

ADIKAVI NANNAYA UNIVERSITY
UNIVERSITY COLLEGE OF SCIENCE & TECHNOLOGY
RAJAMAHENDRAVARAM - 533296



DEPARTMENT OF PSYCHOLOGY
M.Sc. PSYCHOLOGY SYLLABUS

(w.e.f 2023-2024 A.B)

PROGRAM STRUCTURE

S.No	Course Code	Title	Total Marks	Internal Exam Marks	Sem End Exam Marks	Teaching Hours/ week	Credits
SEMESTER-I							
1		Principles of Psychology	100	25	75	4	4
2		Physiological Psychology	100	25	75	4	4
3		Research Methodology	100	25	75	4	4
4		Cognitive Psychology	100	25	75	4	4
Practical							
5		Principles of Psychology	50	12	38	3	2
6		Physiological Psychology	50	12	38	3	2
7		Research Methodology	50	12	38	3	2
8		Cognitive Psychology	50	12	38	3	2
SEMESTER-II							
1		Developmental Psychology	100	25	75	4	4
2		Psychopathology	100	25	75	4	4
3		Social Psychology	100	25	75	4	4
4		Psychological Testing	100	25	75	4	4
Practical							
5		Developmental Psychology	50	12	38	3	2
6		Psychopathology	50	12	38	3	2
7		Social Psychology	50	12	38	3	2
8		Psychological Testing	50	12	38	3	2
SEMESTER-III							
1		Fundamentals of Counselling Psychology	100	25	75	4	4
2		Organizational Behaviour	100	25	75	4	4
3		Statistics in Psychology	100	25	75	4	4
4		Health Psychology	100	25	75	4	4
Practical							
5		Fundamentals of Counselling Psychology	50	12	38	3	2
6		Organizational Behaviour	50	12	38	3	2
7		Statistics in Psychology	50	12	38	3	2
8		Health Psychology	50	12	38	3	2
SEMESTER-IV							
1		Clinical Psychology (Compulsory)	100	25	75	4	4
2		Advanced Counselling Psychology (Compulsory)	100	25	75	4	4
3		Optional I	100	25	75	4	4
4		Optional II	100	25	75	4	4

Practical							
5		Clinical Psychology (Compulsory)	50	12	38	3	2
6		Advanced Counselling Psychology (Compulsory)	50	12	38	3	2
7		Optional I	50	12	38	3	2
8		Optional II	50	12	38	3	2
9		Comprehensive viva (Project)	100	25	75	4	4
GRAND TOTAL			2500	617	1883	28 /Week	100

Option I	I A	Educational Psychology (Optional)
	I B	Criminal Psychology (Optional)
	I C	Positive Psychology (Optional)
Option II	II A	Rehabilitation Psychology (Optional)
	II B	Life Skills Education (Optional)
	II C	Environmental Psychology (Optional)

BREAKUP DETAILS OF INTERNAL/LAB/PROJECT

For Ex: Internal Theory Examination marks be given in the following manner.

- A. Two mid-exams average : 10 Marks
 B. Attendance Marks : 05 Marks
 C. Presentations/Assignments/Comprehensive Viva, etc. : 05 Marks
 D. Swatchhata / Vanam-Manam Marks : 05 Marks

Internal Theory Exam		Internal Lab exam		External Practical/Lab exam		External Marks	Project
Activity	Marks	Activity	Marks	Activity	Marks	Activity	Marks
Essay Question	06	Major	06	Major	18	Comprehensive Viva	75
Short Question	04	Spotters	02	Spotters	10	Record	25
		Record	02	Record	05		
		Viva voce	02	Viva voce	05		
Total Marks: 10		Total Marks: 12		Total Marks: 38		Total Marks: 100	

M.Sc. PSYCHOLOGY

PROGRAMME OUTCOME

This program aims to provide specialized training for individuals who intend to work as counselling psychologists in hospitals and as counsellors in schools, industries, and other settings where they might be engaged in health promotion and the diagnosis, assessment, and treatment of people with a range of psychological problems or disabilities. It would also provide students with opportunities to do internships and research that will enable them to integrate theory, research, and work. This program offers rigorous training through the content of the courses to the students, so that they will be benefited in taking up research (India and abroad) and set up their own clinics for treatment and counselling. Further, the programme aims to provide a high-quality education in the diverse disciplines of Psychology and enables the students to acquire the skills in communication and critical thinking expected of an individual with a postgraduate-level scientific training.

After completing this program, the student will be able:

- To adopt a scientific orientation in evaluating the information presented to them and conduct and disseminate methodologically sound research relevant to the practice of psychology.
- To critically evaluate scientific information relevant to the field of clinical and counseling psychology and to use appropriate research methodology to test scientific hypotheses relevant to their area.
- To have competence in applying ethical principles relevant to their research, considering individual differences and diversity.
- To apply theoretical and empirical approaches for the assessment and intervention.
- To gain knowledge about mental disorders/psychosocial impairments and skills to diagnose the same.
- To understand the theories of different assessment methods and develop competence in assessment and report writing.
- To develop the knowledge and skills required for the application of current approaches of psychological intervention, including empirically supported techniques, relevant to the respective areas.

Courses having focus on Employability/ Skill Development/ Course Possess Entrepreneurship

S. No	Course Title	Does the Course Provides Employability	Does the Course Provides Skill Development	Does the Course Provides Entrepreneurship
1	Principles of Psychology	.....	.....	.....
2	Physiological Psychology	.....	.....	.....
3	Research Methodology	.....	.....	.....
4	Cognitive Psychology	.....	.....	.....
5	Developmental Psychology	√	√	√
6	Psychopathology	√	√	√
7	Social Psychology	√	.....	.....
8	Fundamentals of Counselling Psychology	√	√	√
9	Organizational Behaviour	√	.....	.....
11	Statistics in Psychology	√	√	.....
12	Health Psychology	√	√	√
13	Clinical Psychology (Compulsory)	√	.....	√
14	Advanced Counselling Psychology (Compulsory)	√	√	√
15	Educational Psychology (Optional)	√	√	.....
16	Criminal Psychology (Optional)	√	√	√
17	Positive Psychology (Optional)	√	.....	.....
18	Rehabilitation Psychology (Optional)	√	√	√
19	Life Skills Education (Optional)	√	√	√
20	Environmental Psychology (Optional)	.....	.....	.....

LAB COURSE

S. No	Course Title	Does the Course Provides Employability	Does the Course Provides Skill Development	Does the Course Provides Entrepreneurship
1	Principles of Psychology	.....	√	.....
2	Physiological Psychology	.....	√	.....
3	Research Methodology	.....	√	.....
4	Cognitive Psychology	.....	√	.....
5	Developmental Psychology	√	√	√
6	Psychopathology	√	√	√
7	Social Psychology	√	√	.....
8	Fundamentals of Counselling Psychology	√	√	√
9	Organizational Behaviour	√	√	√
11	Statistics in Psychology	√	√	.....
12	Health Psychology	√	√	√
13	Clinical Psychology (Compulsory)	√	√	√
14	Advanced Counselling Psychology (Compulsory)	√	√	√
15	Educational Psychology (Optional)	.....	√	.....
16	Criminal Psychology (Optional)	.....	.....	.....
17	Positive Psychology (Optional)	√	.....	.....
18	Rehabilitation Psychology (Optional)	√	.....	.....
19	Life Skills Education (Optional)	√	.....	.....
20	Environmental Psychology (Optional)	.....	.....	.....
21	Comprehensive viva (Project)	√	√	√

SEMESTER – I

COURSE- I PRINCIPLES OF PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcome:

The course aims to impart to students the knowledge and understanding of the following:

- Historical origin and schools of psychology.
- Details on beginning of experimental tradition in psychology.
- To know about emotion and theories of emotion.
- To learn about theories and applications of motivation.
- To explain nature, history, measurement, and theories of intelligence.
- To understand the concept, measures, and theories of creativity.
- To be acquainted with the knowledge of nature and scope of personality.
- To be familiar with the different theories and approaches of personality.

Unit – I Introduction:

- A. Historical origins of psychology as a science, Philosophical antecedents: classical Greek thought (Democritus, Plato, Aristotle), Continental Renaissance (Descartes).
- B. British empiricism (John Locke, James Mill and John S. Mill); Nativism (Kant)
- C. Beginnings of experimental tradition: Psychophysics (Weber, Fechner, Helmholtz, Wundt)
- D. Emergence of schools of Psychology I: Structuralism, Functionalism, Psychoanalysis, Behaviourism and Gestalt.

Unit – II Emotion and Motivation:

- A. Emotion: Theories of emotion; James-Lange, Cannon-Bard,
- B. Cognitive theories of emotions; Indian perspective on emotions- Rasa theories
- C. Motivation: Theories of motivation: Instinct theory, Incentive theory, Drive reduction theory, Arousal theory, Humanistic theory and Expectancy theory.
- D. Freud's unconscious motivation theory, Maslow's need hierarchy theory, McClelland's achievement motivation theory

Unit – III Intelligence and Creativity:

- A. Intelligence: Definition, Nature, and history.
- B. Measurement of Intelligence- Concept of IQ, Types of Intelligence Tests, Variations in Intellectual Ability- Intellectually Gifted and Retarded, factors influencing Individual differences in Intelligence (Heredity and Environment)

- C. Intelligence Theories: Spearman’s Two Factor, Thurston’s Group Factor, Multiple Factor Theory (Thorndike and Guilford), Cattell’s Theory, Theory of Multiple Intelligence (Gardner). Triarchic (Sternberg)
- D. Creativity, Types of Creativity, and measurement of Creativity

Unit – IV Personality:

- A. Personality: Nature and Scope, Biological and Social Factors in Personality
- B. Psychoanalytic theories: Freud, Jung, Adler
- C. Type and trait approaches: Eysenck and Cattell
- D. Developmental approach: Erik Erikson, Big Five Factor Theory

PRINCIPLES OF PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

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 discrimination 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.

Suggested Books:

1. Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.
2. Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
3. Marx, M.H. & Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.
4. Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.
5. Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.
6. Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.

