

FATIMA MATA NATIONAL COLLEGE, KOLLAM
(Autonomous)
Affiliated to University of Kerala

COURSE STRUCTURE, MARK DISTRIBUTION
SCHEME AND SYLLABUS OF
M.Sc PSYCHOLOGY (SEMESTER PATTERN)
(Autonomous)

2015 Admission Onwards

Course Code & Title of Course

M.Sc. Psychology

Course Code	Title of Course
Semester I	
15PPC11	Attention, Perception, Cognition and Memory
15PPC12	Personality and personal Growth
15PPC13	Psychometry
15PPC14	Frontiers of Psychology
Semester II	
15PPC21	Intelligence, Learning and Motivation
15PPC22	Psychopathology
15PPC23	Research Methodology
15PPC24	Experimental Psychology-1 (Practical)
Semester III	
15PPC31	Counselling and Consultancy Psychology
	Optional - Educational Psychology
15PPC32	Psychology of Exceptional Children
15PPC33	Assessment and Management of Exceptional Children
15PPC34	Experimental Psychology - II (Practical)
Semester IV	
15PPC41	Health Psychology
	Optional - Educational Psychology
15PPC42	Testing, Counselling and Behaviour Management in School Setting
15PPC43	Psychology In the Classroom
15PPC44	Applied Psychology (Practical)
15PPC45	Dissertation
15PPC46	Viva Voce

FATIMA MATA NATIONAL COLLEGE, KOLLAM
(Autonomous)
Affiliated to University of Kerala

SYLLABUS FOR M.Sc PSYCHOLOGY (SEMESTER PATTERN)

Course Structure & Mark Distribution

Semester	Paper Code	Title of paper	Instrl Hrs/ Week	ESA Time	Maximum Marks				
					CA	ESA	Total	Semester Total	
I	15PPC11	Attention, Perception, Cognition and Memory	7	3 hrs	25	75	100	400	
	15PPC12	Personality and Personal Growth	6	3 hrs	25	75	100		
	15PPC13	Psychometry	6	3 hrs	25	75	100		
	15PPC14	Frontiers of Psychology	6	3 hrs			100		
II	15PPC21	Intelligence, Learning and Motivation	7	3 hrs	25	75	100	400	
	15PPC22	Psychopathology	6	3 hrs	25	75	100		
	15PPC23	Research Methodology	7	3 hrs	25	75	100		
	15PPC24	Experimental Psychology-I (Practical)	5	3 hrs	25	75	100		
III	15PPC31	Counselling and Consultancy Psychology	7	3 hrs	25	75	100	400	
	Optional – Educational Psychology								
	15PPC32	Psychology of Exceptional Children	6	3 hrs	25	75	100		
	15PPC33	Assessment and Management of Exceptional Children	7	3 hrs	25	75	100		
	15PPC34	Experimental Psychology-II (Practical)	5	3 hrs	25	75	100		
IV	15PPC41	Health Psychology	7	3 hrs	25	75	100	400	
	Optional – Educational Psychology								
	15PPC42	Testing, Counselling and Behaviour Management in School Setting	6	3 hrs	25	75	100		
	15PPC43	Psychology in the Classroom	6	3 hrs	25	75	100		
	15PPC44	Applied Psychology (Practical)	6	3 hrs	25	75	100		
	15PPC45	Dissertation						100	
	15PPC46	Viva Voce						100	
		Grand Total						1800	

CA: Continuous Assessment, ESA: End Semester Examination

Overview of the Course

The course aims at enabling the students to acquire the necessary theoretical inputs and practical skills for effective functioning in the field of Applied Psychology.

The course is organised as a Two-Year Four Semester Programme. In Semesters I and II there are four compulsory papers each. The students are offered Educational Psychology as the optional subject by the beginning of the third Semester. There is one common paper and three optional papers in this semester. In Semester IV also there is one common applied paper and three optional papers. The course comprises of 13 Theory Papers and 3 Practical Papers. At the end of the fourth Semester, the student is required to submit a Dissertation that has to be started at the beginning of the third Semester and to be submitted at the end of the fourth Semester. The student has to appear for a comprehensive Viva Voce at the end of the fourth Semester. Dissertation and Viva Voce are evaluated externally.

SCHEME OF EVALUATION

Division of Marks in each Paper

	Marks
Continuous Assessment	30 marks
End Semester Assessment	70 marks
Total	<u>100 marks</u>

Division of Marks in the Continuous Assessment: Practical

Attendance	5 marks
Record	5 marks
Performance, Punctuality and Skill	5 marks
Tests (Average of Two Test Papers)	15 marks
Total	<u>30 marks</u>

Division of Marks in the Continuous Assessment: Theory Papers

Attendance	5 marks
Seminar	5 marks
Assignment	5 marks
Tests (Average of Two Test Papers)	15 marks
Total	<u>30 marks</u>

Division of Marks in the End Semester Assessment: Practical

Plan and Procedure	20 marks
Conducting	20 marks
Oral	20 marks
Record	10 marks
Total	<u>70 marks</u>

Division of Marks in the End Semester Assessment: Theory Question Papers

Section A	3 Out of 5 Questions, each Carrying 10 Marks	30 marks
Section B	4 Out of 6 Questions, each Carrying 5 Marks	20 marks
Section C	10 out of 14 Questions, each Carrying 2 Marks	20 marks
Total		<u>70 marks</u>

Total marks in each Semester	400 marks
Total for All the Four Semesters	1600 marks
Marks for Dissertation	100 marks
Marks for Viva Voce	100 marks

Total Marks for the Course	1800 marks
-----------------------------------	-------------------

CONTINUOUS EVALUATION (CE) – (THEORY)

1. Attendance:

Students who secure a minimum of 75% attendance in the aggregate for all the Courses of a semester taken together alone will be allowed to register for End Semester Evaluation. Others have to repeat the semester along with the next batch, unless they could make up the shortage of attendance through condonation. However the award of Grade for attendance in CE shall be made course-wise. Condonation of shortage of attendance to a maximum of 10 days in a semester subject to a maximum of two times during the whole period of a Degree Programme shall be granted by the University on valid grounds. This condonation shall not be considered for awarding marks for CE. Benefits of attendance for a maximum of 10 days in a semester shall be granted to students who participate/attend University Union activities, meetings of the University Bodies and Extra Curricular Activities, on production of participation/attendance certificate by the University Authorities/Principals as the case may be. But in such cases, condonation will be considered for award of marks for CE.

Attendance (Max. 5 marks):

The allotment of marks for attendance shall be as follows:

Attendance less than 75%	1 Mark
75% & less than 80%	2 Marks
80% & less than 85%	3 Marks
85% & less than 90%	4 Marks
90% & above	5 Marks

2. Assignments or Seminars: (Max. 5 marks)

Each student shall be required to do one assignment or one seminar for each Course. Valued assignments shall be returned to the students. The seminars shall be organized by the teacher/teachers in charge of CE and the same shall be assessed by a group of teachers including the teacher/ teachers in charge of that Course. Assignments/Seminars shall be evaluated on the basis of their quality. The teacher shall define the expected quality of an assignment in terms of structure, content, presentation etc. and inform the same to the students. Due weight shall be given for punctuality in submission. Seminar shall be similarly evaluated in terms of structure, content, presentation, interaction etc.

3. Tests: (Max. 15 marks)

For each course there shall be two (average of two) tests during a semester.

Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the test.

CONTINUOUS EVALUATION (CE) – (PRACTICALS)

The marks for the components of Practical for Continuous Evaluation shall be as shown below.

A	Attendance	5 marks
B	Record	5 marks
C	Test	15 marks
D	Performance, Punctuality and Skill	5 marks
	Total	30

The marks of a Course are consolidated by combining the marks of ESE and CE (70+30).

END SEMESTER EVALUATION (ESE):

End Semester Evaluation of all the Courses in all the semesters shall be conducted. The results of the ESE, which shall not exceed 45 days from the last day of the examination.

PATTERN OF QUESTIONS

Question Type	Total Number of Questions	Number of Question to be answered	Marks for each Questions	Total Marks
Section A: Short Essay (Not to exceed 120 words)	5	3	10	30
Section B: Short Answer (Not to exceed one paragraph)	6	4	5	20
Section C: Very Short Answer Type (One word to Maximum of 2 sentences)	14	10	2	20
Total	25	17	17	70

SEMESTER I 15PPC11
ATTENTION, PERCEPTION, COGNITION AND MEMORY

Unit 1: Brain and Behaviour:

Neurons: Building Blocks of Nervous System

Neurons Structure and Functions

Neurotransmitters – Chemical Keys to the Nervous System

Brain: Brain Stem, Hypothalamus, Limbic System – Motivation and Emotion, Brain and Human Speech, Brain and Higher Mental Processes.

Unit 2: Attention:

Definition and Meaning of Attention

Attention Process

-Divided Attention

-Selective Attention (Dichotic Listening, Stroop Effect, Visual Search)

Models of Attention

- Broadbent's Model of Selective Attention
- Triesman's Attenuation model
- The Pertinence Model
- Limited Capacity Models
- Neisser's Synthesis Model
- Factors Influencing Attention

Unit 3: Perception:

Definition and Meaning of Perception

Theories of Perception

- Bottom-Up Theory of Perception
- Template Theories
- Prototype Theories
- Feature Theories
- Structural Description Theory
- Top-Down Theory of Perception
- Computational Theory of Perception
- Spatiotemporal Boundary Formation Theory

Colour Perception – Theories of Colour Perception

Pain Perception- Theories of Pain Perception

Subliminal Perception

Perceptual Defence

Perceptual Vigilance

Depth Perception

Reaction Time

Extra-Sensory Perception.

Errors in Perception: Illusion, Hallucination, and Delusion

Unit 4: Cognition:

Definition and Meaning of Cognition

Parallel Processing: The Connectionist Model

Parallel Distributed Processing (PDP) Model

Problems Solving- Definition

Strategies of Problem Solving

Algorithms

Heuristics

Search Strategy

Means-Ends Analysis

Hill Climbing

Analogical Transfer

Working Backward

Backtracking

Schema Based Models

Multiple Trace Model

Factors Affecting Problem Solving

Mental Set

Functional Fixedness

Incubation Effect

Incorrect Representation

Lack of Problem-Specific Knowledge or Expertise

-Improving Problems Solving

Unit 5: Memory:

Sensory Memory- Registration, Representation and Characteristics

STM- Characteristics

LTM- Characteristics

Semantic Vs Episodic Memory

Declarative Vs Procedural Memory

Implicit Vs Explicit Memory

Flash Bulb Memories

Constructive Nature of Memory : Autobiographical Memory - Memory Distortions

Information Processing models: Atkinson- Shiffrin Three Store Model (Stage Model or Modal Models) of Memory

Theories of Forgetting:

- Decay Theory
- Interference Theory
- Tulving's Cue Dependent Theory of Forgetting.
- Retrieval Inhibition as a Theory of Forgetting.
- Trace Dependent Forgetting
- Motivated Forgetting Theory

Biogenic and Psychogenic Forgetting :

Alzheimer's Disease

Retrograde Amnesia

Infantile Amnesia

Anterograde Amnesia

Korsakoff's Syndrome

Post-Traumatic Amnesia

References

- Glass, A. L. (1986). *Cognition*. New York: Mc Graw Hill.
- Hayes, N. (1994). *Foundations of psychology*. London: Routledge.
- Bernstein, D.A., & Stewart, A.C. (1994). *Psychology*, 3rd Edn., Houghton Edward.
- Baron, R. (1995). *Psychology*. New Delhi: Prentice Hall.
- Zimbardo, P. (1998). *Psychology and life*. London: Scoh Foresman & Co.
- Morgan, C.T. (1993). *Introduction to psychology*. New York: McGraw Hill.
- Matlin, W. M. (1988). *Sensation and perception*. London: Allyn and Bacon Inc.
- Matlin, W. M. (1994). *Cognition*. Holt Rinehart and Winston Inc.
- Haberlandt, K. (1977). *Cognitive psychology*. London: Allyn Bacon.
- Sternberg, R. J. (1996). *Coginitive psychology*. Newyork: Harcourt Brace College Publishers.
- Feldman. (2002). *Understanding psychology*, 6th Edn. New Delhi: Tata Mc Graw Hill.
- Solso, R.T. (2005). *Cognitive psychology*. Delhi: Pearson Education.

SEMESTER I 15PPC12
PERSONALITY AND PERSONAL GROWTH

Unit 1 Personality:

Personality: Concept and Definitions

Approaches to Personality:

- Functionalistic Vs Differential
- Specific Vs Generalised
- Personal Vs Impersonal
- Unique Vs Common
- Idiographic Vs Nomothetic

(Ref: Guilford, Hall& Lindzey)

Unit 2 Psychodynamic Theories:

Classical Psychoanalytic Theory of Sigmund Freud

Neo-Freudians:

Analytic Theory of Carl Jung

Social Psychological Theories:

- Alfred Adler
- Eric Fromm
- Karen Horney
- Harry Stack Sullivan

(Ref: Friedman & Schustack, Hall& Lindzey)

Unit 3 Later Developments in Psychoanalytic Theory:

Psychosocial Theory of Development: Eric Erikson

- Ego Psychology: Anna Freud
- Object Relations Theories: Margaret Mahler, Heinz Kohut, Melanie Klein, Winnicott
- Attachment Theory: Bowlby

(Ref: Friedman & Schustack, Hall& Lindzey, Kaplan& Sadock)

Unit 4 Emphasis on Personality Structure:

- Henry Murray
- Gordon Allport
- Raymond Cattell
- Hans J Eysenck
- Big Five Factors Theory

(Ref: Friedman & Schustack, Hall& Lindzey)

Unit 5 Behaviourist aspects of Personality:

Operant Conditioning: B F Skinner

Social Cognitive Learning: Albert Bandura

S-R Theory: Dollard & Miller

(Ref: Friedman & Schustack, Hall& Lindzey)

Unit 6 Cognitive Perspective:

- Personal Construct: George Kelley
- Locus of Control: Julian Rotter

Personality and Health:

- Type A, B, C, & D Behaviour Patterns

(Ref: Friedman & Schustack)

Unit 7 Humanistic Existential Perspectives:

Humanistic Theories:

- Carl Rogers
- Abraham Maslow

Existential Perspectives:

- Victor Frankl
- Rollo May

(Ref: Friedman & Schustack, Hall & Lindzey)

Unit 8 Ideas of Personal Growth in Personality Theories:

