

# **SAURASHTRA UNIVERSITY**

## **RAJKOT**

**(ACCREDITED GRADE "A" BY NAAC)**



### **FACULTY OF ARTS**

Syllabus for

### **M.A. (PSYCHOLOGY)**

Choice Based Credit System

**With Effect From: 2019-20**

**DEPARTMENT OF PSYCHOLOGY**

**SAURASHTRA UNIVERSITY**

**RAJKOT**

**STRUCTURE OF M.A.SEMESTER-I, II, III & IV PROGRAMME**

(To be implemented from June-2019)

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**Programme Outcomes of General Higher Education Programmes:**

Students of all undergraduate general degree Programmes at the time of graduation will be able to

PO1: Understand human Nature

PO2: Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

PO3: Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

PO4: Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO5: Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO6: Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO7: Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO8: Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

**Programme Specific Outcomes of M.A. Psychology**

PSO1: Students will know the major concepts, perspectives, historical trends, empirical findings, research methods, and ethics in the field of psychology.

PSO2: Students will be able to demonstrate skills in research, communication, ethical behaviour, complex cognitive processes, and professional development.

PSO3: Student will able to explain the major perspectives of psychology (like biological, cognitive, behavioural, social, cultural, etc.)

PSO4: Use critical thinking effectively in evaluating information quality, recognizing thinking fallacies, and making connections between observations, facts, and theories.

PSO5: Apply psychological content and skills to professional work, exhibit self-regulation, refine project management skills, enhance team work ability, and develop life direction.

PSO6: Recognizing and understanding the nature and behavioural characteristics of human beings.

PSO7: Ultimately, combining relevant information with usable techniques, skills, and experiences provides a comprehensive program that can help one work with people who need help mastering mental capacities and emotional abilities.

PSO8: Provide students with laboratory and classroom experience to prepare them to work in specialized research and applied fields within psychology or entry into experimental doctoral and clinical programs.

PSO9: Examine the application of psychology to various cognitive, behavioural, and societal issues.

PSO10: Programs pursue many careers, including working as rehabilitation specialists, human resource managers, public relations representatives, college instructors, psychiatric technicians, behavioural counsellors, and health project coordinators.

Students can opt Semester I, II, and III & IV for M.A. Degree in Psychology. There will be four types of courses viz. Core Course, Elective Course, Interdisciplinary Course and Skill Oriented Course. For Core Course, Elective Course, Interdisciplinary Course there will be four hours classroom teaching per week and fifteen week work in a semester. For one hour classroom work per week one credit is to be assigned. There will be five courses with 20 credits in each semester, each course carrying 100 marks. Psychology Degree is considered of 2000 marks with 80 credits. For skill oriented course there will be additional two hours of classroom work and two credits to be assigned in each semester.

For each semester the hours per week and credit will be assigned as under:

Semester	Theory courses			Skill Oriented		
	Courses	Hours per week	credits	Courses	Hours per week	credits
Semester-I	05	20	20	01	02	02
Semester-II	05	20	20	01	02	02
Semester-III	05	20	20	01	02	02
Semester-IV	05	20	20	01	02	02
Total	20	80	80	04	08	08

Allocation of Hours for Practical /Dissertation

(i) Experimental Explanation : 20 Hours

Practical Performance : 40 Hours

(ii) Personal Guidance : 20 Hours

Fieldwork and Report Writing : 40 Hours

Marks to be assigned for each course:

For theory course there will be two types of examinations for each course

(i) External Examination : 70 Marks

(ii) Internal Examination : 30 Marks

(iii) The Internal examination will consist of theoretical examination carrying 10 marks and 20 marks to be assigned will be divided in to presentation (Seminar -10 marks and Assignment Writing 10 marks).

Marking Scheme for Practical course: (100 Marks )

There will be two divisions in practical course each carrying 50 marks

(1) Scheme for Experiment

(i) Performance : 10 Marks

(ii) Report Writing : 15 Marks

(iii) Viva Voice : 10 Marks

(iv) Journal Presentation : 15 Marks

Total : 50 Marks

(2) Scheme for Testing

(i) Performance : 10 Marks

(ii) Report Writing : 15 Marks

(iii) Viva Voice : 10 Marks

(iv) Journal Presentation : 15 Marks

Total : 50 Marks

□□ Marking Scheme for Dissertation (100 Marks)

(i) Thesis Evaluation : 70 Marks

(ii) Viva – Voice Examination: 30 Marks



SAURASHTRA UNIVERSITY  
ARTS FACULTY  
SUBJECT: PSYCHOLOGY (M.A. Semester I to IV, Programme)

No.	Core/ Elective/ Interdisciplinary	Name of Course	Credits	IM	EM	TM	Course/ paper Code
<b>M.A Semester-I</b>							
1	CCT-01	Advanced Experimental Psychology Theory	04	30	70	100	
2	CCT-02	Research Processes in psychology	04	30	70	100	
3	CCT-03	Introduction To Cognitive Psychology	04	30	70	100	
4	ECT-01	Health Psychology OR Advanced Social Psychology	04	30	70	100	
5	ECT-02	Basic Psychology of Emotion OR Psychology of Adolescence	04	30	70	100	
Total			20			500	
<b>M.A Semester-II</b>							
1	CCT-04	Practical Psychology OR Counselling Psychology (Only For External Students)	04	30	70	100	
2	CCT-05	Statistics in Psychology	04	30	70	100	
3	CCT-06	Theories of Cognitive Psychology	04	30	70	100	
4	ECT-03	Rehabilitation Psychology OR Psychology of Indian Problems	04	30	70	100	
5	ECT-04	Stress and Stress Management OR Psychological Theories of Education	04	30	70	100	
Total			20			500	
<b>M.A Semester-III</b>							
1	CCT-07	Psychology of Brain Problems	04	30	70	100	
2	CCT-08	Psycho-Diagnostic Methods	04	30	70	100	
3	CCT-09	Models of Psycho-Pathology	04	30	70	100	
4	ECT-05	Behaviour Modification OR Work Place Counselling	04	30	70	100	
5	ICT-01	Theories of Psychology-I OR Positive Psychology	04	30	70	100	
Total			20			500	
<b>M.A Semester-IV</b>							
1	CCT-10	Assessment and Treatment of Brain	04	30	70	100	
2	CCT-11	Psycho-Diagnostic Testing	04	30	70	100	
3	CCT-12	Psycho-Pathology	04	30	70	100	
4	ECT-06	Psychotherapeutics OR Dissertation	04	30	70	100	
5	ICT-02	Theories of Psychology-II OR Advanced General Psychology OR Dissertation	04	30	70	100	
Total			20			500	

\*IM= Internal Marks, \*\*EM= External Marks, \*\*\*TM= Total Marks

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **ADVANCED EXPERIMENTAL PSYCHOLOGY THEORY / CCT-01**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course/Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Core	CCT-01	Advanced Experimental Psychology Theory	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students:

- CO1: Able to Understand the rationale, strengths and limitations of the experimental method of Gaining knowledge about mental and behavioral processes; learn how to do experimental and non-experimental studies.
- CO2: Able to use the various methods used in experimental psychology, including those for humans, both instrument and non-instrument based.
- CO3: Able to use Psychology and other information sources.
- CO4: Able to apply APA ethical guidelines in research with humans and animals.
- CO5: Able utilizes scientific methods to answer which factors influences on people's behavior and mind.
- CO6: Able to Understand Transfer of learning
- CO7: Able to Describe general taxonomic of experimental psychology
- CO8: Gaining knowledge about mental and behavioral processes
- CO9: Describe Experimental Methods, Design and report writing
- CO10: Know about Attention and its meaning, characteristics, types etc.
- CO11: Understand Conditioning

**UNIT: I**

**Brief History of Experimental Psychology** – Conceptual Basis of Psychological Experiments – Methodological Approaches in Psychology – Example of a Psychological Experiment – Characteristics of Experimental Method –

Advantages of Experimental Method – Disadvantages of Experimental Method – Types of Experiments – Nature and Kinds of Experimental Psychology – Scope of Experimental Psychology – Theoretical Approaches in Experimental Psychology – Importance of Experimental Psychology.

**Psychophysics** – Problems of Psychophysics – Psychophysical Methods – Errors in Psychophysical Methods – Experimental Findings – Laws of Weber's and Fechner's.

## **UNIT: II**

**Attention** – Nature of Attention – Characteristics of Attention – Types of Attention – Determinants or Conditions of Attention – Shifting and Fluctuation of Attention – Distraction of Attention – Span of Attention or Apprehension – Determinants of Span of Attention – Division of Attention – Theories of Selective Attention – Sustained Attention.

**Association** – Meaning – Brief History – Methods Used in The Association Experiments – Law of Association – classification of Woodworth, Scholberg and Karwaski- Important Aspects of Association-comparative Effects of Free and Controlled Association methods- Introspective analysis of factors in associative Reaction Time- Detective and Diagnostic Uses of Free Association- Need Of Controlled Subjects.

**Transfer of Learning** – Types of Transfer- Experimental Designs of Transfer- Aspects of Transfer of learning- Specific Transfer- Transfer Gradient & Similarity- some other Factors

## **UNIT: III**

**Reaction Time** – Short History of RT – Types of RT – Measurement of RT- Determinants of RT-Subject Related Factors- Individual Differences – Use of RT.

**Frustration** – Meaning of Frustration – Reaction of Frustration or Modes of Frustration – Frustration to Learning – Frustration and Gender – Frustration and Income – Measurement of Frustration – Determinants of Frustration.

## **UNIT: IV**

**Conditioning**- Classical condition-Components of classical conditioning-Experimental Procedure in Pavlovian Conditioning- Comparison of conditioned and unconditioned response- Theoretical interpretation of pavlovian conditioning- Instrumental Conditioning- Experimental Procedures in Instrumental Conditioning- Theoretical Interpretation of Instrumental Learning- Inescapable shock and learned Helplessness- Determinate of conditioning.

## **REFERENCE BOOKS:**

- D'AMATO M. R. (1970) experimental psychology, methodology psycho physic and learning international student education, N.Y.MCGRAW Hill.
- Gould, J. E. (2002). Concise Handbook of Experimental Methods for the Behavioral and Biological Sciences . CRC Press.
- Jogsan, Y.A. (2016): Advance Experimental Psychology, JK Publication.
- Milinki, A.K. A Cross Section of Psychological Research: Journal Articles for Discussion and Evaluation. Pyczak Publishin



FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **RESEARCH PROCESSES IN PSYCHOLOGY /CCT-02**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course/ Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Core	CCT-02	Research Processes In Psychology	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

- CO1: Understand the fundamental knowledge of research methods and design used in psychology.
- CO2: Able to understanding for how using valid scientific methods can improve and create knowledge in the field of psychology.
- CO3: Guide and mentor students in developing, completing, writing, and presenting a valid and ethical psychology experiment.
- CO4: Able to enhanced postgraduate research experience
- CO5: Know about various aspects of the research process
- CO6: Framing useful research questions, research design, data collection, analysis, writing and presentation.
- CO7: Understand Types of research, research problem and variable
- CO8: Developing, completing, writing, and presenting valid and ethical tools

**UNIT: I - Research Processes Introduction:-**

**Introduction: Meaning of Research:-**Meaning of Research -Its Nature and Objectives -Steps in Research Process - Importance Need or Uses of Research -Importance of Knowledge of Research -Criteria of Good Research -Problems Encountered by Researchers In India

**Types of Psychological Research:-**Exploratory Study in Research, Descriptive Study in Research, Case Study Method, Laboratory Experiment, Experimental Research, Co relational Research, Field. Research, Survey Research, - ([Difference Between Co relational and Experimental Research] -[Differences Between Field Study and Survey] - [Differences between Field Study and Experimental Study]). Ex-post Facto Research – Difference between Experimental Research and Ex post facto Research.

**Research Problem:-**Characteristics or Criteria of a Good Research Problem -Sources of Research Problem - Selecting the Research Problem.

**Hypothesis:-**Nature, Criteria or Characteristics of a Scientific or a Good Hypothesis -Sources or Bases of Hypothesis - Functions and Types of Hypothesis -Suggestions or Considerations for Hypothesis Construction.

**Variable:-**Types of Variables.

## **UNIT: II - Research Design:**

**Research Design** - Purpose, Criteria of a Good and Scientific Research Design - Importance and Different Types of Research Design - Experimental Design - Advantages and Disadvantages of Experimental Design

**Sampling Method** -(Sampling Methods or Non-Parametric Methods) Meaning of Sampling Method, Types of Sampling, Meaning of Sample (Population & Sample) Purposes of sampling Design, Steps in Sampling Design, Criteria of a Good Sample Design, Advantages and Disadvantages of Sampling, Errors in Sampling. -Parametric Method

**Meaning of data-**Important Tools of Data Collection -Importance of Data Collection -Some Precaution's in Data Collection -Types and Sources of Data -Observation Method -Meaning, Kinds and Types of Observation- Rating Scale -Check List Rating Scale

**Questionnaire:-** Criteria of a Good Questionnaire -Types of Questionnaire.

**Interview** -Types of Interview -Steps in The Process of Interview or Interview Technique -Errors in Interview; Projective Method -Classification of Projective Test -Sociometric Method.

## **UNIT: III Psychological Tests:-**

**Psychological Tests** – Types of Psychological Tests -Characteristics of a Good Test – Purpose and Utility of Psychological Test -Test Standardization -Test Content & Item Writing -Types of Item - Guidelines for Item Writing -Item Analysis -Difficulty Value of Item -Discrimination Power of Item.

**Reliability** -Methods of Estimating Reliability or Types of Reliability

**Validity** -Types of Validity; Norms -Types of Norms -Percentile Rank -Standard Score Norms.

## **UNIT: IV Report Writing:-**

**Interpretation and Report Writing** -Meaning of Interpretation -Importance of Interpretation -Technique of Interpretation -Precautions in Interpretation -Research Report -Meaning of Research Report -Main Purpose of Research Report -Importance of Research Report -Precautions for Writing Research Report.

**Computer in Research** -Computer and Computer Technology -Some Important Computers Characteristics -Use of Computer in Research -Count in SPSS program

## **REFERENCE BOOKS:**

- American Psychological Association. (2010). Publication manual of the American psychological association (6th ed.). Washington, DC: American Psychological Association.
- Jogsan, Y.A. (2016): research Methodology, JK Publication, Rajkot.

- Kothari, C.R (2000) Research Methodology- Methods and Techniques (Ed-II). New Delhi: VishwaPrakasan.
- Karlinger, F.N (2000) Foundations of Behavioral Research (Fifth Indian reprint). New Delhi: Surjeet Publication.
- Schweigert,W. A. (2012). Research methods in psychology: A handbook (3rd ed.). Lone Grove, IL: Waveland Press, Inc.



FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **INTRODUCTION TO COGNITIVE PSYCHOLOGY/CCT-03**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course/ Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Core	CCT-03	Introduction To Cognitive Psychology	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: Able to research on human cognitive abilities

CO2: To expose students to recent findings and ideas concerning the neural bases of cognitive functions, particularly to those provided by neuropsychology and functional neuroimaging research.