PAPER 101 – PRINCIPLES OF PSYCHOLOGY

(w.e.f. 2023-2024 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Define Psychology and explain its historical origins as science.
Or
Write briefly on British Empiricism.
2. Explain various theories of emotion.
Or
Critically evaluate Maslow's Hierarchy theory?
3. Discuss biological and environmental factors influencing Individual differences in Intelligence.
Or
Explain different methods of measuring creativity?
4. Discuss Freud's psychoanalytic theory
Or
Give an account of Erik Erikson's Theory.
5. Answer any FIVE of the following:
 - a. Contributions of Democritus
 - b. Collective Unconsciousness
 - c. Trait approach
 - d. McClelland's achievement motivation
 - e. Creativity
 - f. Theory of Multiple Intelligence
 - g. Scaling techniques
 - h. Big Five Factor Theory

SEMESTER – I

COURSE - II PHYSIOLOGICAL PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcome:

The Course is about Human physiology, its functioning, and its effects on the human behaviour. It enables the students to:

- Acquire the knowledge of functioning of neurons, types of neurons at different locations and activities, Organization of nervous system, hemispheres, and functional differences.
- Understand the role of the central and peripheral nervous systems.
- Understand the role of hormones in the body influencing different voluntary and involuntary actions. The student will be able to know about hormones of stress, Hormones of growth, sexual behaviour and reproduction in humans.
- Differentiate different sensations of the human body and cognitive reactions that take place and their influences on human behaviour.
- Know the vision and audition of human perception. The student learns the function of eye and ear, the pattern vision, colour vision, the structure of the ear, and processing of auditory information.
- Understand different emotions and their influence on body and mind.
- Understand the role played by different brain parts that influence human learning and emotions.

Unit – I Introduction to Physiological Psychology

- A. Introduction to physiological psychology; Neuron: Anatomy, Excitatory postsynaptic influences, Inhibitory post synaptic influences, Chemical basis – neurotransmitters and Presynaptic influences
- B. Organization of Nervous system: Structure of Nervous system; Peripheral nervous system.
- C. Spinal cord and Brain; Cerebral Hemispheres
- D. Capabilities of Right and Left hemispheres.

Unit – II Hormones and Behaviour

- A. Hormones and Behaviour: Major endocrine glands and their functions
- B. Hormones of stress
- C. Hormones of growth
- D. Sexual behaviour and reproduction.

Unit – III Perception, Vision and Audition

- A. Physiological basis of perception
- B. Vision: Structure of the eye (retina, rods and cones)
- C. Mechanisms for Pattern vision and colour vision.
- D. Audition: Structure of the ear, processing auditory information.

Unit – IV Emotion, Learning and Memory

- A. Physiological Basis of Emotions and Learning and Amygdala
- B. Role of the hypothalamus, the limbic system in emotionality
- C. Physiological changes during learning.
- D. Role of hippocampus and cerebellum in learning.

PHYSIOLOGICAL PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Observation of Brain
2. The patellar tendon reflex response
3. Body fat & body mass index screening
4. Body Scanning Technique
5. Blood profile, lifestyle, and dietary preferences analysis
6. Stress profile
7. GSR Biofeedback
8. EMG Biofeedback
9. Electro Sleep Apparatus

Suggested Books:

1. Levinthal, C.F. (1996). Introduction to Physiological Psychology, 3rd edition, New Delhi, Prentice Hall.
2. Pinel, J.P.J. (2006). Biopsychology, 6th edition. Pearson Education. New Delhi,
3. Morgan, T.C & Stella, E. (1950). Physiological Psychology, Prentice Hall Publication, New Jersey.
4. Schwartz, M. (1978). Physiological Psychology, New Jersey, Prentice Hall.
5. Bridgeman, (1994) The Biology of the Behaviour and mind, Prentice Hall. New York.

PAPER 102 – PHYSIOLOGICAL PSYCHOLOGY

(w.e.f. 2019-2020 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

Answer any FIVE questions. All questions carry equal marks.

(Question number 5 is compulsory)

1. Explain in detail the pre and post synaptic influences on neural activity and functions.

Or

Describe the structure and function of the brain.

2. Give an account of the major endocrine glands and explain their functions.

Or

Discuss the relationship of Hormones with reproduction.

3. Write about the structure of eye.

Or

Describe the process of auditory information.

4. What is the role of hippocampus and cerebellum in learning?

Or

What is the role of hypothalamus, limbic system in emotionality?

5. Answer any FIVE of the following:

- a. Neurotransmitters

- b. Functions of Thalamus

- c. Spinal Cord

- d. Hormones of stress

- e. Amygdala

- f. Physiological changes during learning

- g. Colour vision

- h. Physiological basis of perception

SEMESTER – I

COURSE - III RESEARCH METHODOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcome:

The course aims at instilling in students the knowledge and understanding of the following:

- Basic concepts of psychological research and types of research.
- Uses of research in psychology in present era.
- Formulation of hypothesis and research designs.
- Different types of sampling techniques for the different population
- Methods of data collection according to research design.
- Data analysis and interpretation

Unit - I: Basic concepts of experimental method:

1. Research: Meaning, Purpose, and Dimensions
2. Variable; Qualitative and quantitative variables, independent variables, Dependent variables, extraneous variables: Experimental control
3. Sampling; Probability sampling methods, Nonprobability sampling methods
4. Research Problem and Hypothesis

Unit - II: Methods of data collection - Qualitative methods:

1. Observation, Purpose of observation, Types of observation,
2. Interview: Types of interviews, Major functions of interview, Factors affecting the uses of interviews, Advantages and disadvantages of interview, Important sources of errors in interview.
3. Content analysis: Purposes of content analysis, Methods of content analysis, Evaluation of content analysis
4. Grounded theory, Discourse analysis, Narrative analysis; Conversation analysis

Unit – III Methods of data collection - Quantitative methods:

1. Questionnaires, Types of questionnaires, Functions and applicability of questionnaires.
2. Rating scales: Types of rating scales (Numerical, graphical, standard, Q sort, Semantic differential, sociometry), Errors in ratings, Methods of improving effectiveness of rating scales.
3. Types of research: Experimental research - Laboratory experiments, Field experiments
4. Non-experimental research - Ex-post facto research, Field study, Survey research, Case studies, Ethnographic studies.

Unit - IV. Designs and Research Report Writing

1. Independent groups designs, Repeated measures designs
2. Complex designs (Factorial) and Single Subject designs
3. Quasi-experimental designs and evaluation
4. Writing a research report: Structure and format, Style of writing, Evaluating a research report

RESEARCH METHODOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Review of article – National
2. Review of article – International
3. Research proposal writing
4. Identification of research problem
5. Identification of research trend – review
6. Data collection using survey method.

Suggested Books:

1. Goodwin, J. (2009). Research in Psychology: Methods in Design (6thed.). Wiley.
2. McBurney, D. H. (2009). Research methods. (8th Ed.). Wadsworth Publishing.
3. Forrester, M. A. (2010). Doing Qualitative Research in Psychology: A Practical Guide. Sage.
4. Singh A.K. (2004) Tests measurements and Research Methods in Behavioural science. Bharati Bhavan Publishers and Distributors. Patna.

PAPER 103 – RESEARCH METHODOLOGY
(w.e.f. 2023-2024 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Define experimental control and describe its significance.
OR
Describe various sampling techniques.
2. Explain Qualitative methods of data collection.
OR
Compare and contrast laboratory experiment and field experiment with the help of suitable examples.
3. Explain various types of rating scales.
OR
What are different types of questionnaires?
4. What is meant by Factorial design? Statistically analyse it with a hypothetical example
OR
Discuss the different important designs of single subject experimental research.
5. Answer any FIVE of the following.
 - a. Dependent Variables
 - b. Content Analysis
 - c. Ex-post facto research
 - d. Matched group designs
 - e. Interview
 - f. Hypothesis
 - g. Quasi-experimental designs
 - h. Grounded theory

SEMESTER – I
COURSE - IV
COGNITIVE PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcome:

By the end of this course the students:

- will possess the ability to take charge of their thinking, feeling and behaviour.
- Will understand themselves and others in a better manner than in the past.
- Will have better idea regarding the diagnosis and treatment aspects of psychological disorders.
- Will be able to understand and appreciate their strengths and weaknesses.

Unit – I Introduction:

- A. Definition and Domain of Cognitive Psychology
- B. Mental Representations; Stages of Processing; Serial Processing and Parallel Processing
- C. Attention: Selective Attention and its theories; Divided and Sustained Attention; Bottleneck theories
- D. Knowledge Representation: Rule-Governed Concepts, Object concepts, Meta-representations; Propositions and Images

Unit - II Sensations and Perception:

- A. Definition and differentiation between sensation and perception. Sensory thresholds, subliminal perception, and signal detection theory
- B. Principles of perceptual organization: figure and ground, Isomorphism, grouping, closure, proximity, similarity, contrast, pregnanz. Perceptual constancies
- C. Perceptual processes: Pattern Recognition- Agnosia, Bottom-Up and Top-Down Approaches, Object representation. Plasticity of perception: Innate or learned; Extra Sensory Perception.
- D. Modularity: Holistic and Analytical Processing, Face perception and speech perception; Subliminal Perception

Unit – III Learning and Memory:

- A. Learning: Work of Ebbinghaus, Pavlov, Hull, Tolman & Skinner; Verbal learning – Meaningfulness of material, distribution of practice, Whole vs Part method, active recitation, and transfer of training
- B. Memory: Short-Term versus Long-Term memory, Types of Long-term Memory; Encoding and Retrieval Processes; Working memory
- C. Memory Distortions: Encoding Distortions; Eyewitness Testimony.
- D. Methods of measurement

Unit - IV Thinking and Language:

- A. Problem solving: Well-Defined and Ill-Defined Problems; Productive and Reproductive Problem Solving, General Model of Problem Solving; Decision making: Subjective Utility and Heuristics.
- B. Reasoning: Syllogistic Reasoning, Conditional Reasoning; Creativity: Stages and Sources.
- C. Language: Origins, Structure and Use; Representations of Language.
- D. Comprehension of Language- Word, Sentence, Discourse and Reading speed.

COGNITIVE PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Types of errors identifiable in learning tests using Peterson's Tests of Rational learning
2. Assessment of memory using recall, recognition and relearning tests, serial position effects in free immediate and delayed recall.
3. Verbal concept formation using geometrical designs.
4. Assessment of abstract concept formation using Hanfmann-Kasanin Blocks.
5. Effect of set in solving verbal and numerical problems
6. Trial and error vs insightful learning

Suggested Books:

1. Edward, E. S., & Stephen, M.K. (2007). Cognitive Psychology: Mind and Brain. New Jersey: Prentice Hall India.
2. Baron, R.A. (2007). Psychology (5th Ed) New Delhi: Pearson Prentice-Hall of India.
3. Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
4. Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.
5. Ronald T. Kellogg. (2012). Fundamentals of Cognitive Psychology: 2nd Edition. Sage Publications. India.

Paper - 104: Cognitive Psychology
(w.e.f. 2023-2024 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Define and discuss the domain of Cognitive Psychology
OR
Explain various knowledge representation processes.
2. Explain the perceptual processes with reference to pattern recognition.
OR
Discuss Holistic and Analytical processing.
3. Discuss the pioneering work of Ebbinghaus in learning.
OR
Critically evaluate distortions of memory.
4. Give an account of the language structure and representations.
OR
Explain the concepts of reasoning and creativity.
5. Answer any FIVE of the following:
 - a. Sustained Attention
 - b. Reading speed
 - c. Perceptual Constancies
 - d. Object concepts
 - e. Subliminal Perception
 - f. Signal Detection Theory
 - g. Eyewitness Testimony
 - h. Transfer of Training

SEMESTER – II

COURSE- I DEVELOPMENTAL PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcome:

This course aims to present a comprehensive overview of contemporary developmental psychology.

