

CORE COURSE – PSY-452		Credits: 02
Course Title - PRACTICUM'S: Designing Experiment		First Semester
Maximum Marks- 50	Internal –25	External- 25
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 INTERNAL 25 MARKS :

20 marks experiment design report. 5 marks attendance, regularity, sincerity

DISTRIBUTION OF EXTERNAL 25 MARKS TERM END EXAM

20 marks term end examination, 5 marks viva

CORE COURSE – PCC-453	Credits: 02
Course Title - Seminar Paper (Research)	First Semester
Maximum Marks- 50	Internal –25 External- 25
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 –50 External- 50
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.

II SEMESTER

CORE COURSE – PCC-455		Credits: 02
Course Title - Psychology Practicum's: Tests Construction		Second Semester
Maximum Marks- 50		Internal – 25 External- 25
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	<p>Theory of test construction:</p> <ol style="list-style-type: none"> 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
	<p>Test construction:</p> <ol style="list-style-type: none"> 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

CORE COURSE – PCC-456	Credits: 02
Course Title - Seminar Paper (Review of Literature)	Second Semester
Maximum Marks- 50	Internal –25 External- 25
Course Objective Understanding the Purpose of the review , Source of review , Preparation of index card for reviewing and abstracting	

Students will have to take a relevant topic and collect the review of literature from different sources.

Write them in a proper format and submit it . also have to give a seminar on the reiew.

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 –50 External- 50
Course Objective Giving brief and coherent introduction to psychology. Understanding human behavior. Knowing conceptual framework and assumptions.		
UNITS.	COURSE CONTENT	PERIODS
I	Humanistic Approach	15
II	Existential Approach	15
III	Perspective on Development	15
IV	Perspective on Social Behaviour	15

Text :

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

III SEMESTER

CORE COURSE- PCC-409	Credits: 12
Course Title - Dissertation –I (Introduction, Review, Methodology	
THIRD SEMESTER	
Maximum Marks- 100	Internal – 50 External- 50

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 A*

Elective course – PEC-A2		Credits-04
Course Title – Psycho-diagnostics		Third Semester
Maximum Marks- 100		Internal – 50 External- 50
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
- Urbina, S. (2004). *Essentials of Psychological Testing*. New Jersey: John Wiley & Sons
- Freeman. *Theory and Practice of Psychological Testing*
- Korshin, 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 – 50 External- 50
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, L. E. (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.

Course Code – PEC-B2		Credits-04
Course Title – Psychology of Exceptional Children		Third Semester
Maximum Marks- 100		Internal – 50 External- 50
Course Objective :		
Unit	Course Content	Periods
I	Exceptional Children: Definition, Categorization, Impairment, Disability & Handicap (Meaning), Prevention	18
II	Children with Sensory and Motor Disabilities: Visual and Hearing Impairments, Degrees of Impairment, Developmental Characteristics; Educational and Vocational Implications: Orthopedically Handicapped	20
III	Children with Speech, Cognitive and learning Differences: Mental Retardation: Types, Causes, Objectives of Education Gifted Children: Characteristics, Identification, Educational Intervention. Speech Defectives: Types, Causes and Intervention. Learning Disorders: Reading Disorders, Writing Disorders & Arithmetic Disorders	22

Readings:

- 1 Dennis and Dennis (1976) The Intellectually Gifted, Academic Press, Inc.
- 2 Kirk S. (1970) Educating the Exceptional Child, Oxford and J B H Publishing, Co.
3. Klykylo, W. M. and Jerald, K. (2005) Clinical Child Psychology. John Wiley and Sons.
4. Mash, E. J. (2002) Abnormal Child Psychology, Wadsworth Thomson Learning, Australia.
5. Rothstein, J. H. (1971) Mental Reardation, Readings and Resources, 2nd Edition, Holt, Rinehart & Winston, Ind.
6. Swanson, L. H. and Watson, B. L. (1982) Educational and Psychological Assessment of Exceptional Children, Theories, Strategies and Application, The C. V. Mosby Company, London.

Elective course – PEC-B3	Credits: 04
Course Title - Practicum : Diagnostic Tests	Third Semester
Maximum Marks- 100	Internal – 50 External- 50
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
- 11.

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

IV SEMESTER

CORE COURSE- PCC-411	Credits: 12
Course Title - Dissertation –I (Data collection, Result Interpretation, final submission)	
FOURTH SEMESTER	
Maximum Marks- 100	Internal – 50 External- 50

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. Data Collection-20
2. Result Interpretation-20
3. Summary , conclusion-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 A*

CLINICAL PSYCHOLOGY

Course Code – PEC-A5		Credits-04
Course Title – Psychotherapies		Fourth Semester
Maximum Marks- 100		Internal – 50 External- 50
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 Logotherapy & Reality Therapy	10+2
V	EASTERN THERAPIES Vipashyana & Zen Buddhism, 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.

Elective course – PEC-A6	Credits: 04
Course Title - Practicum: Case History	FOURTH Semester
Maximum Marks- 100	Internal – 50 External- 50
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 CLINICAL CASES IN HOSPITAL / CLINIC / 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 (50Marks).

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.

Elective course B*

SCHOOL PSYCHOLOGY

Course Code – PEC-B4		Credits-04
Course Title – Psychology of Adolescence		Fourth Semester
Maximum Marks- 100		Internal – 50 External- 50
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.

Course Code – PEC-B5		Credits-04
Course Title – Developmental Psychopathology		Fourth Semester
Maximum Marks- 100		Internal – 50 External- 50
Course Objective :		
Unit	Course Content	Periods
I	Introduction: Developmental Psychopathology in India. Concept, classification & Assessment	18
II	Internalizing Disorders: Anxiety Disorders; Childhood depression conversion reaction; Obsessive compulsive behaviour (Causes & intervention)	20
III	Externalizing Disorders: Conduct disorders; Attention deficit hyperactivity disorders (Causes & Intervention)	22

Readings:

1. Klykylo, W. M. and Jerald, K. (2005) Clinical Child Psychology. John Wiley and Sons.
2. Mash, E. J.(2002) Abnormal Child Psychology, Wadsworth Thomson Learning, Australia.
3. Swanson, L. H. and Watson, B. L. (1982) Educational and Psychological Assessment of Exceptional Children, Theories, Strategies and Application, The C. V. Mosby Company, London

Elective course – PEC-B6	Credits: 04
Course Title - Practicum: Case History	FOURTH Semester
Maximum Marks- 100	Internal – 50 External- 50
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 (50Marks).

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.