: Models of Stress**

Person-Environment Fit Theory

Diathesis – Stress Model

Life events and daily hassles theory

Tend and befriend theory

Conservation of resources theory

The stimulus-based model of stress

The Response-based model of stress

General adaptation syndrome theory

Transactional model of stress model.

### **Unit IV**

#### **Module 1: Stress and illness**

Psychosocial modifiers of stress

Effects of stress on health

Psychophysiological disorders–Digestive system diseases (Ulcers, Irritable bowel syndrome), Asthma, Headache, Rheumatoid Arthritis, Dysmenorrhea, Skin disorders, Diabetes, Obesity

Stress and cardiovascular – Hypertension, Coronary heart disease

Stress and cancer

#### **Module 2: Coping with stress**

Coping with stress – What is coping?

Functions and methods of coping

Stress Management

## Unit V

### Module 1: Trauma

Introduction to trauma

Types of traumas – Natural disasters, Mass interpersonal violence, large scale transportation accidents, House or other domestic fires, Motor vehicle accidents, Rape and sexual assault, Stranger physical assaults, Partner battery, Torture, War, Child abuse, Emergency worker exposure to trauma

The problem of combined and cumulative traumas

The effect of trauma

### Reference:

Bakhtaveer, M.S., Rajyadaksha, M.S. (1999). *New Biology and Genetic Diseases*. Oxford: Oxford University Press.

Dimatteo, M. R. & Martin, L.R. (2007). *Health Psychology*. New Delhi, Pearson Education Inc., & Dorling Kindersley Publishing, Inc.

Davidson, P.O. & Davidson, S.M. (1980). *Behavioral Medicine: Changing Health Lifestyles*. New York. Brunner/Mazel.

Gatchel, R.J., Baun, A. & Krantz, D.S. (1989). *An Introduction to Health Psychology*. Singapore: McGraw Hill.

Goleman, D. & Gurin, j. (1993). *Mind-Body Medicine*. New York: Consumer Reports Books.

Pomerlau, O.V. & Brady, J.P. *Behavioral Medicine Theory and Practice*. Baltimore: Williams & Wilkin's Company.

Gold, S. N. (Ed.). (2017). *APA handbook of trauma psychology: Foundations in knowledge*. American Psychological Association.

Judith Lewis Herman (2015). *Trauma and Recovery: The aftermath of violence—from domestic abuse to political terror*. Basic Books

van der Kolk, B. A., McFarlane, A. C., & Weisaeth, L. (Eds.). (1996). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. The Guilford Press.

Wilson, J. P., Friedman, M. J., & Lindy, J. D. (Eds.). (2001). *Treating psychological trauma and PTSD*. The Guilford Press.

# 304: Health Psychology

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. Nature and scope of health psychology?

(or)

Role of health psychologist in India

2. Effects of stress on our immune system in coping with covid-19.

(or)

Explain the influence of the nervous system on human behavior.

3. What is Diathesis? Explain stress and cardiovascular disorders?

(or)

Discuss person - environment fit theory.

4. What is illness? Explain psycho physiological disorders?

(or)

What is trauma? Explain types of traumas?

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. Stress management
6. Psychosocial modifiers of stress
7. Conservation of resources theory
8. Explain Ottawa Charter health promotion
9. Bio-psycho social model

**MSc. PSYCHOLOGY**

**Revised Syllabus**

**(2021 – 22)**

**(Regular Stream)**

**IV Semester**

# **Semester IV**

## **401: Forensic Psychology**

### **Course Outcomes:**

CO1: Helping students understand scope of forensic psychology in terms of its role in determining criminal behavior and jurisdiction

CO2: Learning assessment of criminal and delinquent behavior

CO3: Understanding psychology of criminal behavior and learning intervention based correction and rehabilitation

### **Course Specific Outcome:**

CSO: To understand the principles and application of forensic psychology.

### **Learning Outcomes:**

- To develop a general orientation towards different field of forensic psychology and Criminal behavior.
- To learn different techniques used in forensic investigation.