- This course involves the study of constancy and change throughout the entire lifespan, from conception to death.
- This course will cover the relevant history, theories, research, and methods of developmental psychology as well as examine the areas of physical-motor, cognitive, social, and personality development.
- Topics covered will include conception, genetics, prenatal development, and physical, motor, perceptual and social development from infancy to early adolescence.
- Theories of social and cognitive development will also be covered.

After completion of this course student can be able to work as a Child Psychologist:

Unit – 1 Introduction

- A. Definition, nature and evolution of the field
- B. Research Methods: Experimental and Non-experimental (Case Studies, Observation, Interviews)
- C. Factors influencing development: Heredity, Environment,
- D. Importance of critical periods in development

Unit – II Childhood and Adolescence

- A. Beginnings of Life: Important aspects of development in the pre-natal and post-natal period; Development in Infancy and Toddlerhood; Physical and motor skills Learning and Maturation, Cognitive development, Piaget's theory of Language development, Learning and nativism theories (Chomsky), Personality and social development, Contributions of Freud, Erikson, Bowlby
- B. Development in Early Childhood: Physical and motor skills; Cognitive development: Piaget's theory; Language development: Development of social speech; Personality and Social Development: Contributions of Freud, Erikson, Bandura; Role of rearing practices: Gender roles and gender stereotyping; Gender schema theory of Bem.
- C. Development in middle childhood: Physical and motor skills development; Cognitive development: Piaget's theory; Moral development: Piaget and Kohlberg; Personality and social development: Freud, Erikson, and Bandura; Development of self-concept Influence of peer relationships

- D. Development in Adolescence; Physical development and maturation; Cognitive development: Piaget; Adolescent Ego-centricism; Moral development: Kohlberg; Personality and social development: Contribution of Hall, Mead, Freud and Erikson; Identity formation.

Unit – III Young & Middle Adulthood

- A. Development in young adulthood: Physical development. Sensory and psychomotor functioning; Cognitive development: Schaie's stages of cognitive development; Sternberg's triarchic theory of intelligence; Moral development: Kohlberg's theory.
- B. Gilligan's levels of moral development in women; Personality and social development: Normative crisis model and timing-of-events Model; Intimate relationships of Marriage, Parenthood; Vocational development
- C. Development in middle adulthood: Physical changes of Middle age; Aspects of intellectual development; Personality and social development: Jung, Erikson, Peck.
- D. Psychological developments critical to adjustment; Issues related to occupation.

Unit-IV Late Adulthood

- A. Late Adulthood: Old Age: Physical changes; Issues related to intellectual functioning.
- B. Personality and social development: Erikson, Peck's three adjustments of late adulthood.
- C. Vaillant's factors in emotional health; Personal relationships in late life
- D. Attitudes towards death, dying and bereavement.

DEVELOPMENTAL PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Seguin Form Board Test (SFBT)
2. Vineland Social Maturity Scale (VSMS)
3. Developmental Screening Test (DST)
4. Binet Kamat Intelligence Test (BKT)
5. Alexander's Pass Along Test
6. Children's Problem Checklist

Suggested Books:

1. Hurlock, E.B. (1980). Developmental Psychology: A life span Approach. New Delhi: Tata McGraw-Hill.
2. Papalia, D.E. & Olds, S.W. (1992). Human Development. New Delhi: Tata McGraw-Hill
3. Beck, L. (2003). Child Development. Pearson. New Delhi

PAPER 201 – DEVELOPMENTAL PSYCHOLOGY
(w.e.f. 2023-2024 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Discuss the genetic and environmental factors influencing development?
Or
Write in detail about Research Methods used to study issues related to Life span development?
2. Explain the important aspects of development during pre and post-natal period.
Or
Explain Piaget's theory of cognitive development?
3. Critically examine Gilligan's level of moral development in women.
Or
Explain developmental characteristics of middle adulthood.
4. Describe Valliant's factors in emotional health.
Or
Explain personality and social development during old age?
5. Answer any FIVE of the following:
 - a. Characteristics of old age
 - b. Language development during infancy
 - c. Physical changes of Middle age
 - d. Physiological changes during adolescence
 - e. Sternberg's Triarchic theory
 - f. Attitudes toward Death during old age
 - g. Critical periods in development
 - h. Evolution of the field of Life Span

SEMESTER – II
COURSE- II
PSYCHOPATHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcome:

After completing this course, the student:

- Will be able to know the historical views on abnormal behavior, current trends, the theoretical perspectives of Psychodynamic, Humanistic, behavioural and Cognitive points of on abnormal behaviour. The classification system helps the learner in diagnosis process for case studies.
- Will understand well, the causes of psychopathology and there by abnormal behaviour, as he acquires knowledge of different aspects involved, like genetic, hormonal, neurotransmitter imbalances, deprivation in physical, environmental, social, cultural aspects.
- Will get exposure to understanding different forms of disorders and the underlying symptoms, disorders at different phases of human development.

Unit – 1: Definition and criteria of psychological abnormality:

- A. Historical views of abnormal behaviour and current trends
- B. Theoretical perspectives I: Psychodynamic and Humanistic
- C. Theoretical perspectives II: Behavioural and Cognitive
- D. Classification systems: DSM and ICD

Unit - 2 Causes of abnormal behaviour:

- A. Biogenic: genetic defects, constitutional liabilities, hormonal and neurotransmitter imbalances,
- B. Physical deprivation and brain pathology
- C. Psychosocial: parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress
- D. Socio-cultural: War and violence, group prejudice and discrimination, poverty and unemployment

Unit - 3 Clinical Picture of disorders:

- A. Disorders of childhood and adolescence: Hyperkinetic, conduct, anxiety, elimination disorders, learning, communication and co-ordination disorders, Autism, mental retardation
- B. Common mental disorders: Generalized anxiety, phobias, obsessive-Compulsive, panic, depression, post-traumatic stress disorder, eating disorders, dissociative

disorders, somatoform, psycho-physiological disorders, personality disorders, nonorganic sleep disorders, impulse control disorders.

- C. Disorders related to substance use: Depressants, stimulants, hallucinogens, cannabis.
- D. Sexual and Gender Identity disorders

Unit – 4 Severe mental disorders and Mental Health in India:

- A. Schizophrenia, Delusional disorders, and Mood disorders
- B. Organic mental disorders of dementia, delirium and due to brain damage
- C. Growth of mental hospitals in India and Culture-bound syndromes in India
- D. Eastern and Western perspectives on mental health

PSYCHOPATHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

- 1. Mental Status Examination Practice
- 2. Case Documentation I
- 3. Case Documentation II
- 4. Case Documentation III
- 5. Work File

Suggested Books:

- 1. Altrocchi, J. (1980) Abnormal Behaviour. New York: Hartcount brace Jovanovich
- 2. American Psychiatric Association (1994). Diagnostic and Statistical Manual of Mental Disorders (DSM IV). Washington, D.C. APA.
- 3. Bootzin, R.R. & Acocella, J.R. (1994). Abnormal Psychology: Current Perspectives. New York: McGraw Hill Publishing Company.
- 4. Carson, R.C., Butcher, J.N. & Mineka, S. (1996). Abnormal Psychology and Modern Life. New York: Harper Collins College Publishers.
- 5. Davison, G.C. & Neale, J.M. (1990). Abnormal Psychology. New York: John Wiley & Sons.
- 6. Duke, M.P. & Nowicki, S. (1986). Abnormal Psychology: A New Look. Tokyo: CES Publishing Japan Limited.
- 7. Kapoor, M. (1994). Mental Health of Indian Children. New Delhi: Sage.

Paper - 202: PSYCHOPATHOLOGY
(w.e.f. 2023-2024 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Give a brief account of the major landmarks in the history of abnormal psychology.
OR
Define abnormality and describe some criteria used for distinguishing normal and abnormal behaviour.
2. Explain the biogenic causes of abnormal behaviour.
OR
Trace the influence of psychogenic and sociocultural factors in the development of mental illness.
3. Describe characteristics associated with autism and mental retardation.
OR
Examine the development of obsessive-compulsive personality.
4. What are mood disorders. Differentiate between major depression and bipolar disorders.
OR
Discuss concept of mental health as understood from Eastern perspectives.
5. Answer any FIVE of the following:
 - a. ICD
 - b. Post traumatic stress disorder.
 - c. Hallucinogens
 - d. Neurotransmitter imbalances
 - e. Early Trauma
 - f. Culture bound syndromes in India.
 - g. Cognitive views of Abnormality
 - h. Dementia

SEMESTER – II

COURSE- III SOCIAL PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcome:

The study of this course aims the following:

- Introducing of major theories, concepts, perspectives, and empirical findings in social psychology.
- Explaining how psychological theory and empirical research are used to help explain human behavior in individuals and groups.
- To show how researchers utilize methods and techniques to investigate empirical questions in social psychology.
- To help students acquire and hone critical thinking skills to dissect and integrate scientific information.
- Compare and contrast the major theories, concepts, empirical findings, methods and techniques used in social psychology.
- Critique the major theories, concepts, perspectives, and empirical findings in social psychology.
- Implement major theories, concepts, perspectives, and empirical findings in social psychology to explain human behaviour.
- Integrate different perspectives discussed in class to explain human behaviour in everyday life.

After completion of this course, the student will be eligible to work as a Psychologist in NGO's

Unit- I: Introduction to Social Psychology

- A. Definition and focus of Social Psychology.
- B. History of Social Psychology in India.
- C. Research Methods in Social Psychology: Systematic observation,
- D. Correlation Method and Experimental Method.

Unit- II: Social Perception and Social Cognition

- A. Social Perception – Nonverbal communication; Attribution Theories – Heider, Jones, Kelley & Davis; Impression formation – Asch's experiments
- B. Social cognition – Effect of schemas and stereotypes
- C. Interpersonal attraction – Friendship, Love, and relationships
- D. Social learning theories – Bandura & Rotter; Social Reinforcement theory

Unit –III: Attitudes and Social Influence

- A. Attitudes – Definition, formation, and change; Theories of Attitude change
- B. Prejudice, discrimination, and deprivation; Discrimination against women and other social groups with specific reference to India
- C. Social Influence – Conformity, Influence, Compliance, Ingratiation, Multiple requests, and Obedience
- D. Pro-social Behaviour – Helping and Intervening; Aggression – Nature, causes and control; Groups – Effect on individual performance and decision making.

