

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY

CIRCULAR NO.SU/M.A.Psychology/16/2016

It is hereby inform to all concerned that, on the recommendation of the Chairman of the Committee in Psychology, the Hon'ble Vice-Chancellor has **accepted curriculum of M.A. Psychology IInd Year, [III & IV Semester] with minor changes under Choice Based Credit and Grading System** in his emergency powers under Section-14[7] of the Maharashtra Universities Act, 1994 on behalf of the Academic Council.

This is effective from the Academic Year 2016-17 & onwards as appended herewith under the Faculty of Social Sciences.

This syllabus is available on the University website www.bamu.ac.in.

All concerned are requested to note the contents of the circular and bring notice to the students, teachers and staff for their information and necessary action.

University Campus,
Aurangabad-431 004.
REF.NO. SU/M.A.PSY./SYLLA./
2016/4322-51
Date:- 19-07-2016.

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Director 19/7/16
Board of College and
University Development.

Copy forwarded with compliments to :-

- 1] **The Principals, affiliated concerned Colleges,
Dr. Babasaheb Ambedkar Marathwada University.**

Copy to :-

- 1] The Controller of Examinations,
- 2] **The Section Officer, [M.A. Unit],**
- 3] The Programmer [Computer Unit-1] Examinations,
- 4] The Programmer [Computer Unit-2] Examinations,
- 5] The In-Charge, E-Suvidha Kendra, [Professional Unit], Rajarshi Shahu Maharaj Pariksha Bhavan, Dr. Babasaheb Ambedkar Marathwada University,
- 6] The Record Keeper,
Dr. Babasaheb Ambedkar Marathwada University.

N.B. : All are informed that to download a copy of syllabus from the above website.

CIRCULAR NO.SU/M.A.Psychology/16/2016

It is hereby inform to all concerned that, on the recommendation of the Chairman of the Committee in Psychology, the Hon'ble Vice-Chancellor has **accepted curriculum of M.A. Psychology IInd Year, [III & IV Semester] with minor changes under Choice Based Credit and Grading System** in his emergency powers under Section-14[7] of the Maharashtra Universities Act, 1994 on behalf of the Academic Council.

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- 4] The Programmer [Computer Unit-2] Examinations,
- 5] The In-Charge, E-Suvidha Kendra, [Professional Unit], Rajarshi Shahu Maharaj Pariksha Bhavan, Dr. Babasaheb Ambedkar Marathwada University,
- 6] The Record Keeper,
Dr. Babasaheb Ambedkar Marathwada University.

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DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY

CIRCULAR NO.SU/ CERT.COUR. IN COUN.PSY./21/2016

It is hereby inform to all concerned that, on the recommendation of the Head, Department of Psychology, the Hon'ble Vice-Chancellor has accepted the curriculum of "**Certificate Course in Counseling Psychology**" [One Year Part Time] on **No Grant Basis** under the Faculty of Social Sciences in his emergency powers under Section-14[7] of the Maharashtra Universities Act, 1994 on behalf of the Academic Council.

This is effective from the Academic Year 2016-17 & onwards as appended herewith.

This syllabus is available on the university website www.bamu.ac.in.

All concerned are requested to note the contents of the circular and bring notice to the students, teachers and staff for their information and necessary action.

University Campus,
Aurangabad-431 004.
REF.NO. SU/CERT.C.IN COUNS PSY./
4554

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Date:- 26-07-2016.


27/7/16
Director,

Board of College and
University Development.

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Copy forwarded with compliments to :-

1] **The Head, Department of Psychology.**

Copy to :-

- 1] The Controller of Examinations,
- 2] **The Section Officer, [B.A. Unit],**
- 3] The Programmer [Computer Unit-1] Examinations,
- 4] The Programmer [Computer Unit-2] Examinations,
- 5] The In-Charge, E-Suvidha Kendra,
- 6] The Record Keeper,
Dr. Babasaheb Ambedkar Marathwada University.

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Revised

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

As Per Credit Based Semester and Grading System

M. A. PSYCHOLOGY

With effective from 2016-17.

Paper / Group	Course Code	Semester III	Credits
Core Course	PCC- 408	Counseling Process	04
	PCC-409	Dissertation –I (Introduction, Review, Methodology)	12
Elective course A* CLINICAL PSYCHOLOGY	PEC- A1	Psychopathology –I	04
	PEC-A2	Psycho-diagnostics	04
	PEC-A3	Practicum : Diagnostic Tests	04
Elective course B* SCHOOL PSYCHOLOGY	PEC- B1	Child Psychology	04
	PEC-B2	Psychology of Exceptional Children	04
	PEC-B3	Practicum : Diagnostic Tests	04
Total			28

Paper / Group	Course Code	Semester IV	Credits
Core Course	PCC- 410	Counseling Specialties	04
	PCC-411	Dissertation –II (Data Collection, Result, Final submission)	12
Elective course A* CLINICAL PSYCHOLOGY	PEC- A4	Psychopathology –II	04
	PEC-A5	Psychotherapies	04
	PEC-A6	Practicum: Case History	04
Elective course B* SCHOOL PSYCHOLOGY	PEC- B4	Psychology of Adolescence	04
	PEC-B5	Developmental Psychopathology	04

	PEC-B6	Practicum: Case History	04
Total			28

- **From the elective group A&B student have to select any one group. At least 10 students are needed to run the course.**
- **Students have to take a 04 credit service course from other department in 3rd or 4th semester.**



Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

Curriculum under Choice Based Credit & Grading System

M.A. II Year

Psychology

Semester–III and IV Sem

SEMESTER III

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

SEMESTER IV

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

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

PSYCHOLOGY

Curriculum Structure and Scheme of Evaluation for - M A

With effective from 2012-13

old

SEMESTER III

Course Code	Core Course Course Title	Credits
PSY - 407	COUNSELING PROCESS	04
PSY - 408	PSYCHOPATHOLOGY- I	04
PSY - 409	CLINICAL PSYCHOLOGY	04
PSY - 455	PSYCHOLOGY PRACTICUM'S- DEALING WITH CASES	04

SEMESTER IV

Course Code	Core Course Course Title	Credits
PSY - 410	PSYCHOTHERAPY IN COUNSELING	04
PSY - 411	PSYCHOPATHOLOGY- I	04
PSY - 412	CLINICAL INTERVENTIONS	04
PSY - 456	PSYCHOLOGY PRACTICUM'S: Research Project	04

BOOKS FOR READING:-

1. Gladding Samuel. T. (2011) *Counseling A comprehensive Profession.*(6th 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). *Cousselling 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.