### **Unit I - Introduction to Forensic Psychology and Criminal Behavior**

Definition, Description and Concept of Criminal Psychology and Forensic Psychology

**Historical perspectives of Forensic psychology**

**Forensic psychology and related fields**

**Roles and functions of forensic psychology**

### **Unit II – Forensic Psychology: Issues and Controversies in Crime and Justice**

Courts and legal systems

Adult forensic

Juvenile/Family forensic

International Criminal forensic

Civil forensic



### **Unit III - Approaches to Understanding Criminal Behavior**

Young and Adult Offenders

Causes Underlying Criminal Behavior

Theories of Crime

Criminal Responsibility

### **Unit IV - Forensic Psychology Assessment and Evaluation**

Mental Disability, Malingering, Mental Illness, Substance Abuse Evaluation (Forensic Perspective)

Competency to Stand Trial in the Court and Waiver of Miranda Rights and Death Penalty Mitigation

Forensic Psychological Assessment of Criminal Behavior

Civil Proceedings and Commitment

### **Unit V - Forensic Psychology: Police and the Law**

Police Psychology

Assessment of Eyewitness and Their Statements

Forensic Psychology in Civil and Criminal Legal Proceedings and Juvenile Crimes

Assessment of Risk, Dangerousness, Recidivism, Criminal Profile

### **References:**

Bartol, C.R. and Bartol, A.M. (2008). *Introduction to Forensic Psychology: Research and Applications*. (2nd edition) Sage Publications, New Delhi

Veeraraghavan, Vimala (Ed) (2009) *Handbook of Forensic Psychology*. Select Scientific Publishers, New Delhi.

Rieber, R.W. and Vetter, Harold J (Eds) (1978). *The Psychological Foundations of Criminal Justice: Historical Perspectives on Forensic Psychology*. John Jay Pr. NY

Alder, J. R. (Ed.). (2004). *Forensic Psychology: Concepts, Debates and Practice*. Cullompton: William.

Alison, L. (2005). *The Forensic Psychologist's Case Book: Psychological Profiling and Criminal Investigation*. Cullompton, UK : William.

Elaine Cassel, (2007) [2nd Edition]. *How Can We Reduce Criminal Behaviour?*

Douglas A Bernstein, NY

Newburn, Tim (2007). *Criminology*. Willan Publishing. NJ.

Siegel, Larry A (2001). *Criminology: Theories, Patterns, and Typologies*. Wadsworth Publishing Company, NY

Wasserman, David T.(2001). *Genetics and Criminal Behaviour*; Springer, NJ.

Sharma, Rajender Kumar (1999). *Criminology and Penology*. HB Books, New Delhi

Ahuja , Ram (2000). *Criminology*. Rawat Publications, New Delhi  
*Indian Penal Code 1860*

Ahuja Ram (1969). *Female Offenders in India*. Meerut. Meenakshi Publications.

Mike Maguire, Rod Morgan and Robert Reiner (eds) (2007). *The Oxford Handbook of Criminology* - fourth edition, Oxford University Press (March 2007)

West, D.J.(1967). *The Young Offender*, London. Gerald Duckworth.

George J. Dudycha, *Psychology for Law Enforcement Officers* (1976), Charles C Thomas, USA.

Howitt, Dennis (2002). *Correlates of Crime*. Pearson Education, NY

John M. Macdonald, Charles C Thomas, *Psychiatry and the Criminal* (1976), USA. (2002), , Prentice Hall, UK/USA.

Allan Jamieson and Andre Moenssens (Editor-in-Chief), *Wiley Encyclopedia of Forensic Science* , Vol.1-5 (2009), John Wiley and Sons Ltd., UK.

Harold V. Hall and Joseph G. Poirier, *Detecting Malingering and Deception* (2001), CRC Press, USA.

Colin Dale, Tony Thompson, *Forensic Mental Health* (2001), Phil Woods (Ed.), Balliere Tindall and RCN, USA.