- Individuation -Jung
- Self Actualization -Maslow
- Fully Functioning Individual -Rogers
- Psychosynthesis -Assagioli
- Holistic Psychology

Promoting Personal Growth

(Ref: Fadiman & Frazer, Hjelle & Ziegler)

Reference:

- Friedman, H. S., & Schustack, M.W. (2003). *Personality: Classic theories and modern research*, 2nd Edition. Delhi: Pearson Education.
- Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). *Theories of personality*, 4th Edition. New Delhi: John Wiley & Sons.
- Fadiman, J., & Frazer, R. (1976). *Personality and personal growth*. New York: Harper & Row.
- Hjelle, L.A. and Ziegler, D.J. (2002). *Personality theories: Basic assumptions, research, and applications*, 3rd Edition. New Delhi: McGraw-Hill.
- Mathew, V.G. (2008). *Oriental psychology*. Retrieved from the web November 10, 2008 from [http://: psychology4all.com](http://psychology4all.com).
- Guilford, J.P. (1959). *Personality*. New York: Mc Graw Hill Book Company.
- Kaplan & Sadock. (1988). *Comprehensive textbook of psychiatry*. Baltimore: Williams Wilkin.

**SEMESTER I 15PPC13
PSYCHOMETRY**

Unit 1 Psychological Measurement:

Scales of Measurement- Nominal, Ordinal, Interval, Ratio Scales. Quantitative and Qualitative Measurements.

Unit 2 Methods:

- Psychophysical Scaling Methods: Method of Limits, Method of Constant Stimuli, Method of Average Error.
- Psychological Scaling Methods. Application of Scaling Methods in Attitude Measurement- Methods of Thurstone, Likert and Guttman.
- Data Collection Methods: Observation- Naturalistic Observation, Survey, Case Study; Interview; Psychological Tests. History of Testing. Nature and Use of Tests.
- Rating Scales –Types.

Unit 3 Construction and Standardization of Psychological Tests:

- Planning: major aspects.
- Item Writing: major aspects
- Item Analysis Procedure
- Calculation of Indices of Item Difficulty, Item Discrimination and Inter-Item Correlation.
- Item Characteristic Curve
- Final Test: Estimation of Reliability, Validity and Norms. Preparation of Test Manual.
- Reliability: Meaning. Types- Test-Retest, Alternate Forms, Split Half, Coefficient Alpha, KR-20, Interscorer Reliabilities.
- Validity: Meaning. Types- Content, Criterion Related, Construct, Face Validities
- Norms: Types- Age, Grade, Percentile, Standardized Norms.

Unit 4 Different Types of Psychological Tests:

- Individual and Group Tests, Speed and Power Tests, Verbal and Non-Verbal and Performance Tests.
 - Tests of Attitude, Aptitude, Achievement.
 - Tests of Intelligence- Binet, Wechsler, Culture-Fair Tests.
 - Tests of Creativity
 - Tests of Personality:
 - a) Inventories- MMPI, CPI, 16 PF, EPQ.
 - b) Projective Techniques: Classification. Rorschach, TAT, Word Association Test, Sentence Completion Test, Drawing Tests.
 - Content Analysis, Q-Sort, Semantic Differential, Sociometry, Situational Tests.
- Use of Computers in Testing.
Ethical Standards in Testing.

References:

- Gregory, R.J. (200). *Psychological testing: History, principles and applications*. Boston: Allyn and Bacon.
- Anastasi, A. and Urbina, S. (1997). *Psychological testing*. USA: Prentice Hall.
- Freeman, F.S. (1965). *Theory and practice of psychological testing*. New York: Cornell University
- Murphy, K.R. & Davidshofer, C.O. (1998). *Psychological testing: Principles and applications*, 4th Edition. New Jersey: prentice Hall International.
- Groth-Marnat. G. (1999). *Handbook of psychological assessment*. London: John Wiley & Sons.
- Garret, H.E. (1962). *Statistics in psychology and education*. London: Longmans.
- Singh, A.K. (2002). *Tests, measurements and research methods in behavioral sciences*. Patna: Bharati Bhawan Publishers.

SEMESTER I 15PPC14 FRONTIERS OF PSYCHOLOGY

Unit 1: Emerging Areas in Psychology:

Sports Psychology: Sports Personality- Characteristics & Dimensions.

Developing Sports Personality. Theories of Play.

Brief Descriptions of the following Disciplines:

- Evolutionary Psychology
- Cultural Psychology
- Criminal Psychology
- Forensic Psychology
- Geriatric Psychology

Unit 2: Current Trends in Popular Psychology:

Positive Psychology- Positive Emotional States and Processes.

Emotional Intelligence- Ability or Personality Trait? Socio Emotional Selectivity Theory

(Carstensen's Theory). Positive Environments. **Positive Schooling. Good Work.** The

Psychology of Gainful Employment. Building Better Communication

Soft Skills-What are Soft Skills? Relevance

Neuro Linguistic Programming- Its Nature, Criticisms. Is NLP a Science or Pseudoscience?

Unit 3: Psychology in Social Issues:

Gender Discrimination- Strategies for Breaking Glass Ceiling. Female Infanticide. Dowry.

Feminism. Consequences of Feminism.

Aggression & Causes –Social, Cultural, Personal, Situational. Prevention and Control –

Punishment, Self Regulation, Forgiveness.

Psychological Implications and Impact of Child & Adult Abuse. Impact of Tourism.

Technostress and Burnout. Behavioural Changes in Social Relationship Caused by IT. Cyber Crime. Internet Addiction.

Unit 4: Environmental Psychology:

Definition and Characteristics. Encouraging Environmentally Responsible Behavior. Designer's

Perspective- Architectural and Aesthetic. Residential, Institutional and Organisational Settings.

Home for the Elderly.

Unit 5: Interpersonal Attraction and Close Relationships:

Close Relationships, Inter-Dependent Relationships, Marriage.

Unit 6: Psychology of Advertising:

Dimensions. Classifications, Functions and Effects of Advertising- Social and Economic.

Advertising and its Influence on Consumer Behaviour. Consumerism.

References:

- Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology* (12th Edn.), Pearson, Delhi.
- Santrock, J.W. (2007). *Life-Span Development* (3rd Edn.), Tata McGraw-Hill, New Delhi.
- Bell, Fisher, Baum & Greene .(1996). *Environmental psychology*, 4th Edn. Holt, Rinehart and Winston Inc.
- Carr, A. (2008). *Positive psychology: The science of happiness and human strength*. Routledge.
- Snyder, C.R. and Lopez, S.J. (2007). *Positive psychology*. Sage publishers.
- Kinicki, A. & Kreitner, R. (2006). *Organisational behaviour: Concept, skill, practices*, 2nd edn. New Delhi: Tata Mc-Graw Hill.
- Ramachandran, V. S. (2004). *Phantoms in the brain*. New Delhi: Harper Collins.
- Ramachandran, V.S. (2007). *The emerging mind*. New Delhi: Profile Books.
- Misra, G. (Ed.) (1990). *Applied social psychology in India*. New Dehi: Sage Publications Inc.
- Dunbar,R. (2003). *Evolutionary psychology: A beginner's guide*. New Delhi: Viva Books.
- Valsiner, J. (2008). *Culture in minds and societies: Foundations of cultural psychology*. New Delhi: Sage Publishers.
- Baron, R.A., Byrne, D. (2005). *Social psychology*, 10th Edn. New Delhi: Prentice Hall of India.
- Menon, L. (1997). *Gender issues and social dynamics*. New Delhi: Kanishka Publishers.
- Kamlesh, M.L. (1998). *Psychology in physical education and sports*. New Delhi: Metropolitan Book Co.