Unit –IV: Applied Social Psychology

- A. Social Psychology in action: Leadership, job satisfaction and achievement orientation in the world of work
- B. Population Psychology – personal space, crowding and territoriality.
- C. Environmental Psychology – poverty, violence, and environmental health hazards
- D. Ethnic diversity and gender diversity

SOCIAL PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Measuring Attitude
2. Measuring Pro Social Behaviour
3. Measuring Attribution
4. Bystander effect
5. Measuring Interpersonal Attraction
6. Using Opinionnaire
7. Measuring Stereotypes

Suggested Books:

1. Baron, R.A., & Byrne, D. (1980). Social Psychology. Pearson Prentice Hall. India.
2. Berkowitz, L. (1986). A Survey of Social Psychology (3rd Edition).: Holt, Rinehart and Winston. New York
3. Brown, R. (1965). Social Psychology. New York. The Free Press.
4. Desai, N. & Krishnaraj, M. (1987). Women and Society in India. Ajantha Publications. Delhi
5. Lindgren, H.C. (1973). An Introduction to Social Psychology. Wiley Eastern Limited. New Delhi
6. Mishra, G.(1982). Applied Social Psychology in India. Ajanta Publications, Delhi
7. Sinha, D. (1981). Socialization of the Indian Child. Concept Publishers, New Delhi.
8. Sinha, D. (1986). Psychology in a Third World Country. Sage Publishers, New Delhi.

PAPER 203: SOCIAL PSYCHOLOGY
(w.e.f. 2023-2024 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Write a brief account of development of social psychology in India.
OR
Explain various research methods used in social psychology.
2. What is attribution? Discuss Heider and Kelley's attribution theories.
OR
Examine the various determinants of interpersonal attraction.
3. Write a brief account of causes of women's subordination.
OR
What are the aids in making decisions? Give examples.
4. Explain various types of leadership styles.
OR
Explain in detail the consequences of deprivation in the Indian socio-cultural context.
5. Answer any FIVE of the following:
 - a. Definition of Social Psychology
 - b. Prejudice
 - c. Stereotypes
 - d. Impression Formation
 - e. Systematic observation
 - f. Aggression
 - g. Personal space
 - h. Ethnic diversity

SEMESTER – II

COURSE- IV

PSYCHOLOGICAL TESTING

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcome:

This course aims to impart to the students the knowledge and understanding of the following concepts:

- Nature, scope and concepts of human assessment and testing
- Psycho-physiological and psychological scaling methods
- Different methods of assessment including self-monitoring in psychology
- Constructing a test and standardization procedure including norms preparation.
- Different psychological tests and measurements available in the field of psychology
- The measurements of Intelligence, aptitude, interest, and personality
- The facts about ethical and social considerations in psychological testing

UNIT I -Introduction to Psychological Assessment:

- A. Nature and scope of human assessment. Concepts of assessment and testing
- B. Psycho-physiological scaling methods – method of average error, method of limits, method of constant stimuli and Steven’s power law.
- C. Psychological scaling methods – method of pair comparison, method of rank order and method of successive categories
- D. Attitude scales – method of equal intervals, method of summated ratings and method of cumulative scaling

UNIT II- Methods of Assessment:

- A. Behavioral observation. Assumptions underlying behavioral observation in pre-intervention assessment.
- B. Behavioral observation process – sampling in behavioral observation (time sampling, event sampling, subject sampling, and situation sampling), Methods of recording observation data
- C. Behavioral interview. Functions and characteristics of behavioral interviews. The interview structure. Common errors and tactics of behavioral interview
- D. Self-monitoring – meaning and methods of recording self monitored data. Applicability of self-monitoring; Psycho-physiological measurement – applicability and measurement procedures

UNIT III- Test Construction and Test Standardization:

- A. Theory of test scores – true score, error score & test score; Item writing, response sets
- B. Item analysis – Meaning and purpose of item analysis; Speed and power tests.
- C. Test Properties: Reliability – Meaning and Types of reliability; Validity – Meaning and Types of Validity
- D. Norms – Meaning of Norm; Steps in developing norms and Types of Norms

UNIT IV- Introduction to Psychological Testing and Measurements:

- A. Meaning and nature of a psychological test. Examiner and situational variables. Test-takers perspective; Applications of Testing (Educational, Occupational, and clinical); Testing diverse populations.
- B. Measurement of Intelligence (Definition, types, and theories of intelligence), Measurement of Aptitude and Interest
- C. Measurement of Personality -Meaning and purpose of personality measurement; Projective techniques and Evaluation of personality inventories and projective techniques
- D. Ethical and social consideration in testing – User qualifications, Protection of privacy, Confidentiality, Communicating tests results.

PSYCHOLOGICAL TESTING LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Raven’s Progressive Matrices Tests
2. Weschler’s Adult Intelligence Test
3. Thurstone Interest Schedule
4. David's Battery of Differential Aptitude Test
5. Cattell’s 16 Personality Factor Questionnaire (16PF)
6. Bell’s Adjustment Inventory.
7. Thematic Apperception Test (TAT).
8. Rotter Incomplete Sentence Blank.

Suggested Books:

1. Anastasi, A & Urbina S. (1997) *Psychological Testing*. Prentice Hall International. New Jersey.
2. Freeman, F.B. (1971) *Theory and Practice of Psychological Testing*, Oxford and IBH publishing Company. New Delhi
3. Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Cengage Learning India. Delhi.
4. Singh A.K. (2004) *Tests measurements and Research Methods in Behavioural science*. Bharati Bhavan Publishers and Distributors. Patna.

PAPER 204: PSYCHOLOGICAL TESTING

(w.e.f. 2023-2024 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. What is psychological assessment? Discuss its significance.
OR
Explain various types of psychological scaling methods.
2. Describe the functions and characteristics of the Behavioural interview.
OR
Write about the applicability and functions of Psychophysiological measurements.
3. Explain the important components of test standardization.
OR
Define reliability and validity. What is the relationship between reliability and Validity? Discuss any two methods of estimating reliability.
4. Explain measurement of Intelligence.
OR
Discuss various ethical and social consideration in psychological testing.
5. Answer any FIVE of the following:
 - a. Method of average error
 - b. Cumulative scaling
 - c. Time sampling
 - d. Common errors in interview
 - e. Norms
 - f. Speed and Power tests
 - g. Aptitude
 - h. Confidentiality

SEMESTER – III

COURSE- I

FUNDAMENTALS OF COUNSELLING PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcome:

The course enables the students to get a comprehensive view of:

- The counseling techniques, development, nature, scope, various viewpoints, legal aspects, values and ethics, needs/problems of counselor, types of counselors, skills required for the counselor, and ability to terminate the process of counseling.
- It provides students with an understanding of the counselor's roles within evolving practice environments and across the spectrum of the field of counseling psychology.

Unit I: Introduction to Counselling:

- A. Definition, Nature and Scope of Counselling Psychology, Roots of Counselling Psychology, Differences between Counseling, Guidance and Psychotherapy
- B. Emergence of counselling- Counselling movements in modern times – History of counselling movement- Present status of counselling in India.
- C. Goals and Expectations of Counselling, Psychological and Social Foundation of Counseling
- D. Theoretical perspectives: Psychodynamic, Cognitive-Behavioral and Humanistic

Unit II: Role and functions of the Counsellor:

- A. Personality Characteristics of a Counselor: Self-Awareness and Needs of the Counsellor, Roles and Functions of Counselor, Values and Characteristics of Effective Counsellor, Difference between effective and ineffective Counsellors.
- B. Counsellor Competence – Beyond Micro skills (Allen E Ivey), Concerns and Challenges faced by a Counsellor, Importance of Personal therapy during Training, Experience of Stress and Burn out, Ways of Coping
- C. Values in Counseling - Legal and Ethical Considerations in Counseling, Conflicting responsibility, Confidentiality, Competence and representation and ethics in research, legal considerations, the legal recognition of counselors, Expert Testimony and liability for negligence or malpractice
- D. Criticisms to Counselling.

Unit III: Counseling Process:

- A. Methods of securing client information; Case History, Psycho diagnosis Use of Tests
- B. Process of Counselling; Nature and Characteristics of the Counselling Process; Steps in Counselling, Phases of Counselling Process

- C. Relationship techniques: Rapport building, Reflection of feeling, Acceptance, Silence, Reassurance, Listening, Empathy
- D. Special Relationship problems: Transference, Counter transference, Resistance; Interpretation Techniques: Nature and Types of Interpretation

Unit VI: Counselling Skills and Functions:

- A. Counselling Skills - Attending Behavior, Opening Communication, Observation Skills, Paraphrasing and summarizing – Skills in Three tire model of counseling, Noting and reflecting feelings - Confrontation (supporting while challenging).
- B. Communication Skills - Non – Verbal communication, Verbal Communication, Listening Barriers, Tips to Enhance Listening- counsellor’s qualities, Skills in Relating Stage - Understanding internal frame of reference, showing attention and interest, reflecting feelings, managing resistance.
- C. Skills in understanding - Assessing feelings, thinking and physical reactions, assessing communication, challenges feedback and self-disclosure, monitoring, summarizing, and identifying.
- D. Termination of Counselling Process – Definition of Termination, Types of Termination, Function, timing and related issues, Resistance to closing, follow-up, Referral, and feedback.

FUNDAMENTALS OF COUNSELLING PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

Psychodiagnostics Practical

The student must identify five cases from mental health, school, family, organizational and health settings. Of these at least 3 cases should be from the school setting and one from the mental health setting. The student should use appropriate techniques to diagnose the problem with reference to DSM-V or ICD-11. A detailed report of each case must be written describing elaborately the techniques used for diagnosis. Case conference on all the cases will be held at various stages and the suggestions given in the case conference have to be incorporated in the report.

1. Case Study I
2. Case Study II
3. Case Study III
4. Case Study IV
5. Case Study V

Suggested Books:

1. Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). Therapeutic Counselling and Psychotherapy. London: Prentice Hall.
2. Geldard, K. & Geldard, D. (1997) Counselling Children: A Practical Introduction. London: SAGE.

3. Bergin, A.E. & Garfield, S.L. (Eds.) (1994). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.
4. Bhatnagar, A. & Gupta, N. (1999). Guidance and Counselling: A Theoretical Perspective. New Delhi: Vikas Publishing House.

PAPER 301: FUNDAMENTALS OF COUNSELLING PSYCHOLOGY

(w.e.f. 2023-2024 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

Answer any FIVE questions. All questions carry equal marks.

