

Dr. S.C. Jadhav (Marathe)

8.S-[F]NPW-02 June-2015-16 All Syllabus Social Sciences Dept. College M.A. Psychology Ist & IInd - 1 -

**D.R. BABASAHEB AMBEDKAR  
MARATHWADA UNIVERSITY,  
AURANGABAD.**



**Curriculum under Choice Based Credit &**

**Grading System**

**M.A. I & II Year**

**Psychology**

**Semester-I to IV**

**run at college level from the**

**Academic Year 2015-16 & onwards**

*Syprathe*

Dr. S.V. Marathe  
(Jadhav)  
Chairman of B.O.S.

**Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.****PSYCHOLOGY****Curriculum Structure and Scheme of Evaluation for - M. A.****With effective from 2011-12.****Semester I**

<b>Course Code</b>	<b>Core Course Course Title</b>	<b>Credits</b>
<b>PSY - 401</b>	<b>COGNITIVE PSYCHOLOGY</b>	<b>04</b>
<b>PSY – 402</b>	<b>FOUNDATION OF BEHAVIORIAL RESEARCH &amp; STATISTICS</b>	<b>04</b>
<b>PSY – 403</b>	<b>PSYCHOLOGY OF PERSONALITY</b>	<b>04</b>
<b>PSY – 451</b>	<b>PSYCHOLOGY PRACTICUM'S: EXPERIMENTS</b>	<b>02</b>
<b>PSY – 452</b>	<b>PSYCHOLOGY PRACTICUM'S: DESIGNING EXPERIMENT</b>	<b>02</b>

**Semester II**

<b>Course Code</b>	<b>Core Course Course Title</b>	<b>Credits</b>
<b>PSY – 404</b>	<b>COGNITIVE PROCESSES</b>	<b>04</b>
<b>PSY – 405</b>	<b>RESEARCH DESIGNS &amp; STATISTICS</b>	<b>04</b>
<b>PSY – 406</b>	<b>PERSONALITY THEORIES</b>	<b>04</b>
<b>PSY – 453</b>	<b>PSYCHOLOGY PRACTICUM'S: TESTS</b>	<b>02</b>
<b>PSY – 454</b>	<b>PSYCHOLOGY PRACTICUM'S: TESTS CONSTRUCTION</b>	<b>02</b>

<b>CORSE CODE – PSY-401</b>		<b>NO. of Credits: 04</b>
<b>Course Title - COGNITIVE PSYCHOLOGY</b>		<b>First Semester</b>
<b>Assignments / Sessionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<b>Course Objective:</b> To develop insight into one's own and others' behaviour and underlying mental processes. To enrich students' understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>I.</b>	<b>Introduction to Cognitive Psychology: -</b> i. Origin of cognitive psychology ii. What is Cognitive Psychology iii. Emergence of Cognitive Psychology Early role of psychobiology iv. Research methods in Cognitive Psychology a) Goals of research b) Distinctive research methods c) Psychobiological research d) Self report, case studies & naturalistic observation. e) Computer simulation & artificial intelligence v. Application of Cognitive Psychology: - a) As it is today.	10 +2
<b>II</b>	<b>Attention :</b> a) Divided attention. b) Selective attention. c) Signal detection. d) Vigilance. e) Search.	10 +2
<b>III.</b>	<b>Approach to the study of perception: -</b> a) Gestalt. b) <i>Bottom – up processes.</i> c) <i>Top – down processes.</i> d) <i>Direct perception.</i>  Application: - a) Subliminal perception b) Perceptual defense c) Extra sensory perception.	10 +2
<b>IV.</b>	<b>Memory</b> Memory processes: - a) Encoding. b) Storage. c) Retrieval.	10+2

<p>Stages of memory: -</p> <ul style="list-style-type: none"> <li>a) Sensory Memory.</li> <li>b) Short- term memory.</li> <li>c) Long -term memory.</li> </ul> <p>Episodic &amp; Semantic memory.</p>	
<p><b>V . Forgetting</b></p> <p>Theories of forgetting: -</p> <ul style="list-style-type: none"> <li>a) Interference.</li> <li>b) Decay.</li> <li>c) Retrieval.</li> </ul> <p>Application: -Memory distortion</p>	<p>10 +2</p>

**Text Books:-**

1. Stenberg, R. J. (2007). *Cognitive Psychology*. Australia: Thompson Wadsowrth.
2. Solso, R.L. (2004). *Cognitive Psychology* (6<sup>th</sup> ed). Delhi: Pearson Education.
3. Matlin, M. (1994). *Cognition*. Prism India Books.
4. Galloti, K.M.(2004). *Cognitive Psychology In and Out of Laboratory*. USA: Thomson Wadesworth.
5. Kellogg, R. T. (2007). *Fundamentals of Cognitive Psychology*. N. D. Sage Publications.Wade, C. and Tavis, C. (2007). *Psychology*. Pearson Education.

**Reference Books: -**

1. Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
2. Gunther, R. K. (1998). *Human Cognition*. New Jersey: Prentice-Hall.
3. Kalpan, S. & Kalpan, R. (1982)*Cognition & Environment*. N.Y.:Praeger Publishers.
4. Flavell, J. H. (1985). *Cognitive Development*. (2<sup>nd</sup> ed). N.J.: Prentice-Hall.
5. Reed, S. K. (1998). *Cognition: Theory and Application* (3<sup>rd</sup> ed). California Books/Cole Pub. Company.
6. Borude, R.R. *Bodhanik Manasashastra*. Chhaya Prakashan.
7. Cohen, G. (1983). *Psychology of Cognition* (2<sup>nd</sup> ed). London: Academic Press.
8. Desai, B. & Abhyankar, S.C. (2007).*Prayogik Manasashastra and Sanshodhan Paddhati*. Pune: Narendra Prakashan.

<b>CORSE CODE – PSY-402</b>		<b>NO. of Credits: 04</b>
<b>Course Title - FOUNDATION OF BEHAVIORIAL RESEARCH &amp; STATISTICS First Semester</b>		
<b>Assignments / Sessionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<b>Course Objective:</b> To acquaint the student and make them understand the different statistical methods with their uses and interpretations.To develop computational skills in students and enable them to analyze the data practical, project work, and dissertation.		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>1.</b>	<b>Problem, Hypothesis and Variables: -</b> I. Meaning & characteristics of a problem II. Sources of stating a problem III. Important consideration in selecting a problem IV. Types of problem V. Meaning & characteristics of a good hypothesis VI. Formulating hypothesis VII. Ways of stating a hypothesis <b>Meaning &amp; types of variables</b> I. Important consideration in selecting of variables II. Techniques of controlling extraneous variables III. Techniques of experimental manipulation of variables	<b>15</b>
<b>2.</b>	<b>Correlation: -</b> i. The concept & meaning of correlations ii. Pearson’s product-moment correlation iii. Biserial & point-biserial correlation iv. Tetra choric & phi-coefficient <b>Significance of the mean: -</b> I. Significance of difference between two independent means II. When mean is independent & N is small III. When mean is independent & N is large	<b>15</b>
<b>3.</b>	<b>Sampling: -</b> i. Population and sample ii. Meaning & types of sampling iii. Factors influencing decision to sample iv. Probability sampling methods a. Simple random sampling b. Stratified random sampling a) Proportionate stratified random sampling b) Disproportionate stratified random sampling c. Area or cluster sampling v. Non-probability sampling	<b>15</b>