CO3: To train students in reading original articles in experimental cognitive psychology.

CO4: Able to scientific study of mind as an information processor.

CO5: Able to involves the study of all the process that persists inside in brain

CO6: Encompasses many aspects like attention, formation of knowledge, memory, reasoning, problem solving, decision making etc

CO7: It is helpful for linguistics, neuroscience, psychiatry, education, philosophy, anthropology, biology, physics and computer science.

CO8: Understand Meaning and nature of learning and its theories

**UNIT: I**

What is Cognition? Definition of Cognitive Psychology – Properties of Cognitive Process – A Brief History of Cognitive Psychology – Approaches of Cognitive Psychology.

Scope or Domain of Cognitive Psychology – Methods of Cognitive Psychology – Ecological Validity

**UNIT: II**

Meaning and Characteristics of Attention – Arousal and Information Processing – Distraction of Attention – Types of Attention – Determinants of Attention

Nature of Selective Attention – Theories or Models of Selective Attention – Nature of Sustained Attention – Determinants of Sustained Attention – Theories of Sustained Attention – Current Status of Theories of Sustained Attention.

## **UNIT: II**

Meaning and Nature of Sensation – Does Pure Sensation Occur? – Attributes of Sensation – Structure and Function of Human eye – Comparison of Human eye with a Photo Camera – Structure and Function of Human ear.

Nature of Perception – Major Approaches of Theories of Perception – Gestalt Approach or Theory-Directive State Theory – Physiological Approach or Theory of Perception – Gibsonian Approach – Information Processing Approach – Behavioristic Approach or Behavioristic Theory – Is Perceptual Organization Innate or Acquired? Extrasensory Perception – Subliminal Perception – Pictorial Perception – Perceptual Constancy – Stability – Instability Pardon – Some Important Generalization about Constancy – Time Perception : Fourth Dimension – Pattern Recognition : Bottom up and Top Down Approach – Perceptual Learning – Ames' Transactional Approach – Perception of Distance and Depth.

## **UNIT: IV**

Meaning and Nature of Learning – Role of Motivation in Learning – Methods of Learning – Classical Conditioning: Parading and Phenomenon – Nature and Types of Instrumental Conditioning – Difference between Pavlovian Condition and Instrumental Conditioning – Cognitive Learning

Theories of Learning – Thorndike's Theory of Connectionism \_ Skinner's Theory – Hull's Theory – Tolman's Theory – A Comparative Study of Hull and Tolman – Guthrie's Theory – Insight Theory – Cybernetic Model of Learning – Some Applied Aspects of Learning – Learning to Learn – Transfer of Training or Learning – Transfer Design, Learning Curve – Meaning of Programmed Learning – Skinner's Viewpoints Towards Programmed Learning – Is Programmed Learning Effective ? – Computer Assisted Instruction or CAI – Personalized System of Instruction of PSI – Probability Learning or PL – Verbal Learning

## **REFERENCE BOOKS**

- Antonio R. Damasio (1994). Reprinted (2005). Descartes' Error: Emotion, Reason and the Human Brain, Penguin Book. ISBN: 014303622X.
- Banich, Marie T. (2004). Cognitive Neuroscience and Neuropsychology. Houston Mifflin Company. ISBN: 0618122109.
- Jogsan, Y. A. & Jayesh N. Bhalala (2014). Cognitive Psychology, Akshar Publication, Ahmedabad.
- Jogsan Y.A. & Doshi D. R. (2017): Modern cognitive psychology, JK Publication
- Solso, MacLin&MacLin (2005). Cognitive Psychology (7th ed.). Allyn & Bacon

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **HEALTH PSYCHOLOGY/ ECT-01**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course/ Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Elective	ECT-01	Health Psychology	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: Able to know about Health behavior, health habits and Health enhancing behavior

CO2: Able to learn Advancing and terminal illness

CO3: Able to know about interface between biology, behavior, and social context.

CO4: Able to know about variety of activities ranging from basic and clinical research, through education, and clinical service

CO5: Understand AIDS and Cancer and its impact

**UNIT-I**

Definition of Health Psychology- The Mind–Body Relationship -The Bio–psycho-social Model in Health Psychology, Introduction to Health Behavior: Role of Behavioral Factors in Disease and Disorder-What is Health Behaviors? - Practicing and Changing Health Behaviors-Barriersto Modifying Poor Health Behaviors; Intervening with Children and Adolescents-Interventions with At-Risk People-Health Promotion and the Elderly, Changing Health Habits; Attitude Change and Health Behavior-The Theory of Planned Behavior. Cognitive Behavioral Approaches to Health Behavior Change: Self-Observation and Self-monitoring, Classical Conditioning - Operant Conditioning – Modeling – Stimulus Control - The Self-control of Behavior- Broad Spectrum Cognitive Behavior Therapy.

**UNIT-II**

Health-Enhancing Behaviors: Exercise: Benefits of Exercise-Determinants of Regular Exercise-Characteristics of Interventions; Accident Prevention- Home and Workplace Accidents Motorcycle And Automobile Accidents; Maintaining a Healthy Diet- Why Is Diet Important? -Resistance to Modifying Diet-Interventions to Modify Diet. Weight Control-the Regulation of Eating-Why Obesity is a Health Risk-Obesity in Childhood-Factors Associated with Obesity- Stress and Eating-Treatment of Obesity; Eating Disorders- Anorexia Nervosa-Bulimia; Sleep- what is

Sleep?-Sleep and Health-Apnea; Health-Compromising Behaviors- Characteristics of Health Compromising Behaviors; Alcoholism and Problem Drinking; Smoking- Synergistic Effects of Smoking-Why Do People Smoke?

### **UNIT-III**

Psychological Issues in Advancing and Terminal Illness: Death across the Life Span: -Death in Infancy or Childhood -Death in Young Adulthood -Death in Middle Age -Death in Old Age; Psychological Issues in Advancing Illness -Continued Treatment and Advancing Illness Psychological and Social Issues Related to Dying - The Issue of Nontraditional Treatment Are there Stages in Adjustment to Dying? : -Kubler-Ross's Five-Stage Theory -Evaluation of Kubler-Ross's Theory; Psychological Management of the Terminally Ill: -Medical Staff and the Terminally Ill Patients -Individual Counseling with the Terminally Ill -Family Therapy with the Terminally Ill - The Management of Terminal Illness in Children- Alternatives to Hospital Care for the Terminally Ill:-Hospital Care -Home Care.

### **UNIT-IV**

AIDS: -Risk Factors-Effects-and treatment of AIDS- Age, Gender and Socio cultural Factors in AIDS-From HIV Infections to AIDS Medical Treatment for People with HIV/AIDS-The Psychosocial Impact of AIDS- Psycho social Interventions for AIDS.

CANCER: -The Prevalence and Types of Cancer-The sites, Effects and Causes of Cancer:-Prognosis and Causes of Cancer.- Age, Gender and Socio cultural Factors in Cancer.-Diagnosing and Treating Cancer-The Psycho-social Impact of Cancer.-Psycho social Interventions for Cancer.

### **REFERENCES BOOKS:**

- Edward P. Sarafino,(1990). Health Psychology,JohnWiley&Sons,INC.
- Linda Brannon and Jess Feist. (2007). Introduction to Health Psychology, Thomson: Indian Edition.
- Shelley E. Taylor. (2007). Health Psychology, Tata McGrawHill Sixth Edition.

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **ADVANCED SOCIAL PSYCHOLOGY/ECT-01**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course/ Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Elective	ECT-01	Advanced Social Psychology	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: Able to develop an understanding about one's-self, how people think about, influence and relate to one another

CO2: To orient them to the dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.

CO3: Able to scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others

CO4: An understanding about one's-self, how people think about, influence and relate to one another

CO5: Describe about different societies and its norms

CO6: Understand Group conflict and social conflict

Co7: Understand about Analysis Aggression and social Violence

**UNIT- I**

Introduction – Brief History of Social Psychology – Subject – Matter and Definition of Social Psychology – Social Behavior: Nature and Levels of Analysis – Scope of Social Psychology – Relation of Social Psychology with Others Science – Importance or Utility of Social Psychology – Social Psychology as an Applied Science.

Socialization – Meaning Socialization – Stages – Process – Theories – Principles – Agents of Socialization – Communalism – Dimensions of Communalism - Communalism in India.

**UNIT- II**

Stereotypes – Meaning – Characteristics – Experimental Studies of Stereotypes – Functions and Importance of Stereotypes in Social Life – Causes of Development and Maintenance of Stereotypes – Truth and Falsity of Stereotypes – Distinction Between Stereotype and Prejudice – Culture and Personality : - Meaning of Culture –



Kinds of Culture – Method of Studying Culture and Comparison of Cultures – Meaning of Personality – Nature of Relationship Between Culture and Personality – Relationship Between Culture and Personality.

Social Tension: Types – Effect of Social Tension – Causes – Measures of Methods of Redacting Social Tension.

### **UNIT- III**

Group Conflict or Social Conflict: Meaning and Nature – Types – Problems Originating Group Conflict in Indian Society – Methods of Group Conflict Resolution – Resolution of Group Conflict in India Context.

Social Change : Meaning and Nature – Characteristics – Types – Dimensions – Theory – Process – Factors or Agents of Causes of Social Change – Resistance – Effect – Characteristics of Social Changes in Indian Society – Dimensions of Indian Social Change – Meaning and Characteristic of Cautionization, Westernization and Modernization – Relation Between Cautionization and Westernization – Importance of Cautionization on Social Change – Importance of Westernization of Social Changes .

### **UNIT- IV**

Aggression and Social Violence : - Meaning and Nature Aggression – Theories of Aggression – Factors Provoking of Aggression and Violence – Measures of Preventing and reducing Aggression – National Character and National Integration – Meaning of National Character – Causes of Difference in National Character – Determinants of National Character – Characteristics of Indian National Character – Approaches or Theories of National Character – Meaning of National Integration - Factors of Promoting National Character –Hinderances in The Way of National Integration.

Environment Psychology : Emergence – Human Spatial Behavior – Development of Personal Space – Factors Influencing Personal Space – Reactions to Invasions of Personal Space – Types of Territories – Functions of Territoriality – Responses to Crowding Effect of Crowding – Controlling the Effects of Crowding – Theories of Crowding – General Conclusion Regarding Different Theories of Crowding – Chosen Isolation : Privacy – Environmental Effect of Behavior – Architectural Design and Social Behavior – Urban Environment and Social Behavior.

### **REFERENCE BOOKS**

- Baron, Robert A. and Byrne, D. (2001). Social Psychology (8th edition) Reprint, New Delhi: Prentice-Hall of India Pvt Ltd.
- Brehm, S.S. and Kasson, S.N. (1996). Social Psychology (3rd edition). USA: Houghton Mifflin Company.
- Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi: Sage Publications.
- Jogsan, Y. A and Jadav, T. H. (2018). Social Psychology. JK Print Shop, Rajkot (Gujarat). ISBN : 978-81-936161-1-6.
- Myers, D.G. (2002). Social Psychology (7th international edition). New York: McGraw Hill Companies.

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name &No: **BASIC PSYCHOLOGY OF EMOTION /ECT-02**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course/P aper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Elective	ECT-02	Basic Psychology of Emotion	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

- CO1: Able to understand the basic issues and state-of- the art knowledge in the field of emotions.
- CO2: To acquaint students to the neurophysiologic bases of emotion.
- CO3: understanding of bodily changes in emotion and measurements of emotions.
- CO4: able to Learn Emotional Intelligence
- CO5: able to how to react in situation
- CO6: Able to know about Positive and negative emotions and measurement of emotion
- CO7: Able to Discuss about basic issues in the study of emotions
- CO8: Able to Describe physiological bases of emotions
- CO9: Able to Understand measurement of Emotions

**UNIT-I**

**Basic Issue in the Study of Emotions:**

Definition of Emotion, Components of Emotion-Cognitive, Physiological and Behavioural; Categories of Emotion- Primary and Secondary Emotions- Fear and Anxiety, Anger, Jealousy and Envy, Guilt, Grief, Sadness, Happiness and Love; The Role of Positive Emotions- The Broaden and- Build Theory of Positive Emotion; Approaches to Emotion- Biological, Cognitive, Behavioral and Phenomenological; Functions of Emotion; Emotion as Basis of Social Relationship, Gender and Emotion.

**UNIT-II**

**Physiological Bases of Emotion:**

Methods to Study Physiological Bases of Emotion, A Short Introduction to Nervous System, Central Mechanisms and Emotion- Spinal Cord, Medulla, Brainstem, Thalamus, Hypothalamus, Limbic System- Amygdala, Hippocampus, Cingulate Gyrus, Septum, Cortex and Frontal Lobes; Peripheral Mechanism- The role of Autonomous Nervous System; Neurochemistry and Emotion; Laterality and Emotion. Emotional Intelligence and EQ.

### **UNIT-III**

#### **Bodily Changes in Emotions:**

A Short Introduction to Cardiovascular, Respiratory, Digestive, Muscular and Hormonal Systems of Human Body; Short Term Bodily Changes in Emotions- Changes in the Cardiovascular, the Respiratory, the Digestive, the Thermoregulatory, the Galvanic Skin Response and the Hormonal Systems, Changes in Muscle Tension; Hormonal Changes During Stressful Situations; Long term Bodily Changes in Emotion-General Adaption Syndrome (GAS), Psychogenic Ulcer and Some other Psychosomatic Diseases.

### **UNIT-IV**

#### **Measurement of Emotions:**

Physiological Methods for Measuring Emotion, EEG, fMRI, PET, Lie detector; Measurement of Facial Expressions, Facial Action Coding System (FACS); Psychological Methods for Measuring Emotion-Verbal Self Report Measures of Affect, Semantic Differential Method- Rating scale, Questionnaire and Psychoanalytic Methods; Non Verbal Self-report Tool-Emotional Slider, Observation, Using Pictograms, Self Assessments Manikin, Projective Techniques etc. Advantages and Disadvantages of Physiological and Psychological Methods of Measurement. Some New Tools to Measure Subjective Feeling of Emotion- Geneva Emotion Wheel, Product Emotion Measuring Instrument (Pr.Emo).

### **REFERENCE BOOKS**

- Clarke, M.S. (1992). Emotion. New burry Park CA: Sage.
- Ekman, P. and Davidson, R.J. (1994). The Nature of Emotion. New York: Oxford University press.
- Kalat, J.K. & Shiota, M.N. (2007). Emotion. Belmont. C.A: Wadsworth.
- Lewis, M. & Haviland J.M. (1993). Hand Book of Emotions. New York: Guilford Press.
- Oatley, K. Ketner, D. , & Jenkins, J.M. (2006). Understanding emotions. Cambridge. M.A; Blackwell Publishers.
- Patel. M.K. (2008). Psychology of Emotion, Rajkot: Saurashtra University Press.

- Strongman, K.T. (1989). The Psychology of Emotion. London: Plenum.