SEMESTER II 15PPC21
INTELLIGENCE, LEARNING AND MOTIVATION

Unit 1: Intelligence:

Meaning of Intelligence.

Theories of Intelligence:

-Factor Theories:

- Spearman
- Cattell
- Thurstone
- Vernon

-Process Oriented Theories:

- Piaget
- Bruner

-Information Processing Theory by Sternberg

-Gardner's Seven Intelligence

Creativity -Meaning, Components, Stages of Creative Process, Factors of Creative Thinking

Reasoning: --Types- Inductive, Deductive, Propositional, Syllogistic, Analogical, Categorical

Unit 2: Learning:

Definition of Learning

Conditioning

- Pavlovian Conditioning and Application
- Appetitive Conditioning
- Aversive Conditioning
- Garcia Effect
- Skinnerian Conditioning and Application
- Reinforcement
- Stimulus Control of Behaviour

Learning and Cognition

- Sign Learning- Tolman
- Latent or Hidden Learning
- Insight Learning
- Set Learning
- Observational Learning
- Blocking
- Learned Helplessness

Learning Theories

- Hull
- Tolman
- Guthrie
- Mowrer
- Razran

Biological Constraints in Learning

Unit 3: Motivation and Behaviour:

Definition of Motivation.

Theories of Motivation:

-Hedonistic and Activation Theories of

- Young
- Mc Clelland
- Lindsley

-Theories of Motivation:

- Erikson
- Murray
- Spencer
- Skinner
- Lewin

Unit 4: Emotion:

Components of Emotion

Theories of Emotion

Facial Feedback Hypothesis

References:

Klein, S.B. (1991). *Learning, principles and applications*, 2nd edn. Mc Graw Hill.

Howe, J.A. *A guide to psychology of learning*.

Morgan, C.T. (1993). *Introductions to psychology*. New York: Tata Mc-Graw Hill.

Coffer, C.N., & Appling, M.H. (1996). *Motivation: Theory and research*.

Das, J. P. (1998). *The working mind*. New Delhi:Sage publications.

Baron, R.A. (1995). *Psychology*. New Delhi: Prentice Hall.

Bootzin, R.R, Bower,G.H., Crooker, J., & Hall, L. S (1991). *Psychology today: An introduction*. London: Mc Graw Hill.

Zimbardo, P. (1998). *Psychology and life*. London:Scoh Foresman & Co.

**SEMESTER II 15PPC22
PSYCHOPATHOLOGY**

Unit 1 Classification of Mental Disorders:

DSM-IV-TR, ICD -11

Assessment of Abnormal Behaviour

Case History Taking

Mental Status Examination

Unit 2: Anxiety Disorders:

Anxiety Disorders

Phobic Disorders

Panic Disorder and Agoraphobia

Generalized Anxiety Disorder

Obsessive Compulsive Disorder

Treatment and Outcomes

Unit 3: Mood Disorders; Suicide:

Unipolar Mood Disorders

Bipolar Mood Disorders

Causal Factors in Mood Disorders

General Socio-Cultural Factors in Both Unipolar and Bipolar Disorders

Treatment and Outcome

Suicide:

Clinical Picture and Causal Factors

Suicide Prevention

Unit 4: Somatoform Disorders and Dissociative Disorders:

(a) Somatoform Disorders

Somatization Disorder

Pain Disorder

Conversion Disorder

(b) Dissociative Disorders

Dissociative Amnesia and Fugue

Dissociative Identity Disorder

Depersonalisation Disorder

(C) Casual Factors in Somatoform and Dissociative Disorders

Biological Factors

Psycho Social Factors

Socio Cultural Factors

Treatment and Outcomes

Unit 5: Personality Disorders:

Clinical Features, Types, Casual Factors, Treatment and Outcomes.

Unit 6: Alcohol and Drug Abuse:

(a) Alcohol Abuse:

Clinical Picture, Dependence, Causes, Treatment and Outcomes.

(b) Drug Abuse and Dependence

Opium and its Derivatives (Narcotics)

Cocaine and Amphetamines (Stimulants)

Barbiturates (Sedatives)

LSD and Related Drugs (Hallucinogens)

Marijuana

Caffeine and Nicotine.

Unit 7: Sexual Variants, Abuse and Dysfunctions:

(a) Sexual Variance:

The Paraphilias

Casual Factors for Paraphilias

Gender Identity Disorders

(b) Sexual Abuse:

Childhood Sexual Abuse

Pedophilia

Incest

Rape

Treatment and Management Sex Offenders

(c) Sexual Dysfunctions

Unit 8: Schizophrenia:

Problems in Defining Schizophrenia

Sub Types, Clinical Picture, Treatment and Outcomes.

Unit 9: Brain Disorders and Other Cognitive Impairments:

(a) Brain Disorders

Adult Brain Damage and Disordered Mental Functioning

Neuropsychological Symptom Syndromes

Neuropsychological Disorder with HIV Infection

Dementia of Alzheimer's Type

Disorders involving Head Injury

(b) Specific Learning Disorders : Clinical Picture, Causal Factors, Treatment and Outcomes

Unit 10: Disorders of Childhood and Adolescence:

Maladaptive Behaviour in different Life Periods

The Classification of Childhood and Adolescent Disorders:

Attention –Deficit Hyperactivity Disorder

Anxiety Disorders of childhood and Adolescence

Childhood Depression

Other Symptoms Disorders

Pervasive Development Disorder: Autism

Planning Better Programmes to Help Children and Youth

Special Factors Associated with Treatment for Child and Adolescents' Abuse.

References:

Carson, R.C, Butcher, J.N. and Mineka, S. (1995). *Abnormal psychology and modern life*, 10th edition.

Kaplan, Sadock and Grebb. (1994), *Synopsis of psychiatry*, 7th Edition.

Comer R.J. (1996). *Fundamentals of abnormal psychology*. New York: W.H. Freeman and Co.

**SEMESTER II 15PPC23
RESEARCH METHODOLOGY**

Unit 1 Research:

Meaning of Research. Types of Research

Basic Classifications of Psychological Research: Quantitative vs. Qualitative Studies,
Experimental vs. Non-Experimental (Observational) Studies

Non-Experimental Studies: Survey Research, Archival Research, Case Study, Ethnography
(Ref: Kerlinger, Robinson, Singh)

Unit 2 Steps in Investigation:

Selecting a Research Problem.

Types of Variables.

Operationalising the Variables. Formulating the Hypotheses.

Review of Literature

Sampling: Different Types and Uses of Probability and Non-Probability Sampling

(Ref: Kerlinger, Robinson, Singh)

Unit 3 Research Designs:

Purpose and Principles of Experimental Research Design

Non-Experimental Designs: Pseudo Experiments, Quasi Experiments, Correlational
Experiments

Experimental Designs: Within-Group vs. Between Group Designs

Between Group: Two-Group, Multi-Group, Factorial Designs, Small N Designs

Quantitative Research – Relevance and Basic Features.