Ralph Slovenko, *Psychiatry and Law* (1973), Little Brown and Company, USA.

Curt R. Bartol and Anne M. Bartol, *Criminal Behavior* (1986), Prentice Hall, USA.

Robert L. Sadoff, Charles C. Thomas, *Forensic Psychiatry* (1975), USA.

DCLP Training Committee (1994), the core knowledge and skills of chartered forensic Psychologists, *Forensic Update*, 38, 8-11.

Kebbell, M. R. and Hatton, C. (1999), People with Mental Retardation as witness

in court: a review. *Mental Retardation*, 37(3), 179-87.

Heilbrun, K.(1992), The role of psychological testing in forensic assessment, *Law and Human Behavior*, 16(3), 257-272.

Melton, G.; Petrila, J.; Poythress, N.; and Slobogin, C. (1997), *Psychological evaluations for the courts: A handbook for mental health practitioners and lawyers*, Guilford Press: New York.

Wootton, Barbara, *Crime and Penal Policy* (London, 1978).

Wootton, Barbara, *Crime and Criminal Law*, (London, 1981), 2nd edition.

Carey, K. B. (1989), Emerging treatment guidelines for mentally ill chemical abusers, *Hospital and Community Psychiatry*, 40(4), 341-342, 349.

Lipman, F. D. (1962), Malingering in Personal Injury Cases, *Temp. L. Q.* 35: 141.

Norman Cameron, *Personality Development and Psychopathology* (1969), Vakil Feffer and Simons Pvt. Ltd., India.

**Clive R. Hollin (2012)**, *Psychology and Crime: An Introduction to Criminological Psychology*, Routledge, United Kingdom.

Bruce A. Arrigo (2000), *Introduction to Forensic Psychology: Court, Law Enforcement and Correctional Practices*, Academic Press Inc.

# 401: Forensic Psychology

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. Who is called the first forensic psychologist? What led to a rapid increase in pornographic material?  
(or)  
In your opinion what are the 2 most significant functions of the forensic psychologist in the subspecialty; victimology and victim services?
2. What do you understand by offenders? Describe the characteristics of offenders.  
(or)  
How do traditional and modern theories differ from the classical theories? Discuss critically.
3. What are the methods of assessment of a defendant's ability to understand and comprehend the MIRANDA warning?  
(or)  
Describe MSE, Interview and Cognitive testing.
4. Is there something called as police personality? Describe and explain.  
(or)  
What is assessment? Elucidate forensic psychology assessment in educational and counseling settings.

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. Juvenile crimes
6. Criminal Profile
7. Malingering
8. Assessment of Eyewitness
9. Criminal Responsibility

## **Semester IV**

### **402: Industrial and Organizational Psychology**

#### **Course Outcomes:**

CO1: To sensitize students to the need for managing differently in diverse cultural environments, and

CO2: To develop skills for diagnosing and understanding heterogeneity of cultures, and to function effectively in them.

CO3: To provide an understanding of concepts and approaches of leadership, competency, capability and its linkages at various work levels in organizations.

CO4: To help develop the sensitivity to development of orientation to HR, effective and efficient organizational functioning in a competitive environment.

CO5: To give an exposure to current issues, concerns, dilemmas in dealing with the human dimensions in organizations

CO6: To acquaint students with the staffing processes of the employer and employees overall performance assessments.

CO7: To make them understand the dynamics of the various determinants in attaining the quality of work life with various principles and techniques of motivation and learning.

CO8: To develop an understanding of structure and processes of the organization as a whole and the unit of analysis

CO9: To understand the interaction of individual and Group level of analysis within the organization.

#### **Course Specific Outcome:**

CSO: To analyze and evaluate concepts and issues in industrial/organizational psychology.

#### **Learning Outcomes:**

- Understand and apply the different concepts in industrial/organizational psychology.
- Demonstrate comprehension of the quantitative and qualitative research techniques used by industrial/organizational psychologists.
- The application of psychological theory, knowledge, and methods to human behavior in industry and organizations.