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.

COURSE CODE – PSY- 455	NO. of Credits: 04
Course Title – PSYCHOLOGY PRACTICUM'S- DEALING WITH CASES THIRD SEMESTER.	
Assignments / Sessionals – 20 marks	
Semester Exam.- 80 marks	
Course Objective: To acquaint the students with: <ol style="list-style-type: none"> 1. Identifying behaviour problems. 2. Taking case history. 3. Using Counseling skills. 	

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 – 20 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 – 80 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) – 40 marks
- b. Viva- 20 marks
- c. Report writing of 5 cases - 20 marks

Watson and the Beginnings of Behavior Theory, Skinner and Operant Conditioning,
 Wolpe and Systematic Desensitization, A Brief History of Cognitive Therapy,
 B) Human Nature: A Developmental Perspective
 Major Constructs, The Importance of Cognitions, The Importance of Learning, The Importance of Operational Definitions and Functional Analysis, The Importance of Therapeutic Empathy,
 C) Applications
 Overview, Goals of Counseling and Psychotherapy: Beginning With Assessment, Intervention Strategies,
 D) Evaluation
 Overview, Supporting Research, Limitations,

BOOKS FOR READING:

1. Capuzzi, D., & Gross, D.R. (2008). *Counselling and Psychotherapy: theories and interventions* 4th Edn. Pearson Education: India.
2. Corey, G. (2008). *Theory and practice of group counselling*. Thomson Brooks/Cole: Belmont CA: USA.
3. Prochaska, J.O., & Norcross, J.C. (2007). *Systems of psychotherapy: a transtheoretical analysis*. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.
4. Corsini, R.J. & Wedding, D. (Eds.) (1995). *Current psychotherapies*. Itasca, Ill.: F.E. Peacock.
5. Gelso, C. J. & Fretz, B.R. (1995). *Counselling psychology* Bangalore: Prism books.
6. Woolfe, R. & Dryden, W. (Eds.) (1996). *Handbook of counseling psychology*. New Delhi: Sage.
7. Stewart, I. (2000). *Transactional analysis counseling in action*. London: Sage.
8. Beck, A.T. (1976). *Cognitive therapy and behavior disorders*.
9. Rimm, D.C. & Masters, J.C. (1987). *Behavior therapy: Techniques and empirical findings*. New York: Harcourt, Brace, Jovanich

Unit III. Personality Disorders**15****A) Clinical Features of Personality Disorders**

DSM-IV's Five Criteria

Difficulties in Diagnosing Personality Disorders

B) Categories of personality Disorders

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

C) Causal Factors in Personality Disorders

Biological Causal Factors, Psychological Causal Factors, Socio cultural Causal Factors

D) Treatments and Outcomes

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

Unit IV. Sexual Variants, Abuse, and Dysfunctions**15****A) Sexual and Gender Variants Treatments**

The Parphilias, Causal factors and treatments for paraphilias, Gender Identity Disorders

B) Sexual Abuse

Childhood Sexual Abuse, Pedophilia, Incest, Rape, Treatment and Recidivism of Sex offenders

C) Sexual Dysfunctions

Dysfunctions of Sexual Desire, Dysfunctions of Sexual Arousal, Orgasmic Disorders,

Dysfunctions Involving Sexual Pain

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

COURSE CODE – PSY- 456

NO. of Credits: 04

Course Title – PSYCHOLOGY PRACTICUM'S- RESEARCH PROJECT FOURTH SEMESTER.

Assignments / Sessionals – 20 marks

Semester Exam.- 80 marks

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.

~~etc~~ Revised

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

As Per Credit Based Semester and Grading System

M. A. PSYCHOLOGY

With effective from 2016 - 17.

Paper / Group	Course Code	Semester I	Credits
Core Course	PCC-401	Cognitive Psychology	04
	PCC-402	Foundation of Behavioral Research and Statistics	04
	PCC-403	Psychology of Personality	04
	PCC-451	Practicum : Experiment	02
	PCC-452	Practicum : Designing Experiment	02
	PCC-453	Seminar Paper (Research)	02
Foundation Course	PFC- 404	Approaches to Psychology -I	04
Total			22

Paper / Group	Course Code	Semester II	Credits
Core Course	PCC-405	Cognitive Processes	04
	PCC-406	Research Methodology & Statistics	04
	PCC- 407	Personality Theories	04
	PCC-454	Practicum : Test	02
	PCC-455	Practicum : Test Construction	02
	PCC-456	Seminar Paper (Review Writing)	02
Foundation Course	PFC- 408	Approaches to Psychology-II	04
Total			22

- **Compulsory course of 'Constitution of India' for 02 credits for the first semester students.**

I SEMESTER

Paper / Group	Course Code	Semester I	Credits
Core Course	PCC-401	Cognitive Psychology	04
	PCC-402	Foundation of Behavioral Research and Statistics	04
	PCC-403	Psychology of Personality	04
	PCC-451	Practicum : Experiment	02
	PCC-452	Practicum : Designing Experiment	02
	PCC-453	Seminar Paper (Research)	02
Foundation Course	PFC- 404	Approaches to Psychology -I	04
Total			22

CORE COURSE – PCC-402		Credits: 04
Course Title - FOUNDATION OF BEHAVIORIAL RESEARCH & STATISTICS		First Semester
Maximum Marks- 100		Internal – 80 External- 20
Course Objective: 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.		
UNITS.	COURSE CONTENT	
I	Problem, Hypothesis and Variables Meaning & characteristics of a problem, Sources of stating a problem , Important consideration in selecting a problem, Types of problem, Meaning & characteristics of a good hypothesis , Formulating hypothesis, Ways of stating a hypothesis Meaning & types of variables Important consideration in selecting of variables, Techniques of controlling extraneous variables ,Techniques of experimental manipulation of variables	15
II	Correlation: The concept & meaning of correlations, Pearson’s product-moment correlation Biserial & point-biserial correlation, Tetra choric & phi-coefficient Significance of the mean: - Significance of difference between two independent means When mean is independent & N is small, When mean is independent & N is large	15
III	Sampling Population and sample, Meaning & types of sampling Factors influencing decision to sample, Probability sampling methods ,Simple random sampling ,Stratified random sampling ,Proportionate stratified random sampling, Disproportionate stratified random sampling ,Area or cluster sampling , Non-probability sampling, Quota sampling, Accidental sampling Judgmental or purposive sampling , Systematic sampling	15
IV	Techniques of Observation & Data Collection Questionnaire & schedule ,Interview , Observation as a tool of data collection Rating scale Meaning of rating scale , Types of rating scale, Other special types of rating scale	15