FACULTY OF ARTS  
Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **PSYCHOLOGY OF ADOLESCENCE/ECT-02**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course/ Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	I	Elective	ECT-02	Psychology of Adolescence	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

- CO1: The focus of this course is an advanced examination of the processes, contexts, and clinical issues associated with adolescent development.
- CO2: There will be an emphasis on understanding normal developmental processes as well as the contexts which compromise adolescent mental health and wellbeing.
- CO3: understanding of the adolescent developmental issues (e.g., factual , methods, principles, generalizations, theories),
- CO4: Learning to apply course material to your work (to improve thinking, problem solving, and decisions)
- CO5: Able to Describe Adolescence and its age
- CO6: Able to Analysis about problems of adolescence
- CO7: Able to Learn how to cope with conflict situation
- CO8: Able to Psychological intervention of issues of gender related

**UNIT: I**

**Introduction** – Changes in Adolescence – Time duration of Adolescence – Anxiety in Adolescence – Methods of Studying Adolescence – Puberty – Changes in Boys During Adolescence – Changes in Girls During Adolescence – Psychological Importance of Physical Changes During Adolescence – Effect of Sexual Development – Effect of Figure and Body – Emotional Pressure – Effect of Behaviour on Adolescence – Behaviour of Adolescence

**Physical Changes and Importance of Psychology** – Methods of Physical Changes – Internal Bodily Changes – Psychological Importance of Bodily Changes – Sensative Behaviour in Adolescence – Adolescence Study Method –

Characteristic of Adolescence – Causes of Emotional Intensity – Feeling of Uncertainty and Insecurity – Emotions of Adolescence – Effect of Emotions.

## **UNIT: II**

**Personal Interest of Adolescence** – Interest Regarding Clothes – Interest Regarding Face – Interest Regarding Voice – Interest Regarding Emotions – Interest Regarding Future – Problems Regarding Future Selection – Desire for Independence – Day-Dreams – Social Interest of Adolescence – Importance Adolescence Hobby – Talk – Types of Talk – Celebration – Criticizes - Helping Others

**Recreational Related Interests** – Sources for Recreational (Entertainment) - Some Favorite Way of Entertainment in Adolescence – Esoteric Interest of Adolescence – Importance of Entertainment in Adolescence – Friendship and Leadership in Adolescence – Friendship in Adolescence – Leadership in Adolescence – Necessity for Leadership – Reason for Success and Failures in Friendship – Parents’ Duties in Relation to Adolescence Friendship

## **UNIT: III**

**Social Behavior in Adolescence** – Meeting in Adolescence – Due to Color or Race, Understand Yourself Bigger – Benefits of the Juvenile’s Life by Staying in the Meeting – Some Problems Related to Social Life of Adolescence – Feelings About Sex Matters During Adolescence – Sexuality Related Emotional Development Since Childhood – Sexual Problems of Unmarried Adolescents – The Condition of Indian Educated Teenagers in Pathetic.

**Some Difficulty With Our Newly Married Adolescence** – A Barrier to Staying with Newly Married Husband and Wife – Beauty Test – Religious Awareness in Adolescence – Study Methods – The Form of Religious Awareness in Adolescence – The Difference in the Religious Motivation of Children and Adolescents – Religious Awareness Reason.

## **UNIT: IV**

**Morality in Adolescence – Meaning of Morality** – Effect of Heredity – Effect of Environment – Effect Friend – Adolescents’ Tendency to Offend – Basic Causes of Adoration – Motivational Work – The Personality of Adolescence – The Effect of Many Things on The Development of Personality.

**Teenage Expectation** and Their Direction – Teachers, Parents and Social Duties – Maturity – Definitions – Advantages and Disadvantages – Types of Maturity.

### **REFERENCE BOOKS:**

- Kaiser Family Foundation. (2010). Generation M2: Media in the Lives of 8- to 18-Year-Olds. 15-18.
- Ward, L. & Friedman, K. (2006). Using TV as a Guide: Associations Between Television Viewing and Adolescents' Sexual Attitudes and Behavior. *Journal of Research on Adolescence*, 16, 133-156.
- Wolf, S., Aber, J. L., & Morris, P. A. (2015). Patterns of time use among low-income, urban minority adolescents and associations with academic outcomes and problem behavior. *Journal of Youth and Adolescence*, 44, 1208-1225.

- Martin-Storey, A. (2015). Prevalence of dating violence among sexual minority youth: Variation across gender, sexual minority identity and gender of sexual partners. *Journal of Youth and Adolescence*, 44, 211-224.
- Jogsan Y. A. and Ramani, D. J. (2018). *Psychology of Adolescence*. JK Print Shop, Rajkot Gujarat). ISBN : 978-81-936161-0-9.



FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **PRACTICAL PSYCHOLOGY/CCT-04**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course/ Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Practical	CCT-04	Practical Psychology	04	00	100	100	

**Course Outcomes:** This course should help Students

CO1: Able to conducting experiments on various subjects of psychology.

CO2: To acquaint students with the administration, scoring and interpretation of various psychological tests.

CO3: To Understand Conducting experiments on various subjects of psychology

CO4: To Describe scoring and interpretation of various psychological tests

**Any six experiments from the following are to be performed and reported in Journal:**

1. Speed of learning as a function of meaningfulness of material.
2. Bilateral transfer of training.
3. Effect of reward & punishment on learning.
4. Retroactive inhibition.
5. Retention as a function of time: Study of retention curve.
6. Problem solving.
7. Study of learning curve: Human Maze Learning.
8. Efficiency of Massed V/s. Distributed practice in learning.
9. Transfer of training in Maze Learning
10. Habit interference
11. Effect of knowledge on performance on ergo graph
12. Brightness constancy
13. Size constancy.
14. Zeigarnik Effect

**Any Four Tests from the following are to be performed and reported in Journal:**

1. Aggression Scale
2. Defence-Mechanism - (1) Male (2) Female
3. Impulsiveness Scale
4. Examination Stress Scale
5. Emotional Maturity
6. Stress Scale
7. Suicide Tendency
8. Ego- Strength
9. Back Depression Scale
10. Moral Values

**REFERENCE BOOKS:**

- D' Amato, M.R: Experimental Psychology: Methodology, (1970): Psycho-Physic & Learning, NewYork: McGraw Hill
- Garret,H.E (1951): Great Experiments in Psychology, New York: Appleton- Century Crafts, Inc Third Edition
- Kuppuswami, B. (1954) Elementary Experiments in Psychology, Madras: Oxford University Press
- Postman, Leo & Egan, James P. (1949) Experimental Psychology: An Introduction, N.Y: Harper & Row
- Underwood, Benton, j. (1963): Experimental: An Introduction, Bombay, The Times of India Press
- Woodworth, Robert S. & Schlosberg, Harold (1971); Experimental Psychology, Calcutta: Oxford & IBH PublishingCo.



FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **COUNSELLING PSYCHOLOGY/CCT-4**

**(ONLY FOREXTERNALSTUDENTS)**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Core	CCT- 04	Counseling Psychology	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

- CO1: To acquaint students with the concepts and approaches to the counseling.
- CO2: To familiarize students with the counseling process thoroughly.
- CO3: To acquaint students with modern trends in counseling.
- CO4: Students can learn approaches to the counseling and able to Join other counseling course
- CO5: Describe Ethics of counseling
- CO6: Understand Approach to counseling
- CO7: Analysis counseling in the educational setting
- CO8: Understand Professional preparation and training for counseling

**UNIT- I**

Counseling and Related Fields: Definition of counseling Psycho-therapy – Counseling and Psycho-therapy – Related fields advising–Guidance– Clinical Psychology – Counseling as Hygiology–Counselling as a helping relationship – Counselling as a solution to human problems. Counselling – Expectations and Goals : Expectation of different – individuals – counselling goals – Achievement of positive mental health – Resolution of Problems – Decision making as a goal of Counselling – Modification of Behavior as a goal.

**UNIT -II**

Approach to counselling: The directive or authoritarian approach (Psycho-analytic) – Humanistic Approach Behaviouristic – Approach – The existential Point of view – The Minnesota Point of view and the elected Approach. Counselling Process: Preparation for Counselling – Process of counselling – counselling relationship – counseling – content ad process – steps in the counselling process – variables affecting the counselling process – Portrait of an effective counselling and counseleefactors.

### UNIT -III

Counseling in the Educational setting: Counseling the elementary school child – Counseling in High School & College – The role of teachers in counseling – Educational Counseling and curriculum – Counseling & Home – Evaluation Programme of educational Counseling – Vocational Counseling – The Process of Vocational Counseling – Distinction between vocational Counseling and Guidance. Special Areas in Counseling : Family group consultation – Counseling with families Concern children as well as parents Counseling with delinquent – Marriage & Pre-marital Counseling – Counseling Women.

### UNIT -IV

Professional preparation and Training for Counselling –Counselor preparation & professional issues – Academic preparation – practical skills – Ethical standards – Legal considerations – Selection & Training of Counselors – Conception of a professional worker – Preparation of Counselors and Important Issues. Modern Trends in Counselling: Counselling Movement in India & modern time – present status of counseling & Psycho-therapy – Trends in Counselling – Role of Counselor – Career Guidance – The model of Counselling.

### REFERENCES:

- Bordin, E. S. (1985): Psychological Counselling, N.Y. : Appleton Century Crofts, Inc. Curkhuff, R.R. & Berenson, B.G. (1977): Beyond Counselling & Therapy (2nd ed.), N.Y.: Holt, Rinehart & Winston.
- Fusser, J. M. (1964): Psychological Counselling in India, Bombay: MacMillan Publishing Co., Inc.
- Hansen J. C. (1978): Counselling Process and Procedures N.Y.: MacMillan Publishing Co., Inc.
- Jogsan Y.A. (2016): Counseling and Guidance, JK Publication
- Narayanrao, S. (1989): Counselling Psychology, (3<sup>rd</sup> ed.), N.D. Tata McGraw Hill Book Co. Ltd.,
- Steffler, B. (Ed.) (1965): Theories of Counselling, New York: MacGraw Hill Book Company.
- Tyler, L.E. (1969): The work of a counselor (3<sup>rd</sup> ed.) N.Y. Appleton Century Crofts. Warters, J. (1964): Techniques of Counselling, (2<sup>nd</sup> ed.), N.Y.: MacGraw Hill Book Company.

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **STATISTICS IN PSYCHOLOGY/ CCT-05**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Core	CCT- 05	Statistics in Psychology	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: Acquire the concepts, terms, and symbols used in data analysis.

CO2: Learn to formulate research ideas that can be evaluated with statistical analysis.

CO3: Learn to perform appropriate operations to draw conclusions from data.

CO4: Become skilled in interpreting and communicating quantitative information via numerical analysis and graphical display.

CO5: Able to describe many statistical procedures used in psychological research

CO6: Able to calculate appropriate procedures to analyze both quantitative and qualitative data

CO7: Understanding of how to select and perform descriptive, correlational, and inferential procedures.

CO8: Able to learning to use statistical software

CO9: Understand Central tendency and variability

**UNIT: I Introduction of Statistics:--**

**Introduction of Statistics** –Short History, –Meaning of Statistics, –Characteristics of Statistics, –Types of Statistics, –Importance of Statistics, –Important Function of Statistics, –Limitations of Statistics.

**Data or Score** –Meaning of Score, –Measurement in Psychology, –Meaning of Measurement, –Uses of Measurement, –Statistical Series.

**Measures of Central Tendency and variability** –Central Tendency –Mean, –Mean Characteristics, –Uses and Disadvantages of Mean, –Measures of Variability, –Types of Variability, (Only Standard Deviation and its uses), –Symmetrical Curve.

**UNIT: II Hypothesis and Theory of Probability:--**

Relationship between Hypothesis and Theory of Probability – What is Significant Difference?

Hypothesis –Meaning of Hypothesis, –Types of Hypothesis.

Derived Scores –Z score.

Parametric Statistics and Non Parametric Statistics –Nature of Parametric Statistics and Non Parametric Statistics, –Non-parametric Methods, – $\chi^2$  or Chi-square test, – Median Test, –Sign Test, – Mann Whitney U Test.

t –test –Testing the Significance of Difference Between Means of Two Large and Independent Groups, –Testing the Significance of Difference Between Means of Two Small groups, –Testing Significance of Difference between Two Correlated Means.

**UNIT: III Correlation:–**

Correlation –Meaning of Correlation, –Directions of Correlation, –Types of Correlation, (Gens, Karl Pearson and Rank) –What is Co-efficient of Correlation, –Methods of the Calculation of Coefficient of Correlation, –Uses of Coefficient of Correlation, –Reliability of Co-efficient of Correlation.

**UNIT: IV Analysis of Variance:–**

Analysis of Variance –Meaning of Analysis of Variance, –Analysis of Variance Technique and Calculation, (One Way and Two Way ANOVA Calculate)–Utility of Analysis of Variance, –Some Basic Assumptions in the Use of Analysis of Variance.

**REFERENCE BOOKS**

- Maindonald, J. & Braun, W. J. (2010). Data Analysis and Graphics Using R, 3rd Ed. Cambridge University Press. ISBN-10: 0521762936. ISBN-13: 978-0521762939.
- Garrett, H. E. (1973). Statistics in Psychology & Education – Longmans.
- Jogsan, Y. A., Dhara D. R. and Pandya M. M. (2014). Statistic in the Social Science, Vasuki Publication, Rajkot.
- Jogsan Y. A. & Doshi D. R. (2015): Statistical Tables in Social Sciences, JK Publication

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **THEORIES OF COGNITIVE PSYCHOLOGY/CCT-06**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Core	CCT- 06	Theories of Cognitive Psychology	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: Able to research on human cognitive abilities

CO2: To expose students to recent findings and ideas concerning the neural bases of cognitive functions, particularly to those provided by neuropsychology and functional neuro images research.

CO3: To train students in reading original articles in experimental cognitive psychology.

CO4: Understand meaning and its stages

CO5: Able to Describe nature of forgetting

CO6: Able to Understand Definition and nature of intelligence and its tests

CO7: Able to Understand Thinking, problem solving

CO8: Know about creativity

**UNIT: I**

Meaning of Memory and Its Components or Stages – Types of Memory – Sensory Memory – Types of Sensory Memory – A Comparative Study of Iconic Memory and Echoic Memory – Short Term Memory of STM – Long Term Memory or LTM – Major Types of Long Term Memory: Episodic Memory and Semantic Memory – Motivation and Long Term Memory – A Comparative Study of LTM and STM: Differences – Methods of Measuring Memory – Nature of Remembering.

Nature of Forgetting – Forgetting Curve or Ebbinghaus Curve – Determinant's or Causes of Forgetting – Theories of Forgetting – Decay Theory or Disuse Theory – Perseveration – Consolidation Theory – Inter-Ference Theory – Two Factor Theory- Autobiographical Memory

– Retrospective Memory and Prospective Memory – Measure of Improving Memory or Memory Training.