#### **Unit I: Introduction**

Definition, Nature and Scope of I/O Psychology

The Role and Function of an I/O Psychologist

Historical Observations

Industrial and Organizational Psychology Today and in the Future

Ethical Issues in Practice of I/O Psychology

Indian Perspective of Industrial and Organizational Psychology

## **Unit II: Personnel Issues**

### **Module 1 – Job Analysis**

Define Job Analysis

Specific Job Analysis Techniques (Job Element Method, Critical Incidents Technique, Position Analysis Questionnaire, Functional Job Analysis)

### **Module 2 – Employee Recruitment, Selection and Placement**

Human Resource Planning

Steps in the Employee Selection Process

Employee Recruitment

Employee Screening

- Definition
- Methods for Assessing and Selecting Employees
- Types of Employee Screening Tests
- Assessment Centers
- Hiring Interviews

Employee Selection and Placement

### **Module 3 – Evaluating Employee Performance**

Job Performance and Performance Appraisals

The Measurement of Job Performance – Objective vs. Subjective Performance Criteria, Sources of Performance Ratings

Methods of Rating Performance – Comparative Methods, Individual Methods

Problems in Performance Appraisals

Legal Concerns

### **Module 4 – Employee Training and Development**

Areas of Employee Training

Issues in Employee Training

A Model for Successful Training Programs

## **Unit III: Worker Issues**

### **Module 1 – Motivation**

Defining Motivation

Need Theories of Motivation – Basic Need Theories, McClelland's Achievement Motivation Theory

Behavior-Based Theories of Motivation – Reinforcement Theory, Extrinsic vs. Intrinsic Motivation, Goal Setting Theory

Job Design Theories of Motivation – Herzberg's Two-Factor Theory, Job Characteristics Model

Cognitive Theories of Motivation – Equity theory, Expectancy (VIE) Theory

Job Satisfaction – Definition and Measures

Increasing Job Satisfaction, Employee Engagement and Organizational Commitment

### **Module 2 – Worker Stress, Negative Employee Attitudes and Behavior**

Defining Worker Stress

Sources of Worker Stress

Measurement of Worker Stress

Effects of Worker Stress

Coping with Worker Stress

Negative Employee Attitudes and Behavior – Alcohol and Drug Use in Workplace

## **Unit IV: Work Group**

### **Module 1 – Communication in the Workplace**

The Communication Process – A Definition and Model

The Flow of Communication in Work Settings

Organizational Communication and Work Outcomes

### **Module 2 – Group Processes in Work**

Define Work Groups and Teams

Basic Group Process

Group Decision-Making Processes

Teams and Teamwork

### **Module 3 – Leadership**

Defining Leadership, Types of Leadership, Characteristics of Leader

Universalist Theories of Leadership – Great Man/Woman Theory, Trait Theory

Behavioral Theories of Leadership – Ohio State Leadership Studies, University of Michigan Leadership Studies

Contingency Theories of Leadership – Fielder’s Contingency Model, The Path-Goal Theory, The Decision-Making Model, The Leader-Member Exchange Model

Charismatic and Transformational Theories – Charismatic Leadership Theory, Transformational Leadership Theory

Applications of Leadership Theories

Indian Context of Leadership in Organization

## **Unit V – Organizational Issues**

### **Module 1 – Influence, Power and Politics**

Defining Influence, Power and Politics

Influence: The Use of Social Control

Power: A Major Force in Work Organizations – Power Sources, Power Dynamics

Organizational Politics – Definition, Employee Perceptions, Types, Causes, Consequences and Managing Organizational Politics

Government Policies for Promotion of Entrepreneurship.