Text Books: -

1. Singh, A. K.(2006). Tests Measurement & Research Methods in Behavioural Sciences. (5th ed). Patna: Bharti Bhavan.
2. McBurny, D. H. (2002). Research Methods. USA: Wordsworth, Thompson.
3. Karlinger, F. N. (1994). Fundamentals of Behavioural Research. (3rd ed).
4. Shaughnessy, J.J. & Zechmiester, E. B. (1997). Research Methods in Psychology (4th ed)
5. Zechmiester, J. S. Zechmiester, E. B. & Shaughnessy, J.J. (2001). Essentials of Research Methods in Psychology.
6. Broota, K. D. (1989). Experimental Design in Behavioural Research. New Delhi: Wiley Eastern Ltd.
7. Mangal, S. K. (2002) Statistics in Psychology and Education (2^{ed}). 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.

CORE COURSE – PCC-451		Credits: 02
Course Title - PRACTICUM'S: EXPERIMENTS		First Semester
Maximum Marks- 50		Internal –40 External- 10
Course Objective: To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests. To nurture the skill of observation.		
UNITS.	COURSE CONTENT	PERIODS
1.	Cognitive Process [any four] Concept Formation Problem Solving Stroop Effect in Visual Perception Multiple Choice Mental Set & Perception Span of Apprehension Illusion	30
2.	Memory [any four] STM for Digits or Letters Effect of Mnemonic Strategy on Memory Immediate Memory Span: Meaningful Vs Meaningless Material Organization in Memory Memory for Unattended Material Memory for Associated & Un-associated pairs of words Meaningfulness & Retention Zeigarnic Effect Memory for Meaningful & Meaningless Stimuli	30

Text Books: -

1. Rajamanickam, M. (2005). *Experimental Psychology: With Advanced Experiments, Vol. 1 & 2*. New Delhi: Concept Publishing Company.
2. Parameshwari, 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 INTERNAL 25 MARKS:

10 marks record book. 15 marks attendance, regularity, sincerity

DISTRIBUTION OF EXTERNAL 25 MARKS TERM END EXAM

Procedure -08 , viva –voce 07, Report-10

CORE COURSE – PCC-453	Credits: 02
Course Title - Seminar Paper (Research)	First Semester
Maximum Marks- 50	Internal –40 External- 10
Course Objective: To train the students to present a paper. They will know how the research papers are. They will learn how to select a topic, develop the skill of presentation of the same in a seminar.	

They may take any relevant topic of seminar of their choice with the consultation of their respective Guides allotted to them by the Dept. Evaluation of the Seminar paper will done keeping in view the writings and presentation skills from a total mark of 50 for this paper.

There will be a weekly class for Seminar in which some students, serially selected as per their roll numbers, will present their papers followed by discussion and question-answer. All the students of the class and all faculty members are required to be present in the Seminar Class.

One person from the faculty members or the HOD will be the chairperson to conduct the seminar for that day.

The evaluation will be based on the report prepared and the presentation equally. This evaluation will be done by the departmental committee.

Foundation Course – PFC-404		Credits: 04
Course Title - Approaches to Psychology -I		First Semester
Maximum Marks- 100		Internal –80 External- 20
Course Objective Giving brief and coherent introduction to psychology. Understanding human behavior. Knowing conceptual framework and assumptions.		
UNITS.	COURSE CONTENT	PERIODS
I	Biological Approach	15
II	Psychodynamic Approach	15
III	Behavioral Approach	15
IV	Cognitive Approach	15

Text :

William.E. Glassman & Marilyn Hadad (2006) *Approaches to Psychology*, McGraw- Hill Education, 4th edition.

CORE COURSE – PCC-405		Credits: 04
Course Title - COGNITIVE PROCESS		Second Semester
Maximum Marks- 100		Internal – 80 External- 20
Course Objective: 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.		
UNITS	COURSE CONTENT	
I	Memory II Models of memory: -Atksion & Shiffrin., Craik & Lockhart.,Tul Semantic memory: -Trace model. Network model Long-term memory: -Retrieval cues. Flashbulb memory. Constructive process in memory. Eyewitness testimony. Autobiographical memory. Biological basis of memory: -The search for engram. PET scan.	10+2
II	Problem solving, creativity Problem: - Definition, Problem solving cycle, Types of problems, Obstacles & aids to problem solving. Problem solving approaches: -Algorithm. Heuristics. Creativity: - Definition. Measuring creativity. Types of contributions	10+2
III	Decision making Reasoning & decision making: Types of reasoning. Deductive & Inductive reasoning. Utility models of decision making.	10+2
IV	Language Production: Reading Speaking, Writing: - Properties of language: - General Description, Fundamental Aspects of Language. Process of language Comprehension: -Speech perception. Semantics & syntax. Language Acquisition:- Stages of Language Acquisition, Nature & Nurture. Reading: Bottom – up & top –down processes. Perceptual Issues in Reading Language & Thought: Differences among Languages. Bilingualism & Dialects	10+2
V	Cognitive development Developmental psychology: - Assimilation& accommodation: Piaget. Mind of society: Vygotsky. Vygotsky & Piaget. Neurocognitive development: - Early neural development. Environment and neural development. Laterization studies. Cognitive development: - Intelligence & abilities. Development information-Acquisition skills. Memory	10+2

Text Books:-

1. Stenberg, R. J. (2007). *Cognitive Psychology*. Australia: Thompson Wadsowrth.
2. Solso, R.L. (2004). *Cognitive Psychology* (6th 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. Borude, R.R. *Bodhanik Manasashastra*. Chhaya Prakashan.
5. Cohen, G. (1983). *Psychology of Cognition* (2nd ed). London: Academic Press.
6. Desai, B. & Abhyankar, S.C. (2007).*Prayogik Manasashastra and Sanshodhan Paddhati*. Pune: Narendra Prakashan.