Qualitative Research Designs (Methods of Data Collection and Analysis):

a) Content Analysis of Text,

b) Narrative Analysis,

c) Conversation Analysis,

d) Discourse Analysis,

e) Visual Interpretation,

f) Semiotic, Structural and Post Structural Analyses.

Validity, Reliability and Generalizability in Qualitative Research

(Ref: Robinson, Kerlinger, McBurney, Smith, Silverman, Flick)

Unit 4 Data processing:

Statistical Analysis. Inferential Statistics. Normal Curve- Assumptions Hypothesis Testing.

Type I & Type II Errors. Parametric Assumptions

Major Parametric Tests: *t*-test, ANOVA.

One-Way ANOVA. Post hoc Tests. Two-Way ANOVA. Interpreting the ANOVA Table
and Results. Interpreting Interaction

Chi- Square and Other Major Non-Parametric Tests

(Ref: Robinson, Kerlinger, McBurney, Smith, Silverman, Flick)

Unit 5 Correlation and Regression Analyses:

Various Correlation Coefficients

Multivariate Analyses: Brief Descriptions of Multiple Regression, Discriminant Function
Analysis, Path Analysis and Analysis of Covariance.

Factor Analysis: Major Concepts and Methods

(Ref: Minium, Heyman, Broota, Robinson, Kerlinger, Singh)

Unit 7 Writing the Research Report:

Writing a Research Proposal

APA Format

Ethical Considerations in Research

Computer Applications in Research - Use of Statistical Packages

(Ref: Kerlinger, Plonsky, Gross, Sapsford & Jupp, George & Mallery)

References:

- Kerlinger, F. N., & Lee, H.W. (2000). *Foundations of behavioral research*, 4th Edn. Fortworth: Harcourt College Publishers.
- Robinson, P.W. (1981). *Fundamentals of experimental psychology*. New Jersey: Prentice Hall.
- McBurney, D. H. (2001). *Research methods*. London: Thomson Wadsworth.
- Broota, K.D. (1989). *Experimental design in behavioural research*. New Delhi: Wiley Eastern Ltd.
- Singh, A.K. (2002). *Tests, measurements and research methods in behavioral sciences*. Patna: Bharati Bhawan Publishers.
- Smith, J. A. (2007). *Qualitative psychology: A practical guide to research methods*. New Delhi: Sage Publications.
- Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text and interaction*. New Delhi: Sage Publications.
- Flick, U. (2006). *An introduction to qualitative research*. New Delhi: Sage Publications.
- Gross, R. (1998). *Themes, issues and debates in psychology*. London: Allyn & Bacon
- Sapsford, R., & Abbott, P. (1996). Ethics, Politics and research. In Roger Sapsford & Victor Jupp (Ed.), *Data Collection and analysis*. (pp.317-342). London: Sage Publishers.
- George, D., & Mallery, P. (2006). *SPSS for Windows step by step: A simple guide and reference 13.0 update*, 6th edition. Delhi: Pearson education.
- Plonsky, M. (2007). *Psychology with style: A hypertext writing guide for the 5th edition of the APA Manual*. Retrieved from the web October 10, 2007 from <http://www.uwsp.edu/psych/apa4b.htm>.
- Minium, E.W., King, B. M., & Bear, G. (2001). *Statistical reasoning psychology and education*. New York: John Wiley & Sons Inc.
- Heyman, G. W. (2000). *Basic statistics for the behavioral sciences*. Boston: Houghton Mifflin Co.

EXPERIMENTAL PSYCHOLOGY- I (Practicals)

SEMESTER II 15PPC24

Experimental Psychology-I

This paper requires the students to conduct a minimum of 15 practicals (5 experiments and 10 tests).

List of Experiments for Experimental Psychology I:

I Cognition

1. Stroop Effect
2. Decision Making

II Motivation

3. Level of Aspiration

III Learning

4. Habit Interference
5. Massed Vs Spaced

IV Reaction

6. Reaction Time

V Perception

7. Horizontal Vertical

List of Tests for Experimental Psychology I:

1. Assessment of Locus of control
2. Assessment of System of Values
3. Assessment of Level of Adjustment
4. Assessment of Level of Maladjustment
5. Assessment of Personal Stress
6. Assessment of Behavioural Tendency (IAS Rating Scale)
7. Assessment of Dimensions of Friendship
8. Assessment of Emotional Intelligence
9. Assessment of Social Intelligence
10. Assessment of Personality (Type A, Type B)
11. Assessment of Marriage Attitude
12. Assessment of Religious Attitude

**SEMESTER III 15PPC31
COUNSELLING AND CONSULTANCY PSYCHOLOGY**

Unit 1 Counselling:

Introduction

Definition

Goals- Outcome Goals and Process Goals.

The Helping Relationship -Nature, Need, Definition, Characteristics.

Qualities of a Good Counsellor.

Unit 2 The Counselling Process:

A: Six Stages

B: Models of Counselling:

Nature, Steps and Skills of –

1. Robert Carkhuff's Art of Helping Model.
2. Gan's Skill Helper Model.
3. Ivey and Ivey's Intentional Counselling – Interview Model.

Unit 3 Theories of Counselling:

Behavioral Counselling

Trait Factor Counselling

Gestalt Counselling

Group Counselling

Cognitive Counselling

Person-Centered Counselling (Roger's)

Unit 4 Counselling in Different Settings:

Family Counselling

Education and Vocational Counselling

Community Counselling

Counselling in Crisis Situations

Gender Counselling

Marital Counselling

Geriatric Counselling

Unit 5 Counselling Skills:

Social Skills Training

Stress Management

Anger Control

Unit 6 Counselling for Special Educational Needs:

- (a) Physically Challenged – Visual, Hearing, and Physically Impaired.
- (b) Mentally Challenged – Learning Disability, Gifted and Slow Learner, & Economically Challenged.
- (c) Socially Challenged – Mentally Challenged, Socially and Economically Dependent.

References:

- Patterson, E.L., & Welfel, E.R. (2000). *The counselling process*. California: Brooks /Cole publishing Company.
- Shertzer,B., & Stone.C.S. (1993). *Fundamentals of counselling*.
- George, L.R. and Cristiani, T (1981). *Theory, methods and processes of counselling and psychotherapy*. New Jersey: Prentice Hall.
- Corey, G. (1986). *Theory and practices of counselling and psychotherapy*. California: Brooks /Cole.
- Rao, N. (1994). *Counselling and guidance*. New Delhi: Tata McGraw Hill.
- Woolfe, R., & Dryden. W. (1996) *Handbook of counselling psychology*. New Delhi: Sage.
- Wolberg, R.L. (1954). *Technique of psychotherapy*. London: Grune & Stratton.
- O'Donobue, W., & Leonard. K. (1995). *Hand book of psychological skill training*. London: Allyn & Bacon.
- Jones, R. N. (2008). *Basic counselling skills: A helper's manual*. New Delhi: Sage.

**SEMESTER III 15PPC32
PSYCHOLOGY OF EXCEPTIONAL CHILDREN**

Unit 1: Definition and Meaning of Exceptional Children:

Definition of Impairment, Disability, and Handicap.

Development of Special Education – Indian Scenario.

Issues and Innovations in Education of Exceptional Children: Labelling, Assessment in Special Education, Deinstitutionalization, Main Streaming, Integration, Innovations in Special Education.