### **Module 2 – Organizational Structure, Culture, and Development**

Organizational Structure

Dimensions of Organizational Structure – Traditional vs. Nontraditional, Chain of Command and Span of Control, Functional vs Divisional, Centralized vs. Decentralized

Organizational Culture – Societal Influence on Organizational Culture, Measuring Organizational Culture

Organizational Development – Techniques, Effectiveness

### **Module 3 – Organizational Change**

Significance of Change

Resistance to Change – Individual, Organizational

Overcoming Resistance

Approaches to Managing Organizational Change



## References:

Berry, L.M. Psychology at work. (2nd ed.) 1998, McGraw Hill, Boston.

Lawley F.J. The Psychology of Work Behavior. 1989, Books/Cole Publishing Company, California.

Rollinson, D., Broadfield, A., and Edwards, D.J. Organizational Behavior and Analysis (An Integrated Approach). 1998, Addison-Wesley, Harlow, England.

Bernardin, H.J. and Russell, J.E. Human Resources Management – An Experiential Approach. 1998, Irwin-McGraw Hill, Boston.

Saal, F.E., Knight, P.A. Industrial and Organizational Psychology – Sciences and Practices. 199, Brooks Publishing Company, California.

Marvin, B., Dunnette, T. and Leatter, M.H.. Handbook of I/O Psychology (4 vols.). 199 , Jayco Publishing House, Calcutta.

Moorhead, G., and Griffin, R.W. Organizational Behavior. 1989, Houghton Mifflin Company, Boston.

Luthans, F. Organizational Behavior. 1992, McGraw-Hill Inc. New York.  
Davis, K. Human Behavior at Work. 1994. Tata McGraw Hill Publishing Co. New Delhi.

Tiffin, J., and McCormick, E.J. Industrial Psychology, 1965, Prentice-Hall India Pvt. Ltd. New Delhi.

Robbins, S.P. Organizational Behavior - Concepts, Controversies and Applications. 1993, Prentice-Hall of India, New Delhi.

Lewis, J.A., and Lewis, M.D. Counseling programs for employees in the Workplace. 1986 Brooks/Cole Publishing Company, California.

Gordon, J.R. A diagnostic approach to Organizational Behavior. 1991. Allyn and Bacon, Boston.

Kavita Singh (2007) Counselling Skills for Managers Prentice –Hall of India Pvt Ltd New Delhi

Ronald E. Riggio (2017) Introduction to Industrial/Organizational Psychology, Pearson Education, Inc. United States

# 402: Industrial and Organizational Psychology

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. Explain Indian perspectives of Industrial & Organizational Psychology.  
(or)  
Describe the role and functions of an I/O Psychology.
2. What are the motivation benefits of intrinsic rewards?  
(or)  
What are the individual and organizational approaches to managing stress?
3. What are the key parts of the communication process, how do you distinguish formal and informal communication?  
(or)  
What are the main limitations of behavioral theories of leadership?
4. What forces act as stimulants to change and what is the difference between plan and unplanned change?  
(or)  
What is power? What is the role of dependence in power relationship?

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. Describe functional job analysis.
6. Types of employees screening test
7. The measurement of job performance
8. Issues in employee training
9. Basic group process

## **Semester IV**

### **403: Educational Psychology**

#### **Course Outcomes:**

CO1: Understand the Educational Psychology field, Interventions and Research Models.

CO2: Gain knowledge of Educational Psychology theories and conceptual frameworks.

CO3: Develop skills on various models and strategies of Educational Psychology assessment and intervention with students, parents, teachers, educators and other professionals.

CO4: Develop a critical, creative and intended approach regarding psychological intervention in different educational settings.

#### **Course Specific Outcome:**

CSO: To examine and understand the influence of students' individual characteristics on their learning and performance, including cultural differences and student exceptionality.

#### **Learning Outcomes:**

- To become familiar with several prominent theories of human development, intelligence and learning and how each influences educational processes.
- To know how to establish a learning community in which individual differences are respected.
- To recognize the impact of a variety of instructional strategies on learning outcomes.
- To know the most effective ways to design instruction to meet students' levels of development and learning needs.
- To understand basic assessment concepts for use in educational settings.