(Question number 5 is compulsory)

1. Trace the roots of Counselling Psychology.
OR
Discuss theoretical perspectives in counselling.
2. Explain roles and responsibilities of Counsellor?
OR
Discuss issues related confidentiality and ethics in counselling.
3. What are the transference and counter transference feelings?
OR
Describe various steps in counselling process.
4. Explain different types of communication skills in counselling?
OR
What are the various aspects to be considered by a counsellor while termination process?
5. Answer any FIVE of the following.
 - a. Nature of Counselling
 - b. Confidentiality
 - c. Micro Skills
 - d. Case History
 - e. Resistance
 - f. Feedback
 - g. Listening Skills
 - h. Empathy

SEMESTER – III

COURSE- II ORGANIZATIONAL BEHAVIOUR

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcomes:

This course aims to provide the foundation for understanding human behaviour in organisations and attempts to provide a comprehensive exposure to organisational behaviour theories, research and workplace issues illustrated through case studies and examples. Further it provides the opportunity:

- To discuss the development of the field of organizational behaviour and explain the micro and macro approaches.
- To analyse and compare different models that are used to explain individual behaviour related to motivation and rewards.
- To identify the processes used in developing communication and resolving conflicts.
- To explain group dynamics and demonstrate skills required for working in groups (team building)
- To identify the various leadership styles and the role of leaders in a decision-making process.
- To explain organizational culture and describe its dimensions and to examine various organizational designs.
- To discuss the implementation of organizational change.

After completion of this course the students can be placed as Industrial Psychologists in various Organizations

Unit I Description and History of I/O Psychology:

- A. Definition, Nature, and scope of Organizational psychology. The role and functions of an Organizational psychologist.
- B. Historical observations. Hawthorne Studies.
- C. Models and Approaches of organizational psychology. Indian concept of work.
- D. Group Dynamics: Nature and importance of groups. Group structure (Norms, roles, status, size, composition, and cohesiveness). Group decision making.

Unit II Selection, Training and Performance Appraisal:

- A. Selection: Principles and methods of selection. PIE model.
- B. Training: Nature and significance of training. Training methods and techniques. Testing in industries.
- C. Job analysis: Nature and Purpose; Concept, Uses and Process of Job Analysis
- D. Performance appraisal: Concept, purpose, Process and Methods of performance appraisal.

Unit III Leadership and Motivation:

- A. Leadership: Styles, Power, and Theories of Leadership – Traditional and Modern.
- B. Motivation: Types of Motives – theories of Motivation – Content and Process
- C. Interpersonal and Organizational Communications - Meaning, Types – Upward, Downward, and Interactive- process.
- D. Alcoholism and Absenteeism, Time Management, Team building, Employee Counselling.

Unit IV Job Satisfaction, Organizational Change and Stress:

- A. Job Satisfaction: Definition, Importance, Components of Job satisfaction. Theories of Job satisfaction; Measuring Job satisfaction; Factors affecting job satisfaction.
- B. Significance of change. Resistance to change: individual and organizational resistance.
- C. Overcoming resistance to change. Approaches to managing organizational change.
- D. Stress and Conflict Management – Stress: Individual and Organizational Stressors, Effects and Management – Types of Counselling – Conflict: Types, Interpersonal and Intra-individual Conflicts- Conflict Resolution and Management.

ORGANIZATIONAL BEHAVIOUR LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Measuring Occupational Stress
2. Measuring Interpersonal Relations
3. Measuring Organizational Climate
4. Measuring Leadership
5. Measuring Job Involvement & Satisfaction
6. Measuring Quality of Work life/ Work life balance

Suggested Books:

1. Berry, L.M. (1998). Psychology at Work. (2nd ed.), McGraw Hill, Boston.
2. Saal, F.E., Knight, P.A. (1999). Industrial and Organizational Psychology-Sciences and Practices. Brooks Publishing Company, California.
3. Luthans, F. (1992). Organizational Behaviour. McGraw-Hill Inc. New York.
4. Tiffin, J., and McCormick, E.J. (1965). Industrial Psychology. Prentice Hall India Pvt. Ltd. New Delhi.
5. Robbins, S.P. (2004). Organizational Behaviour-Concepts, Controversies and Applications. Prentice Hall of India, New Delhi.

PAPER - 302: ORGANIZATIONAL BEHAVIOUR

(w.e.f. 2023-2024 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. What are the historical observations about work?
OR
Explain the importance of groups and their role in decision making.
2. Discuss various principles and methods in selection process.
OR
What is Job Analysis? How do you determine various performance criteria?
3. Explain leadership challenges in the Indian context.
OR
Explain Process theories of motivation.
4. What is organizational change? Discuss various approaches to manage change.
OR
Write a detailed note on personnel effectiveness.
5. Answer any FIVE of the following:
 - a. Scope of Organisational Behaviour
 - b. McClelland Achievement Motivation
 - c. Rating procedures
 - d. Group cohesiveness
 - e. Decision making
 - f. Leadership Style
 - g. PIE model
 - h. Absenteeism

SEMESTER – III

COURSE- III STATISTICS IN PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course Outcomes:

After completing the course students will be able to

- Understand the meaning of statistics along with different types of statistical analyses.
- Understand the difference between various types of statistics and their place of application.
- Understand the concept of normal distribution and its importance in statistical inferences.

Unit I Introduction:

1. Meaning of statistics, Classification of statistics – descriptive vs inferential, parametric vs non-parametric. Levels of Measurement (Ordinal, Nominal, Interval and Ratio)
2. Measures of central tendency – Mean, median, Mode.
3. Measures of variability – range, average deviation, quartile deviation, standard deviation.
4. Frequency tables: Making a Frequency Table -Frequency tables for Nominal Variables- Grouped Frequency Tables, Frequency Graphs: Histogram, Frequency Polygon.

Unit II Correlation & Regression:

1. Correlation – Meaning, product moment correlation, partial correlation, multiple correlation.
2. The Scatter Plot - Spearman's Rank- Difference Correlation Co-efficient- Properties of Correlation Co-efficient.
3. Regression – linear, multiple.
4. Brief introduction to factor analysis (without statistical problems). Overview of extraction and rotation methods.

Unit III Normal Distribution:

1. Normal Distribution – Meaning, importance, properties.
2. Normal Probability Curve: Characteristics, deviations, and applications; Power analysis. Effect size.
3. Hypothesis testing – types of hypothesis testing, type I error, type II error, one tailed and two tailed tests.
4. Mean difference – t test, z test.

Unit IV Parametric and Non-Parametric Tests:

1. ANOVA – One way and two ways
2. ANCOVA, Post hoc comparison – Duncan’s multiple range test, Tukey tests, Scheffe test, Dunnett’s tests.
3. Nonparametric tests – chi-square, Mann Whitney U-test, Kruskal Wallis, Rank order (Spearman, Kendell Tau), Biserial, Point Biserial, Tetra choric, Phi Coefficients, Precautions of the use of the non-parametric tests.
4. Introduction to statistical package (Excel, SPSS, STATA, MATLAB)

STATISTICS IN PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. SPSS Basics
2. Descriptive Statistics
3. Graphical Representation of Data
4. Correlational Analysis
5. Multivariate Analysis
6. Non-Parametric Analysis

Suggested Readings:

1. Garrett, H.E. (2005). Statistics in psychology and Education. Paragon International.
2. Guilford J.P & Fruchter. B. (1978). Fundamental Statistics in Psychology and Education. New York, McGraw Hill.
3. Howell, D.C. (2012). Statistical methods for Psychology. USA: Wadsworth
4. Jeremy Miles & Philip Banyard (2007). Understanding and Using Statistics in Psychology: A Practical Introduction. Sage Publications
5. Siegal, S. (2002). Non –parametric Statistics for the Behavioural Sciences. New Delhi: Tata McGraw Hill.

PAPER - 303: STATISTICS IN PSYCHOLOGY

(w.e.f. 2023-2024 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. What is central tendency? Explain in detail.
OR
Explain the importance of statistics in psychological research.
2. What is correlation? Explain Pearson Product Moment Correlation.
OR
Explain regression analysis with suitable examples.
3. Explain Normal Probability curve.
OR
What is hypothesis testing? Explain types of hypothesis testing.
4. What is ANOVA? Discuss various types of ANOVA.
OR
Write about Non-Parametric Statistics. Explain Chi-Square test.
5. Answer any FIVE of the following:
 - a. Levels of Measurement
 - b. Frequency Table
 - c. Multiple Correlation
 - d. Rotation Methods
 - e. Normal Distribution
 - f. t-test
 - g. Kruskal-Walis Test
 - h. SPSS

SEMESTER – III

COURSE- IV HEALTH PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcomes:

The course aims to impart the knowledge and understanding of the following concepts:

- Mind-body and historical concepts of health and illness
- Nature and scope of health psychology
- Stress and illness and ways to control stress.
- Different psycho physiological disorders and other problems
- Pain and its management techniques
- Complementary Health-Care systems in India.

After completion of this course the student can procure placement as Health care counselor in Hospitals.

Unit I The Mind-Body Relationship:

- A. A historical review; Concept of Psychological health in India. The development of changed outlook in nature of health and illness.
- B. Methodological Developments.
- C. Emergence of Behavioural Medicine
- D. Scope of Health Psychology.

Unit II Stress Management:

- A. The modern concept; Stressors: Environmental, social, Psychosocial, Developmental, and extreme stressors.
- B. Mediating variables: Physiological, Psychological responses.
- C. Stress and illness; Learned Helplessness.
- D. Control and Stress.

Unit III Psycho physiological Disorders major forms:

- A. Asthma, Headaches, Neurodermatitis, Peptic Ulcer, Insomnia.
- B. Cardio-vascular Disorders, Coronary Heart disease, Hypertension.
- C. Immune System defective disorders: Cancer, Aids; Appetitive Behaviours: Obesity; Orthorexia Nervosa; Alcoholism; Smoking: Behavioural explanations. Other stress related disorders:
- D. Diabetes; Arthritis; Sexual dysfunctions; Infertility. Speech disorders. Neuro degenerative disorders.

Unit IV Pain and Pain Management Techniques:

- A. Physiology of Pain. Gate – control theory. Psychological influences on pain perception. Difference between physical and emotional pain.
- B. Specific pain treatment methods. Medical Settings and Patient Behaviour: Compliance with medical treatments. Hospitalization
- C. Coping with chronic illness
- D. Complementary Health-Care systems in India.

HEALTH PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Measuring illness perception
2. Jacobson progressive muscle relaxation
3. Identifying Bio Psychosocial Reasons for any chronic disease
4. Measuring Learned Helplessness
5. Yoga for Stress
6. Pain Management
7. Foot Reflexology

Suggested Books:

1. Bakhtaveer, M.S., Rajyadaksha, M.S. (1999). New Biology and Genetic Diseases. Oxford: Oxford University Press.
2. Dimatteo, M. R. & Martin, L.R. (2007). Health Psychology. New Delhi, Pearson Education Inc., & Dorling Kindersley Publishing, Inc.
3. Davidson, P.O. & Davidson, S.M. (1980). Behavioral Medicine: Changing Health Lifestyles. New York. Brunner/Mazel.
4. Gatchel, R.J., Baun, A. & Krantz, D.S. (1989). An Introduction to Health Psychology. Singapore: McGraw Hill.
5. Goleman, D. & Gurin, j. (1993). Mind-Body Medicine. New York: Consumer Reports Books.
6. Pomerlau, O.V. & Brady, J.P. (1994) Behavioral Medicine Theory and Practice. Baltimore: Williams & Wilkin's Company.