	<ul style="list-style-type: none"> <li>a. Quota sampling</li> <li>b. Accidental sampling</li> <li>c. Judgmental or purposive sampling</li> <li>d. Systematic sampling</li> </ul>	
<b>4.</b>	<b>Techniques of Observation &amp; Data Collection: -</b>	<b>15</b>
	<ul style="list-style-type: none"> <li>I. Questionnaire &amp; schedule</li> <li>II. Interview</li> <li>III. Observation as a tool of data collection</li> </ul>	
	<b>Rating scale</b>	
	<ul style="list-style-type: none"> <li>I. Meaning of rating scale</li> <li>II. Types of rating scale</li> <li>III. Other special types of rating scale</li> </ul>	

**For Reading:**

**Reviewing the literature:** - Purpose of the review , Source of review , Preparation of index card for reviewing and abstracting

**Normal Distribution:** - What is Normal Curve? Skewness, Kurtosis, Law of Probability , Characteristics of NPC , Application of NPC, To determine the percentage of cases within given limits, To find the limits, which include a given percentage of cases

**Text Books: -**

1. Singh, A. K.(2006). Tests Measurement & Research Methods in Behavioural Sciences. (5<sup>th</sup> ed). Patna: Bharti Bhavan.
2. McBurry, D. H. (2002).Research Methods. USA: Wordsworth, Thompson.
3. Karlinger, F. N. (1994).Fundamentals of Behavioural Research. (3<sup>rd</sup> ed).
4. Shaughnessy, J.J. & Zechmiester, E. B. (1997). Research Methods in Psychology (4<sup>th</sup> ed)
5. Zechmiester, J. S. Zechmiester, E. B.& Shaughnessy, J.J. (2001). Essenitials of Research Methods in Psychology.
6. Broota, K. D. (1989). Experimental Design in Behavioural Research. New Delhi: Wiley Estern Ltd.
7. Mangal, S. K. (2002) Statistics in Psychology and Education (2<sup>ed</sup>). New Delhi: Prentice - Hall
8. Robinson, P. W. (1976). Fundamentals of Experimental Psychology. Prentice-hall

**Reference Books: -**

1. Borude, R. R. (2005). Sanshodhan Paddhatishastra. Pune: Pune Vidyarthi Grhua.
2. Desai, B. & AbhyanKar, S. C. (2007). Prayogic Manasashastra and Sanshodhan Paddhati. Pune: Narendra Prakashan.
3. Kothari, C. R. (1985). Research Methodology: Methods & Techniques. New Delhi: Wiley Eastern Ltd.

<b>CORSE CODE – PSY-403</b>		<b>NO. of Credits: 04</b>
<b>Course Title - PSYCHOLOGY OF PERSONALITY</b>		<b>First Semester</b>
<b>Assignments / Sessionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<b>Course Objective:</b> This course helps the students to understanding the divers' psychological strategies to analysis personality		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>1.</b>	<b>Introduction:</b> <b>A. Evaluating Personality Theories</b> ii. What is Personality? iii. Role of Personality theory in psychology. iv. Six Approaches to Personality. v. Personality & culture. vi. The Application of Personality Theories a. Assessment b. Research <b>C. Psychotherapy</b>	<b>10+2</b>
<b>2.</b>	<b>The Psychoanalysis: Approach</b> <b>A. Psychoanalysis: Sigmund Freud</b> a. The structure of personality b. The Dynamics of Personality c. Development of personality <b>B. Analytical psychology: Carl Jung</b> a. The structure of personality b. The Dynamics of personality c. The Development of personality Application: Psychoanalysis.	<b>10+2</b>
<b>3.</b>	<b>Interpsychic Theories: Alfred Adler, Harry Stack Sullivan.</b> 1) Alfred Adler a. Fictional finalism b. Striving For Superiority c. Inferiority feelings & compensation d. Social Interest e. Style of life f. The creative Self g. Neurosis 2) Harry Stack Sullivan a. Structure of personality b. Dynamics of personality c. Development of personality i. Ego Analytic psychology: Erikson a. Concept of the Ego b. Personality Development	<b>10+2</b>

<b>4.</b>	<p><b>Behaviour Theories.</b></p> <p><b>A. Experimental Analysis of Behaviour</b></p> <ol style="list-style-type: none"> <li>1) Dollard &amp; Miller - stimulus Response Theory             <ol style="list-style-type: none"> <li>a. Structure of personality</li> <li>b. Dynamic of personality</li> <li>c. Development of personality</li> </ol> </li> <li>2) B.F. Skinner's Operant Conditioning             <ol style="list-style-type: none"> <li>a. Structure of personality</li> <li>b. Dynamic of personality</li> <li>c. Development of personality</li> </ol> </li> </ol>	<b>10+2</b>
<b>5.</b>	<p><b>Learning Theories.</b></p> <p><b>Social Learning Theories</b></p> <ol style="list-style-type: none"> <li>3) Albert Bandura             <ol style="list-style-type: none"> <li>a. Four - Step model</li> <li>b. Mass media Aggression &amp; Aggressive behaviour</li> </ol> </li> <li>4) Water Mischel             <ol style="list-style-type: none"> <li>a. Cognitive person variables</li> <li>b. A Consistency paradox &amp; cognitive prototypes</li> <li>c. A Cognitive - Affective system Theory of Personality</li> </ol> </li> </ol>	<b>10+2</b>

**Text Books: -**

1. Hall, C.S., Lindzey, G. & Campbell, J.B. (2004) Theories of personality (4<sup>th</sup> ed) New York. John Wiley & son's, Inc.
2. Barabara, E. (2006). Personality Theories (7<sup>th</sup> ed). New York: Houghton Mifflin Company

**Reference Books: -**

1. Barger, J. M. (2004). Personality (6<sup>th</sup> ed). USA: Wadsworth/Thompson Learning
2. Hjelle, L. A. & Zigler, D. J. (1992). Personality Theories (3<sup>rd</sup>) New York: McGraw-Hill, Inc.
3. Mischel, W. (1976). Introduction To Personality. USA: Holt, Rinehart & Wiston.

<b>CORSE CODE – PSY-451</b>		<b>NO. of Credits: 02</b>
<b>Course Title - PSYCHOLOGY PRACTICUM'S: EXPERIMENTS</b>		<b>First Semester</b>
<b>Assignments / Sessionals – 10 marks</b>		
<b>Semester Exam.- 40marks</b>		
<b>Course Objective:</b> To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests.To nurture the skill of observation.		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>1.</b>	<b>Cognitive Process [any four]</b> i. Concept Formation ii. Problem Solving iii. Stroop Effect in Visual Perception iv. Multiple Choice v. Mental Set & Perception vi. Span of Apprehension vii. Illusion	<b>30</b>
<b>2.</b>	<b>Memory [any four]</b> 1. STM for Digits or Letters 2. Effect of Mnemonic Strategy on Memory 3. Immediate Memory Span: Meaningful Vs Meaningless Material 4. Organization in Memory 5. Memory for Unattended Material 6. Memory for Associated & Un-associated pairs of words 7. Meaningfulness & Retention 8. Zeigarnic Effect 9. Memory for Meaningful & Meaningless Stimuli	<b>30</b>

**Text Books: -**

1. Rajamanickam, M. (2005). *Experimental Psychology: With Advanced Experiments, Vol. 1 & 2*. New Delhi: Concept Publishing Company.
2. Parameshwarn, E.G. & Rao, B. T. (1968) *Manual of Experimental Psychology*. Bombay: Lalvani Publishing House.
3. Mohsin, S. M. (1975). *Experiments in Psychology*. Orient Longman.
4. Mohanthy. *Experiments in Psychology*.
5. Tinker, M.A. & Russell, W. A. *Introduction to Methods in experimental Psychology*. Appleton – Century Crofts.