CORE COURSE – PCC-407		Credits: 04
Course Title :PERSONALITY THEORIES		Second Semester
Maximum Marks- 100		Internal – 80 External- 20
Course Objective: This course helps the students to understanding the divers' psychological strategies to analysis personality.		
UNITS	COURSE CONTENT	
I	Dispositional Theories :Trait & Personolgy Gordon Allport : Structure & Dynamics of personality, Development of personality Henry Murray :Structure of personality ,Dynamics of Personality, Development of personality	10+2
II	Factor Analytic Theories Raymond Cattell : Definition of personality , Surface traits Vs source Traits. Looking for causal Agents of Behaviour , The Big Five factor theory.	10+2
III	Humanistic & Existential Theories Abraham Maslow :Assumption about Human Nature ,Hierarchy of needs , Self-actualizers Carl Rogers :Rogers Theory of personality	10+2
IV	Existential & Cognitive Theories Rollo May :The Existential attitude ,Our predicament personal Construct: Gorge Kelly :Basic Assumption ,Personal constructs , Fundamental postulate & Its corollaries	10+2
V	Cognitive - Behavioral Theories Albert Ellis :The Theory of Rational Emotive Behaviour , Therapy Aaron Beck :The Theory Behind cognitive Therapy	

Text Books: -

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

Reference Books: -

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

CORE COURSE – PCC-455		Credits: 02
Course Title - Psychology Practicum's: Tests Construction		Second Semester
Maximum Marks- 50		Internal – 40 External- 10
Course Objective: To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests. To nurture the skill of observation.		
UNITS.	COURSE CONTENT	PERIODS
I	Theory of test construction: 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	30
	Test construction: 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.)	30

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 INTERNAL 25 MARKS:

20 marks Test construction report. 5 marks attendance, regularity, sincerity

DISTRIBUTION OF EXTERNAL 25 MARKS TERM END EXAM

20 marks term end examination, 5 marks viva

III SEMESTER

Paper / Group	Course Code	Semester III	Credits
Core Course	PCC- 409	Counseling Process	04
	PCC-410	Dissertation –I (Introduction, Review, Methodology)	12
Elective course A* CLINICAL PSYCHOLOGY	PEC- A1	Psychopathology –I	04
	PEC-A2	Psycho-diagnostics	04
	PEC-A3	Practicum : Diagnostic Tests	04
Elective course B* SCHOOL PSYCHOLOGY	PEC- B1	Child Psychology	04
	PEC-B2	Psychology of Exceptional Children	04
	PEC-B3	Practicum : Diagnostic Tests	04
Total			28

CORE COURSE- PCC-410	Credits: 12	
Course Title - Dissertation –I (Introduction, Review, Methodology		
THIRD SEMESTER		
Maximum Marks- 100	Internal – 80	External- 20

General Notes:

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 – 15
2. Review work – 15
3. Methodology
 - Hypothesis – 10
 - Design and Analysis – 10

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.

Elective course – PEC-A2		Credits-04
Course Title – Psycho-diagnostics		Third Semester
Maximum Marks- 100		Internal – 80 External- 20
Course Objective : To acquaint students with various psychological tests for assessment and diagnostic purposes		
Unit	Course Content	Periods
I	Testing – Concept – Purposes – Types – interest inventories and Aptitude Testing – Purposes– Techniques of measuring- Aptitude Scales	10+2
II	Clinical Scales for anxiety, depression and psychopathology	10+2
III	Objective Tests of Personality: MMPI, 16PF, EPQ, MCMI Projective techniques; Rorschach, TAT, CAT, DAPT, SCT,	10+2
IV	Neuropsychological batteries of AIMMS, NIMHANS, PGI. Psychological testing for learning disability.	10+2
V	Clinical Report Writing Clinical Report	10+2

Books Recommended

- Groth-Marnat, G. (2003). *Handbook Of Psychological Assessment (4th ed.)*. New Jersey: John Wiley & Sons
- Anastasi, A., Urbina, S. (2004). *Psychological Testing (7th Ed.)*. India: Pearson Education Pvt. Ltd. (Indian Branch)
- Graham, J. R., Naglieri, J.A. (Eds.), (2003). *Handbook of Psychology; vol.10 Assessment Psychology*. New Jersey: John Wiley
- Urbana, S. (2004). *Essentials of Psychological Testing*. New Jersey: John Wiley & Sons
- Freeman. *Theory and Practice of Psychological Testing*
- Korchin, S. J. (1976). *Modern Clinical Psychology: Principles of Intervention in the Clinic and Community*. New York: Basic Books.
- Weiner, B. (1983) : *Clinical Methods in Psychology*, N.Y. John - Wiley and sons
- Lezak, M.D. (1995) : *Neuropsychological Assessment* N. Y. Oxford University, Press.
- Manuals of the Psychological Tests mentioned in curriculum

Elective course B*
SCHOOL PSYCHOLOGY

Course Code – PEC-B1		Credits-04
Course Title – Child Psychology		Third Semester
Maximum Marks- 100		Internal – 80 External- 20
Course Objective :		
Unit	Course Content	Periods
I	Nature and principles of Development; process of Heredity; Genetic Abnormalities Genetic Counselling	10+2
II	Pre-natal Development: Stages and Hazards.	10+2
III	Theoretical Perspectives: Freud, Erickson, Bandura, Bronfenbrenner, Piaget & Vygotsky	10+2
IV	Development of Cognitive Processes: Attention, Perception, Memory and language	10+2
V	Socio-emotional Development: Attachment, Temperament, Gender-Role Socialization, Moral Development.	10+2

Readings:

1. Bee, H. (1985) The Developing Child. Fourth Edition, Harper & Row Publishers, USA.
2. Berk, I. F. (1993) Infants, Children and Adolescents. Allyn & Bacon, USA.
3. Berndt, T. J. (1997) Child Development. Second Edition, Brown and Benchmark Publishers, USA.
4. Brophy, J. E. (1997) Child Development and Socialization. Science Research Associates, Chicago.
5. Hurlock, E. B.(1972) Child Development, Fifth Edition, McGraw Hill, Tokyo.
6. Novak, G. & Pelaez, M. (2004) Child & Adolescent Development, Sage Publications Inc. New Delhi.
7. Santrock, J. W. & Yusen, S. R.(1990) Child Development-An Introduction, Third Edition, Dubuque, Iowa
8. Santrock, J. W. (2002) Children Higher Education, Mc Graw Hill, 8th Edition, New Delhi
9. Seifert, K. L. & Hoffnung, R. J.(1991) Child and Adolescent Development Second Edition, Houghton Mifflin Company, USA.