## **UNIT: II**

Definition and Nature of Intelligence – Types of Intelligence – Mental Age – Intelligence Quotient – Measurement of Intelligence – Binet Test – Evaluation of Intelligence Scales – Raven's Progressive Matrices – Goddough Draw – a – Man Test – Peabody Picture Vocabulary Test or PPVT – Cattell's Culture – Free Intelligence Test – The Kaufman Assessment Battery for Children or K – ABC – Some Important Indian Intelligence Tests – Uses of Intelligence Tests – Types of Intelligence Tests.

Theories of Intelligence – Spearman's Two Factor Theory – Thurston's Group p Factor Theory – Multi Factor Theory – Hierarchical Theory – Cattell's Theory – Gardner's Theory of Multiple Intelligence – Piaget's Theory – Sternberg's Triarchic Theory – Genral Conclusions Regarding Theories of Intelligence.

## **UNIT: III**

Definition and Nature of Thinking – Types of Thinking – Thinking and Imagination – Role of Language in Thinking – Role of Set in Thinking – Role of Trial and Error In Thinking – Role of Images in Thinking – Theories of Thinking – Theories of Cognitive Development – Piaget's Theory of Cognitive Development – Bruner's Theory of Cognitive Development – Information Processing Theories of Cognitive Development – Meaning and Nature of Problem Solving – Methods or Strategies of Solving the Problem – Factors Inflecting Problem Solving – Steps or Problem Solving – Sex Differences in Problem Solving Ability – Individual Differences in Cognitive Style; Nature and Importance of Concept – Types of Concept – Factors Influencing Concept Formation – Methods or Procedure of Concept Learning.

## **UNIT: IV**

Definition and Nature of Creativity – Stages of Creative Thinking – Characteristics of Creative Thinker – Measurement of Creativity – Aspects of Creativity – Encouraging or Fostering Creativity – Artificial Intelligence. Meaning and Nature of Reasoning – Decision Process and Judgement – Difference Between Reasoning and Decision Making – Difference Between Decision Making and Judgment – Major Heuristics in Decision Making Bases and Errors in Decision Making – Framing and Decision Making – Some Guidelines for Taking Better Decision.

## **REFERENCE BOOKS:**

- Antonio R. Damasio (1994). Reprinted (2005). Descartes' Error: Emotion, Reason and the Human Brain, Penguin Book. ISBN: 014303622X.
- Banich, Marie T. (2004). Cognitive Neuroscience and Neuropsychology. Houghton Mifflin Company. ISBN: 0618122109.
- Jogsan, Y. A. & Jayesh N. Bhalala (2014). Cognitive Psychology, Akshar Publication, Ahmedabad.
- Jogsan Y. A. & Doshi D.R. (2016): Modern Cognitive Psychology, JK Publication
- Solso, MacLin & MacLin (2005). Cognitive Psychology (7th ed.). Allyn & Bacon.

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **REHABILITATION PSYCHOLOGY/ECT-03**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Elective	ECT-03	Rehabilitation Psychology	04	30	70	100	2:30 Hours

**Course objective:**

- CO1: Disability sector is one of the areas that has been especially overlooked by social scientists. It is need of the time to acquire knowledge about Professional issues regarding understanding the disabled, its causes, concerns, management and intervention. The present paper aims at providing the same.
- CO2: Learn As one of the oldest psychology specialties active in interdisciplinary medical centers and health and public policy
- CO3: Focuses on the optimal adjustment of individuals with disabilities, their families, and primary support systems.
- CO4: Learner knows the concept of disability, personality, factors affect on disabilities.
- CO5: Understand Personality Development of disabled person and intervention.
- CO6: Understand psychological intervention

**UNIT- I**

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

**UNIT- II**

Disabilities:

Disability - Concept and definitions, Classification of various disabilities, Incidence and prevalence Types of disabilities: Visual impairment, Hearing and speech impairment, Loco motor disability, Mental retardation, Cerebral palsy, Autism, Mental illness, Learning disabilities, Multiple handicaps Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors Prevention of disabilities

### **UNIT- III**

Personality Development of Disabled Persons and intervention:

Factors influencing personality development of disabled individuals, Life span development of people with disabilities, Assessment of personality of disabled individuals, Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology. Early intervention: definition, assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India

Special education: – aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled

### **UNIT- IV**

Psychological Intervention

Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies,

Planning and Designing, Learning Situations, Counseling Strategies. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need.

### **REFERENCE BOOKS:**

- Diverse Populations, Volume 9. Elsevier Science, Pergamon.
- Alan Hilton & Ravic Ringlaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.
- Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
- Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. SAGE Publications, New Delhi.
- Jogsan Y.A. & Doshi D.R. (2017): Psychology of Rehabilitation, JK Publication
- John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers – Enabling Environments. SAGE Publications, New Delhi.
- Jose Murickan & Georgekutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.
- Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.



FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **PSYCHOLOGY OF INDIAN PROBLEMS/ ECT-03**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Elective	ECT- 03	Psychology of Indian Problems	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

- CO1: To acquaint students with the concepts of Indian problems.
- Co2: To familiarize students with the problems of Indian.
- CO3: To acquaint students with modern problems.
- CO4: To introduce concept and types of Indian problems phenomenon.
- CO5: To acquaint students with correlates/ consequences of Indian problems.
- CO6: Able to Discuss about the concepts of Indian problems
- CO7: Familiarize students with the Indian problems
- CO8: Focus on issues of societies
- CO9: Understand social psychology, social problems, social systems in India
- CO10: Discuss social problems like poverty, Deprivation, anti social behaviour, Domestic violence etc.

**UNIT-I**

**Social Psychology and Social Problems**

Nature and characteristics of social problems, types of social problems, what is Social Psychology? Applied Social Psychology, relation of social psychology with other social science-Uses, Utility or importance of studying social - Increasing Role of Social Psychology in solution of social Problems.

**Social System in India**

Family as a social system -Characteristics of Indian family as a system-social stratification -Caste system in India - Characteristics or criteria of caste -Theories of caste system -Is Caste system prevalent only in Indian Society? - changes in caste system \*Class system: Social Class System -Characteristics of class -Types of Class in India - Power: social Power -Nature of social Power -Bases or Types of Social Power-Determinants of social Power -Social Identity -Characteristics of social Identity -Dimensions of social Identity

## **UNIT-II**

### **Poverty and Deprivation**

Effects or problems of poverty -Causes of Poverty -Measures or methods of eliminating or alleviating poverty - Deprivation: A Socio Psychological Analysis -Meaning of Deprivation -Aspects or Dimensions Deprivation -Types of Deprivation -Consequences, problems or effects of Deprivation

### **Anti-social Behavior**

Forms of anti-social behavior (Corruption, Briber, Crime, delinquency - Meaning of Corruption -Forms of Corruption -Causes of Corruption -measures for controlling corruption -Meaning and nature of crime. Meaning and nature of Juvenile Delinquency -Types of Crime \*Causes of Crime -Remedial Measures of crime -What is Delinquency? -Difference between Delinquency and Crime -Causes of Delinquency -Treatment and Education of Delinquent Children -Role of Education for Treatment on Juvenile Delinquent-Disadvantaged children: Treatment and Education -Educational programs for Disadvantaged children -School age Compensatory Education

## **UNIT-III**

### **Domestic Violence: Atrocities against Women**

Meaning of Domestic Violence -Types of Domestic Violence -Factors or causes of domestic -Remedial Measures- Population Explosion and Health Problems-Population -Population Growth and Population Explosion -Causes of Population Growth -How to Control Population Explosion? -Factors or causes of Good or Bad Health -Techniques for Good Mental Health

### **Aggression: A social Problem**

Characteristics of Aggression -Theories of Aggression -Causes of Aggression -Measures for Preventing and Reducing Aggression

Communalism: A Severe Social Problem-Meaning of Communalism -Causes of Communal Tension -Remedial Measures of communal Tension to Communalism

Terrorism: A Very Severe Social Problem-What is Terrorism\*Types of Terroristic Activities-Causes of Terrorism - Measurement or Strategies of controlling Terrorism

## **UNIT-IV**

### **Suicide: A Social and Psychological Issue**

Meaning of suicide -Incidence -General Symptoms -Causes of Suicide -Prevention of suicide

Stress-Meaning and Characteristics of stress -Reaction to Stress -Measurement of stress-Categories of stress - Strategies for coping Stress -Management of Stress -Theories of Stress-Predisposing factors to stress-Decomposition under Excessive Stress

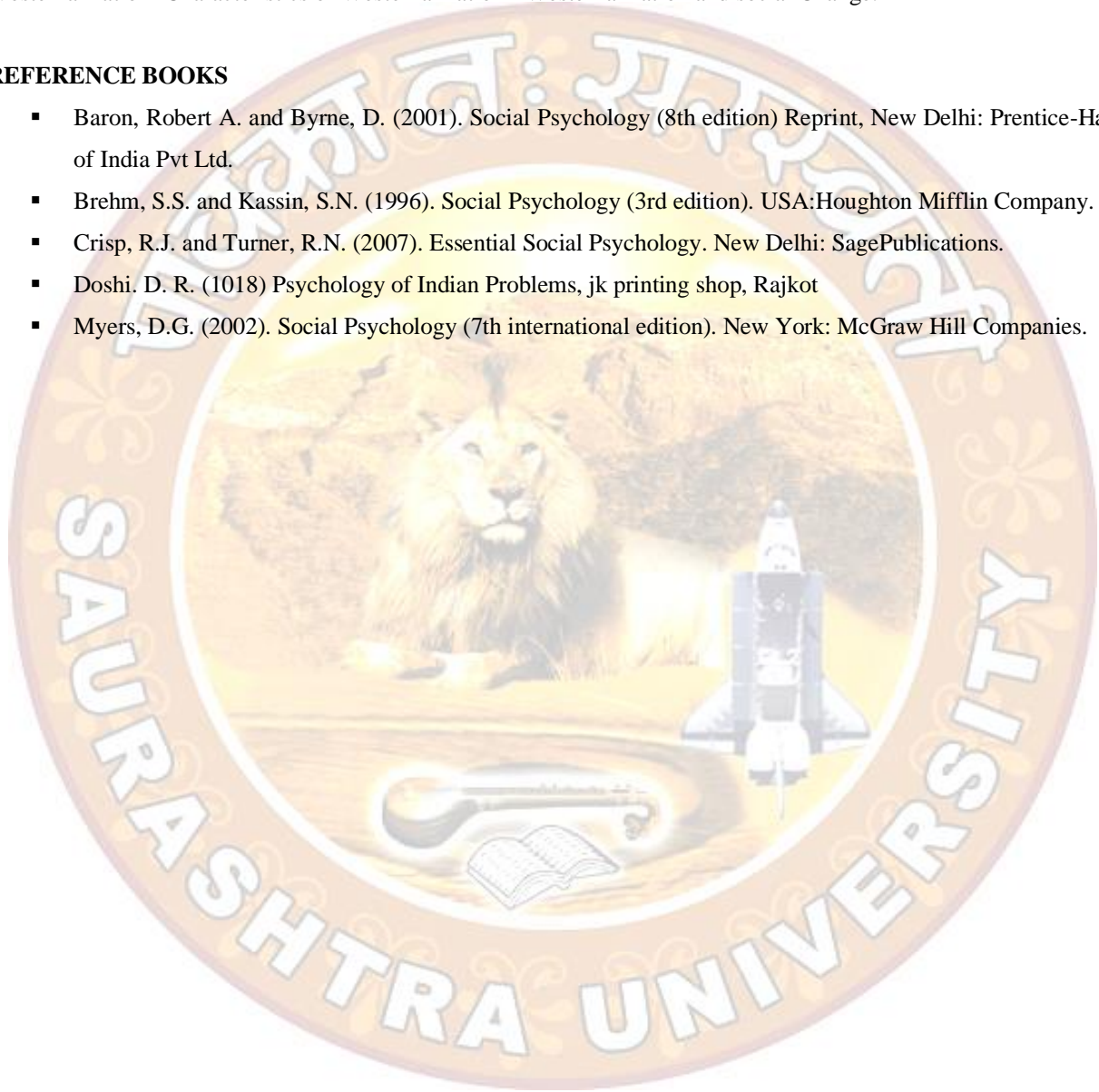
Issues of social Justice and Injustice-Meaning of social Justice -Dimensions of Social Justice -Principals of social Justice -Theories of social Justice-Criteria that Render A Law Unjust -Social Injustice -Causes of social Injustice - Measures or methods of tacking Social Injustice -Process of controlling Social Injustice-Social Change in Indian

## Context

Meaning of social Change -Characteristics of social Changes -Types or forms of social Changes -Various Dimensions of social Changes -Stages of social Changes -Factors influencing on social Change -Effects of social Change -Social change in India -Resistance to social Change -causes or bases of Resistance to change - Sanskritization -meaning of sanskritization -Characteristics of sanskritization -Westernalization -Meaning of Westernalization -Characteristics of Westernalization - Westernalization and social Change.

## REFERENCE BOOKS

- Baron, Robert A. and Byrne, D. (2001). Social Psychology (8th edition) Reprint, New Delhi: Prentice-Hall of India Pvt Ltd.
- Brehm, S.S. and Kassin, S.N. (1996). Social Psychology (3rd edition). USA:Houghton Mifflin Company.
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- Doshi. D. R. (1018) Psychology of Indian Problems, jk printing shop, Rajkot
- Myers, D.G. (2002). Social Psychology (7th international edition). New York: McGraw Hill Companies.



FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **STRESS AND STRESS MANAGEMENT/ECT-04**

Name of course	Semester	Core/Elective/ Allied/Inter Disciplinary	Course/P aper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Elective	ECT-04	Stress and Stress Management	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

- CO1: To Introduce students to the role of moderating variables in Stress/well-being linkage
- CO2: To identify and evaluate the relative efficacy of various cognitive and behavioral interventions for coping with stress in its various forms and manifestation
- CO3: Able To Practice a wide range of Stress Management Techniques and evaluate their effectiveness in dealing with own personal challenges.
- CO4: To introduce concept, types and sources of stress phenomenon.
- CO5: To acquaint students with correlates/ consequences of stress.
- CO6: To acquaint students with measurements of various types of stress.
- CO7: Able to Recognize the stressor and its different effect
- CO8: Able to know about How to deal with Stress
- CO9: Able to Classify different factors of stress
- CO10: Understand Psychological skills for reduce stress
- CO11: Know about stress and psychological health

**UNIT-I**

Nature and Type of Stress: Conceptualization of Stress – Stimulus Based Model, Response Based Model, Shortcomings of Stimulus and Response Models, Stress as an Interaction, Lazarus and Folkman's Transactional Model, Criticisms of the Transactional Model, General Nature of Stress, Basic Sources of Stress – Frustration, Conflict, Change and Pressure.

Situational and Social Moderators of Stress: Theories about Mediators of Stress Response- Psychoanalytic, Behavioral and Cognitive Theory; Categories of Moderator Variables in Stress Processes. Perceived Control Over the Environment as the Situational Moderators of Stress, Social Support as Social Moderator of Stress.