PAPER - 304: HEALTH PSYCHOLOGY
(w.e.f. 2023-2024 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Explain the concept of psychological health in India.
OR
Trace the emergence of behavioural medicine and elucidate its scope.
2. Write briefly about the psychosocial and developmental stressors.
OR
'Learned helplessness is associated with reduced motivation, emotional disturbances and cognitive impairment'. Explain.
3. Explain insomnia with reference to adult psychiatric problems.
OR
Explain the etiological criteria for alcoholism and smoking behaviour.
4. Briefly outline the salient features of Gate-Control Theory.
OR
What are the methods of coping with chronic illness?
5. Answer any FIVE of the following.
 - a. Nature of Health and Illness
 - b. Scope of Health Psychology
 - c. Concept of Stress
 - d. Stress Control
 - e. Pain treatment methods
 - f. Arthritis
 - g. Cardio-Vascular disorders
 - h. Hospitalization

SEMESTER – IV

COURSE- I CLINICAL PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcomes:

Students acquire the knowledge to understand body and mind relationships, Immunology, clinical psychology, Psychopathology, and application of counselling skills. Further, the course helps the students to get acquainted with various treatment methods in clinical set up for children, adolescents and other mentally ill and enables them to work with clients in clinical set up as a team.

By the end of this course student will be able to

- evaluate scientific research in the selection,
- implementation of clinical interventions,
- utilize clinical data to inform diagnostic formulations and
- treatment plans.

After completion of this course the student can work as Psychologist in various Mental health clinical settings.

UNIT 1: Basic Concepts:

- A. Nature and scope of clinical psychology, Body-mind relationship, Psycho-neuro-immunology, new directions in clinical psychology – spirituality etc.
- B. Research strategies, Diagnostic Process, Cultural and social aspects of mental illness, Differential diagnosis using decision trees.
- C. Problem identification, definition and analysis of the problem, specification of change of goals, relationship establishment, implementing techniques and procedures for change, recording and termination.
- D. Behavioural assessment, analysis, and formulations.

UNIT 2: Intervention Techniques:

- A. Behaviour therapy – systematic desensitization, modelling, assertiveness training, contingency management, operant methods in self-control, extinction procedure, aversive conditioning.
- B. Cognitive methods, novel uses, and applications. Client-centered therapy, Rational-emotive therapy.
- C. Other Techniques: Hypnosis- clinical behaviour and hypnotisability, hypnotisability as related to physical symptoms, as unrelated to physical symptoms, therapeutic failures.

- D. Family therapy – conceptual frame, the clinical home visit, space and action in family therapy, the family crisis, Marriage therapy for couples. Social skills training, Occupational therapy, Group therapy and Psychodrama

UNIT – 3 Treatment Methods for Childhood and Adolescent disorders:

- A. Play therapy, graphic and plastic material: Essential conditions, process symbolism and evaluation. Mental retardation – behavioural and emotional problems
- B. Communication disorders – articulation, phonation, language, prosodic
- C. Pervasive developmental disorder – Autism, Attention deficit and disruptive disorders – hyperkinetic children.
- D. Elimination disorders – enuresis and encopresis
Conduct disorders – noncompliance, coercive behaviour, aggression and violence, non-attendance. Psychopathic behaviour.

UNIT – 4 Stress-related Disorders and Treatment Methods:

- A. Cardiovascular, gastrointestinal and urino-genital, somatoform disorders – conversion, pain and hypochondriasis, Sexual and gender identity disorders.
- B. Eating disorders – anorexia nervosa, bulimia nervosa, obesity, Substance use related disorder.
- C. Ethical Issues: Perspectives, decision making, incompetent and unethical behaviour, marketing therapeutic services, ethics in group work, issues in deviance, diagnosis and assessment, value problems, individual conduct.
- D. Problems in psychotherapy – the suspicious patient, the suicidal patient, the patient with somatic symptoms, the patient not ready for behaviour therapy, the distressed parent of the disabled child, the silent patient in the group.

CLINICAL PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Beck Depression Inventory
2. Measuring Anxiety
3. Psycho Neurological Assessment
4. Measuring Substance Abuse
5. Emotional and Behavioural Problems
6. Measure Personality Using Projective Test

Suggested Books:

1. Davidson, P.O. & Davidson, S.N. (1980). Behavioural medicine: Changing health lifestyles.
2. Goleman, D. & Gurin, J. (1993). Mind-body medicine. New York: Consumer Reports Books.

3. Klopfer, W.G & Reed, M.R. (1974) Problems in psychotherapy. New York: John Wiley
4. Korchin, S.J. (1986). Clinical psychology. New York: Basic Books.
5. Pommerlau, O.V and Brady, J.P. (1990) Behavioural medicine: Theory and practice. Baltimore: Williams & Wilkins Co.

CLINICAL PSYCHOLOGY
(w.e.f. 2023-2024 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 Hours

Max Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Explain the process of using decision trees in making a diagnosis.
OR
Discuss the new direction in clinical psychology.
2. Critically evaluate the use of hypnosis in the treatment of disorders. Where are they likely to be more useful?
OR
Discuss behavioural intervention techniques used for the treatment of psychological problems?
3. Discuss treatment methods for childhood and adolescent disorders.
OR
Explain about communication disorders.
4. Why would you consider a pain disorder as related to stress and how would you treat such a disorder?
OR
What is the common substance use disorders in our country?
5. Answer any FIVE of the following.
 - a. Behavioural assessment
 - b. Body-Mind Relationship
 - c. Family crisis
 - d. Rational emotive therapy
 - e. Play therapy.
 - f. Elimination disorders
 - g. Somatoform disorders
 - h. Suicidal patient

SEMESTER – IV
COURSE- II
ADVANCED COUNSELLING PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcomes:

The course aims to impart the knowledge and understanding of the following concepts:

- Counseling through different therapeutic approaches
- Different counseling strategies, techniques, and spheres
- Strategies and techniques of educational, vocational and career counseling
- Counseling for specific problems like drug abuse, chronic mental disorders, and workplace issues.
- Different relaxation techniques and other techniques like systematic desensitization
- Assertiveness training and cognitive behavior modification techniques.

After completion of this course the student can work as a Counselor in any organization/ Institute. They can also establish their own Counselling Centers.

Unit I: Counselling: Therapeutic Approaches

- A. Freud’s Psychoanalytic Approach
- B. Behavioristic Approach
- C. Cognitive-Behavioral Approach
- D. Humanistic and Existential Approaches

Unit-II: Counselling Strategies, Techniques and Spheres

- A. Individual and Group Counselling Strategies
- B. Counselling for Marital, Sexual, Family, Gender issues, Women and Elderly
- C. Counseling for Children with Behaviour Problems
- D. Educational, Vocational and Career Counselling

Unit III: Counselling for Specific Problems

- A. Counselling for Anxiety problems; Counselling for Depression
- B. Counselling the alcoholic and drug abuse groups
- C. Counselling those with chronic mental disorders; Counselling patients with chronic medical illness: (terminally ill and HIV/AIDS)
- D. Counseling for Workplace, Issues related to process and outcome.

Unit IV: Counselling Techniques

- A. Relaxation Techniques: Jacobson’s Progressive Muscular Relaxation- Autogenic training- yoga, meditation, and guided imagery
- B. Systematic Desensitization: Basic Principles- construction of hierarchy – scene presentation – theory of desensitization
- C. Assertiveness Training: Components of assertive behaviour, method of assertiveness training

- D. Cognitive Behaviour Modification: Becks Model and Ellis Rational Emotive therapy.

ADVANCED COUNSELLING PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

Counselling Cases

Individual case studies. Five clients with problems (children, adolescents or adults) must be diagnosed and the necessary counseling should be provided. The case report should include a description of the diagnosis and the intervention. Observation reports, verbatim and psychological test results are also to be included in the report.

1. Case Study I
2. Case Study II
3. Case Study III
4. Case Study IV
5. Case Study V

Suggested Books:

1. Brammer, L.M., Abrego, P.J. & Shostrom, E.L. (1993). Therapeutic Counselling and Psychotherapy. London: Prentice Hall.
2. Woolfe, R & Dryden, W. (1996). Handbook of Counselling Psychology. New Delhi: SAGE
3. Geldard, K. & Geldard, D. (1997) Counselling Children: A Practical Introduction. London: SAGE.
4. Bergin, A.E. & Garfield, S.L. (Eds.) (1994). Handbook of Psychotherapy and Behaviour Change. New York: John Wiley & Sons.
5. Bhatnagar, A. & Gupta, N. (1999). Guidance and Counselling: A Theoretical Perspective. New Delhi: Vikas Publishing House.
6. Gilbert, P. (1992). Counselling for Depression. London: SAGE.
7. Hallam, R. (1992). Counselling for Anxiety Problems. London: SAGE.
8. Krumboltz, J.D. & Thorensen, C.E. (Eds.) (1969). Behavioural Counselling: Cases and Techniques. New York: Holt, Rinehart and Winston.
9. Lee, C. (1998). Women's Health. London: Sage.
10. Schloss, P.J., Smith, M.A. & Schloss, C.N. (1995). Instructional Methods for Adolescents with Learning and Behaviour Problems. Boston: Allyn and Bacon.

ADVANCED COUNSELLING PSYCHOLOGY

(w.e.f. 2023-2024 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 hours

Max.Marks:75

Answer any FIVE questions. All questions carry equal marks.

(Question number 5 is compulsory)

1. Discuss Freud's Psychoanalytic Approach

OR

Differentiate Humanistic and Existential Approaches in Counselling?

2. Describe various steps in group counselling process.

OR

Explain counselling strategies for children with Behaviour Problems?

3. What types of adjustment problems do HIV patients typically face? How would you counsel them?

OR

Explain about counselling for drug abuse.

4. Explain how cognitive behavioural techniques can be applied to alleviate depression?

OR

Discuss components and methods of Assertive Training?

5. Answer any FIVE of the following.

- a. Behaviouristic Approach
- b. Cognitive Behaviour Therapy
- c. Gender Issues in Counselling
- d. Vocational Guidance
- e. Career Counselling
- f. Counselling women
- g. Jacobson's Progressive Muscle Relaxation Techniques
- h. Systematic Desensitization

SEMESTER – IV

COURSE- OPTIONAL I (A) EDUCATIONAL PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcomes:

The course aims to train the students:

- To identify each students' specific needs, abilities, and interests.
- To understand how teaching environment influences the individual's learning ability.
- To impart the skill of administering of intelligence tests
- To help in identifying the common behavioural, adjustment and psychological problems students face.
- To understand different teaching strategies that suits students with different cognitive abilities and psychological problems.
- In the teaching ability.
- To assess their own learning styles and cognitive styles that influences their learning.
- To impart the ability to assess the IQ
- In learning styles and frame teachings instructions that suits the students learning style
- To diagnose the common psychological, behavioural and adjustment problems students and help them to overcome their problems by counselling them.
- To have a better idea about how teaching strategies and teachers' beliefs influence their performance.
- As a good teacher for the future generations.