Elective course – PEC-B3	Credits: 04
Course Title - Practicum : Diagnostic Tests	Third Semester
Maximum Marks- 100	Internal – 80 External- 20
Course Objective: 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 on at least one normal and special child.

1. Vineland Social Maturity Scale.
2. Seguin Form Board Test.
3. DST
4. CAT
5. LD
6. BKT
7. CPQ
8. Perceived parenting style
9. Behavioral check list
10. Autistic

Internal examination of 50 marks

The record book-20, Test analysis presentation -20 and for regularity, hard work -10

Internal examination will be carried out by the departmental committee.

External examination of 50 marks

The procedure -20 , Report-20, Viva-10

CORE COURSE- PCC-411		Credits: 04
Course Title - Counseling Specialties		FOURTH SEMESTER.
Maximum Marks- 100		Internal – 80 External- 20
Course Objective: To acquaint the students with:1. Psychotherapy as a form of treatment of mental illness,2. Different psychotherapies		
Units	Course Content	Periods
I	Career Counseling over the Life Span The Importance of career counseling, Career counseling associations and credentials, The scope of career counseling and careers, Career information ,Career development theories and counseling ,Trait and factor theory, Development theories, Social cognitive career theory 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	15
II	Marriage, Couple, and Family Counseling The changing forms of family life ,The beginnings of marriage, couple, and family counseling, Trends, family therapy pioneers and contemporary leaders , Associations, education and research Associations, education, research. Family life the family life cycle ,Marriage/family counseling versus individual/group counseling ,Overview of marriage, couple and family counseling ,Marriage and couple counseling, family counseling The process of marriage, couple, and family counseling, Precession planning, initial session, the middle phase marriage, couple and family counseling, Termination	15
III	Professional School Counseling The ASCA National model : School counselors at various levels Elementary school counseling and guidance :Emphases and roles activities Middle school counseling and guidance :Emphases and roles activities	15
IV	College Counseling and Students-Life Services The beginning of Students-Life Services and College Counseling The theoretical bases and professional preparation for working with college students , Theoretical bases, professional preparation.College Counseling, Emphases and roles, activities ,Students-Life professional, Emphases and roles, activities .Counseling and Students-Life Services with nontraditional students .Older students, part time – students, first-generation students, minority culture students, student athletes	15

BOOKS FOR READING:-

1. Gladding Samuel. T. (2011) *Counseling A comprehensive Profession.*(6th 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.

Elective course A*

CLINICAL PSYCHOLOGY

Course Code – PEC-A4		Credits-04
Course Title – PSYCHOPATHOLOGY-II		FOURTH SEMESTER.
Maximum Marks- 100		Internal – 80 External- 20
<p>Course Objective: To acquaint the students with: 1. Current systems of classification of Mental Disorders.2. The symptomatology of different psychological disorders.3. The etiology and dynamics of the disorders with respect to various theoretical approaches.</p>		
Units	Course Content	Periods
I	<p>Panic, Anxiety, and Their Disorders The Fear and Anxiety Response Patterns Overview of the Anxiety Disorders Phobic Disorders, Specific Phobias, Social Phobia 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, Generalized Anxiety Disorder General Characteristics, Prevalence and Age of Onset, Comorbidity With Other Disorders , Psychosocial Causal Factors, Biological Causal Factors, Treating Generalized Anxiety Disorder Obsessive-Compulsive Disorder .Prevalence and Age of Onset, Characteristic of OCD, Psychosocial Causal Factors, Biological Causal Factors, Treating Obsessive-Compulsive Behavior General Socio cultural Causal Factors for All Anxiety Disorders Cultural Differences</p>	15
II	<p>Somatoform and Dissociative Disorders Somatoform Disorders-Summarization Disorder, Hypochondriasis Pain Disorder ,Conversion Disorder ,Distinguishing Conversion form Malingering/Factitious Disorder ,Precipitating Circumstances Causal Factors in Somatoform Disorders, Treatment and outcome in somatoform disorders Dissociative Disorders-Dissociative Amnesia and fugue, Dissociative Identity Disorder ,Depersonalization Disorder ,Causal factors in Dissociative Disorders, Treatment and outcome in Dissociative disorders</p>	15
III	<p>Personality Disorders Clinical Features of Personality Disorders DSM-IV's Five Criteria ,Difficulties in Diagnosing Personality Disorders Categories of personality Disorders Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder, Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder,</p>	15

Course Code – PEC-A5		Credits-04
Course Title – Psychotherapies		Fourth Semester
Maximum Marks- 100		Internal – 80 External- 20
Course Objective : To acquaint the students with 1. Various Psychotherapies and its basic procedure.2. Effectiveness of specific psychotherapy in solution of particular problem.3. Different psychotherapeutic skills.		
Unit	Course Content	Periods
I	INTRODUCTION TO PSYCHOTHERAPIES Nature and Definition of Psychotherapies Psychotherapeutic Basic Skills Psychoanalytic Therapies: Classical & Modern Transactional Analysis	10+2
II	BEHAVIOR THERAPY Basic assumptions & various forms of behavior therapies Systematic Desensitization & Flooding, Implosive Therapy, Aversive Therapy Bio-Feedback Technique Assertiveness Training	10+2
III	COGNITIVE THERAPY REBT, Mind-fullness & REBT Beck's Cognitive Therapy	10+2
IV	RHUMANISTIC AND EXISTENTIAL THERAPIES Roger's Client Centered Therapy Gestalt Therapy Logo Therapy & Reality Therapy	10+2
V	EASTERN THERAPIES Vipashyana & Zen Buddhisum, Yoga Therapy	10+2

BOOKS FOR READING:

1. Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India.
2. Corey, G. (2008). Theory and practice of group counseling. Thomson Brooks/Cole: Belmont CA
3. Prochaska, J.O., & Norcross, J.C. (2007). Systems of psychotherapy: a transtheoretical analysis. 6th Edn. Thomson Brooks/Cole: Belmont, CA : USA.
4. Corsini, R.J. & Wedding, D. (Eds.) (1995). Current psychotherapies. Itasca, Ill.: F.E. Peacock.
5. Gelso, C. J. & Fretz, B.R. (1995). Counselling psychology Bangalore: Prism books.
6. Woolfe, R. & Dryden, W. (Eds.) (1996). Handbook of counseling psychology. New Delhi: Sage.
7. Stewart, I. (2000). Transactional analysis counseling in action. London: Sage.
8. Beck, A.T. (1976). Cognitive therapy and behavior disorders.
9. Rimm, D.C. & Masters, J.C. (1987). Behavior therapy: Techniques and empirical findings. New York: Harcourt, Brace, Jovanich.
10. Watts, A. W. (1973). Psychotherapy: East and West. London: Penguin books.
11. Rama,S. &Ballentine, R. &Ajaya, S.(1976). Yoga and psychotherapy. Hinsdale, PA: Himalayan International Inst.
12. Ajay, S.(1989). Psychotherapy: East and West. Hinsdale, Penn.: Himalayan International Inst.
13. Ellis, A. & Harper, A. (1975). A new guide to rational living. Englewood.
14. Cliffs, N.J.: Prentice-Hall.
15. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.
16. Veereshwar, P. (2002). Indian systems of psychotherapy. Delhi: Kalpaz publications
18. Nelson R ., Jones (2009) Theory and Practice of Counselling and Therapy (4th Ed) Sage Publication.

Elective course B*

SCHOOL PSYCHOLOGY

Course Code – PEC-B4		Credits-04
Course Title – Psychology of Adolescence		Fourth Semester
Maximum Marks- 100		Internal – 80 External- 20
Course Objective :		
Unit	Course Content	Periods
I	Adolescence: Introduction; Significance of studying adolescents' development; contexts of development Theories of Adolescence: Havighurst, Freud, Sullivan, Erikson, Kohl berg, Werner, Kelly	18
II	Adolescent Development: Physical and Cognitive Development Adolescent Development: Social and Emotional	20
III	Deviance in Adolescence: Juvenile Delinquency, Eating Disorders; Drug abuse.	22

Readings:

1. Dusek, J.B.(1987) Adolescent Development and Behaviour, Prentice- Hall Englewood Cliffs, New Jersey.
2. Jersild, A. T., Brook, J.S. & Borook, D. W.(1978)The Psychology of Adolescence, Macmillan Publishing Co. Inc. New York.
3. Newman,B.N. &Newman, P.R. (1979)An Introduction to the Psychology of Adolescence, The Dorsey Press, Homewood, Illinois.

Elective course – PEC-B6	Credits: 04
Course Title - Practicum: Case History	FOURTH Semester
Maximum Marks- 100	Internal – 80 External- 20
Course Objective: To develop the skill of case history taking. Understanding the environment of the clinic and work there.	

Students should select at least 7 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

GENERAL:

1. Each batch of practicum should consist of maximum 8 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 SPECIAL SCHOOL like Autistic and Mental Retardation School, 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.

PRACTICUM ASSESSMENT (100MARKS)

a. Continuous (Internal) Assessment and Distribution of Marks (50 Marks).

1. Presentation of one case report and viva (latest by five weeks from the commencement of the semester)-15 marks.
2. Hypothetical case (one) analysis-10 marks.
3. Presentation of another case and viva (latest by ten weeks from the commencement of the semester)-15 marks.
4. Overall performance (e.g. regularity, sincerity, quality of work etc.) and variety of disorders. - 10 marks

b. Semester-End Examination (SEE)-50 Marks.

Each batch will consist of only 8 students

Duration of examination for each batch will be 4 hours.

Hypothetical problems will be prepared by External Examiner.

Marks for Viva and Exercise Report will be given by both examiners and average marks will be considered as final marks of the candidate.

There will be no presentation of cases before the external examiner.

Assessment of analyses of hypothetical case analyses will be done by External Examiner only.

Remuneration for External Examination will be equally divided between the two examiners.

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

PSYCHOLOGY

Curriculum Structure and Scheme of Evaluation for - M. A.

With effective from 2011-12.

Semester I

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

Semester II

Course Code	Core Course Course Title	Credits
PSY - 404	COGNITIVE PROCESSES	04
PSY - 405	RESEARCH METHODOLOGY & STATISTICS	04
PSY - 406	PERSONALITY THEORIES	04
PSY - 453	PSYCHOLOGY PRACTICUM'S: TESTS	02
PSY - 454	PSYCHOLOGY PRACTICUM'S: TESTS CONSTRUCTION	02

CORSE CODE – PSY-401		NO. of Credits: 04
Course Title - COGNITIVE PSYCHOLOGY		First Semester
Assignments / Sessionals – 20 marks		
Semester Exam.- 80 marks		
Course Objective: 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		
UNITS.	COURSE CONTENT	PERIODS
I.	Introduction to Cognitive Psychology: - 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
II	Attention : a) Divided attention. b) Selective attention. c) Signal detection. d) Vigilance. e) Search.	10 +2
III.	Approach to the study of perception: - 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
IV.	Memory Memory processes: - a) Encoding. b) Storage. c) Retrieval.	10+2

Stages of memory: -

- a) Sensory Memory.
- b) Short- term memory.
- c) Long -term memory.

Episodic & Semantic memory.

V . Forgetting

Theories of forgetting: -

- a) Interference.
- b) Decay.
- c) Retrieval.

Application: -Memory distortion

10 +2

Text Books:-

1. Stenberg, R. J. (2007). *Cognitive Psychology*. Australia: Thompson Wadsowrth.
2. Solso, R.L. (2004). *Cognitive Psychology* (6th 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*. (2nd ed). N.J.: Prentice-Hall.
5. Reed, S. K. (1998). *Cognition: Theory and Application* (3rd ed). California Books/Cole Pub. Company.
6. Borude, R.R. *Bodhanik Manasashastra*. Chhaya Prakashan.
7. Cohen, G. (1983). *Psychology of Cognition* (2nd ed). London: Academic Press.
8. Desai, B. & Abhyankar, S.C. (2007).*Prayogik Manasashastra and Sanshodhan Paddhati*. Pune: Narendra Prakashan.

CORSE CODE – PSY-402		NO. of Credits: 04
Course Title - FOUNDATION OF BEHAVIORIAL RESEARCH & STATISTICS First Semester		
Assignments / Sessionals – 20 marks		
Semester Exam.- 80 marks		
Course Objective: 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.		
UNITS.	COURSE CONTENT	PERIODS
1.	Problem, Hypothesis and Variables: - 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 Meaning & types of variables I. Important consideration in selecting of variables II. Techniques of controlling extraneous variables III. Techniques of experimental manipulation of variables	15
2.	Correlation: - i. The concept & meaning of correlations ii. Pearson's product-moment correlation iii. Biserial & point-biserial correlation iv. Tetra choric & phi-coefficient Significance of the mean: - I. Significance of difference between two independent means II. When mean is independent & N is small III. When mean is independent & N is large	15
3.	Sampling: - 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	15

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

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. (5th ed). Patna: Bharti Bhavan.
2. McBurry, D. H. (2002).Research Methods. USA: Wordsworth, Thompson.
3. Karlinger, F. N. (1994).Fundamentals of Behavioural Research. (3rd ed).
4. Shaughnessy, J.J. & Zechmiester, E. B. (1997). Research Methods in Psychology (4th 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^{ed}). 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.