Distribution of Marks				Total
Procedure	Viva	Report	Record Book Internal)	
15	15	10	10	50

<b>CORSE CODE – PSY-452</b>		<b>NO. of Credits: 02</b>
<b>Course Title PSYCHOLOGY PRACTICUM’S: DESIGENING EXPERIMENT First Semester</b>		
<b>Assignments / Sessionals – 10 marks</b>		
<b>Semester Exam.- 40 marks</b>		
<b>Course Objective:</b> To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests.To nurture the skill of observation.		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>1.</b>	<b>Theory of experiment:</b> 1. What is experiment? 2. Variables and their types. 3. Experimental Design. 4. Forming Hypotheses. 5. Report Writing.	<b>30</b>
<b>2.</b>	<b>Designing the one Experiment:</b>  1. Selecting the variable: a) Independent variables. b) Dependent variables. 2. Forming hypotheses. 3. Preparation of Experimental Design. 4. Preparation of material. 5. Conducting the Experiment. 6. Result and Discussion. 7. Conclusion.	<b>30</b>

**BOOKS FOR READING:**

1. Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments*, Volume 1 & 2. New Delhi: Concept Publishing Company.
2. Mohsin, S. M. (1975). *Experiments in psychology*. Orient Longman.
3. Mohanthy. *Experiments in psychology*.
4. Parameshwaran, E. G. & Rao, B. T. (1968). *Manual of experimental psychology*. Bombay: Lalvani Publishing House.
5. Tinker, M.A. & Russell, W.A. *Introduction to methods in experimental psychology*. Appleton – Century Crofts.

Distribution of Marks				Total
Viva for part 1	Viva for part 2	Report part 1	Report part 2	
10	10	20	10	50

<b>CORSE CODE – PSY-404</b>		<b>NO. of Credits: 04</b>
<b>Course Title - COGNITIVE PROCESS</b>		<b>Second Semester</b>
<b>Assignments / Sessionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<b>Course Objective:</b> To develop insight into one’s own and others’ behaviour and underlying mental processes. To enrich students’ understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology.		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>1.</b>	<p><b>Memory II: -</b></p> <p>Models of memory: -</p> <ul style="list-style-type: none"> <li>a) Atksion &amp; Shiffrin.</li> <li>b) Craik &amp; Lockhart.</li> <li>c) Tulving.</li> </ul> <p>Semantic memory: -</p> <ul style="list-style-type: none"> <li>a) Trace model.</li> <li>b) Network model</li> </ul> <p>Long-term memory: -</p> <ul style="list-style-type: none"> <li>a) Retrieval cues.</li> <li>b) Flashbulb memory.</li> <li>c) Constructive process in memory.</li> <li>d) Eyewitness testimony.</li> <li>e) Autobiographical memory.</li> </ul> <p>Biological basis of memory: -</p> <ul style="list-style-type: none"> <li>a) The search for engram.</li> <li>b) PET scan.</li> </ul> <p>Application: -Mnemonic Systems</p>	<b>10+2</b>
<b>2.</b>	<p><b>Problem solving, creativity</b></p> <ul style="list-style-type: none"> <li>i. Problem: - <ul style="list-style-type: none"> <li>a) Definition</li> <li>b) Problem solving cycle</li> <li>c) Types of problems</li> <li>d) Obstacles &amp; aids to problem solving.</li> </ul> </li> <li>ii. Problem solving approaches: - <ul style="list-style-type: none"> <li>a) Algorithm.</li> <li>b) Heuristics.</li> </ul> </li> <li>iii. Creativity: - <ul style="list-style-type: none"> <li>a) Definition.</li> <li>b) Measuring creativity.</li> <li>c) Types of contributions.</li> </ul> </li> </ul>	<b>10+2</b>
<b>3.</b>	<p><b>Decision making: -</b></p> <p>Reasoning &amp; decision making: -</p> <ul style="list-style-type: none"> <li>a) Types of reasoning.</li> <li>b) Deductive &amp; Inductive reasoning.</li> <li>c) Utility models of decision making.</li> </ul>	<b>10+2</b>

Application: -Knowledge and problem solving.	
<b>4</b>	<p><b>Language Production: Reading Speaking, Writing: -</b> <span style="float: right;"><b>10+2</b></span></p> <p>Properties of language:-</p> <p style="padding-left: 40px;">a) General Description</p> <p style="padding-left: 40px;">b) Fundamental Aspects of Language.</p> <p>Process of language Comprehension :-</p> <p style="padding-left: 40px;">a) Speech perception.</p> <p style="padding-left: 40px;">b) Semantics &amp; syntax.</p> <p>Language Acquisition:-</p> <p style="padding-left: 40px;">c) Stages of Language Acquisition</p> <p style="padding-left: 40px;">d) Nature &amp; Nurture.</p> <p>Reading : Bottom – up &amp; top –down processes.</p> <p style="padding-left: 40px;">a) Perceptual Issues in Reading</p> <p>Language &amp; Thought:</p> <p style="padding-left: 40px;">e) Differences among Languages.</p> <p style="padding-left: 40px;">Bilingualism &amp; Dialects</p>
<b>5.</b>	<p><b>Cognitive development: -</b> <span style="float: right;"><b>10+2</b></span></p> <p>Developmental psychology: -</p> <p style="padding-left: 40px;">a) Assimilation&amp; accommodation: Piaget.</p> <p style="padding-left: 40px;">b) Mind of society: Vygotsky.</p> <p style="padding-left: 40px;">c) Vygotsky &amp; Piaget.</p> <p>Neurocognitive development: -</p> <p style="padding-left: 40px;">a) Early neural development.</p> <p style="padding-left: 40px;">b) Environment and neural development.</p> <p style="padding-left: 40px;">c) Laterization studies.</p> <p>Cognitive development: -</p> <p style="padding-left: 40px;">a) Intelligence &amp; abilities.</p> <p style="padding-left: 40px;">b) Development information-Acquisition skills.</p> <p style="padding-left: 40px;">c) Memory.</p> <p>Higher-order cognition in children</p>

**Text Books:-**

1. Stenberg, R. J. (2007). *Cognitive Psychology*. Australia: Thompson Wadsowrth.
2. Solso, R.L. (2004). *Cognitive Psychology* (6<sup>th</sup> ed). Delhi: Pearson Education.
3. Matlin, M. (1994). *Cognition*. Prism India Books.
4. Galloti, K.M.(2004). *Cognitive Psychology In and Out of Laboratory*. USA: Thomson Wadesworth.
5. Kellogg, R. T. (2007). *Fundamentals of Cognitive Psychology*. N. D. Sage Publications.Wade, C. and Tavris, C. (2007). *Psychology*. Pearson Education.

**Reference Books: -**

1. Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.
2. Gunther, R. K. (1998). *Human Cognition*. New Jersey: Prentice-Hall.
3. Kalpan, S. & Kalpan, R. (1982)*Cognition & Environment*. N.Y.:Praeger Publishers.
4. Borude, R.R. *Bodhanik Manasashastra*. Chhaya Prakashan.
5. Cohen, G. (1983). *Psychology of Cognition* (2<sup>nd</sup> ed). London: Academic Press.