#### **Unit I: Educational Psychology**

Definition and Historical Background

Theories of development and the Educational Process – Overview of theories of Piaget, Vygotsky, Erikson, UrieBronfenbrenner, Kohlberg

Implications for Educational Process

#### **Unit II: Children with Special Needs**

Impairment, Disability, and Handicap – Definition of Exceptional Children

Implications of Exceptionality on the Learning Process – Special Needs of Such Children

Some examples – Children with Learning Disabilities, ADHD, Autism spectrum Disorders, Children with Sensory impairments such as Visual and Hearing impairment and Physical Impairment

### **Unit III: School Counselling:**

School counselling: Theory and techniques

Counselling and interviewing skills

Career Counselling

Liaison work with Regular Teachers, Parents and Administrators, Resource-room Teachers

Group counselling, Psycho education with Parents Guidance and counselling programs in regular schools

Building Human relationship skills in the classroom – Life Skills Training Use of Creative therapies – Play, Art, Music and Dance

Crisis Intervention – Suicide attempts, Sexual Abuse and Domestic Violence

### **Unit IV: Use of Behaviour Modification in School setting**

Rewarding

Principles of Differential reinforcement

Modeling

Shaping

Contingency management, Contracting

### **Unit V: Role of the College Counsellor**

Career Counselling

Individual Counselling for Personal Growth, Adjustment Problems at home or college, Interpersonal

Relationship Issues, Love Failures, Attempted Suicide, Substance-Abuse

Training for Life skills and Study Skills, Overall Personality Development

### **References:**

1. Anastasi, A. and Urbina, S. (1997). Psychological testing, 7<sup>th</sup> ed. U.S.A: Prentice Hall.
1. Karmel, L.J. (1970). Measurement and evaluation in the schools. London: The Macmillan Company.
2. Kochhar, S.K. (2000). Guidance and counselling in colleges and universities. New Delhi: Sterling Publishers.
3. Reid,G. (2007). Motivating Learners in the Classroom – Ideas and Strategies. Paul Chapman Publishing.

4. Lee, C. (2007). Resolving Behaviour Problems in your School- A Practical Guide for Teachers and Support Staff. Paul Chapman Publishing.
5. Kottler, J. A., &Kottler,E. (2007). Counseling Skills for Teachers, 2/E. Corwin Press.
6. CooperJ.O., Heron T. E., &Heward,W. L. (1990). Applied Behaviour Analysis.Prentice Hall.
7. Rogers,B. (2007). Behaviour Management- A Whole School Approach, 2/E. Paul Chapman Publishing.
8. Di Giulio, R. C. ( 2007). Positive Classroom Management: A Step-by-Step Guide to Helping Students Succeed. Corwin Press.
9. Khalsa, S. S. (2007). Teaching Discipline & Self-Respect – Effective Strategies, Anecdotes, And Lessons for Successful Classroom Management. Corwin Press.
10. Lee, C. (2007). Resolving Behaviour Problems in your School: A Practical Guide for Teachers and Support Staff. Paul Chapman Publishing
11. Santrock, J.W. (2006). Educational Psychology, 2<sup>nd</sup> Edition. New Delhi: Tata McGraw-Hill.
12. Woolfolk, A. (2004). Educational Psychology, 9<sup>th</sup> Edition. Delhi: Pearson Education.
13. Fontana, D. (1995). Psychology for teachers, 3<sup>rd</sup> Edition. U.K: MacMillan Press Ltd.Lindgren, H.C. (1989). Eductional psychology in the classroom, 2nd ed. New YorclassrooWilley & Sons.
14. Skinner, C. E. (1995). Educational Psychology, 4<sup>th</sup> ed. Prentice hall of India, Pvt.Ltd.
15. Flanders, N. A. (1970). Analysing teacher behaviour. New York: Addison-Wesley Publishing Company

# 403: EDUCATIONAL PSYCHOLOGY

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. How do the learners, the learning process, learning situation clarify the need for psychological foundations of education?