CORSE CODE – PSY-403

NO. of Credits: 04

Course Title - PSYCHOLOGY OF PERSONALITY

First Semester

Assignments / Sessionals – 20 marks

Semester Exam.- 80 marks

Course Objective: This course helps the students to understanding the divers' psychological strategies to analysis personality

UNITS.	COURSE CONTENT	PERIODS
1.	Introduction: A. Evaluating Personality Theories 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 C. Psychotherapy	10+2
2.	The Psychoanalysis: Approach A. Psychoanalysis: Sigmund Freud a. The structure of personality b. The Dynamics of Personality c. Development of personality B. Analytical psychology: Carl Jung a. The structure of personality b. The Dynamics of personality c. The Development of personality Application: Psychoanalysis.	10+2
3.	Interpsychic Theories: Alfred Adler, Harry Stack Sullivan. 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	10+2

4.	<p>Behaviour Theories.</p> <p>A. Experimental Analysis of Behaviour</p> <p>1) Dollard & Miller - stimulus Response Theory</p> <p style="margin-left: 20px;">a. Structure of personality</p> <p style="margin-left: 20px;">b. Dynamic of personality</p> <p style="margin-left: 20px;">c. Development of personality</p> <p>2) B.F. Skinner's Operant Conditioning</p> <p style="margin-left: 20px;">a. Structure of personality</p> <p style="margin-left: 20px;">b. Dynamic of personality</p> <p style="margin-left: 20px;">c. Development of personality</p>	10+2
5.	<p>Learning Theories.</p> <p>Social Learning Theories</p> <p>3) Albert Bandura</p> <p style="margin-left: 20px;">a. Four - Step model</p> <p style="margin-left: 20px;">b. Mass media Aggression & Aggressive behaviour</p> <p>4) Water Mischel</p> <p style="margin-left: 20px;">a. Cognitive person variables</p> <p style="margin-left: 20px;">b. A Consistency paradox & cognitive prototypes</p> <p style="margin-left: 20px;">c. A Cognitive - Affective system Theory of Personality</p>	10+2

Text Books: -

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

Reference Books: -

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

CORSE CODE – PSY-451		NO. of Credits: 02
Course Title - PSYCHOLOGY PRACTICUM'S: EXPERIMENTS		First Semester
Assignments / Sessionals – 10 marks		
Semester Exam.- 40marks		
Course Objective: To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests.To nurture the skill of observation.		
UNITS.	COURSE CONTENT	PERIODS
1.	Cognitive Process [any four] 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	30
2.	Memory [any four] 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	30

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

CORSE CODE – PSY-452		NO. of Credits: 02
Course Title PSYCHOLOGY PRACTICUM'S: DESIGENING EXPERIMENT		First Semester
Assignments / Sessionals – 10 marks		
Semester Exam.- 40 marks		
Course Objective: To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests.To nurture the skill of observation.		
UNITS.	COURSE CONTENT	PERIODS
1.	Theory of experiment: 1. What is experiment? 2. Variables and their types. 3. Experimental Design. 4. Forming Hypotheses. 5. Report Writing.	30
2.	Designing the one Experiment: 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.	30

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

CORSE CODE – PSY-404		NO. of Credits: 04
Course Title - COGNITIVE PROCESS		Second Semester
Assignments / Sessionals – 20 marks		
Semester Exam.- 80 marks		
Course Objective: 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.		
UNITS.	COURSE CONTENT	PERIODS
1.	<p>Memory II: -</p> <p>Models of memory: -</p> <ol style="list-style-type: none"> Atksion & Shiffrin. Craik & Lockhart. Tulving. <p>Semantic memory: -</p> <ol style="list-style-type: none"> Trace model. Network model <p>Long-term memory: -</p> <ol style="list-style-type: none"> Retrieval cues. Flashbulb memory. Constructive process in memory. Eyewitness testimony. Autobiographical memory. <p>Biological basis of memory: -</p> <ol style="list-style-type: none"> The search for engram. PET scan. <p>Application: -Mnemonic Systems</p>	10+2
2.	<p>Problem solving, creativity</p> <ol style="list-style-type: none"> Problem: - <ol style="list-style-type: none"> Definition Problem solving cycle Types of problems Obstacles & aids to problem solving. Problem solving approaches: - <ol style="list-style-type: none"> Algorithm. Heuristics. Creativity: - <ol style="list-style-type: none"> Definition. Measuring creativity. Types of contributions. 	10+2
3.	<p>Decision making: -</p> <p>Reasoning & decision making: -</p> <ol style="list-style-type: none"> Types of reasoning. Deductive & Inductive reasoning. Utility models of decision making. 	10+2

Application: -Knowledge and problem solving.	
4	<p>Language Production: Reading Speaking, Writing: - 10+2</p> <p>Properties of language:-</p> <p style="margin-left: 40px;">a) General Description</p> <p style="margin-left: 40px;">b) Fundamental Aspects of Language.</p> <p>Process of language Comprehension : -</p> <p style="margin-left: 40px;">a) Speech perception.</p> <p style="margin-left: 40px;">b) Semantics & syntax.</p> <p>Language Acquisition:-</p> <p style="margin-left: 40px;">c) Stages of Language Acquisition</p> <p style="margin-left: 40px;">d) Nature & Nurture.</p> <p>Reading : Bottom – up & top –down processes.</p> <p style="margin-left: 40px;">a) Perceptual Issues in Reading</p> <p>Language & Thought:</p> <p style="margin-left: 40px;">e) Differences among Languages.</p> <p style="margin-left: 40px;">Bilingualism & Dialects</p>
5.	<p>Cognitive development: - 10+2</p> <p>Developmental psychology: -</p> <p style="margin-left: 40px;">a) Assimilation& accommodation: Piaget.</p> <p style="margin-left: 40px;">b) Mind of society: Vygotsky.</p> <p style="margin-left: 40px;">c) Vygotsky & Piaget.</p> <p>Neurocognitive development: -</p> <p style="margin-left: 40px;">a) Early neural development.</p> <p style="margin-left: 40px;">b) Environment and neural development.</p> <p style="margin-left: 40px;">c) Laterization studies.</p> <p>Cognitive development: -</p> <p style="margin-left: 40px;">a) Intelligence & abilities.</p> <p style="margin-left: 40px;">b) Development information-Acquisition skills.</p> <p style="margin-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* (6th 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. Borude, R.R. *Bodhanik Manasashastra*. Chhaya Prakashan.
5. Cohen, G. (1983). *Psychology of Cognition* (2nd ed). London: Academic Press.