## **UNIT-II**

Personality Moderators of Stress:

Definition of Personality; Some Personality Traits as Moderators of Stress - Well-Being Relationship – Hardiness – Optimism - Self –Esteem and Self-Efficacy - Locus of Control- Negative Affectivity - Type-A Behavior Pattern (TABP); Concept - TABP and Stress - TABP and Health - Bio Psycho-social Factors in Type-A behavior - modifying Type-A Behavior; Type C and Type D Personality Traits; Sensation Seeking Personality.

## **UNIT-III**

Stress and Coping;

Concept of Coping as a Cause (an independent Variable) and Effect (a Dependent Variable), Coping as Mediator and Moderator of Stress - Strain Relationship; Classification of Coping Strategies - Coping Strategies having Limited Value- Giving up, Striking Out at Others, Indulging Self, Blaming Self, Using Defensive Coping; Categories of Constructive Coping - Appraisal Focused Constructive Coping – Ellis’s Rational Thinking, Positive Reinterpretation; Problem Focused Constructive Coping – Using Systematic Problem Solving, Seeking Help, Using Time more Effectively, Improving Self-control; Emotion Focused Constructive Coping –Releasing Pent up Emotions, Distracting (putting Problem out of your mind), Managing Hostility and Forgiving Others, Meditating, Using Relaxation Procedure.

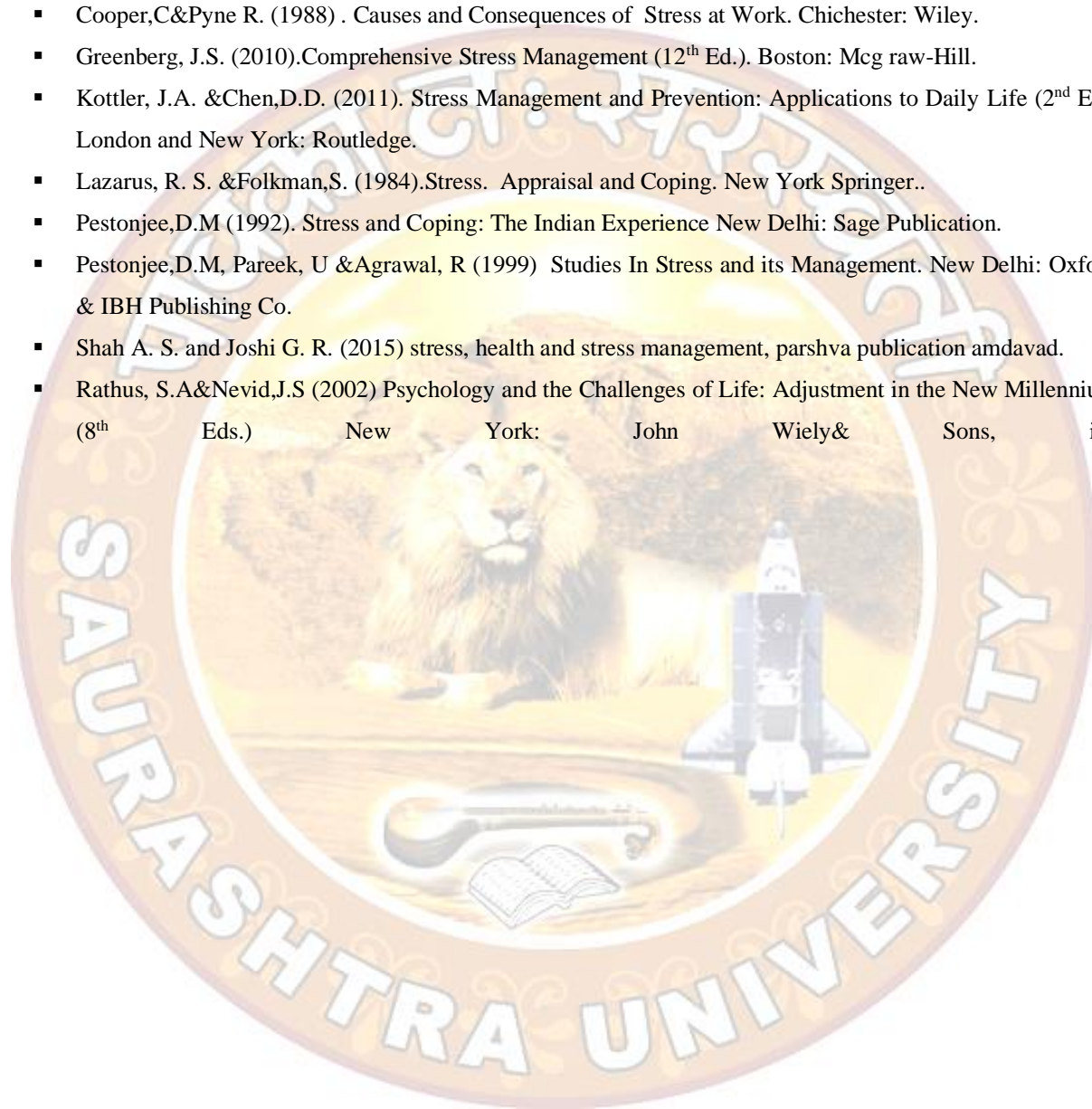
## **UNIT-IV**

Stress and Psychological Health: Psychological Consequences of Stress: Cognitive Impairment – Poor Concentration, Increased Distractibility, Reduced Short-term Memory Capacity, Reduced Ability for Creative Thinking and Decision Making; Emotional Effects – Fear, Anxiety, Post-Traumatic Stress Disorder, Anger and Hostility, Depression; Burnout Stress Syndrome (BOSS) – Definition, Components and Causes of BOSS; Psychological Disorders in General; Sleep disorders, Eating disorders; Behavioral Consequences of Stress – Aggression, Learned Helplessness, Indulging Self, Using Defense Mechanisms.

## **REFERENCE BOOKS**

- Beck, A. T. (1972). Depression: Causes and Treatment. Philadelphia: University of Pennsylvania Press.
- Cooper, C. & Payne, R. (1988). Causes, Coping and Consequences of Stress at Work. Chi Chester: Wiley.)
- Lazarus, R. S. & Folkman, S. (1984). Stress, Appraisal and Coping. New York: Springer.
- Mishra, G. (1999). Psychological Perspectives on Stress and Health. New Delhi: Concept Publishing Company.
- Pareek, U. (1993). Making Organizational Roles Effective. New Delhi: Tata McGraw Hill.

- Pestonjee, D. M. (1999). Stress and Coping: The Indian Experience. New Delhi: Sage.
- Atwater, E. (1995). Psychology for Living: Adjustment, Growth and Behavior today. New Delhi: Prentice Hall.
- Coon, D. (2004). Introduction to psychology: Gateways to Minds and Behavior (10<sup>th</sup> Ed.), New York: Thompson Woodworth
- Cooper, C & Pyne R. (1988). Causes and Consequences of Stress at Work. Chichester: Wiley.
- Greenberg, J.S. (2010). Comprehensive Stress Management (12<sup>th</sup> Ed.). Boston: McGraw-Hill.
- Kottler, J.A. & Chen, D.D. (2011). Stress Management and Prevention: Applications to Daily Life (2<sup>nd</sup> Ed): London and New York: Routledge.
- Lazarus, R. S. & Folkman, S. (1984). Stress. Appraisal and Coping. New York Springer.
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- Pestonjee, D.M, Pareek, U & Agrawal, R (1999) Studies In Stress and its Management. New Delhi: Oxford & IBH Publishing Co.
- Shah A. S. and Joshi G. R. (2015) stress, health and stress management, parshva publication and vad.
- Rathus, S.A & Nevid, J.S (2002) Psychology and the Challenges of Life: Adjustment in the New Millennium (8<sup>th</sup> Eds.) New York: John Wiley & Sons, inc



FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **PSYCHOLOGICAL THEORIES OF EDUCATION /ECT-04**

Name of course	Semester	Core/Elective/ Allied/ Inter disciplinary (ICT)	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	II	Elective	ECT-04	Psychological Theories of Education	04	30	70	100	2:30 Hour

**Course Outcomes:** This course should help Students

- CO1: To acquaint students with the general concepts of learning theory;
- CO2: To review, understand, and critique research related to theories of learning.
- CO3: To provide students the opportunity to engage in critical analysis of theories through class discussion and class assignments.
- CO4: To give students opportunities to think about how to apply course material into their personal philosophy and future practice.
- CO5: Recognize theories and methods of Education
- CO6: Able to Classify Different approaches of Education

**UNIT-I**

Methods and Theories of Learning: Meaning and Nature of Learning – Role of Motivation in Learning – Role of Motives in Human Learning – Education Techniques – Theory: Thorndike’s Theory, Guthrie’s Theory, Tolman’s Theory, Insight Theory.

Skinner’s and Hull’s Theory: Skinner Theoretical Concept – Experimental Methods of Skinner – Basic Principle or Theories of Instrumental Conditioning – Educational Utilities of Instrumental Conditioning – Education Concludes of Instrumental Conditioning – Hull’s Theory: Major Theoretical Concept Postulate wise - Major Differences between hull’s 1943 and 1953 Theories – Hull’s Four Stage Predicative System – Evaluation of Hull’s Theory.

**UNIT-II**

Tolman’s Theory: Major Theoretical Concepts – Formal Aspects of Tolmen’s Theory – Six Kinds of Learning – A Comparative study of Hull and Tolmen.

Guthrie's Theory: Guthrie's Important Ten Concepts - Guthrie's Insight Theory – Cybernetic Model of Learning's. Theories of Social Learning and Information Edition: Types of the Effects of Observational Education – Stages or Processes of Observational Education – Educational Concludes of Social Studies Theory – Information Processing Theory – Nature and Importance of Metacognitive.

### **UNIT-III**

Constructivism and Humanistic Approach of Learning: What is Constructivism? – Types of Constructivism – Thinking points Key of Constructivism – Goals of Constructivism – Constructivism Situation for Study – Humanistic Approaches of Education.

Value-oriented Education: Culture and Value – New Education Policy and Value Education – Human Values and Human Internal Conscious – Sources of Human Values and Education – Monotonous – Reincarnation Theory – Perpetualism – Theory of Karma Dispatch – Fatalism – Spirituality – Syncretism – National Unity.

### **UNIT-IV**

Nature and Purpose of Value Oriented Education: Different Education Commission – Recommendation of the religious and Moral Education Committee – Provision of Indian Constitution – Guiding Principles – Findings of Shimla Convention – Objectives of Value Education – Value Education in New Education Policy – Modern Society and Life Value System – Lack of Discipline – Integrative Activity in Education – Philosophy and Education.

### **REFERENCES**

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- Ausubel, D. P. (1969). School Learning : An introduction to Educational Psychology : New York : Holt, Rinehart & Winston.
- Antonio R. Damasio. (1994). Reprinted (2005). Descartes, Error : Emotion, Reason and the Human Brain. Penguin Book. ISBN 014303622X
- Derry, S. J. (1993). Putting Learning Strategies to Work. In A. E. Woolfolk (Ed.), Readings & Cases in Educational Psychology (pp. 113-120). Boston : Allyn & Bacon.
- Good. T. L., & Brophy, J. (1995). Contemporary Educational Psychology (5<sup>th</sup>ed.). New York : Longman.
- Woolfolk, A. E. (1998). Educational Psychology (7<sup>th</sup>ed.) Boston : Allyn & Bacon.
- Jogsan, Y. A., Chavda, H. M. & Chauhan, M. B. (2017). Main Theories of Psychology, JK Print Shop, ISBN : 978-81-933750-7-5.
- Jogsan, Y. A. & Jepar, M. (2016): Psychological Theories of Education and Value Education, JK Print Shop, ISBN : 978-81-927153-9-1.



FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **PSYCHOLOGY OF BRAIN PROBLEMS/CCT-07**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	CORE	CCT-07	Psychology of Brain Problems	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: To acquaint the students with, this course is to cater to knowledge in the area of brain and behavior.

CO2: The emphasis of this course lies on the study of patients with neurological disorders for assessment, diagnosis, intervention and rehabilitation.

CO3: Knowledge about brain, behavior **and** Discuss about physiological neuro systems

CO4: Understand frontal lobe & parietal lobe syndromes

CO5: Knowledge about occipital lobe & Temporal lobe

**UNIT - 1**

**INTRODUCTION OF PHISIOLOGICAL NEURO SYSTEMS**

1.1 Definition & Nature of Neuro Psychology

1.2 Topography of Brain

1.3 Parts of Brain

- Fore Brain
- Mid Brain
- Hind Brain

1.4 Cortex and its liberal system

1.4.1 Cortex –Gradation and area of cortex

1.4.2 Liberal system of Lobe and its functions

- Frontal Lobe
- Parietal Lobe
- Temporal Lobe
- Occipital Lobe

- 1.5 Hemispheres of Cerebral
  - 1.5.1 Left Hemispheres
  - 1.5.2 Right Hemispheres

## UNIT - 2

### NEURO CHEMICAL AND VASULAR SYSTEMS

- 2.1 Neuro Chemical systems.
- 2.2 Neuro cells its structure and function (in short)
- 2.3 Spinal code structure and function (in short)
- 2.4 Blood Vascular systems in brain
- 2.5 Function of Pituitary Gland in Brain
- 2.6 Degenerative disorder
  - 2.6.1 Brain tumors
  - 2.6.2 Cerebral Vascular disorder
  - 2.6.3 Degenerative disorder

## UNIT – 3

### FRONTAL & PARIETAL LOBE SYNDROMES

- 3.1 Neuro Physiological base of learning and memory and its disturbance
  - Role of RNA & DNA in learning and memory and its disturbance
- 3.2 Neuro Physiological base of Emotion
  - o Emotion Disturbance
  - o Its Solution.

## UNIT - 4. OCCIPITAL & TEMPORAL LOBE SYNDROMES

- 4.1 Neuro Physiological base of perception.
  - 4.1.1 Optical and Auditory mechanism.
  - 4.1.2 Optical and Auditory Perception Disturbance
- 4.2 Disturbance of reading & Writing (Dxlesiya) -Its Solution

## REFERENCES BOOK

- Walsh K. –Neuro Psychology
- A.K. Singh -Modern Abnormal Psychology
- Arvind Bhatia - Physiology and Biochemistry
- P.H. Mitchell - Text book of general Psychology
- Dr. Jayesh N. Bhalala -Introduction Neuro Psychology
- Jogsan Y. A. (2017) Neuropsychology, J. K. Publication Rajkot.

- R.D. Singh -Advanced Physiological Psychology
- મહેશ ભાર્ગવ -શરીરક્રિયા વિજ્ઞાન
- ડૉ.દેસાઈ -પ્રાણી શરીરક્રિયા વિજ્ઞાન ભાગ ૧-૨
- ડૉ.સુધીર વી. શાહ -મગજ અને જ્ઞાનતંતુના રોગો
- ઈન્ડિયન મેડીકલ એસોસિએશન -આરોગ્યની આસપાસ



FACULTY OF ARTS

Syllabus

**Subject: PSYCHOLOGY**

Course (Paper) Name & No: **PSYCHO-DIAGNOSTICS METHODS/CCT-08**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	CORE	CCT- 08	Psycho-Diagnostics Methods	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: To know them with the process of Psycho-diagnostics.