6. Desai, B. & Abhyankar, S.C. (2007). *Prayogik Manasashastra and Sanshodhan Paddhati*. Pune: Narendra Prakashan.

<b>CORSE CODE – PSY-405</b>		<b>NO. of Credits: 04</b>
<b>Course Title - RESEARCH DESIGNS &amp; STATISTICS</b>		<b>Second Semester</b>
<b>Assignments / Sessionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<b>Course Objective:</b> To acquaint the student and make them understand the different statistical methods with their uses and interpretations. To develop computational skills in students and enable them to analyze the data practical, project work, and dissertation.		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>1. Experimental Designs</b>		<b>17</b>
	(a) Meaning & purpose of research Design (b) Criteria of Research design (c) Basic principles of Experimental Design i. Replication ii. Randomization iii. Local control (d) Some important types of Research Design i. Between- Groups Design ii. More- Than – Two – Randomized groups Design a. Matched- Groups Design. b. Factorial Design (e) Within – Groups Design i. Single subject design ii. Repeated measures designs iii. Single factor repeated measures designs iv. Two factor repeated measures designs (f) Quasi – experimental Design i. Meaning of quasi experimental design ii. Types of quasi experimental Design	
<b>2. Analysis of variance (ANOVA)</b>		<b>10</b>
	(a) Need for the Technique of ANOVA (b) Meaning of the term 'ANOVA' (c) Procedure for calculating for 'ANOVA' (d) Two- Way ANOVA (e) Underlying Assumptions in ANOVA	
<b>3. Social scientific research</b>		<b>13</b>
	(a) Meaning & Characteristics of social scientific research (b) Types of research i. Experimental research a. Laboratory experiments b. Field experiments ii. Non – experimental research a. Field studies	

<ul style="list-style-type: none"> <li>b. Ex – Post facto</li> <li>c. Survey research: Meaning, Uses &amp; Characteristics.</li> </ul> <p>iii. Survey Research Design:</p> <ul style="list-style-type: none"> <li>a. Cross – sectional Designs</li> <li>b. Successive independent sample Design</li> <li>c. Longitudinal Design</li> </ul>	
<p><b>4. Chi Square</b></p> <ul style="list-style-type: none"> <li>(a) Use of chi square as a Test of “Goodness of Fit”             <ul style="list-style-type: none"> <li>i. Hypothesis of chance</li> <li>ii. Hypothesis of equal probability</li> <li>iii. Hypothesis of Normal Distribution</li> </ul> </li> <li>(b) Procedure of chi square Testing</li> <li>(c) Use of chi-square as a test of independence between two variables</li> <li>(d) Contingency Coefficient – How to compute C</li> <li>(e) Underlying Assumptions, uses &amp; limitations of chi square Test.</li> </ul> <p><b>Non-Parametric Tests.</b></p> <ul style="list-style-type: none"> <li>(a) Parametric &amp; Non-parametric Tests</li> <li>(b) When to use parametric &amp; Non-parametric tests.             <ul style="list-style-type: none"> <li>i. Sign test</li> </ul> </li> </ul>	<b>20</b>

**For Reading:**

**Writing a research report & Research proposal**

- General purpose of writing a research report
- i. Structure or format of a research report
  - ii. Style of writing as research report
  - iii. Typing research report
  - iv. Evaluating a research report
  - v. Preparing a research proposal

**Time series design.**

- i. Equivalent time samples Design
- ii. Non- equivalent control group design
- iii. Counterbalanced design
- iv. Separate- sample pretest – post test Design
- v. Patched- up Design

**Post – hoc comparisons**

- i. DMRT
- ii. Tuckey test
- iii. Proceted ‘t’

**Analysis of Covariance**

- i. Meaning & purpose
- ii. How to make use of the ANCOVA
- iii. Assumptions underlying ANCOVA

**Text Books: -**

1. Singh, A. K.(2006). Tests Measurement & Research Methods in Behavioural Sciences. (5<sup>th</sup> ed). Patna: Bharti Bhavan.
2. McBurry, D. H. (2002).Research Methods. USA: Wordsworth, Thompson.
3. Karlinger, F. N. (1994).Fundamentals of Behavioural Research. (3<sup>rd</sup> ed).
4. Shaughnessy, J.J. & Zechmiester, E. B. (1997). Research Methods in Psychology (4<sup>th</sup> ed)
5. Zechmiester, J. S. Zechmiester, E. B.& Shaughnessy, J.J. (2001). Essenitials of Research Methods in Psychology.
6. Broota, K. D. (1989). Experimental Design in Behavioural Research. New Delhi: Wiley Estern Ltd.
7. Mangal, S. K. (2002) Statistics in Psychology and Education (2<sup>ed</sup>). New Delhi: Prentice - Hall
8. Robinson, P. W. (1976). Fundamentals of Experimental Psychology. Prentice-hall

**Reference Books: -**

1. Borude, R. R. (2005). Sanshodhan Paddhatishastra. Pune: Pune Vidyarthi Grhua.
2. Desai, B. & AbhyanKar, S. C. (2007). Prayogic Manasashastra and Sanshodhan Paddhati. Pune: Narendra Prakashan.
3. Kothari, C. R. (1985). Research Methodology: Methods & Techniques. New Delhi: Wiley Eastern Ltd.

<b>CORSE CODE – PSY-406</b>		<b>NO. of Credits: 04</b>
<b>Course Title</b>	<b>PERSONALITY THEORIES</b>	<b>Second Semester</b>
<b>Assignments / Sessionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<b>Course Objective:</b> This course helps the students to understanding the divers' psychological strategies to analysis personality.		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>1.</b>	<b>Dispositional Theories</b> <b>A. Trait &amp; Personolgy</b> 1) Gordon Allport a. Structure & Dynamics of personality b. Development of personality 2) Henry Murray a. Structure of personality b. Dynamics of personality c. Development of personality	<b>10+2</b>
<b>2.</b>	<b>Factor Analytic Theories</b> 1) Raymond Cattell a. Definition of personality b. Surface traits Vs source Traits. c. Looking for causal Agents of Behaviour d. The Big Five factor theory.	<b>10+2</b>
<b>3.</b>	<b>Humanistic &amp; Existential Theories</b> <b>A. Humanism</b> 1) Abraham Maslow a. Assumption about Human Nature b. Hierarchy of needs c. Syndromes d. Self-actualizers 2) Carl Rogers a. Rogers Theory of personality	<b>10+2</b>
<b>4.</b>	<b>Existential &amp; Cognitive Theories</b> 1) Rollo May a. The Existential attitude b. Our predicament	<b>10+2</b>

<b>A. Personal Construct:</b> 1) Gorge Kelly a. Basic Assumption b. Personal constructs c. Fundamental postulate & Its corollaries
<b>5. Cognitive - Behavioral Theories</b> 1) Albert Ellis a. The Theory of Rational Emotive Behaviour Therapy (REBT) 2) Aaron Beck a. The Theory Behind cognitive Therapy.