Unit 2: Areas of Exceptionality:

Definition, Characteristics, Diagnostic Criteria, Aetiology and Implications on Learning for the Following Areas of Exceptionality:

- Poor Scholastic Performance
- Children with Mental Retardation
- Learning Disabilities
- Attention Deficit Hyperactivity Disorder
- Children who are Slow Learners
- Behaviour / Emotional Disabilities / Disorders
- Autism Spectrum Disorders
- Speech and Language Disorders
- Visual Impairment
- Hearing Impairment
- Dual Sensory Impairments (Deaf-Blindness)
- Emotionally Handicap
- Orthopaedic Impairments
- Multiple Disabilities
- At Risk Children / Children at Socially Disadvantage
- Giftedness and Talentedness

References:

- Heward, W. L. and Orlansky, M. D. (1998). *Exceptional Children*, 3rd Edn
London: Merrill Publication Co.
- Haring, N. G., and Shiefelbusch, R. L. *Teaching Special Children*, New York: Mc Graw Hill Book Co.
- Carson, R.C, Butcher, J.N. and Mineka, S. (1995). *Abnormal psychology and modern life*, 10th edition.
- Block, J., and Walter, E. *Day- To –Day Dysleria in the class room*. London: Routledge.
- Shamor, G. H., Willa E. H., and Wayne. (1994). *Human communication Disorders - An Introduction*, 2nd Edn. N.Y: Macmillian Pub. Co.
- Lindberg, J. A. (2007). *Common-Sense Classroom Management for Special Education Teachers, Grades 6-12*. Corwin Press.
- Turnbull, A., Turnbull, H. R., & Wehmeyer, M. L. (2006). *Exceptional Lives: Special Education in Today's Schools*, 5th Edition. Prentice Hall.
- Pierangelo, R. & Giuliani, G. A (2006). *Assessment in Special Education*, 2nd Edn. Allyn & Bacon.
- Hallahan, D. P., & Kauffman, J. M. (2006). *Exceptional Learners: Introduction to Special Education (with Casebooks for Reflection and Analysis)*, 10th edn. Allyn & Bacon.

- Smith, D. D. (2007). *Introduction to Special Education: Making a Difference (with MyLabSchool)*, 6/E. Allyn & Bacon.
- Bos, C. S., & Vaughn, S. S. (2006). *Strategies for Teaching Students with Learning and Behavior Problems*, 6/E. Allyn & Bacon.
- Baumberger, J. P., & Harper, R. E. (2007). *Assisting Students with Disabilities - A Handbook for School Counselors*, 2/E. Corwin Press.
- Panda, K.C. (1999). *Education of Exceptional Children*. New Delhi: Vikas Publications.

SEMESTER III 15PPC33
ASSESSMENT AND MANAGEMENT OF EXCEPTIONAL CHILDREN

Unit 1: Areas of Assessment and Assessment Tools:

Readiness Tests

Achievement Tests

Diagnostic Reading Tests

Oral Reading Tests

Diagnostic Arithmetic Tests

Diagnostic Spelling Tests

Intelligence Tests

Adaptive Behaviour Tests

Perceptual Behaviour Tests

Auditory -Perceptual Tests

Motor Tests

Tests of Emotional and Behaviour Problems.

Measurement of Emotional State:

 Projective Methods

Measurement of Self Concept: Inventories and Questionnaire.

Language Tests:

 Oral Language Tests, Written language Tests, Tests for Speech/ Language

Tests of Problem Solving, Test of Word Finding.

Academic Skills Assessment:

Multi Component Instruments: The Brigance Inventories, Multi Level Academic Survey Test.

Reading Instruments -Diagnosis, Informal Reading Inventories.

Mathematical Instruments

Spelling Instruments

Developmental Skills Assessment

Unit 2: Introduction to Rehabilitation:

Special Education and Related Services.

Meeting the Needs of Families of Exceptional Children.

Recent Trends and Issues in Meeting the Needs of Exceptional Children.

Human Resource Development in Rehabilitation Sciences and Special Education.

References:

- Taylor, R. L. (1989). *Assessment of exceptional student: Educational and psychological Procedures*. N.J.: Prentice Hall.
- Panda, K.C. (1999). *Education of Exceptional Children*. New Delhi: Vikas Publications.
- Haring, N. G., and Shiefelbusch, R. L. *Teaching Special Children*, New York: Mc Graw Hill Book Co.
- Block, J., and Walter, E. *Day- To -Day Dysleria in the class room*. London: Routledge.
- Shamor, G. H., Willa E. H., and Wayne. (1994). *Human communication Disorders - An Introduction*, 2nd Edn. N.Y: Macmillian Pub. Co.
- Lindberg, J. A. (2007). *Common-Sense Classroom Management for Special Education Teachers, Grades 6-12*. Corwin Press.
- Turnbull, A., Turnbull, H. R., & Wehmeyer, M. L. (2006). *Exceptional Lives: Special Education in Today's Schools*, 5th Edition. Prentice Hall.
- Pierangelo, R. & Giuliani, G. A (2006). *Assessment in Special Education*, 2nd Edn. Allyn & Bacon.
- Hallahan, D. P., & Kauffman, J. M. (2006). *Exceptional Learners: Introduction to Special Education (with Casebooks for Reflection and Analysis)*, 10th edn. Allyn & Bacon.
- Smith, D. D. (2007). *Introduction to Special Education: Making a Difference (with MyLabSchool)*, 6/E. Allyn & Bacon.
- Bos, C. S., & Vaughn, S. S. (2006). *Strategies for Teaching Students with Learning and Behavior Problems*, 6/E. Allyn & Bacon.
- Baumberger, J. P., & Harper, R. E. (2007). *Assisting Students with Disabilities - A Handbook for School Counselors*, 2/E. Corwin Press.

EXPERIMENTAL PSYCHOLOGY- II (Practicals)
SEMESTER III 15PPC34

Experimental Psychology-II

This paper requires the students to conduct a minimum of 15 practicals (15 tests).

List of Tests for Experimental Psychology II:

1. Assessment of Intelligence (Bhatia).
2. Assessment of Intelligence (Seguin Form Board).
3. Assessment of Intelligence (SPM – Standard Progressive Matrices).
4. Assessment of Social Intelligence (VSMS – Vineland Social Maturity Scale).
5. Assessment of Problem Solving Ability.
6. Assessment of Memory (STM).
7. Assessment of Memory (LTM).
8. Assessment of Family Relationships.
9. Assessment of Parental Attitude towards Pre-School Education.
10. Assessment of Personality.
11. Assessment of Social Motives.
12. Assessment of Emotional Maturity.
13. Assessment of General Mental Alertness.
14. Assessment of Teacher Values.
15. Assessment of Guidance.
16. Assessment of Achievement Motive.
17. Assessment of Social Distance.
18. Assessment of Youth Problem.
19. Assessment of Vocational Interest.

SEMESTER IV 15PPC41 HEALTH PSYCHOLOGY

Unit 1 Introduction and Definition:

Mind Body Relationship. Need for Health Psychology.

Dimensions and Health and Wellness: Emotional, Intellectual, Spiritual, Occupational, Social and Physical.

Models of Health: Medical, Environmental and Holistic.

Relating Health Psychology to Other Fields.

Bio Medical and Bio-Psycho-Social Models in Health Psychology.

Unit 2 Life Styles and Risk Factor:

Health Enhancing Behaviours. Health Compromising Behaviour. Barriers to Effective Health Promotion.