CO2: Understand the theoretical foundation of Various Psycho-diagnostics methods.

Co3: Understand of Various Projective Techniques as a diagnostic Methods.

CO4: able to apply their theoretical knowledge to different setting requiring Psycho-diagnostics methods.

CO5: Understand history and scope of psycho- diagnostics

CO6: Knowledge about projective techniques

**UNIT-I**

Brief History and Scope of Psycho-diagnostics- Clinical Diagnosis –Types – Limitations – Importance of Clinical Diagnosis. In clinical Psychology also. Role of Psychologist in Diagnosis.

Clinical observation and Rating Scale : Scientific observation – Application of Clinical observation in Mental Hospital or Clinic – Observation Guide – Reliability & Validity of Clinical Observation – Limitations and Rating Scale.

**UNIT-II**

Different Research Methods in clinical or Psycho-diagnostics : Clinical Interview as major method of Psycho-diagnostics Importance of Clinical Interview – Types – Needs of Clinical Interview – Output of clinical Interview – Limitations. Clinical case study Method : Sources of Clinical case study – Planning of case study – Limitations of case study – Different types of forms for Admission in Clinic or Mental Hospital.

**UNIT-III**

Rorschach Ink-Blot Test as Projective Technique-Specialty of Rorschach Ink Blot Test – scoring method of

Rorschach Test Hadley's classification of the Rorschach Responses – Classification of Rorschach responses – Diagnostic contribution of the Rorschach Test – Evaluation of Rorschach Test and Evaluation of the Projective Technique.

#### **UNIT-IV**

Projective Techniques – Process – Explanation – Different types of Projective methods namely Verbal Tests–semi Projective Techniques – Unstructured Techniques – Rosenzweig's Picture Frustration Test- Thematic Apperception Text T.A.T. Utility and analysis of the TAT – Bellak Analysis sheet Wyatt Analysis sheet – Rotter Analysis sheet – C.A.T. (Children apperception test) 3 to 10 years – The clinical significance of theTAT.

#### **REFERENCE BOOKS:**

- Anderson, H.H. & Anderson, G.L. (Ed.) (1955): An Introduction to Projective Techniques, N.Y.: John Willey & Sons.
- Chowdhury, U. (1960): An Indian Modification of the Thematic Apperception Test, CalcuttaShriSaraswathy Press.
- Chowdhury, U. (1961): An Indian Modification of the Children's Apperception Test, N.D.Manasayan.
- Jogsan Y.A., Doshi D.R. & Chauhan M. (2017): Psycho-Diagnostics, JK Publication
- Pareek, U. Devi, R. S. &Rosenzweig, S. (1968): Manual of the Indian Adaptation of the Rosenzweig Picture- frustration study – Adult Form, New Delhi :Rua Psychological corporation.
- Watson, R.I. (1983): The Clinical Method in Psychology, New York : John Willey & Sons.
- Weiner, I.B. (1976): Clinical Methods in Psychology, New York : Willey Interscience Publication.
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- Cameron, N.(1963): Personality Development and Psycho-pathology, N.Y. Houghton Mifflin.
- Seitiz. C. Johoda, N. Deutsch, M. & Cook, S. (1959). Research Methods in Social Sciences, N.Y. Holt.
- Shaffer, G. W. &Lazerus, R. S. (1952): Fundamental Concepts of clinical Psychology, N.Y. McGraw Hill Book. Co.,

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **MODELS OF PSYCHO-PATHOLOGY/CCT-09**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	CORE	CCT- 09	Model of Psycho- Pathology	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: Be familiar with and able to discuss several different theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.

CO2: able to apply these theoretical perspectives in reviewing each of the psychopathological conditions covered in the course.

CO3: able to discuss the DSM-IV multiracial classification of mental disorders and the criteria for diagnosing these disorders.

CO4: able to apply the DSM-IV classification system in determining the appropriate diagnosis of clinical cases.

CO5: knowledge about psychopathology to apply in formulating appropriate and effective intervention strategies to treat a broad spectrum of psychopathological conditions.

**UNIT-I**

Introduction – The Comprehensive History of Abnormal Psychology – Nature and Criteria of Abnormal Behaviour – Characteristics or Elements of Abnormal Behaviour – Difference Between Normal Behavior and Abnormal Behavior – Definition of Abnormal Psychology – Research Methods of Abnormal Psychology – Mental Health Professionals, Classification of DSM-IV.

**UNIT-II**

Diagnostic Classification of Abnormal Behaviours – Approaches to Classify Abnormal Behaviour – Difference Clinical Assessment.

Meaning of Model of Abnormality – Biological Theory of Model – Psychosocial Theory or Model – Psychodynamic Viewpoint – Behaviouristic Viewpoints – Cognitive View Point – Humanistic Existential Viewpoints – Interpersonal viewpoints – Socio-cultural Theory or Model - Diathesis Stress Model: An Integrative Approach.

### **UNIT-III**

General Categories or Causes of Abnormal Behaviour – Biological Causes – Psychosocial causes  
- Socio-cultural Causes.

Freudian Psychoanalytic Viewpoints – Proof for Existence of unconscious – A Comparative Study of Conscious, Subconscious and Unconscious – Adler's and Jung's Viewpoints Regarding Unconscious – Comparison of Freud's and Jung's Theories of Unconscious – Psychopathologies of Everyday life – Mental Conflicts and Mental Mechanisms or Defense Mechanisms – Theory of Psychosexual Development.

### **UNIT-IV**

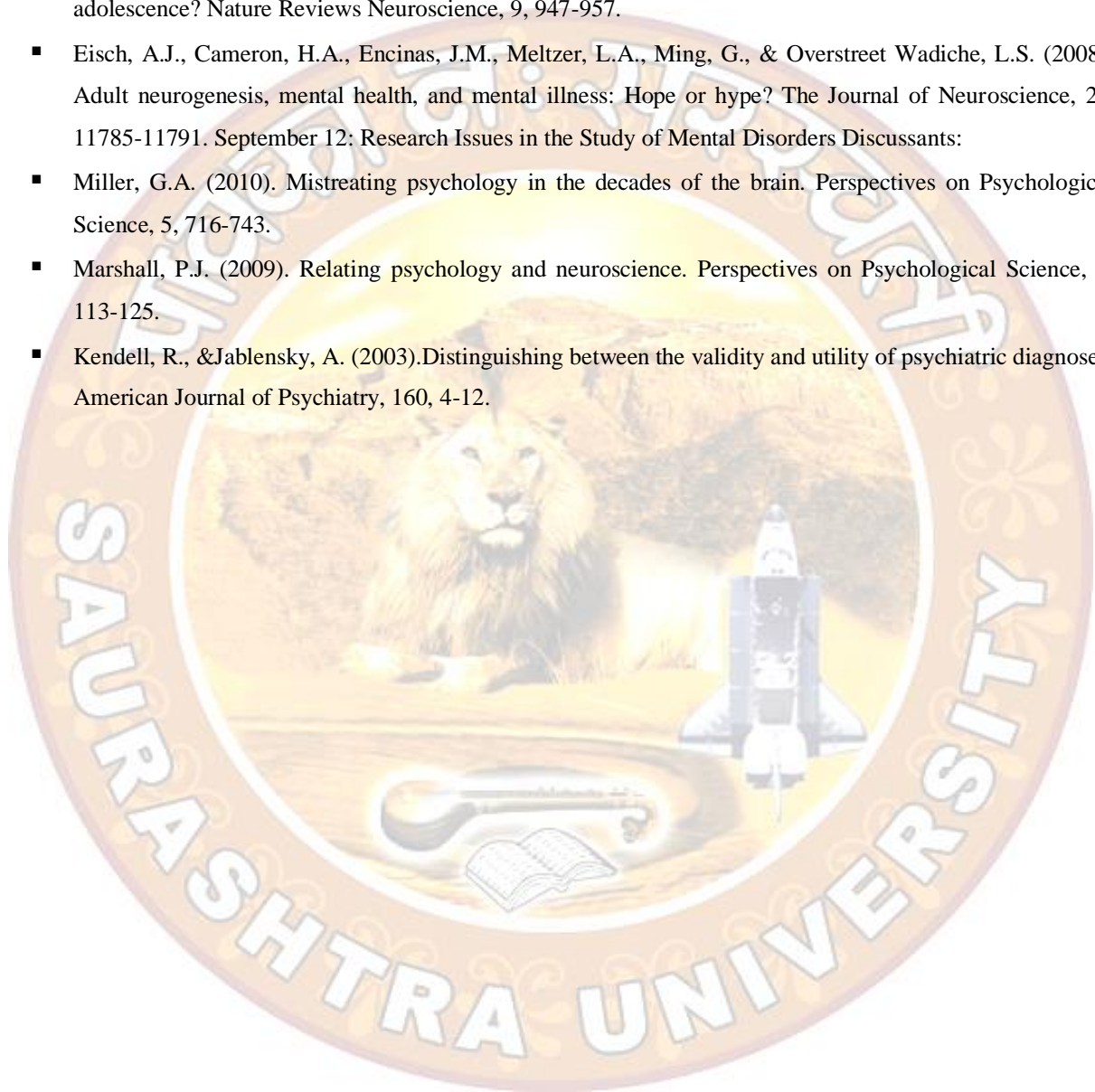
Meaning of Dream – Characteristics of Dream – Types of Dream – Theories of Dream – Physiological Correlates of Dream.

Meaning and Characteristics of Stress – Reactions to Stress – Measurement of Stress – categories of stressors – Strategies for Coping Stress – Management of Stress – Theories of Stress – Predisposing Factors to Stress – DE compensation under Excessive Stress – Adjustment Disorder  
-Posttraumatic Stress Disorder or PTSD.

### **REFERENCE BOOKS:**

- Barlow, D.H. & Durand, V.M. (1998). *Abnormal Psychology: An Integrative Approach*, 2nd Ed. Pacific Grove, CA: Brooks/Cole.
- American Psychiatric Association (1994). *Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition. (DSM-IV). Washington: American Psychiatric Association.
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- Baker, T.B., McFall, R.M., & Shoham, V. (2009). *Current status and future prospects of clinical psychology: Toward a scientifically principled approach to mental and behavioral health care. Psychological Science in the Public Interest*, 9, 67-103.

- Lilienfeld, S.O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. *American Psychologist*, 67,111-129.
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- Miller, G.A. (2010). Mistreating psychology in the decades of the brain. *Perspectives on Psychological Science*, 5, 716-743.
- Marshall, P.J. (2009). Relating psychology and neuroscience. *Perspectives on Psychological Science*, 4, 113-125.
- Kendell, R., &Jablensky, A. (2003).Distinguishing between the validity and utility of psychiatric diagnoses. *American Journal of Psychiatry*, 160, 4-12.





FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **BEHAVIOR MODIFICATION/ECT-05**

Name of course	Semester	Core/Elective/ Allied/Inter disciplinary (ICT)	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	Elective	ECT-05	Behavior Modification	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

- CO1: To understand Behavior Modification: Foundations
- CO2: Abale to Classical and Social conditioning
- CO3: know Operant Conditioning techniques
- CO4: understand to Cognitive behavior modification techniques

**UNIT-I**

Introduction: Basic Concepts of Behavior Modification – Assumptions of Behavior Modification –Foundations of Behavior Modification: Classical, Operant and Social Conditioning.

**UNIT-II**

Classical Conditioning and Social Conditioning Techniques

Relaxation Procedures – Systematic Desensitization –Assertion Training – Modeling and Behavior Rehearsal Procedures.

**UNIT- III**

Operant Conditioning Techniques

Establishing a Reinforcement Program – Types of Rein Forcers – Schedules of Reinforcement –Shaping and Chaining New Behaviors – Token Economy – Contingency Management.

**UNIT-IV**

Cognitive Behavior Modification Techniques:

Self-Instruction Training – Problem Solving Training – Anger Control Training – Self Management Training – Rational Emotive Behavioral Therapy – Beck’s Cognitive Therapy.

## REFERENCE BOOKS

- Gambrill, E.D., (1977) A Hand Book of Behavior Modification, London: Jossey Bass. Masters, J.C., Hollon, S.D., Burish, T.G., and Rimm, D.C. (1987) Behavior Therapy. New York: Harcourt Brace and Company.
- William O'Donhue (1998) Learning and Behavior Therapy. New Jersey: Allyn and Bacon Company.



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Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **WORK PLACE COUNSELLING/ECT-05**

Name of course	Semester	Core/Elective/ Allied/Inter disciplinary (ICT)	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	Elective	ECT- 05	Work Place Counselling	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: To understand Work place counseling concept

CO2: able to Individual employee counseling

CO3: To understand Stress at workplace

CO4: understand Group Counseling and Industrial Counseling

CO5: Understand work place counseling and training of work place counseling

**UNIT- I**

Understanding Work place Counseling; concept, history, functions, Models of workplace Counseling;  
Training of Work Place Counseling.

**UNIT-II**

Integrating model of individual employee counselling : Preparation , Assessment, contract, counseling process,  
terminating workplace counselling.

**UNIT-III**

Stressful job factors, Occupational Stress; Dealing with difficult people, sexual harassment,  
Unethical behaviour in the work place, Travel stress, Time stress, Work stress and families.

**UNIT- IV**

Group Counselling: Conflict resolution, interpersonal, familial, team building, negotiation and arbitrating skills.

Industrial Counselling: Employee Problem Counselling – Problems of absenteeism turnover, Burnout, Burnout,  
Depression, Substance abuse.

**REFERENCE BOOKS:**

- Carrol, Michael(1996),Work Place Counselling, Sage Publications, 1996. Mearns, Dave(1999) Person-centered counselling training
- Managing Workplace Stress By Susan Cartwright, Cary L. Cooper, 1997. Managing Groups and Teams by Hank Williams, 1996.

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **THEORIES OF PSYCHOLOGY-I /ICT-01**

Name of course	Semester	Core/Elective/ Allied/Inter disciplinary (ICT)	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	Inter disciplinary	ICT- 01	Theories of Psychology-I	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: Students will acquire the requisite knowledge in the core domain of psychology, including social, biological, developmental, cognitive/affective bases of behavior, and history and system, which are required to be a competent psychologist.

CO2: Students will utilize psychological theory and the empirical literature to guide their research and clinical practice.

CO3: Able to Describe social, biological, developmental, cognitive bases of behavior

CO4: Able to Describe empirical literature to guide their research

CO5: Able to Understand theory construction

CO6: Understand Conditioning and objective psychology

**UNIT-I**

Scientific Nature of Psychology and Theory-construction: Introduction Attributes of science meaning and scientific study, Methods of science, Place of psychology in the scheme of sciences, Historical background of modern psychology, Theory construction, Types of explanation and levels of explanation, Theoretical construct and its types, Causation, Problem of communication in science, Phenomenology, Operationism, Problem of reductionism, Moral and molecular approach, System and its characteristics.