(or)

Give a brief account of basic elements of behaviorism and Erikson theory?

2. What are the cause's individual differences in children in acquiring motor skills? What should we do to meet these differences?

(or)

What is the meaning of development of understanding children? Explain learning disabilities?

3. What is school counseling? Explain behavior modification techniques?

(or)

What are the types of backward children? What are the cause of their backwardness? How will you provide for them counseling?

4. What are the precautions that we would observe in developing creativity in children through education?

(or)

How is classroom a social situation where the students happen to acquire a no of traits? What should be the teacher do for enabling the students to develop positive and constructive life skills?

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. Explain career counseling.
6. How to quit substance abuse?
7. Explain autism spectrum disorders.
8. Role of counselor in classroom situation.
9. Explain crisis intervention.

## **SEMESTER IV**

### **404: DISABILITY AND REHABILITATION PSYCHOLOGY**

#### **Course Outcomes:**

CO1: Understand different etiologies of disability.

CO2: Analyze psycho-social and legal aspects of disability.

CO3: Plan interventions for psycho-social issues faced by individuals with disabilities.

#### **Course Specific Outcome:**

CSO1: To understand in detail Gifted children.

CSO2: To know about the policies and acts concerning disability.

#### **Learning Outcomes:**

- Understand the challenges and issues that individuals with disabilities face.
- Debate policy and legal provisions for the individuals in disabilities in the Indian context.
- Understand different intervention strategies and explore the ideology behind inclusion, in principle and practice.

#### **UNIT I: Overview**

##### **Module 1**

Concept of Ability and Disability

Psychosocial Perspectives of Disability

Biological Perspective of Disability

##### **Module 2**

Concept of Rehabilitation: History, Growth and Scope.

Evolution of Rehabilitation and Paradigm Shift in Rehabilitation

Professional Role and Functions

Current Issues and Trends

## **UNIT II:**

### **MODULE 1**

Impairment, Disability and Handicap

Types and causes of impairments

Realms of Impairments

Disability through Life – Cycle - Specific Problems Pertaining to Each stage of Life - Childhood, Adolescence, Young adulthood, Middle age, and Older adulthood

### **MODULE 2**

A) Physical Disability

Acquired brain injury, Spinal cord injury, Cerebral palsy, Epilepsy, Dwarfism

B) Intellectual Disability

Fragile X Syndrome, Down Syndrome, Developmental Delay, Cretinism, Microcephaly, Hydrocephaly

C) ADHD – Attention Deficiency Syndrome

D) Autism

E) Learning Disorders - Dyscalculia, Dyslexia, Dysgraphia

### **MODULE 3 - Gifted Children**

View regarding giftedness

Types of gifted and their character giftedness

Methods for identification of gifted

Models for nurturing giftedness

Status of gifted education in India

## **UNIT III**

### **MODULE 1 – Adjustment and Well-being**

Personality variables in PwD

Mediators and Moderators of Psychosocial adjustment and Wellbeing

Promotion of Wellbeing

### **MODULE 2 - Family and Disability**

Impact of disability on family



Family care and Burden  
Role of Family on Coping  
Adaptation and Integration  
Needs of families and their assessment  
Strengthening family to support and care of PwD

### **MODULE 3 – Society and Disability**

Societal Attitudes towards disabilities  
Strategies for Attitude change  
Social Competence  
Participation and Integration  
Social Network and Support  
Disabling factors in Social Environment  
Prejudice, Stigma, Discrimination, Marginalization, Gender disparity

### **UNIT IV: Rehabilitation Techniques**

Individual Therapy  
Cognitive Therapy  
Family Therapy  
Behavior Modification  
Social Skill Training  
Activity Therapy  
Physiotherapy  
Occupational Therapy  
Assistive Technology  
Assertive Training  
Mechanical Aids  
Play Therapy and Game Therapy  
Speech Therapy  
Dance Therapy