Unit 3 Health and Food:

Functions of Food, Seven Components of Food – Dietary Supplements, The Healthy Eating Pyramids. Dieting and Eating disorders: Crash diets, Fad Diets, Obesity, Anorexia Nervosa, Bulimia Nervosa.

Unit 4 Stress and Coping :

What is Stress ? Sources of Stress. Responses to Stress. Theories of Stress. Stress and Illness. Coping with Stress (Problem – Focused and Emotion – Focused).

Management of Stress:

(a) Biological Approaches : Control of Body Tension – Progressive Muscle Relaxation, Massage Therapy.

(b) Therapeutic Psychological Approaches: Self Health and Professional Health, Religious and Spiritual Orientation, Stress Inoculation Training – Biofeedback – Redefinition and Guided Imagery.

Unit 5 Psychophysiological Disorders:

Personality Disposition. CHD, Asthma, Allergy, Eczema, Rheumatoid Arthritis, Peptic Ulcer, Diabetes and Menstrual Disorders.

Unit 6 Psychoneuroimmunology:

The Immune System- Immunocompetence/ Immunocompromise. Stress and Immune Functioning. Coping Resources as Moderators of the Stress. Immune Functioning Relationship.

Unit 7 Pain and its Management:

Definition. Significance of Pain. Nature of Pain. Pain Control Techniques. Management of Chronic Pain. Behavioural and Cognitive Methods. Medical Treatment of Pain.

Unit 8 Management of Chronic and Terminal Illness:

Adjusting to Chronic Illness. Management of Chronic Illness, Coping with Chronic Illness. Rehabilitation and Psycho-Social Interventions for People with Chronic Illness - Psychological Management of the Terminally Ill. Kubler Ross's Five Stage Death Theory.

References:

- Sarafino, P.E. *Health Psychology: Bio- psychosocial interactions*, 3rd Edn.
Taylor, E. *Health Psychology*. 2nd Edn, Mc graw Hill.
- Shith Toe, R.W. *Psychology and Diabetes: Psycho social factors in management and control*. London: Chapman and Hall.
- Gibson, H.B. (Ed). *Psychology- Pain and Anasthesia*.
- Neil, N. (1994). *Health Psychology: An Introduction for Nurses and other health care professionals*. London: Churchill Liningstone.
- Annabel B., and Llewellyn (Eds). *Health psychology: process and applications*, 2nd Edn. Madras: chapman and hall.
- Kaplan, B.J and Sadock, B.J. (Eds). *Synopsis of psychiatry*, 7th Edn. USA : Witham and Wilkins.
- APA: *Diagonistic and statistical manual of mental disorders*, 4th Edn (DSM – IV) Washington, DC : APA publication.
- Shesidar, L. Charke and Radmacher, A. S. *Health psychology challenging the Biomedical model*. John Wiley and Sons Inc.

SEMESTER IV 15PPC42
TESTING, COUNSELLING AND BEHAVIOUR MANAGEMENT IN
SCHOOL SETTING

Unit 1: Educational Assessment:

Psycho Diagnostic Assessment. Assessment of Interest, Anxiety, Adjustment, Motivation, Study Habits and Behavior Problems.
Method of Grading.

Unit 2: School Counselling:

School Counselling: Theory and Techniques.
Counselling and Interviewing Skills.
Guidance and Counselling Programs in Regular Schools.
Human Relationship Skills in the Classroom.
Therapeutic Intervention: Home and School.
Mental Health and Education.

Unit 3: Approaches to Behaviour Management:

Reality Model of William Glasser.
Decisive Discipline of Bill Rogers.
Assertive Discipline of Lee Canter and Marlene Canter.
Social Discipline Approach of Rudolf Dreikur.

Unit 4: Positive Behaviour Support:

Definition, Origin and Meaning.
Functional Assessment Methods for Positive Behavioural Support.

References:

- Anastasi, A. and Urbina, S. (1997). *Psychological testing*, 7th ed. U.S.A: Prentice Hall.
- Karmel, L.J. (1970). *Measurement and evaluation in the schools*. London: The Macmillan Company.
- Kochhar, S.K. (2000). *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers.
- Reid, G. (2007). *Motivating Learners in the Classroom - Ideas and Strategies*. Paul Chapman Publishing.
- Lee, C. (2007). *Resolving Behaviour Problems in your School- A Practical Guide for Teachers and Support Staff*. Paul Chapman Publishing.
- Kottler, J. A., & Kottler, E. (2007). *Counseling Skills for Teachers*, 2/E. Corwin Press.
- Cooper J.O., Heron T. E., & Heward, W. L. (1990). *Applied Behaviour Analysis*. Prentice Hall.
- Rogers, B. (2007). *Behaviour Management- A Whole School Approach*, 2/E. Paul Chapman Publishing.
- Di Giulio, R. C. (2007). *Positive Classroom Management: A Step-by-Step Guide to Helping Students Succeed*. Corwin Press.
- Khalsa, S. S. (2007). *Teaching Discipline & Self-Respect - Effective Strategies, Anecdotes, and Lessons for Successful Classroom Management*. Corwin Press.
- Lee, C. (2007). *Resolving Behaviour Problems in your School: A Practical Guide for Teachers and Support Staff*. Paul Chapman Publishing.

**SEMESTER IV 15PPC43
PSYCHOLOGY IN THE CLASS ROOM**

Unit 1: Introduction:

Definition, Meaning, Role and Scope of Educational Psychology.

Unit 2: Developmental Theories:

- Cognitive Development:
 - Piaget's Theory- Major Concepts, Classroom Implications.
 - Vygotsky's Theory- Major Concepts, Classroom Implications.
 - Language Development – Biological and Environmental Influences.
- Socio-Emotional Development:
 - Erikson's Developmental Theory.
 - Kohlberg's Theory.
- Social Contexts of Development: Families, Peers, Schools.

Unit 3: Learner Differences:

- Intelligence.
- Cognitive Styles.
- Learning Styles and Preferences.
- Personality and Temperament.
- Cultural and Gender Related Aspects.

Unit 4: Behavioural Analysis in Education:

Applied Behaviour Analysis in Education.

Coping with Undesirable Behaviour.

Cognitive Behaviour Modification and Management:

(a) Social Cognitive Approach: Learning by Observing Others.

(b) Information Processing Approach: Using Memory in Learning. Metacognitive Learning.

(c) Complex Cognitive Processes in Learning: Problem Based Learning. Transfer. Types of Transfer.

(d) Concept Learning: Learning Concepts, Strategies for Teaching Concepts.

Learning Strategies; Applying Learning Strategies.

Social Constructivist Approach:

Constructivism: Basic Ideas. Inquiry and Problem Based Learning. Scaffolding, Cognitive.

Apprenticeship, Tutoring, Co-operative Learning, Team Building, Collaborative Learning.

Unit 5 : Motivation:

Definition of Motivation. Perspectives on Motivation. Extrinsic and Intrinsic Motivation.

Mastery Motivation and Mind Set. Self-Efficacy. Expectations. Social Motives.

Students with Achievement Problems.

Unit 6: Class Room Management:

Need for Class Room Management. Discipline. Strategies for Creating the Right Environment in the Class.

Communication Strategies – Speaking Skills, Listening Skills, Non-Verbal Communications.

Dealing with Aggression and Problem Behaviours.

Eco-Behavioural Approach - The Effective Use of Punishment.