**Text Books: -**

1. Hall, C.S., Lindzey , G.& compbell , J.B.(2004) Theories of personality (4<sup>th</sup> ed) New york. John wiley & son's , Inc.
2. Barabara , E.(2006). Personality Theories (7<sup>th</sup> ed). New York: Houghton Mifflin Company

**Reference Books: -**

1. Barger, J. M.(2004). Personality (6<sup>th</sup> ed). USA: Wadsworth/Thompson Learning
2. Hjelle, L. A. & Ziggler, D. J.(1992). Personality Theories (3<sup>rd</sup>) New York: McGraw-Hill,Inc.
3. Mischel, W. (1976). Introduction To Personality. USA: Holt, Rnehart & Wiston.

<b>CORSE CODE – PSY-453</b>		<b>NO. of Credits: 02</b>
<b>Course Title - PSYCHOLOGY PRACTICUM'S: TESTS</b>		<b>Second Semester</b>
<b>Assignments / Sessionals – 10 marks</b>		
<b>Semester Exam.- 40marks</b>		
<b>Course Objective:</b> To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests. To nurture the skill of observation.		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>1.</b>	<b>Personality Test [any four]</b> i. Adjustment Inventory ii. NEO – PI iii. 16 PF Questionnaire iv. High School Personality Inventory (HSPQ) v. Type A/B Behavioural Pattern Scale (ABBPS) vi. Dimensional Personality Inventory (DPI) vii. Maudsley Personality Inventory (MPI)	<b>30</b>
<b>2.</b>	<b>GENERAL ABILITY TESTS (any four):</b> i. Intelligence tests: Verbal Test ii. Intelligence tests: Performance Test iii. Creativity iv. Thinking v. Judgment and Reasoning vi. Differential aptitude test (any two sub test)	<b>30</b>

**Books for Reading-**

1. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
3. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
4. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.
5. Freeman, F.S. 3<sup>rd</sup> ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
6. Cronbach L. J. (1984). *Essentials of Psychological Testing* (4<sup>th</sup> Ed)
7. Anastasi A. (1988). *Psychological Testing*. New York: McMillan

Distribution of Marks				Total
Procedure	Viva	Report	Record Book (Internal)	
15	15	10	10	50

<b>CORSE CODE – PSY-454</b>		<b>NO. of Credits: 02</b>
<b>Course Title - PSYCHOLOGY PRACTICUM'S: TESTS CONSTRUCTION Second Semester</b>		
<b>Assignments / Sessionals – 10 marks</b>		
<b>Semester Exam.- 40marks</b>		
<b>Course Objective:</b> To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests. To nurture the skill of observation.		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>1.</b>	<b>Theory of test construction:</b> 1. Definition and characteristics of psychological tests 2. Classification and uses of psychological tests 3. General steps in test construction 4. Item analysis 5. [A] Issues in test administration: Ethics, bias, cultural fairness [B] Factors influencing test performance- Examiner, situational variables and test-takers perspective	<b>30</b>
<b>2</b>	<b>Test construction:</b> 1. Selection of the topic. 2. Preparation of the factors on which the test is to be prepared. 3. Preparation of items. 4. Pilot test administration. (10) 5. Statistical Analysis. (Mean, SD.)	<b>30</b>

**BOOKS FOR READING-**

1. Kaplan, R.M. & Saccuzzo, D.P. (2007). *Psychological Testing: Principles, Applications, and Issues*. Australia: Thomson Wadsworth.
2. Anastasi, A. & Urbina, S. (1997). *Psychological testing*. N.D.: Pearson Education.
3. Gregory, R.J. (2005). *Psychological testing: History, principles and applications*. New Delhi: Pearson Education.
4. Freeman, F.S. 3rd ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

Distribution of Marks				Total
Viva for part 1	Viva for part 2	Report part 1	Report part 2	
10	10	15	15	50

**Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.****PSYCHOLOGY****Curriculum Structure and Scheme of Evaluation for - M A****With effective from 2012-13****SEMESTER III**

<b>Course Code</b>	<b>Core Course Course Title</b>	<b>Credits</b>
<b>PSY - 407</b>	<b>COUNSELING PROCESS</b>	<b>04</b>
<b>PSY – 408</b>	<b>PSYCHOPATHOLOGY- I</b>	<b>04</b>
<b>PSY – 409</b>	<b>CLINICAL ASSESSMENT</b>	<b>04</b>
<b>PSY – 455</b>	<b>PSYCHOLOGY PRACTICUM'S- CASES HISTORY</b>	<b>02</b>
<b>PSY – 456</b>	<b>PSYCHOLOGY PRACTICUM'S-CLINICAL ASSESSMENT</b>	<b>02</b>

**SEMESTER IV**

<b>Course Code</b>	<b>Core Course Course Title</b>	<b>Credits</b>
<b>PSY – 410</b>	<b>COUNSELING SPECIALTIES</b>	<b>04</b>
<b>PSY – 411</b>	<b>PSYCHOPATHOLOGY- II</b>	<b>04</b>
<b>PSY – 412</b>	<b>CLINICAL INTERVENTIONS</b>	<b>04</b>
<b>PSY – 457</b>	<b>PSYCHOLOGY PRACTICUM'S: Research Project</b>	<b>04</b>

<b>COURSE CODE – PSY-407</b>		<b>NO. of Credits: 04</b>
<b>Course Title - COUNSELING PROCESS</b>		<b>THIRD SEMESTER.</b>
<b>Assignments / Sessionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<b>Course Objective:</b> 1. To familiarize students with the nature and process of counselling. 2. To acquaint students with various assessment techniques 3. To expose the students to the various types of intervention and strategies		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
	<b>Unit I Trends in Counseling</b>	<b>15</b>
	A) Definition of Counseling Guidance, Psychotherapy, Counseling B) The Personality and Background of the Counselor Negative Motivators for Becoming a Counselor, Personal Quality of an Effective Counselor, Maintaining Effectiveness as a Counselor C) Professional Aspects of Counseling Levels of Helping, Professional Helping Specialties, The Education of Professional Counselor.	
	<b>Unit II Building Counseling Relationships</b>	<b>15</b>
	A) Factors that Influence the Counseling Process Seriousness of the Presenting Problem, Structure, Initiative, The Physical Setting, Client Qualities, Counselor Qualities B) Types of Initial Interviews Client-Versus Counselor-Initiated Interviews, Information-Oriented First Interview, Relationship-Oriented First Interview C) Conducting the Initial Interview Empathy, Verbal and Nonverbal Behavior, Non helpful Interview Behavior	
	<b>Unit III Working in a Counseling Relationship</b>	<b>15</b>
	A) Counselor Skills in the Understanding and Action Phases Changing Perceptions, Leading Multi focused, Responding, Accurate Empathy, Self-Disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal B) Transference and Counter transference Transference, Counter transference C) The Real Relationship	
	<b>Unit IV Termination of Counseling Relationships</b>	<b>15</b>
	A) Function of Termination B) Timing of Termination C) Issues of Termination Termination of Individual Sessions, Termination of a Counseling Relationship D) Resistance to Termination Client Resistance, Counselor Resistance E) Premature Termination F) Counselor-Initiated Termination G) Ending on a Positive Note H) Issues Related to Termination: Follow-Up and Referral Follow-Up Referral and Recycling	

**BOOKS FOR READING:-**

1. Gladding Samuel. T. (2011) *Counseling A comprehensive Profession.*(6<sup>th</sup> ed.) Pearson Publication.
2. Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson education Pte.Ltd.
3. Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Banglore: Prism books Pvt.Ltd
4. Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.
5. Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
6. Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.
7. Nelson R. Jones (2000). *Introduction to counselling skills, text and activities*. London: Sage Publication.
8. Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.). Delhi: Tata McGraw-Hill.
9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). *The art of happiness: The handbook for living*. Sidney: Hodder.