Physio – Neuro Therapy  
Electroconvulsive Therapy  
Light and Colour Therapy  
Dolphin Assisted Therapy (DAT)

## **UNIT V: Ethics and Policy Issues**

Rehabilitation Ethics

Rehabilitation policies and Acts (Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD)

Indian Laws and Regulations related to Rehabilitation

Disability and Rehabilitation in India [Scheme of National Scholarship for persons with disabilities, District Rehabilitation Centre (DRC) Project, National Information Centre on Disability and Rehabilitation, Mental Health Act (1987)]

Rules of Equal opportunities for Disabled Persons (UN General Assembly)

National Policy for Persons with Disabilities (2005)

Contemporary challenges

### **References:**

Encyclopedia of Disability, Gary L. Albrecht, Vol. 1 – 5, Sage Publications, Chicago, 2006

Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli (Eds.), MacMillan Reference Books, 1995

Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006

Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.

Development and Disability, Lewish, Blackwell Publishers, U.K., 2003

Learning Disabilities: The interaction of students and their environments, Smith, C.R., Allyn and Bacon, Boston, 2004

The handbook of Autism: A guide for parents and professionals, Aarons, M. and Glittens, T., Routledge, New York, 1992

The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India, New Delhi, 1999

Yuker, H. E. (Ed). (1988). Attitudes Toward Persons with Disabilities. New York: Springer Publishing Company.

- Dell Orto, A. E., & Marinelli, R. P. (Eds.) (1995). Encyclopedia of disability and rehabilitation. NY: Simon & Schuster Macmillan.
- Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed.). NY: Springer.
- Jena, S.P.K.(2013). Learning Disabilities: Theory to Practice, New Delhi. Sage Publication
- Sagar, R. (Ed.) (2014). Specific Learning Disorder: Indian Scenario. New Delhi: Department of Science and Technology, Govt. of India
- Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counselor. New York: Springer Publishing Company.
- Handbook of Developmental and Physical Disabilities. Pergamon Press, New York. Vincent B. Van Hasselt, P. S. Strain, & M. Hersen.(1988).
- Persons with Disabilities in Society. Jose Murickan & Georgekutty .(1995) Kerala Federation of the Blind, Trivandrum.
- Culture, Socialization and human development, Saraswathi, T.S (1999). Sage publications: New Delhi.
- Quality of Life and Disability An Approach for Community Practitioners (2004). Jessica Kingsley Publishers.London.Ivan Brown, Roy I Brown, Ann Turnbull
- Robert G. Frank Timothy R.Elliott (2000). Handbook of Rehabilitation Psychology, APA Washington.
- Indian Social Problems, Vol.1 & 2, Madan G.R (2003). Allied Publishers Pvt. Ltd., New Delhi.
- Elements of ancient Indian Psychology, 1st ed. Kuppuswamy, B. (1990) Konark Publishers: New Delhi.
- Family Theories – An Introduction, Klein, D.M. & White, J.M. (1996). Sage Publications: New Delhi.
- Making sense of Illness: the social psychology of health and disease. Radley, A. (1994). Sage publications: New Delhi
- Mental Health of Indian Children, Kapur, (1995). Sage publications: New Delhi

# 404: Disability And Rehabilitation Psychology

## Model Question Paper

Time: 3 hrs

Max. Marks: 80

### Section – A

#### Answer Four of the following

(4x15=60)

1. Evolution rehabilitation and paradigm shift in rehabilitation.

(or)

Explain psychosocial perspective of disability.

2. The role of school and teachers in identification of impairments.

(or)

Identification and labeling as learning disabled.

3. Explain strengthening family to support and care of Pwd.

(or)

Illustrate the societal attitudes towards disability.

4. Differentiate between assertive technology and assertive training.

(or)

Rules on the equal opportunities for persons with disability (UN General Assembly).

### Section – B

#### Answer any 4 of the following.

(4x5=20)

5. Mental Health Care Act
6. Contemporary Challenges
7. Role of Family in coping
8. Speech therapy
9. Gifted children Identification