Teacher Styles, Characteristics and Effectiveness.

Unit 7: Present Education System:

Systems like Montessori, SSA.

References:

- Santrock, J.W. (2006). *Educational Psychology*, 2nd Edition. New Delhi: Tata McGraw-Hill.
- Woolfolk, A. (2004). *Educational Psychology*, 9th Edition. Delhi: Pearson Education.
- Fontana, D. (1995). *Psychology for teachers*, 3rd Edition. U.K: MacMillan Press Ltd.
- Lindgren, H.C. (1989). *Educational psychology in the classroom*, 2nd ed. New York: John Willey & Sons.
- Skinner, C. E. (1995). *Educational Psycholog* , 4th ed. Prentice hall of India, Pvt.Ltd.
- Flanders, N. A. (1970). *Analysing teacher behaviour*. New York: Addison-Wesley Publishing Company.

SEMESTER IV 15PPC44
APPLIED PSYCHOLOGY (Practical)

This is a paper based on the application of the area of specialization (Educational Psychology). Each student has to undergo supervised Internship in Institutions or Centres related to their optional for a minimum of 15 days.

Objectives for the Internship:

Educational Psychology-Students of the Educational stream have to learn and practice the basic screening tests, Intelligence tests and other important assessment techniques used in the educational setting and acquire skills to deal with child/ student issues.

Record must Include:

1. A minimum of 3 Case Histories are to be taken and presented in a record that will be evaluated during the End Semester Assessment (ESA).
2. One systematic observation assignment (To be reported in the proper format) based on one community work/activity done by the student.
3. One Interview assignment (Verbatim to be reported and the techniques used are to be identified and analysed).

Note: The two reports are to be included in the practical record along with the three case histories.

Suggestions for Community Work/ Activities:

1. Conduct a class for the students/ teachers/ parents in a school setting.
2. Hold a counselling session for the needy children.
3. Conduct a leadership training program for educational institution.
4. Take up a psychologically relevant voluntary social service program of short duration.

End Semester Assessment:

- Report of all the works done by the student during the fourth semester are to be included in the practical record that is submitted for the ESA of Semester IV.

**SEMESTER IV 15PPC45
DISSERTATION**

Each student is required to do a Dissertation work which will be evaluated at the end of the IVth Semester. The aims of the Dissertation are:

- to familiarize the student with the methodology of psychological research.
- to enable her/him to carry out a psychological work on her own, and gather knowledge on her own, and
- to sensitize the student to various psychological factors involved in the problems and needs of the society, and to explore those factors.

Students are to be encouraged to do works of contemporary social and psychological significant. simple statistical procedures or qualitative/ exploratory works should be encouraged. Methodological accuracy, exploration and relevance should be stressed upon.

Students should submit and present a research proposal of the study to be pursued, prepared in proper format in the 3rd Semester.

The report of the Dissertation should be written following the APA format.

The following standard format is suggested for the report.

- Before the first chapter, provide a brief & comprehensive summary in a single paragraph as the abstract.

Organization of the report should be as follows:

- Introduction (General introduction, Need and Significance).
- Review of related work.
- Objectives (Problem, Variables), Hypothesis, Method (Design, Sample, Tools, Data Analysis).
- Results and Discussion.
- Summary and Conclusion (Summary of the work, Conclusion, Implications, Limitations, Suggestions for further research, if any).
- Reference and Appendices.

A synopsis printed separately is also to be submitted alongwith the Dissertation.

In case of a qualitative/ exploratory work, appropriate changes can be made in the format.

The following guideline is to be followed in the evaluation of the Dissertation.

<u>Marks Break Up for Dissertation Evaluation</u>	<u>Marks</u>
Introduction, Relevance/Originality of the Problem	15
Theoretical Review, Review of Related Work	15
Method	15
Results and Discussion	25
Summary and Conclusion	5
Reference	5
Viva Voce	20
Total	100 Marks

SEMESTER IV 15PPC46

VIVA VOCE

Objective:

Viva Voce will be conducted towards the end of the semester which will be covering the subjects taught in all the semesters of M.Sc Psychology Programme and shall be evaluated for 100 marks. This will test the student's learning and understanding during the course of their Post Graduate Programme.

Examination:

Every student will be required to undergo **comprehensive viva-voce** at the end of fourth semester of M.Sc Psychology. A panel of external and internal examiners will conduct the comprehensive viva-voce examination. The external examiner will be appointed by the University and the internal examiner will be appointed by the Head of the Department. The panel will jointly award marks to the student. The maximum marks would be 100.

MINIMUM PASS REQUIREMENT FOR PG DEGREE COURSE

The minimum pass requirement for the PG degree course from the academic year 2015-16 onwards shall be –

40% for CE and 40% for ESE for each theory paper and aggregate minimum of 50% for theory, project, project based viva and comprehensive viva of PG degree course under semester pattern.

REPARATION OF LIST OF EXAMINERS (UG)

1. Question Paper Setters

Dr.Varghise Roshan Maria (Associate Professor, F.M.N.C., Kollam)

Dr. P.S. Anil Jose (Assistant Professor, F.M.N.C., Kollam)

Dr. Sajimon, P.P. (Assistant Professor, F.M.N.C., Kollam)

2. Paper Valuation

Dr.Varghise Roshan Maria (Associate Professor, F.M.N.C., Kollam)

Dr. P.S. Anil Jose (Assistant Professor, F.M.N.C., Kollam)

Dr. Sajimon, P.P. (Assistant Professor, F.M.N.C., Kollam)

3. External Examiners

Dr. Laiju S. (Assistant Professor, S.N. College, Kollam)

Dr. Anjana (Assistant Professor, S.N. College, Chempazhanthi)

Dr. Nishima (Assistant Professor, S.N. College, Chempazhanthi)

Smt. Prathipa S. Nair (Assistant Professor, M.G. College, Trivandrum)

Dr. Aravind Thampi (Assistant Professor, S.N. College, Chempazhanthi)

PREPARATION OF LIST OF EXAMINERS (PG)

1. Question Paper Setters

Dr.Varghise Roshan Maria (Associate Professor, FMNC., Kollam)

Dr. P.S. Anil Jose (Assistant Professor, F.M.N.C., Kollam)

Dr. Sajimon, P.P. (Assistant Professor, F.M.N.C., Kollam)

2. Paper Valuation

Dr.Varghise Roshan Maria (Associate Professor, FMNC., Kollam)

Dr. P.S. Anil Jose (Assistant Professor, F.M.N.C., Kollam)

Dr. Sajimon, P.P. (Assistant Professor, F.M.N.C., Kollam)

3. External Examiners

Prof. Aboobakar, Associate Professor, Govt. Women's College, Trivandrum

Dr. Jasseer J., Associate Professor, University of Kerala, Kariavattom Campus

Dr. Shibu., Assit. Professor, Govt. Women's College, Trivandrum

Dr. Suresh, A.K., Associate Professor, University College, Trivandrum

Dr. Rajeev Kumar S., M.G. University, Kottayam

Dr. Shylaja S., SS University, Kalady

Dr. Vinod Kumar S., Kannur University

Dr. Moncy Edward, Prajothi Niketham College, Thrissur

Dr. Velayudan, Bharathiar University, Coimbatore

Dr. Nilakandan, Annamalai University

Dr. Musthafa, M.G. University, Kottayam