Structuralism: Introduction, Wudnt, Forerunners of Titchener's structuralism, Nature of psychology, Study methods of Titchener's, System of structuralism, Criticism of structuralism, Value of structuralism, the fate of structuralism.

## **UNIT-II**

Functionalism: Introduction, Factor in the role of functionalism, Functionalist psychology and traditionalist psychology, anticipator of functionalism: William James, Granville Stanley hall, James Makeencattell., Chicago school in functionalism: John Dewey, James Rowland Aangell, Harvey Carr, Edward Robinson, R. S. Woodworth, European functionalists, Contemporary functionalism in perception, Criticism of functionalism, Evaluation and future of functionalism.

Associationism: Introduction, Old Associationism, Systemic cult as an Associationism, New Associationism, Connectionism of Thorndike, Contribute and value of Associationism.

## **UNIT-III**

Conditioning and objective psychology: Introduction, Attitude of Pavlov towards psychology, Pavlov's postulates and principles, Conditioning, Understand of personality and emotion of Pavlov, Criticism and value of conditioning of Pavlov, Counterterrorism of Vladimir bekheterev, Effect of Karl marks on soviat psychology, Pavlovinisation of psychology, Soviate psychology after 1950.

Behaviorism: Introduction, Establishment - development and backgrounds of behaviorism, Principles of Watson's behaviorism, Some earlier behaviorists, Criticism of behaviorism, Evolution of behaviorism.

## **UNIT-IV**

Neo-behaviorism and Neo-behaviorists: Introduction, Contiguity conditioning theory of Edwin Guthrie, Inductive empiricism of Burrhus Fredrick skinner, Purposive behaviorism of Edward chase tolman, Deductive behaviorism of Clark Leonard hull, Evolutionary levels of learning (Gregory Razran), Theory system of Kenneth Spence, William Estes, John Dollard and Neal Elgar Miller, Two factor theory of learning.

Purposivism: Introduction, Purposive psychology, Theory constructs of mental energy, Form of psychology and psychology of mental energy according to McDougale, Reactions to McDougall's theory, Contemporary place in psychology of McDougall's theory, Comparison of McDougall and Watson.

### **References:**

- Boring E.G. and Heidbreder, E.: A source in the history of psychology. Harvard university.
- Heidbreder, E.: seven psychologies. Appleton century crofts, N.Y.1993.
- Jogsan Y.A., Chavda H.M, & Chauhan M. (2017): Main Theories of Psychology, JK Publication
- Parikh B.A. (2014) systems and theory's of psychology, university granthnirman bordamdavad.
- Woodworth, R.S. and Schehan N.R. Contemporary schools of psychology. Ronald ross press, new York.1974.

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **POSITIVE PSYCHOLOGY/ICT-01**

Name of course	Semester	Core/Elective/ Allied/ Inter disciplinary (ICT)	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	III	Inter disciplinary	ICT-01	Positive Psychology	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: Able to Understand concepts of positive psychology

CO2: Able to explore what makes people happy.

CO3: To equip students to enhance subjective well-being.

CO4: Discuss concepts of positive psychology

CO5: Able to Enhance subjective wellbeing

CO6: Understand positive psychology and its basic areas

CO7: Understand positive emotions states and process

CO8: Know about pro social behaviour and well being

**UNIT-I**

In Introduction to positive Psychology: Definition, Goals and Assumption of Positive Psychology, The role of positive emotion in positive Psychology- The Broaden and Build Theory of Positive Emotion, Basic Areas of Positive Psychology, Research Approaches to Study positive Psychology- Positive Psychology in India.

**UNIT-II**

Positive Emotions States and Process: Happiness and Well-being- Defining Happiness; Antecedents and Consequences of Happiness, Measuring Happiness, Happiness across culture, Happiness and Well-being in Indian culture; Emotion focused Coping and Emotional Intelligence.

**UNIT-III**

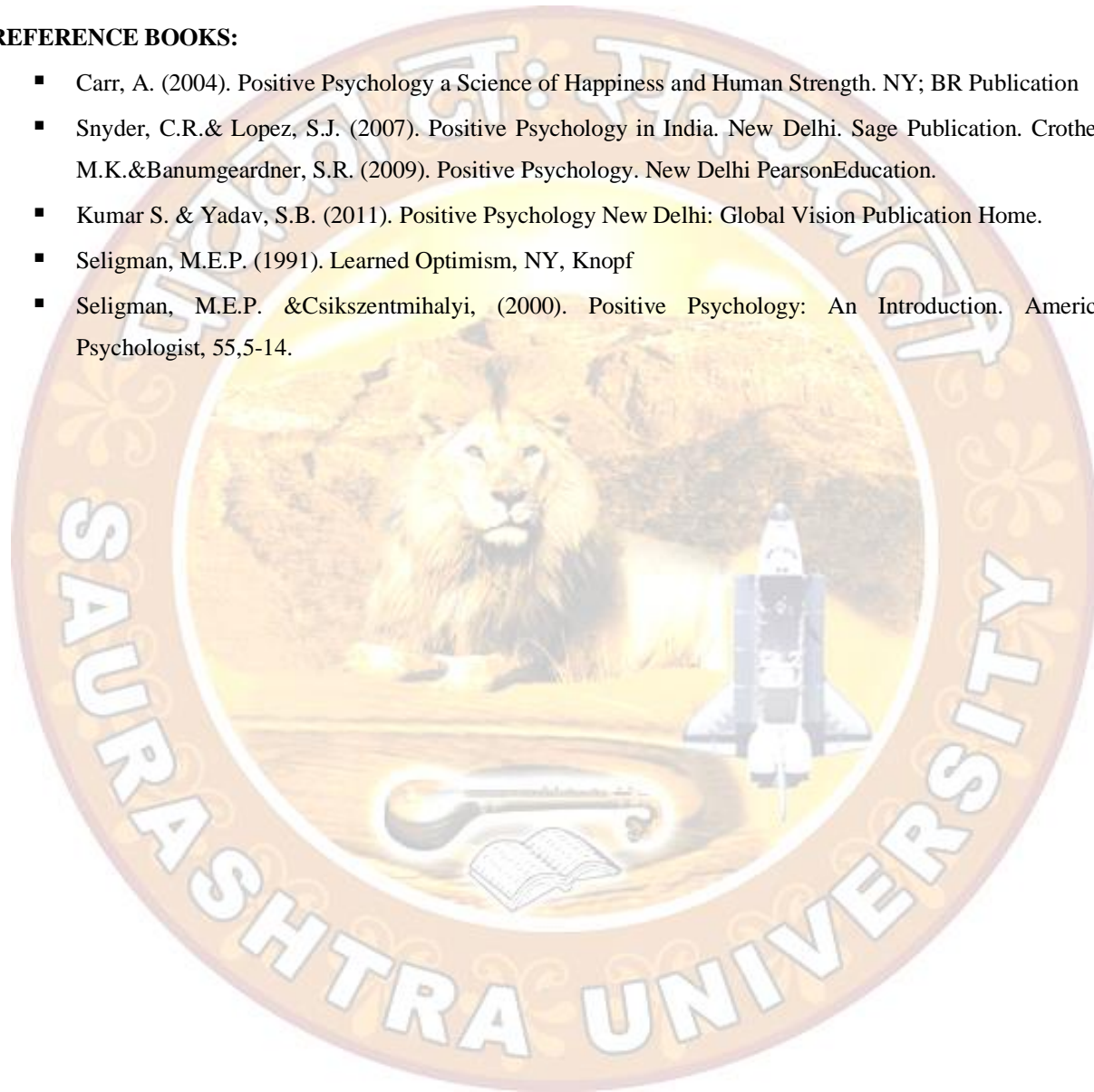
Positive Cognitive Status and Processes: Self efficacy and Self-acceptance, Wisdom learned Optimism and Hope Snyder's theory of hope, Theories of Wisdom, Implicit and Explicit; Mindfulness, Flow, and Spirituality, Resilience, Trauma and Subjective wellbeing- Resiliency Factors; Positive Parenting and Resiliency Factors.

#### UNIT-IV

Pro Social Behavior and Well-being; Altruism; Gratitude and Forgiveness- Definition, Cultivation and Stoical Implications; Developing Strength and Living Well Living Well across Life Stages, Successful aging; Future trends of Positive Psychology, Application in Community Life.

#### REFERENCE BOOKS:

- Carr, A. (2004). Positive Psychology a Science of Happiness and Human Strength. NY; BR Publication
- Snyder, C.R.& Lopez, S.J. (2007). Positive Psychology in India. New Delhi. Sage Publication. Crothers, M.K.&Banumgeardner, S.R. (2009). Positive Psychology. New Delhi PearsonEducation.
- Kumar S. & Yadav, S.B. (2011). Positive Psychology New Delhi: Global Vision Publication Home.
- Seligman, M.E.P. (1991). Learned Optimism, NY, Knopf
- Seligman, M.E.P. &Csikszentmihalyi, (2000). Positive Psychology: An Introduction. American Psychologist, 55,5-14.



FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **ASSESSMENT AND TREATMENT OF BRAIN/CCT-10**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	IV	Core	CCT-10	Assessment and Treatment of Brain	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: Able to Discuss about Hemispheric Asymmetry of functions

CO2: Know about Educational and memory disorders, Perception Disorders, Emotional and Cerebro Disorders, movement Disorders, personality Disorders

CO3: Able to know about Neuro psychological Assessment

CO4: Discuss about Psychological methods of treatment

1. **HEMISPHERIC ASYMMETRY O FUNCTIONS**

1.1.1 Function of cerebral and cerebellum hemispheres.

1.1.2 Structural asymmetry of cerebral hemispheres.

1.1.3 Functional asymmetry of cerebral hemispheres.

1.1.4 Elements of behavioural neurology

2. **DISORDERS**

2.1 Educational and Memory Disorders.

2.2 Perceptual Disorders

2.3 Emotional Disorders

2.4 Cerebro Vascular Disorders

2.5 Movement Disorders

2.6 Sensory and cognitive Disorders

2.7 Personality Disorders



### 3. ASSESSMENT

- 3.1 Personality Assessment its diagnosis
- 3.2 Neuro psychological assessment
  - 3.2.1 Hallstead battery
  - 3.2.2 Luria – Nebraska battery
- 3.3 Others Psychological test of Treatment.

### 4. THEORETICAL METHOD OF TREATMENT

- 4.1 Radiological method
  - 4.1.1. CT Scan
  - 4.1.2 MRI
  - 4.1.3 PET Scan
  - 4.1.4 EEG
- 4.2 Neuro anatomical method
- 4.3 Method of electrical stimulation.
- 4.4 Others Psychological Method of Treatment.
  - 4.4.1 Yoga
  - 4.4.2 Meditation
  - 4.4.3 Relaxation Techniques (Jacobson's)

### REFERENCES:

- Walsh K. –Neuro Psychology
- A.K. Singh -Modern Abnormal Psychology
- Arvind Bhatia - Physiology and Biochemistry
- P.H. Mitchell - Text book of general Psychology
- Dr. Jayesh N. Bhalala -Introduction Neuro Psychology
- Jogsan Y.A. –Neuro psychology, JK Publication
- R.D. Singh -Advanced Physiological Psychology
- મહેશ ભાર્ગવ -શરીરક્રિયા વિજ્ઞાન
- ડૉ.દેસાઈ -પ્રાણી શરીરક્રિયા વિજ્ઞાન ભાગ ૧-૨
- ડૉ.સુધીર વી. શાહ -મગજ અને જ્ઞાનતંતુના રોગો
- ઈન્ડિયન મેડિકલ એસોસિએશન -આરોગ્યની આસપાસ

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **PSYCHO-DIAGNOSTIC TESTING/CCT-11**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	IV	Core	CCT- 11	Psycho-Diagnostic Testing	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: To acquaint them with the characteristics of standardized tests and its utilities in diagnostics fields.

CO2: To understand of application of psychological tests in diagnosticfields.

CO3: To understand of psycho diagnostic procedures

CO4: Understand the theoretical foundation of personality test in psycho-diagnosticfields.

CO5: Discuss about issues in Diagnostics Testing

CO6: Different types of Tests and its applications

CO7: Discuss about Neuro psychological Assessment

**UNIT-I**

General issues in Diagnostics Testing – Approach Clinical Vs. Statistical Prediction – Methodology-Psychological Test- Characteristics – Types- Utilities – Clinical Implications of Psychological Test Results – Ethical Issues – Biases influencing – other factors – The concept of Test Construction – Item Analysis – Reliability – Validity and Norms.

**UNIT-II**

Different – Types of Intelligence Test- Stanford –Binet Scales – Wechsler Intelligence Scales – WAIS – WISC – Revised – WPPSI – Group Intelligence Tests –Tests of Intellectual Deficit namely– Minnesota Test for Brain Damage – The Goldstein –Goldstein color sorting Test – The Goldstein, Gelb, Weigl&Scheerer object sorting Test – Wood Cock Jonson test of achievement (2 to 90+ Age)-Wide range Achievement Test - BKT- Barrier free test for all(IQ Test)-Bhatia Battery (for Normal Child-IQ, 11 to 16 Age)-The Bender Visual -Motor Gestalt – Test-II- Godart formboard-IQ.

### UNIT-III

Bell Adjustment – Inventory–Bernreuter personality Inventory –Eysenck Personality Inventory(MPI)–Minnesota Multiphasic Personality Inventory (MMPI) –California Psychological Inventory – Comrey Personality Scales – Cattell's 16 P.F. Inventories – D. J. Bhatt's 13 P.F. Inventory – Personality Research Form (PRF)- D. J. Bhatt & others Mental Hygiene Inventory – General outline for Interest Inventories viz., Strong – Campbell Interest Inventory – Kuber Preference Records as diagnostics Testing – Behavior Assessment Scale for Indian Children with Mental Retardation (BASIC-MR).-Vinland Social Maturity Scale (VSMS)

### UNIT-IV

Meaning and purpose of Neuro-Psychological Assessment-concept of Minimum Brain Dysfunction or MBD – Psycho-Physiological indices of Arousal, Anxiety e.g. P.G.R./ G.S.R. – Heart Rate and to Correlate with those of subjective reports of the same.

The model of report writing for client ad Patient – The model including the following points – patient's family back ground, - Diagnostic tool, symptoms of mental disorders, Diagnosis, therapy applied and suggestions, synthesizing and integrating different test results, Neurological Psychological assessment-Nimhans Battery-Aiims Battery, Autism Diagnostic test (C.A.R.S., Corner parents rating scale, I.S.A.-Indian scale for autism).