<b>COURSE CODE – PSY-408</b>		<b>NO. of Credits: 04</b>
<b>Course Title – PSYCHOPATHOLOGY-I</b>		<b>THIRD SEMESTER.</b>
<b>Assignments / Sessionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<p><b>Course Objective:</b> To acquaint the students with:</p> <ol style="list-style-type: none"> <li>1. Current systems of classification of Mental Disorders</li> <li>2. The symptomatology of different psychological disorders</li> <li>3. The etiology and dynamics of the disorders with respect to various theoretical approaches.</li> </ol>		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>Unit I. What Do We Mean by Abnormal Behavior?</b>		<b>12</b>
	<ul style="list-style-type: none"> <li>A) Dilemmas of Definition,</li> <li>B) The DSM-IV Definition of Mental Disorder,</li> <li>C) Cultural influences in Abnormality,</li> <li>D) Mental Disorder as Maladaptive Behavior</li> </ul>	
<b>Unit II. Stress and Adjustment Disorders</b>		<b>18</b>
	<ul style="list-style-type: none"> <li>A) What is Stress? Categories of Stressors, Factors Predisposing a Person to Stress, Coping With Stress</li> <li>B) The Effects of Severe Stress Biological Effects of Stress, Psychological Effects of Long-Term Stress</li> <li>C) Adjustment Disorder: Reaction to Common Life Stressors Stress from Unemployment, Stress for Bereavement, Stress from Divorce of Separation</li> <li>D) Post-Traumatic Stress Disorder: Reaction to Catastrophic Events Causal Factors in Post- Traumatic Stress, The Trauma of Rape, The Trauma of Military Combat Severe Threats to Personal Safety and Security</li> <li>E) Treatment and Prevention of Stress Disorders Stress Prevention or Reduction, Treatment of Post- Traumatic Stress Symptoms</li> </ul>	
<b>Unit III. Disorders of Childhood and Adolescence</b>		<b>15</b>
	<ul style="list-style-type: none"> <li>A) Maladaptive Behavior in Different Life Periods Varying Clinical Pictures Special Vulnerabilities of Young Children</li> <li>B) The Classification of Childhood and Adolescent Disorders The Categorical Strategy The Dimensional Strategy Contrasting Categorical and Dimensional</li> </ul>	
<b>Unit IV. Disorders of Childhood</b>		<b>15</b>
	<ul style="list-style-type: none"> <li>A) Disorders of Childhood Attention-Deficit Hyperactivity Disorder Conduct Disorder and Oppositional Defiant Disorder Anxiety Disorders of Childhood and Adolescence Childhood Depression</li> </ul>	

Symptom Disorders: Enuresis, Encopresis,  
Sleepwalking and Tics

B) Pervasive Developmental Disorder: Autism

The Clinical Picture in Autism Disorder

Causal Factors in Autism Treatments and Outcomes

C) Planning Better Programs to Help Children and Adolescents

Special Factors Associated With Treatment for Children and Adolescents

Child Abuse

Child Advocacy Programs

**BOOKS FOR READING:**

1. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13th Edn. Pearson Education, India.
2. Davison, G.C. Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9th ed.). New York: Wiley.
3. Comer, R.J. (2007). *Abnormal psychology* (6th ed.). New York: Worth Publishers.
4. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2nd ed.). Pacific Grove: Books/Cole.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006). *Abnormal psychology: Current perspectives* (9th ed.). Delhi: Tata McGraw-Hill.
6. Sarason, I.G. & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10th ed.). Delhi: Pearson Education.

<b>COURSE CODE – PSY-409</b>	<b>NO. of Credits: 04</b>	
<b>Course Title – CLINICAL ASSESSMENT</b>	<b>THIRD SEMESTER.</b>	
<b>Assignments / Sessionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<b>Course Objective:</b> To acquaint the students with: <ol style="list-style-type: none"> <li>1. Knowing different psychological assessment tools.</li> <li>2. Clinical interviewing</li> <li>3. Personality and behavioral assessment.</li> </ol>		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>UNIT I. General Issues in Psychological Assessment:</b>	A) Planning the assessment- classification-Description-Prediction B) Data Collection C) Processing Assessment data Clinical judgment, Computer assisted assessment D) Communicating assessment findings Goals, writing style, organization of the report, Nature and purpose of clinical Assessment- Informal assessment and person perception-The Accuracy of person perception	<b>15</b>
<b>Unit II. Clinical Interviewing:-</b>	A) Types of clinical interview Intake, case history, Diagnostic, Mental status examination, Crisis B) The Importance of Rapport C) Communication strategies Verbal and non-verbal, Listening skills D) Diagnostic Interviewing Interviewing with children, Developmental consideration, Interview techniques.	<b>15</b>
<b>Unit III. Personality Assessment:-</b>	A) Projective Methods Rorschach-contemporary Rorschach Use, Administration, Scoring, Interpretation TAT, Administration and scoring , Evaluation Projective drawings B) Objective Methods MMPI/ MMPI-2/ MMPI-A/ The Millon scales NEO Personality Inventory.	<b>15</b>
<b>Unit IV. Behavioral Assessment:-</b>	A) Defining features of Behavioral Assessment B) Behavioral Assessment Methods, Behavioral Interviews, structured Interviews , Questionnaires, Behavior Rating scales, Analogue Techniques , self Monitoring, Direct Observation C) Assessment of Dysfunctional cognitions Self statements, Automatic thoughts and cognitive schemes, Irrational beliefs.	<b>15</b>

**Books for Reading:-**

- 1) Introduction to clinical Psychology Science, Practice and Ethics, By Jeffrey E. Hecker and Geoffrey L. Thorpe. New Delhi, Pearson Education Indian Edition, 2007.
- 2) Modern clinical Psychology By Korchin S.J. CBS Publishers and Distributors, New Delhi, 1986.
- 3) Clinical Psychology by Trull and Phraes (2001) Sixth Edition, Wadsworth, Thomson Learning Belmont, USA.

<b>COURSE CODE – PSY- 455</b>	<b>NO. of Credits: 02</b>
<b>Course Title – PSYCHOLOGY PRACTICUM'S- CASES HISTORY</b>	<b>III SEMESTER</b>
<b>Assignments / Sessionals – 10 marks</b>	
<b>Semester Exam.- 40 marks</b>	
<b>Course Objective:</b> To acquaint the students with: <ol style="list-style-type: none"> <li>1. Identifying behaviour problems.</li> <li>2. Taking case history.</li> <li>3. Using Counseling skills.</li> </ol>	

Students should select at least 5 types of maladapted cases in consultation with the teacher, and prepare detailed report of 5 cases. Students should present at least two cases. The following stages should be followed (wherever applicable):

- a. Taking of case history.
- b. Assessment and multi-axial diagnosis.
- c. Validation in consultation with teachers.
- d. Prognosis.
- e. News breaking.
- f. Contracting of therapy sessions.
- g. Writing session report of each case.
- h. Presentation of 2 cases in classroom

**Notes:General**

1. Each batch of practicum should consist of maximum 12 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Each student should study cases in schools / NGO set up; one teacher supervisor should accompany a group of students.
5. Eligibility for the Practicum Examination is subject to Certification of Practicum by teacher-in-charge and HoD.