After completion of this course the student can be able to work as School Psychologist in various Educational Institutes.

Unit - 1 Nature and scope of Educational Psychology:

- A. Contributions of Psychology to education.
- B. Cognitive development - Piaget's theory of Cognitive development. Vygotsky's socio-cultural Perspective.
- C. Language development in the school years. Dialects, bilingualism.
- D. Intelligence tests (WISC and WPPSI)

Unit - 2 Personal, social, and emotional development:

- A. Erikson's theory. Understanding ourselves and others.
- B. Self-concept and Self-esteem.
- C. Kohlberg's stages of moral development. Moral behaviour.
- D. Socialization. Family, peers and teachers

Unit - 3 Learner differences, learning needs and disorders:

- A. Cognitive and learning styles. Mild and severe learning disabilities.
- B. Students with health impairments. Deaf and hard of hearing, Low vision and blindness.
- C. Hyperactive and Attention disorders. Gifted and talented children. Communication disorders Speech and language disorders. Oppositional-Defiant and Conduct disorders. School phobia.
- D. Culture and community - Socioeconomic status. Low expectations. Low self-esteem. Learned helplessness. Peer and home environment influences. Gender-role identity. Gender differences in the classroom

Unit – 4 Interventions:

- A. Academic problems: Academic productivity, Homework completion, Reading performance.
- B. Mathematics performance, written language, social studies and science, performance
- C. Interventions to modify behaviour and enhance social competence: Inappropriate behaviour in classroom, Special classes, and less structured situations.
- D. Verbal and physical aggression, Cooperative behaviour.

EDUCATIONAL PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

- 1. Measuring Learning Styles
- 2. Measuring Learning Problem
- 3. Academic Performance Scale
- 4. Identification of Gifted Child
- 5. Measuring Self Esteem and Self Concept
- 6. Measuring Creativity

Suggested Books:

- 1. Woolfolk, A. (2004). Educational Psychology (9th Ed.). Pearson Education, Delhi.
- 2. Boucher, R. (1999). Students in Discord. Greenwood Press, Connecticut.
- 3. Rathvon, N. (1999). Effective School Interventions, The Guilford Press. New York.
- 4. Kaufman, A.S. and Lichtenberger, E.O. (2000) Essentials of WISC III and WPPSI-R
5. Assessment. John Wiley and Sons, New York.

EDUCATIONAL PSYCHOLOGY
(w.e.f. 2023-2024 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Write the effects of bilingualism on language development.
OR
What are the major contributions of psychology to Education?
2. Evaluate Erikson's theory of social development.
OR
Describe the role of peers on socialization.
3. What are the factors that contribute to learning disabilities?
OR
What are the influences of culture and community on education in India?
4. Explain the different intervention strategies used for academic problems.
OR
Evaluate the verbal and physical aggression.
5. Answer any FIVE of the following:
 - a. Role of Psychology in Education.
 - b. Intelligence tests.
 - c. Self-concept.
 - d. Moral development.
 - e. Gender differences in the classroom.
 - f. Health impairments
 - g. Mathematics performance
 - h. Cooperative behaviour

SEMESTER – IV

COURSE- OPTIONAL I (B) CRIMINAL PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcomes:

This course will survey the major areas of criminal psychology, including (but not limited to) mental health law, forensic assessment, criminal behaviour, and theories thereof, and psychology of specific types of offenders.

- Psychologists who work within the legal system can assume a number of roles that include, but are not limited to, social scientists, consultants, and expert witnesses.
- This course will provide the student with a broad understanding of the impact that psychology can have on any one individual within the criminal justice system, as well as the impact that psychology can have on the legal system itself.

After completion of this course the student can work as a Criminal Psychologist in Central Jails and Sub Jails.

Unit I. Introduction:

- A. Nature and Historical Perspective of Criminal behaviour
- B. Techniques of studying criminal behaviour
- C. Biological and sociological analysis of crime
- D. Psychological perspectives on crime analysis

Unit II. Special Offender Groups and Special Offences:

- A. Juvenile delinquency, mentally ill offenders and substance abusers
- B. Serial killers, Rampage killers and Terrorism
- C. Crime against women; Suicide and Homicide
- D. Drugs and Crime

Unit III. Violent Criminal Behaviour:

- A. Psychology of aggression and violence
- B. Bullying, Harassment and Stalking
- C. Cyber crimes- defined, governed and cyber terrorism.
- D. Sex offenders and Psychopaths

Unit IV. Prevention and Assessment:

- A. Psychological precursors to crime

- B. Diagnostic Psychological tests: 16PF, MMPI, Projective tests and FIRO-B
- C. Mental health and law
- D. Rehabilitation in Family and Society

CRIMINAL PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. FIRO - B Test
2. Measuring Cyber Crime
3. Measuring Bullying
4. Measuring Anti-Social Behaviour
5. Measuring Aggression and Violence
6. Measuring Media Violence

Suggested Books:

1. Chockalingam, K. (1991). Reading in Victim.: R.R. Publications Madras
2. Curra, J. (1999). The Relativity of Deviance.: Sage New Delhi
3. Feldman, M.P. (1977). Criminal Behaviour: A psycho-social analysis.: Wiley London
4. Kushner, W.W. (1998) The Future of Terrorism.; Sage. New Delhi
5. Masters, R.E. (1994). Counselling criminal justice offenders.. Sage New Delhi

CRIMINAL PSYCHOLOGY
(w.e.f. 2023-2024 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Write a brief note on nature and historical perspective of Criminal behaviour
OR
Discuss psychological perspective on crime analysis
2. What is meant by special offender groups? Discuss the precursors of Juvenile delinquent behaviours.
OR
Identify the major factors influencing crime against women.
3. Explain the psychology of aggression and violence.
OR
Discuss the domain of cybercrimes and give a note on cyber terrorism.
4. Critically evaluate the use of diagnostic psychological tests.
OR
Write in detail about mental health and law.
5. Answer any FIVE of the following:
 - a. Techniques of studying criminal behaviour
 - b. Biological analysis of crime
 - c. Mentally ill offenders
 - d. Homicide
 - e. Stalking
 - f. Sex offenders
 - g. Psychological precursors to crime
 - h. Rehabilitation in Society

SEMESTER – IV
COURSE- OPTIONAL I (C)
POSITIVE PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcomes:

This course aims to provide the students:

- Understanding of Positive and Negative Psychology
- The ways in which it influences the body and mind.
- It's Western and eastern perspectives.
- It's Research approaches.
- Knowledge of Positive emotional states of mind and the ways to recognise them.
- The techniques to understand the positive cognitive states and retain self in that state.
- The application of positive cognitive emotions in different areas of life - work, education, ageing and health.
- The required life skills for a happy life.

After completion of this course the student can be able to work as Freelancing Psychologist to motivate people who are vulnerable.

UNIT 1: Introduction:

- A. Positive Psychology: Definition, Nature and Scope, History of Positive Psychology
- B. Perspectives on Positive Psychology: Western and Eastern views on Positive psychology and its application; Positive Psychology in India
- C. Basic areas of positive psychology, Character Strengths and virtues
- D. Research approaches to study positive psychology

UNIT 2: Positive Emotional States and Processes:

- A. Happiness and Wellbeing: Definition, Determinants, Gender difference in happiness; Love and happiness; Antecedents and Consequences of Happiness. Measuring happiness. Happiness across Cultures.
- B. Understanding Positive Affect and Positive Emotions
- C. Emotional Intelligence: Origin and theories
- D. Resilience, Trauma and Subjective well-being, Resiliency applications, Resiliency skills, Resiliency factors, Positive parenting, and resiliency factors.

UNIT 3: Positive Cognitive States and Processes:

- A. Self-efficacy and Self-acceptance
- B. Optimism,
- C. Hope, Wisdom, Flow, Mindfulness.
- D. Pro-social Orientation: Altruism, Gratitude and Forgiveness.

UNIT 4: Applications of positive psychology:

- A. Work
- B. Education
- C. Ageing
- D. Health

Practicum: Any one practicum can be designed from the syllabus to enhance the understanding of the concepts and applications of positive psychology.

POSITIVE PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Measuring Resilience
2. Measuring Happiness
3. Measuring Altruism, Gratitude and Forgiveness
4. Mindfulness Techniques
5. Measuring Emotional Intelligence
6. Measuring Subjective Wellbeing

Suggested Books:

1. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
4. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
5. Snyder, C.R., & Lopez,S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
6. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

POSITIVE PSYCHOLOGY
(w.e.f. 2023-2024 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Critically evaluate the importance of positive psychology
OR
Briefly write about research approaches used in positive psychology.
2. What is Happiness? Explain the gender differences in happiness.
OR
Write a detailed note on emotional intelligence.
3. Discuss about the pro-social orientation.
OR
Describe Hope and explain in the context of positive psychology.
4. Discuss the importance of positive psychology at workplace.
OR
Write a note on healthy lifestyle practices.
5. Answer any FIVE of the following:
 - a) Wellness
 - b) Nature of Positive Psychology
 - c) Emotionality
 - d) Subjective Wellbeing
 - e) Mindfulness
 - f) Optimism
 - g) Education and positivity
 - h) Note on ageing.

SEMESTER – IV

COURSE- OPTIONAL II (A) REHABILITATION PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcomes:

This course will cater to the knowledge and skills in rehabilitation psychology.

- To create a cadre of Rehabilitation Psychologist.
- To strengthen the professionals already in the field to qualify as Rehabilitation Psychologist.

Upon successful completion, students will have the knowledge and skills to:

- To understand the concept of impairment, activity, participation, and the characteristics of various disabilities. Learn about different government schemes, policies, and legislations for persons with disabilities.
- To understand the relevance of psychological assessment and various approaches in the field of disability rehabilitation and understand how to make diagnosis and differential diagnosis based on psychological assessment and clinical casework.
- To learn the different approaches to rehabilitation. Understand the application and importance of psychological intervention in the field of disability. Understand the basic principles of psychotherapy and its application in the field of disability.
- To understand the importance of vocational rehabilitation of persons with disability. The need for counselling and apply psychological counselling skills with persons with disability and family members.

After completion of this course the student can be able to work as a Rehabilitation Psychologist in Mental Health Care Centers and Special Education Schools.