### REFERENCE BOOKS:

- Anastasi, A. & Urbana, S. (2002). Psychological Testing, (7<sup>th</sup> Edi.) N.D.: Pearson Education Pte. Ltd., 482, FIE, PratapGanj, India.
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- Compbell, J.P. & others (1973). The Development and Evaluation of Behaviorally Based Scales, Journal of Applied Psychology, Vol. 54, 15-22.
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- Interface with Neurological & Psychiatric disorders. U.K. Grane& Stratton.
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- Jogsan Y.A., Doshi D.R. and chauhan M. (2017) Psycho-Diagnostic, J. k. Print Rajkot
- Rapport, D. Gill, M.M. & Schafer, R. (1968). Diagnostic Psychological Testing (Revised edition, Edited by Hott. R.R.), New York : International Universities Press

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **PSYCHOPATHOLOGY/CCT-12**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	IV	Core	CCT-12	Psycho Pathology	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: Be familiar with and able to discuss several different theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.

CO2: Be able to apply these theoretical perspectives in reviewing each of the psychopathological conditions covered in the course.

CO3: Be familiar with and able to discuss the DSM-IV multi-axial classification of mental disorders and the criteria for diagnosing these disorders.

CO4: Be able to apply the DSM-IV classification system in determining the appropriate diagnosis of clinical cases.

CO5: Have a substantial foundation of knowledge about psychopathology to apply in formulating appropriate and effective intervention strategies to treat a broad spectrum of psychopathological conditions.

CO6: Able to Discuss about Nature and types of anxiety Disorders

CO7: Understand Nature of Dissociative Disorders

CO8: Discuss about Psycho somatic Disorder

CO9: Understand Nature of Personality Disorder

CO10: Able to Discuss about Schizophrenia

CO11: Able to Classify cognitive Disorders

**UNIT-I**

Nature and Types of Anxiety Disorders – Phobias – Panic Disorder – Generalized Anxiety Disorder or GAD – Obsessive – Compulsive Disorder or OCD – Meaning and Types of Mood Disorder – Etiological Viewpoints of

Depressive disorders – Bipolar Disorder.

Nature of Dissociative Disorder – Types of Dissociative Disorder – Dissociative Amnesia – Dissociative Fugue – Dissociative Identity Disorder or DID – Depersonalization Disorder – Suicide – Theoretical Explanation of Suicide – Suicide in Different Age Groups – Treatment and Prevention of Suicide.

## **UNIT-II**

Meaning and Nature of Psychosomatic Disorder – Type of Psychosomatic Disorder – Psychophysiological Cardiovascular Disorder – Psychophysiological Gastrointestinal Disorders

- Psychophysiological Respiratory Disorders – Psychophysiological skin Disorders – Psychophysiological Genitourinary disorders – General etiology of Psycho-physiological disorders – Treatment of Psychosomatic disorders – Distinction Between Psychosomatic Disorder and Conversion reaction.

Meaning and Nature of Personality Disorder – Problems Involved in Recognition or Diagnosis of Personality Disorder – Clinical Picture of Personality Disorder – Types of Personality Disorder – Causal Factors in Personality Disorder – Treatment and Outcomes of Personality Disorder Meaning of Anti-social Personality – Clinical Picture of Antisocial Personality – Etiology of Antisocial Personality – Treatment and Outcomes of Antisocial Personality.

## **UNIT-III**

Meaning of Schizophrenia – Schizophrenia : A Historical Perspective – Course, Incidence and Prevalence of Schizophrenia – Clinical Symptoms of Schizophrenia – Diagnosing the Schizophrenia – Types of schizophrenia – Dimension of Schizophrenia – Etiology of Schizophrenia

- methods of Studying genetic transmission and environmental factors – treatment of schizophrenia – nature of paranoid disorder – Types of paranoid Disorder – Symptoms of Clinical Picture of Paranoid Disorder – Etiology of Paranoia – Treatment of Paranoia.

Meaning and Nature of Mental Deficiency – Historical Background of Mental Retardation – Major Characteristics of Mental Deficiency – Levels or Types of Mental Deficiency – General Etiology or Causes of Mental Deficiency – Treatment and Prevention of Mental Deficiency – Difference Between Mental Deficiency and Mental Disease – Learning Disabilities – Etiology of Learning Disabilities – Treatment of Learning Disabilities.

## **UNIT-IV**

Nature of Cognitive Disorder – Aging – Amnesic Disorders – Delirium – Dementia – Dementia of Alzheimer's Type or DAT – Vascular Dementia – Other Medical Conditions Causing Dementia – Substance – Induced Dementia.

Meaning of Mental Health and Its Distinction From Mental Illness – Components of Mental Health – Characteristics of Mentally Healthy People – Meaning of Normality – Importance of Mental Health – Factors Influencing Mental Health – Measures for Promoting Mental Health – Models of Mental Health Intervention – Clinical Model – Community Model – Social Action Model.

## REFERENCE BOOKS:

- Barlow, D.H. & Durand, V.M. (1998). *Abnormal Psychology: An Integrative Approach*, 2nd Ed. Pacific Grove, CA: Brooks/Cole.
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- *American Journal of Psychiatry*, 163, 1138-1146.
- Paus, T., Keshevan, M., &Giedd, J.N. (2008). *Why do so many psychiatric disorders emerge during adolescence?* *Nature Reviews Neuroscience*, 9, 947-957.
- Eisch, A.J., Cameron, H.A., Encinas, J.M., Meltzer, L.A., Ming, G., & Overstreet Wadiche, L.S. (2008). *Adult neurogenesis, mental health, and mental illness: Hope or hype?* *The Journal of Neuroscience*, 28, 11785-11791. September 12: *Research Issues in the Study of Mental Disorders Discussants*:
- Miller, G.A. (2010). *Mistreating psychology in the decades of the brain*. *Perspectives on Psychological Science*, 5, 716-743.
- Marshall, P.J. (2009). *Relating psychology and neuroscience*. *Perspectives on Psychological Science*, 4, 113-125.
- Kendell, R., &Jablensky, A. (2003).*Distinguishing between the validity and utility of psychiatric diagnoses*. *American Journal of Psychiatry*, 160, 4-12.

FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **PSYCHOTHERAPEUTICS /ECT-06**

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	IV	Elective	ECT-06	Psychotherapeutics	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

- CO1: Understand Various Psychotherapies and its basic Procedure.
- CO2: Learn Effectiveness of specific psychotherapy in solution of particular problem.
- CO3: Understand Different psychotherapeutic skills.
- CO4: Understand Different Psychotherapies
- CO5: Discuss about Adlerian therapy and Existential Therapy
- CO6: Know about Person Centered and Family therapy
- CO7: Understand CBT

**UNIT – I**

Introduction to Psychotherapies & Psychoanalytic Therapy: Meaning of Psychotherapy - Goals of Psychotherapy - Types of Psychotherapy - The Therapist's values and the Therapeutic Process.

Psychoanalytic Therapy: Key Concepts: Human - Structure of Personality - Consciousness and Unconsciousness - Ego-defense Mechanisms - Development of Personality.

The Therapeutic Process : Goals - Therapist's Function and Role - Client's Experience- Relationship between Therapist and Client - Application : Therapeutic Techniques and Procedure - Free Association - Interpretation - Dream Analysis - Analysis and interpretation of Resistances.

**UNIT – II**

Adlerian Therapy and Existential Therapy

Adlerian Therapy - Important Theoretical Concept - Treatment using Individual Psychology - Application and Current use - Evaluation - Skill Development.

Existential Psychotherapy - Important Theoretical Concept - Treatment using Individual Psychology - Application and Current use - Evaluation - Skill Development.

**UNIT****III**

Person Centered Therapy and Family Therapy:

Person Centered Therapy (Carl Roger's) - Important Theoretical Concepts - Treatment using Individual psychology - Application and Current use - Evaluation and Skill.

Family Therapy: Goals of Family Therapy - Types of Formation of Family Therapy - Application and Current use - Evaluation AndSkill.

**UNIT - IV**

Cognitive Behavior Therapy:

Gestalt Therapy - Important Theoretical Concepts - Treatment using Individual psychology - Application and Current use - Evaluation and Skill.

Cognitive Behavior Therapy - A-B-C Theory of Personality - Important Theoretical Concepts - Treatment using Individual psychology - Application and Current use - Evaluation and Skill.

The Development of Rational Emotive Behavior therapy - Important Theoretical Concepts - Format of sessions - Treatment - Application of REBT - Evaluation and Skill - Aaron Beck's Cognitive Therapy.

**REFERENCE BOOKS:**

- Beck, A. T. (1976). Cognitive therapy and Behavior disorder.
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- Jogsan Y. A. and Chauhan M. (2017) Psychotherapy, J. K. Print Rajkot
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FACULTY OF ARTS

Syllabus

Subject: **Psychology**

Course (Paper) Name & No: **THEORIES OF PSYCHOLOGY-II/ICT-02**

Name of course	Semester	Core/Elective/ Allied/Inter Disciplinary	Course/ Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	IV	Inter Disciplinary	ICT- 02	Theories of Psychology-II	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

- CO1: Students will acquire the requisite knowledge in the core domain of psychology, including social, biological, developmental, cognitive/affective bases of behavior, and history and system, which are required to be a competent psychologist.
- CO2: Students will utilize psychological theory and the empirical literature to guide their research and clinical practice.
- CO3: To introduce the alternative voices in the discipline of psychology.
- CO4: Discuss about Gestalt and Field Theory
- CO5: Understand Psychoanalysis and individual Psychology
- CO6: Classify new theories in sociological Approach
- CO7: Introduction to Indian Psychology

**UNIT-I**

Gestaltism: Introduction, Forerunners of gestaltism, The Founding of gestalt psychology, The meaning of gestalten, Theoretical methodological bases, Laws of perceptual organization, Learning through insight, Creative thinking, Contribute of gestaltism and gestalt psychology after 1950, Criticism of gestaltism.

Field theory: Roll of theory system of Kurt Lewin, Scientific form of field theory, Mathematical concept in theory system of Lewin, Behavior theory of Lewin, Studies of group dynamics, Personality theory of Lewin, Evolution of Lewin's theory system, Contributions of Lewin in psychology.

**UNIT-II**

Psychoanalysis: Introduction, Background of psychoanalysis, Origin and Development of psychoanalysis, theory construction and methodology in psychoanalysis, Level of explanation, Postulates of psychoanalysis, Place of Models in psychoanalysis, theory of unconscious, Theory of instincts, Theory of psychosexual development,

Personality theory, Anxiety, Defense Mechanisms, Character formation, Psychoanalysis and society, Evaluation and criticism of psychoanalysis concept of Freud, Contribution in psychology of theory system of Freud.

Analytical and individual psychology: Carl Gustav Jung: Introduction, Thinking between Jung and Freud, Jung's theory of libido, Conscious – personal unconscious and collective unconscious, Introvert-extravert attitudes and types of psychology, Evolution and criticism of Jung, Individual Psychology (Alfred Adler): Introduction, Adler and Freud, Main theories of Adler's Psychology, Evolution and Criticism of Adler.

### **UNIT-III**

New theories in psychoanalysis and the sociological approach: Introduction, Otto Rank, Sándor Ferenczi, Melanie Klein, Franz Alexander, Psychoanalysis and the study of culture, Abram Kardiner, Psychoanalytical Ego Psychology, Psychoanalysis and experimental psychology, Sociological approach, Karen Horney, Historical and moral psychoanalysis (Erich Fromm), A theory of interpersonal relation (Harry Sullivan).

Organismic and personalistic psychology: Organismic Psychology, Jacob Robert Kantor, Personalistic psychology, Edward Spranger, Garden Allport, Personalistic psychology of Henry Murray,

### **UNIT-IV**

Introduction to Indian Psychology: Introduction, Occidental psychology and Indian traditional psychology, Problem of psychology in Indian literature: Form of Mind, Problem of perception, Affirmation-memory-imagine, Feeling and emotion of psychology, Motivation of behavior, Emotions, Psychology of religion, Psychology of gesture, Optional and involuntary actions, Psychotherapy, Study of Indian psychology in India, Current trends in psychology in India.

### **REFERENCES:**

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- Heidbreder, E.: seven psychologies. Appletoncentury crofts, N.Y.1993.
- Parikh B.A. (2014) systems and theory's of psychology, university granthnirmanbordamdavad.
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FACULTY OF ARTS

Syllabus

Subject: **PSYCHOLOGY**

Course (Paper) Name & No: **ADVANCED GENERAL PSYCHOLOGY/ ICT-02**

Name of course	Semester	Core/Elective/ Allied/Inter Disciplinary	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks	External Exam Time Duration
M.A.	IV	Inter Disciplinary	ICT- 02	Advanced General Psychology	04	30	70	100	2:30 Hours

**Course Outcomes:** This course should help Students

CO1: To familiarize the students with the concepts of basic psychological processes

CO2: To understand the basics of various theories in psychology

CO3: Understand Different methods of psychology

CO4: Discuss states of mind

CO5: Understand Sensory process

CO6: Able to Analysis Learning, Memory and forgetting

CO7: Understand thinking and personality

**UNIT-I**

Introduction: Definition, Nature, Scope and Application of Psychology. Methods: Experimental, Observation, Interview, Questionnaire.

Contemporary Perspectives: Biological, Cognitive, Psychoanalytical, Humanistic.

Biological Bases of Behavior: Neurons, Structure and Function of Brain And Spinal Cord, Autonomic Nervous System.

States of mind: topographical aspect of mind, dynamic aspect of mind, day dream, types of dream, causes of dream.

**UNIT -II**

Sensory Processes: knowledge of word, meaning and definitions of sensation, aspects of sensation, Structure and Function of Eye and Ear.

Perceptual Processes: Nature and Determinants, Perceptual Organization From, Space and Depth Perception.

Perceptual Consistency and Illusion.

Attention: definition, characteristics, Nature and Determinants.

### **UNIT-III**

Learning: Nature of Learning Process. Classical and Operant Conditioning, Basic Principal and Types, Thorndike's Trial and Error Theoretical, Gestalt Theoretical of Insight. Transfer of Training.

Memory and Forgetting: Meaning, Type and Measurement. Theories of Forgetting: Decay Preservation and Consolidation and Interference Theoretical.

Motivation and Emotion: Meaning And Classification Of Motive: Biogenic, Social Motive- Power, Aggression, Approval And Achievement. Nature and Dimension of Emotion. Theories Of Emotion.

### **UNIT-IV**

Thinking: Meaning, Type. Concept Formation, Determinants.

Intelligence: Meaning, Concept of IQ Theories of Intelligence- Spearman. Turnstone and Guilford.

Personality: Meaning, Trait and Type Approaches to Personality, Determinants of Personality- Biological, Social And Cultural.

### **REFERENCES BOOKS:**

- Clifford T. Morgan. (2002). Introduction to Psychology. Seventh Edition. Tata McGraw Hill. John W. Santrock. (2002). Psychology. Sixth Edition. McGraw Hill Higher Education.
- Dennis Coon. (1999). Psychology-Exploration and Applications. Eighth Edition. Wadsworth Thomson Learning.
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- Morgan, C.T, King, R.A., Weisz, J.R., and Schopler, J. (2004). Introduction to Psychology, 7<sup>th</sup> edition, 24<sup>th</sup> reprint. New Delhi: Tata McGraw-Hill.
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