**Internal assessment – 10 marks**

Internal assessment will be based on presentation of 2 best reports of cases and student's overall performance of Practicum work during the semester.

**External Examination – 40 marks**

1. External Examination will be conducted by two examiners (one preferably being internal and one external)
2. Each batch will consist of only 12 students
3. Duration of examination for each batch will be 3 hours.
4. Hypothetical cases will be prepared by External Examiner.
5. Marks for Viva and Report Writing will be given by both examiners and average marks will be considered as final marks of the candidate.
6. Assessment of analyses of hypothetical cases will be done by External Examiner only.

**Break-up of marks will be as follows:**

- a. Analysis of 2 hypothetical cases (1 ½ hours) – 20 marks
- b. Viva- 10 marks
- c. Report writing of 5 cases - 10 marks

<b>COURSE CODE – PSY- 456</b>	<b>NO. of Credits: 02</b>
<b>Course Title – PSYCHOLOGY PRACTICUM’S- CLINICAL ASSESSMENT</b>	
<b>III SEMESTER</b>	
<b>Assignments / Sectionals –10 marks</b>	
<b>Semester Exam.- 40 marks</b>	
<b>Course Objective:</b> To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests. To nurture the skill of observation..	

Conducting any eight tests from the following:

1. Clinical Analysis Questionnaire
2. Bender Visual Motor Gestalt Test
3. Eight State Questionnaire
4. Beck’s Depression Inventory.
5. Medico- Psychological Questionnaire
6. Vineland Social Maturity Scale.
7. Seguin Form Board Test.
8. Multi Dimensional Assessment of Personality Series.
9. Revised Hamilton Rating Scale For Depression.
10. Multifactor Emotional Intelligence.

Distribution of Marks				Total
Procedure	Viva	Report	Record Book (Internal)	
15	15	10	10	50

<b>COURSE CODE – PSY-410</b>		<b>NO. of Credits: 04</b>
<b>Course Title – COUNSELING SPECIALTIES</b>		<b>FOURTH SEMESTER.</b>
<b>Assignments / Sectionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<b>Course Objective:</b> To acquaint the students with:		
1. Psychotherapy as a form of treatment of mental illness		
2. Different psychotherapies		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>UNIT I</b>	<b>Career Counseling over the Life Span</b>	<b>15</b>
	A) The Importance of career counseling	
	B) Career counseling associations and credentials	
	C) The scope of career counseling and careers	
	D) Career information	
	E) Career development theories and counseling Trait and factor theory Development theories, Social cognitive career theory	
	F) Career counseling with diverse populations Career counseling with children, career counseling with adolescents, career counseling with college students, career counseling with adults, career counseling with women and ethnic minorities, career counseling with gays lesbians, bisexuals, and Transgender	
<b>UNIT II</b>	<b>Marriage, Couple, and Family Counseling</b>	<b>15</b>
	A) The changing forms of family life	
	B) The beginnings of marriage, couple, and family counseling Trends, family therapy pioneers and contemporary leaders	
	C) Associations, education and research Associations, education, research	
	D) Family life the family life cycle	
	E) Marriage/family counseling versus individual/group counseling	
	F) Overview of marriage, couple and family counseling Marriage and couple counseling, family counseling	
	G) The process of marriage, couple, and family counseling Precession planning, initial session, the middle phase marriage, couple and family counseling, Termination	
<b>UNIT III</b>	<b>Professional School Counseling</b>	<b>15</b>
	A) The ASCA National model School counselors at various levels	
	B) Elementary school counseling and guidance Emphases and roles activities	
	C) Middle school counseling and guidance Emphases and roles activities	
<b>UNIT IV</b>	<b>College Counseling and Students-Life Services</b>	
	A) The beginning of Students-Life Services and College Counseling	
	B) The theoretical bases and professional preparation for working with college students Theoretical bases, professional preparation	
	C) College Counseling Emphases and roles, activities	
	D) Students-Life professional Emphases and roles, activities	
	E) Counseling and Students-Life Services with nontraditional students Older students, part time – students, first-generation students, minority culture students, student athletes	

**BOOKS FOR READING:-**

1. Gladding Samuel. T. (2011) *Counseling A comprehensive Profession.*(6<sup>th</sup> ed.) Pearson Publication.
2. Gibson, R.L., Mitchell, M.H. (2005). *Introduction to counselling and guidance* (6th ed.). Delhi: Pearson education Pte.Ltd.
3. Gelso, C.J., Fretz, B.R. (1995) *Counselling psychology*. Banglore: Prism books Pvt.Ltd
4. Gregory, R.J. (2005). *Psychological Testing* (4th ed.). Delhi: Pearson education Pte.Ltd.
5. Rao, S.N. (2006). *Couselling and guidance* (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
6. Patterson, L.E., Welfel, E.R. (2000). *The counselling process* (5th ed.). Belmont: Wodsworth/Thomson Learning.
7. Nelson R. Jones (2000). *Introduction to counselling skills, text and activities*. London: Sage Publication.
8. Cohen, R.J., Swerdlik, M.E. (2005). *Psychological testing and assessment* (6th ed.). Delhi: Tata McGraw-Hill.
9. Dalai Lama, His Holiness the & Cutler, S.C. (1998). *The art of happiness: The handbook for living*. Sidney: Hodder.

<b>COURSE CODE – PSY-411</b>		<b>NO. of Credits: 04</b>
<b>Course Title – PSYCHOPATHOLOGY-II</b>		<b>FOURTH SEMESTER.</b>
<b>Assignments / Sessionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<p><b>Course Objective:</b> To acquaint the students with:</p> <ol style="list-style-type: none"> <li>1. Current systems of classification of Mental Disorders</li> <li>2. The symptomatology of different psychological disorders</li> <li>3. The etiology and dynamics of the disorders with respect to various theoretical approaches.</li> </ol>		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>Unit I. Panic, Anxiety, and Their Disorders</b>		<b>15</b>
	<ul style="list-style-type: none"> <li>A) The Fear and Anxiety Response Patterns Overview of the Anxiety Disorders Phobic Disorders, Specific Phobias, Social Phobia</li> <li>B) Panic Disorder with and without Agoraphobia Distinguishing Features between Panic and Anxiety, Agoraphobia, Prevalence and Age of onset of Onset of Panic, Disorder with and without Agoraphobia, Comorbidity with Other Disorders The Timing of a First Panic Attack, Biological Causal Factors, Cognitive and Behavioral Causal Factors, Treating Panic Disorder and Agoraphobia</li> <li>C) Generalized Anxiety Disorder General Characteristics, Prevalence and Age of Onset, Comorbidity With Other Disorders Psychosocial Causal Factors, Biological Causal Factors, Treating Generalized Anxiety Disorder</li> <li>D) Obsessive-Compulsive Disorder Prevalence and Age of Onset, Characteristic of OCD, Psychosocial Causal Factors, Biological Causal Factors, Treating Obsessive-Compulsive Behavior</li> <li>E) General Socio cultural Causal Factors for All Anxiety Disorders Cultural Differences in Sources of Worry Taijin Kyofusho</li> </ul>	
<b>Unit II Somatoform and Dissociative Disorders</b>		<b>15</b>
	<ul style="list-style-type: none"> <li>Somatoform Disorders</li> <li>Summarization Disorder</li> <li>Hypochondriasis</li> <li>Pain Disorder</li> <li>Conversion Disorder</li> <li>Distinguishing Conversion form</li> <li>Malingering/Factitious Disorder</li> <li>Precipitating Circumstances</li> <li>Causal Factors in Somatoform Disorders</li> <li>Treatment and outcome in somatoform disorders</li> <li><b>Dissociative Disorders</b></li> <li>Dissociative Amnesia and fugue</li> <li>Dissociative Identity Disorder</li> <li>Depersonalization Disorder</li> <li>Causal factors in Dissociative Disorders</li> <li>Treatment and outcome in Dissociative disorders</li> </ul>	