Unit I. Nature and Scope of Rehabilitation psychology:

- A. Definition, historical perspective, scope, and methods; Functions of Rehabilitation Psychology: General functions and special functions
- B. History and Philosophy of Disability Rehabilitation
- C. Goals and objectives of rehabilitation
- D. Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational, and social aspects

Unit II. Disabilities:

- A. Disability - Concept and definitions; Classification of various disabilities, Incidence and prevalence

- B. Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism, Mental illness Learning disabilities, Multiple handicaps; Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors; Prevention of disabilities
- C. Personality Development of Disabled Persons; Factors influencing personality development of disabled individuals
- D. Life span development of people with disabilities; Assessment of personality of disabled individuals

Unit III. Intervention:

- A. Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology.
- B. Early intervention: definition, assessment, and strategies for intervention. Intervention packages for various disabilities.
- C. Services and programmes for disabled individuals and their families in India
- D. Special education: – aims, objectives and functions, Emerging trends in special education; Educational assessment and evaluation for persons with disabilities; Educational technology for disabled.

Unit IV. Psychological Intervention

- A. Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies.
- B. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need Analysis, Implementation of Training Programmes. Monitory and Impact Studies.
- C. Organization & Management: Evolution of Non-Government Organizations, Background Characteristics of Organization
- D. Capacity Building of Non-Government Organizations

REHABILITATION PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Learning Disability Screening test
2. Malin’s Intelligence Scale for Children
3. Indian Scale for Assessment of Autism
4. Checklists for ADHD and Conduct Problem
5. Assessment of Personality of Disabled Child
6. Measuring IQ of Disabled Child

Suggested Books:

1. Bolton B., (1987). Handbook of Measurement and Evaluation in Rehabilitation, Second Edition. Paul H. Brookes, Baltimore, London.
2. Brown Roy I., & E. Anne Hughson, (1987). Behavioural and Social Rehabilitation and Training. John Wiley & Sons Ltd.
3. Chadha N.K. & Nath S., (1993). Issue and Trends in Rehabilitation Research. Friends Publication, Delhi.
4. Gokhale S.D., (1987). Rehabilitation: Attitude and Reality. Rehabilitation Coordination India. Tata McGraw-Hill Publishing Company Limited, New Delhi.
5. Golden C.J., (1984). Current Topics in Rehabilitation Psychology. Grune & Stratton, London.

REHABILITATION PSYCHOLOGY
(w.e.f. 2023-2024 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Describe the functions of rehabilitation psychology.
OR
Discuss the multidisciplinary approach to rehabilitation.
2. Define the concept of disability and its classification.
OR
Identify the major factors influencing the personality of disabled individuals.
3. Discuss social and psychological perspectives of Rehabilitation Psychology.
OR
What are the aims and objectives of special education?
4. What is meant by training need analysis?
OR
Discuss the role of Psychologists in a non-government organization.
5. Answer any Three of the following:
 - a. Scope of Rehabilitation
 - b. Objectives of Rehabilitation
 - c. Visual impairment
 - d. Factors influencing personality of disabled.
 - e. Early intervention
 - f. Educational assessment
 - g. Restorative techniques
 - h. Capacity building

SEMESTER – IV

COURSE- OPTIONAL II (B) LIFE SKILLS EDUCATION

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcome:

The course aims to impart the knowledge and understanding of the following concepts:

- Life, survival, livelihood skills and life skills training
- Life skills development programs
- Life skills for specific situations like education, specific problems and suicide and other problems
- Life skills and social inclusion
- To understand life skills required for women with respect to Domestic Violence, Sexual harassment and Violence against Women
- To know about life skills for specific problems like adolescent reproductive health and children's problems
- To know about life skills for elderly and life skills for corporate sector

After completion of this course the student can get placed as a Life Skills Coach and Personality Development Trainer.

Unit I - Introduction to Life Skills:

- A. Definition, Livelihood Skills, Survival Skills, Life Skills Education, Life Skills Approach, Life Skills Training
- B. Pillars of Education and Life Skills- Learning
- C. Evaluation of the concept of Life Skills – Genesis of the concept
- D. Life Skills Development Programmes – Role of Multilateral Organizations, Role of Various Ministries

Unit II - Life Skills for Specific Situation:

- A. Life Skills and Career – Education, Career or Work
- B. Life Skills in Social Context – Media Influence, Social Harmony and National Unity, Vulnerable and Marginalized Group
- C. Life Skills for Specific Problems – Peer Pressure, Substance Abuse and Alcoholism
- D. Life Skills to deal with Suicide and Abuse – Physical and Sexual Abuse of Children, Depression and Suicide

Unit III – Life Skills and Social Inclusion:

- A. Concept, Perspectives and Strategies of Social Inclusion
- B. Scheduled Tribes and Social Inclusion

- C. Schedule Caste and Social Inclusion
- D. Women and Social Inclusion-Domestic Violence, Sexual harassment and Violence against Women

Unit IV – Life Skills for Specific Groups:

- A. Life Skills for Adolescents - Reproductive Health
- B. Life Skills for Children
- C. Life Skills for Elderly – Concept of Aging, Role and Status in the Family, Handling Aging
- D. Life Skills for Corporate Sector – Process of Teamwork, Managing Key Issues in Teams, Creativity and Diversity, Team Building

LIFE SKILLS EDUCATION LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	2	12	38	50

1. Life Skills Assessment Scale
2. Emotional Empathy Scale
3. Measuring Communication Skills
4. Measuring Coping Skills
5. Social Support Scale
6. Critical Thinking Skills and Creative Thinking Skills

Suggested Books:

1. Du Brin (1998). Leadership: Research Findings & Skills, All India Publishers and Distributors, Chennai
2. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
3. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
4. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
5. Carrigan, (2007). The ABC's of Teaching Life Skills, Infinity Publisher, London.
6. Usha Rao, (2014). Life skills education, Himalaya Publishing House, Mumbai.

LIFE SKILLS EDUCATION
(w.e.f. 2023-2024 Admitted Batch)
MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Evaluate the importance of Life skills education in learning.
OR
Briefly write about the pillars of education and life skills
2. Discuss role of life skills in social context.
OR
Write a note on the importance of life skills in prevention of suicide.
3. Discuss the concept of social inclusion.
OR
Explain the role of women and social conclusion.
4. Discuss the importance of life skills for adolescents.
OR
Write about life skills for aging.
5. Answer any FIVE of the following:
 - a. Life skills education
 - b. Role of Multilateral Organizations
 - c. Life skills for Suicide and Abuse
 - d. Social Harmony
 - e. Violence against women
 - f. Domestic Violence
 - g. Creativity and diversity
 - h. Reproductive Health

SEMESTER – IV

COURSE- OPTIONAL II (C) ENVIRONMENTAL PSYCHOLOGY

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcomes:

This course aims to provide the students,

- an introduction to theory,
- research,
- methods in the study of human perception and behaviour in the field of environmental psychology.
- focuses on approaches within psychology that study information processing,
- judgment
- appraisal processes,
- behaviour, and communication.

Unit I. Nature and Scope of Environmental Psychology:

- A. Earth as living system: the Gaia Hypothesis; Deep ecology.
- B. Eco-cultural psychology (Berry). Bio Social Psychology (Dawson)
- C. Ecological psychology (Barker); Person Environment Transactions (Sokol; Ittelson)
- D. Research Methods in Environmental Psychology: Naturalistic observation and field surveys

Unit II. Concepts in Environmental Psychology:

- A. Environmental deprivation: Nature and consequences.
- B. Environmental Cognition
- C. Environmental Attitudes, Appraisals, and Assessments
- D. Managing Limited Resources: Common property resources. Sustainable development.

Unit III. Environment and Behaviour:

- A. Effects of behaviour on Environment: Perception, preferences and awareness of environment
- B. Effects of Environment on Behaviour: Noise pollution, chemical pollution, crowding and personal space
- C. Human Nature and Environmental Problems: Pro-social and Pro-environment behaviours.
- D. Acculturation and Psychological adaptation

Unit IV. Practice in Environmental Psychology:

- A. Socio-psychological dimensions of environment impact.

- B. Creating environmental awareness: Social movements (Chipko, Tehri, Narmada)
- C. Introduction to Environment Impact Assessment
- D. Introduction to socio-economic impact assessment; Social Impact Assessment (SIA): methods and reporting of SIA

ENVIRONMENTAL PSYCHOLOGY LAB

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
3	6	12	38	50

1. Observation Method in Environment
2. Behaviour Mapping
3. Measuring behaviour of echo system
4. Measuring health belief
5. Health Consciousness scale
6. Conduct Social Experiment (Mini Research)

Suggested Books:

1. Gifford, R. (2007). Environmental psychology: Principles and practice (4th ed.). Colville, WA: Optimal Books.
2. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). Environmental Psychology (5th edition). Toronto: Harcourt Brace College Publishers.
3. Environmental Movements in India P. P. Karan Geographical Review Vol. 84, No. 1 (Jan. 1994), pp. 32-41 Published by: American Geographical Society
4. Gadgil, M. and Guha, R. (1994), Ecological Conflicts and the Environmental Movement in India. Development and Change, 25: 101–136. doi: 10.1111/j.1467-7660.1994.tb00511.x
5. Environmental Impact Assessment Notification-2006
<http://moef.nic.in/divisions/iass/notif/notif.htm>

ENVIRONMENTAL PSYCHOLOGY
(w.e.f. 2023-2024 Admitted Batch)

MODEL QUESTION PAPER

Time: 3 Hours

Max. Marks: 75

*Answer any FIVE questions. All questions carry equal marks.
(Question number 5 is compulsory)*

1. Critically evaluate the importance of environmental psychology
OR
Briefly write about research methods used in environmental psychology.
2. Explain the nature and consequences of environmental deprivation.
OR
Write a note on the importance of managing limited resources.
3. Discuss the effects of behaviour on environment.
OR
Elucidate Pro-social and Pro-environment behaviours.
4. Discuss the importance of creating environmental awareness.
OR
Write a note on environment impact assessment.
5. Answer any FIVE of the following:
 - a. Eco-cultural psychology
 - b. Person Environment transactions
 - c. Environmental cognition
 - d. Sustainable development
 - e. Crowding
 - f. Acculturation
 - g. Social Impact Assessment
 - h. Dimensions of environment impact

SEMESTER – IV

COURSE- V COMPREHENSIVE VIVA (PROJECT)

Teaching hours per week	Credits	Internal marks	External marks	Maximum marks
4	4	25	75	100

Course outcomes:

This is an empirical-based research project on a topic relevant to clinical psychology, to be pursued under the guidance of one or more supervisors. The project should be structured so that the students participate in all the steps involved in the research, including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings, and the preparation of the report.

At the successful completion of this course students will be able to:

- To review and analyse critically research in a specific area of clinical psychology.
- Acquire knowledge and competency in the design and completion of research studies in clinical psychology.
- Acquire and apply skills of critical analysis.

The student shall have to undertake a research project with a sample of at least 100 subjects. The project report should include an introduction to the topic, review of related literature, the methodology adopted (sample, tools, design and analysis of data) and the results of the project.

Scheme of evaluation:

Internal assessment (Presentation)	25 marks
Project report	50 marks
Viva-voce	25 marks.
Total	100 marks