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

CORSE CODE – PSY-405		NO. of Credits: 04
Course Title - RESEARCH DESIGNS & STATISTICS		Second Semester
Assignments / Sessionals – 20 marks		
Semester Exam.- 80 marks		
Course Objective: 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.		
UNITS.	COURSE CONTENT	PERIODS
1. Experimental Designs		17
	<ul style="list-style-type: none"> (a) Meaning & purpose of research Design (b) Criteria of Research design (c) Basic principles of Experimental Design <ul style="list-style-type: none"> i. Replication ii. Randomization iii. Local control (d) Some important types of Research Design <ul style="list-style-type: none"> i. Between- Groups Design ii. More- Than – Two – Randomized groups Design <ul style="list-style-type: none"> a. Matched- Groups Design. b. Factorial Design (e) Within – Groups Design <ul style="list-style-type: none"> i. Single subject design ii. Repeated measures designs iii. Single factor repeated measures designs iv. Two factor repeated measures designs (f) Quasi – experimental Design <ul style="list-style-type: none"> i. Meaning of quasi experimental design ii. Types of quasi experimental Design 	
2. Analysis of variance (ANOVA)		10
	<ul style="list-style-type: none"> (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 	
3. Social scientific research		13
	<ul style="list-style-type: none"> (a) Meaning & Characteristics of social scientific research (b) Types of research <ul style="list-style-type: none"> i. Experimental research <ul style="list-style-type: none"> a. Laboratory experiments b. Field experiments ii. Non – experimental research <ul style="list-style-type: none"> a. Field studies 	

- b. Ex – Post facto
- c. Survey research: Meaning, Uses & Characteristics.
- iii. Survey Research Design:
 - a. Cross – sectional Designs
 - b. Successive independent sample Design
 - c. Longitudinal Design

4. Chi Square

20

- (a) Use of chi square as a Test of “Goodness of Fit”
 - i. Hypothesis of chance
 - ii. Hypothesis of equal probability
 - iii. Hypothesis of Normal Distribution
- (b) Procedure of chi square Testing
- (c) Use of chi-square as a test of independence between two variables
- (d) Contingency Coefficient – How to compute C
- (e) Underlying Assumptions, uses & limitations of chi square Test.

Non-Parametric Tests.

- (a) Parametric & Non-parametric Tests
- (b) When to use parametric & Non-parametric tests.
 - i. Sign test

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. (5th ed). Patna: Bharti Bhavan.
2. McBurry, D. H. (2002).Research Methods. USA: Wordsworth, Thompson.
3. Karlinger, F. N. (1994).Fundamentals of Behavioural Research. (3rd ed).
4. Shaughnessy, J.J. & Zechmiester, E. B. (1997). Research Methods in Psychology (4th 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^{ed}). 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.

CORSE CODE – PSY-406		NO. of Credits: 04
Course Title	PERSONALITY THEORIES	Second Semester
Assignments / Sessionals – 20 marks		
Semester Exam.- 80 marks		
Course Objective: This course helps the students to understanding the divers' psychological strategies to analysis personality.		
UNITS.	COURSE CONTENT	PERIODS
1.	Dispositional Theories A. Trait & Personolgy 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	10+2
2.	Factor Analytic Theories 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.	10+2
3.	Humanistic & Existential Theories A. Humanism 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	10+2
4.	Existential & Cognitive Theories 1) Rollo May a. The Existential attitude b. Our predicament	10+2

A. Personal Construct:

- 1) Gorge Kelly
 - a. Basic Assumption
 - b. Personal constructs
 - c. Fundamental postulate & Its corollaries

5. Cognitive - Behavioral Theories

- 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 (4th ed) New york. John wiley & son's , Inc.
2. Barabara , E.(2006). Personality Theories (7th ed). New York: Houghton Mifflin Company

Reference Books: -

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

CORSE CODE – PSY-453		NO. of Credits: 02
Course Title - PSYCHOLOGY PRACTICUM'S: TESTS		Second Semester
Assignments / Sessionals – 10 marks		
Semester Exam.- 40marks		
Course Objective: To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests. To nurture the skill of observation.		
UNITS.	COURSE CONTENT	PERIODS
1.	Personality Test [any four] 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)	30
2.	GENERAL ABILITY TESTS (any four): 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)	30

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. 3rd ed. (1965). *Psychological testing*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
6. Cronbach L. J. (1984). *Essentials of Psychological Testing* (4th 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

CORSE CODE – PSY-454		NO. of Credits: 02
Course Title - PSYCHOLOGY PRACTICUM'S: TESTS CONSTRUCTION Second Semester		
Assignments / Sessionals – 10 marks		
Semester Exam.- 40marks		
Course Objective: To create interest in psychological phenomenon. To develop awareness of psychological of psychological tools, techniques and tests. To nurture the skill of observation.		
UNITS.	COURSE CONTENT	PERIODS
1.	Theory of test construction: 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	30
2	Test construction: 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.)	30

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

Distribution of Marks				Total
Viva for part 1	Viva for part 2	Report part 1	Report part 2	

10	10	15	15	50
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Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

PSYCHOLOGY

Curriculum Structure and Scheme of Evaluation for - M. A.

With effective from 2012-13.

Semester III

Course Code	Core Course Course Title	Credits
PSY - 407		04
PSY – 408		04
PSY – 409		04
PSY – 455	PSYCHOLOGY PRACTICUM'S: TEST EVALUATION	02
PSY – 456	PSYCHOLOGY PRACTICUM'S: CASE STUDIES	02

Semester IV

Course Code	Core Course Course Title	Credits
PSY – 410		04
PSY – 411		04

PSY - 412		04
PSY - 457	RESEARCH PROJECT	04