<p><b>Unit III. Personality Disorders</b></p> <p><b>A) Clinical Features of Personality Disorders</b>                  DSM-IV's Five Criteria                  Difficulties in Diagnosing Personality Disorders</p> <p><b>B) Categories of personality Disorders</b>                  Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder, Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder, Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder                  Provisional Categories of Personality Disorder, In DSM-IV, Overview of Personality Disorders</p> <p><b>C) Causal Factors in Personality Disorders</b>                  Biological Causal Factors, Psychological Causal Factors , Socio cultural Causal Factors</p> <p><b>D) Treatments and Outcomes</b>                  Adapting Therapeutic Techniques, To Specific Personality Disorders, Treating Borderline Personality Disorder, Treating other Personality Disorder, Antisocial Personality and Psychopathy, Psychopathy and ASPD, The Clinical Picture in Antisocial, Personality and Psychopathy, Causal Factors in Psychopathy, And Antisocial Personality, Treatments and outcomes in psychopathic and antisocial personality</p>	<p><b>15</b></p>
<p><b>Unit IV. Sexual Variants, Abuse, and Dysfunctions</b></p> <p><b>A) Sexual and Gender Variants Treatments</b>                  The Parphiliias, Causal factors and treatments for paraphilias, Gender Identity Disorders</p> <p><b>B) Sexual Abuse</b>                  Childhood Sexual Abuse, Pedophilia, Incest, Rape, Treatment and Recidivism of Sex offenders</p> <p><b>C) Sexual Dysfunctions</b>                  Dysfunctions of Sexual Desire, Dysfunctions of Sexual Arousal, Orgasmic Disorders,                  Dysfunctions Involving Sexual Pain</p>	<p><b>15</b></p>

**BOOKS FOR READING:**

1. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, 13<sup>th</sup> Edn. Pearson Education, India.
2. Davison, G.C. Neal, J.M. & Kring, A.M. (2004). *Abnormal psychology*. (9<sup>th</sup> ed.). New York: Wiley.
3. Comer, R.J. (2007). *Abnormal psychology* (6<sup>th</sup> ed.). New York: Worth Publishers.
4. Barlow, D.H. & Durand, V.M. (1999). *Abnormal psychology* (2<sup>nd</sup> ed.). Pacific Grove: Books/Cole.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2006). *Abnormal psychology: Current perspectives* (9<sup>th</sup> ed.). Delhi: Tata McGraw-Hill.
6. Sarason, I.G, & Sarason, R.B. (2002). *Abnormal psychology: The problem of maladaptive behavior* (10<sup>th</sup> ed.). Delhi: Pearson Education

<b>COURSE CODE – PSY-412</b>		<b>NO. of Credits: 04</b>
<b>Course Title – CLINICAL INTERVENTION</b>		<b>FOURTH SEMESTER.</b>
<b>Assignments / Sessionals – 20 marks</b>		
<b>Semester Exam.- 80 marks</b>		
<b>Course Objective:</b> To acquaint the students with:		
<b>UNITS.</b>	<b>COURSE CONTENT</b>	<b>PERIODS</b>
<b>UNIT I Clinical Intervention defined:-</b>		<b>15</b>
	What problems are amenable to change? Objectives of clinical intervention- Features common to many therapies- Nature of Specific therapeutic- Nature of specific therapeutic variables- the patient or client- The therapist – Psychotherapy relationship- Ethical issues in psycho therapy – psychotherapy and counseling.	
<b>UNIT II. Psycho dynamic Psychotherapy-</b>		<b>15</b>
	Psychoanalysis- background and principles- Techniques of Freudian analysis-course of Therapeutic analysis- Carl Jung's analytical Psychology- Adler's Individual Psychotherapy	
<b>UNIT III Humanistic, Experiential and Family therapies-</b>		<b>15</b>
	Humanistic psychotherapy- Existential Psychotherapy- Gestalt Therapy- client Centered therapy- Eclectic Treatment combinations- Three Stage model of helping-family therapy- schools of family therapy-couple therapy-group therapy- process of group therapy curative factors.	
<b>UNIT IV Cognitive Behavioral Interventions-</b>		<b>15</b>
	Behavior therapy techniques- anxiety reduction methods- operant learning techniques- Applied behavior analysis- social skills and problem solving training –cognitive modification procedures- cognitive- behavior modification- self instructional training- REBT- Cognitive Therapy-Cognitive restructuring- coping and problem solving – cognitive Behavior therapy specific Applications- Panic disorder- phobia and OCD- Anxiety.	

**Books for Reading:-**

- 1) Introduction to clinical Psychology Science, Practice and Ethics, By Jeffrey E. Hecker and Geoffrey L. Thorpe. New Delhi, Pearson Education Indian Edition, 2007.
- 2) Modern clinical Psychology By Korchin S.J. CBS Publishers and Distributors, New Delhi, 1986.
- 3) Clinical Psychology by Trull and Phraes (2001) Sixth Edition, Wadsworth, Thomson Learning Belmont, USA.

<b>COURSE CODE – PSY- 457</b>	<b>NO. of Credits: 04</b>
<b>Course Title – PSYCHOLOGY PRACTICUM’S- RESEARCH PROJECT FOURTH SEMESTER.</b>	
<b>Assignments / Sessionals – 20 marks</b>	
<b>Semester Exam.- 80 marks</b>	

**Notes:**

**General**

1. Each batch of project should consist of maximum 12 students.
2. A separate batch will be formed if this number exceeds even by one.
3. Workload for each batch will be equivalent to 8 lecture periods.
4. Students should select a problem in consultation with teacher concerned.
5. Sample size should be minimum 30 in each group, e.g.: Normal and maladapted.
6. Project report should be written in APA format.
7. Eligibility for the Project Examination is subject to Certification of Project by the teacher-in-charge and HoD.

**Assessment – 100 marks**

1. Project assessment will be based on presentation of project before the internal and external examiners.
2. There will be 50 marks for project report and 50 marks for presentation & viva-voce.

**Evaluation of Project Report – 50 marks**

Division of marks for project report will be as follows and will be based on suitability and appropriateness of the report with respect to:

1. Problem selected, its rationale and significance – 5
2. Review work – 10
3. Methodology
  - Hypothesis – 10
  - Design and Analysis – 10
4. Interpretation, Discussion & Implication – 10
5. Overall quality of the report – 5

**Presentation & Viva-voce – 50 marks**

1. Presentation – 20 marks
2. Viva-voce – 30 marks

**Examination – 100 marks**

1. External Examination will be conducted by two examiners (one of whom will be preferably internal and one external)
2. Each batch will consist of only 12 students
3. Duration of examination for each batch will be 3 hours.
4. Marks for Project Report and Presentation & Viva-voce will be given by both examiners and the average of the same will be considered as final marks of the candidate.

*S. V. Marathe*

Dr. S.V. Marathe (Jadhav)  
Chairman of B.O.S.