I. CORE COURSE:

**ADVANCED EXPERIMENTAL PSYCHOLOGY (Theory)**

1. To import an outline about experimental Theories
2. To train students for practical work in laboratory.
3. To give knowledge about experimental and experimental design instruments.

**UNIT –I**

Nature and scope of Experimental Psychology – Basic concept of Experimental including characteristics – gains and limitations. Types of variable and the control methods of the experiment.


**UNIT-II**

Frustration – methods used produce frustration – Major responses of frustration – methods of response and Analysis Stimulus variable influencing responses to frustration.

UNIT-III

Operant conditioning – Schedules of reinforcement – simple and others schedules of reinforcement (fixed Ration variable, interval) Free operant Avoidance schedule compound schedule, sequential, chained, mixed, multiple, simultaneous, Alternative, conductive and concurrent schedules.

UNIT-IV:

Classification of Experimental Designs: Simple classification of designs – method counter balanced Design-Random groups and systematic randomization of conditions.

II: RESEARCH METHODOLOGY

(1) To understand the concept and place of research in psychology.
(2) To train students and to get awareness for various methods of research.
(3) Student achieve skills in writing and interpreting research reports.

UNIT-1 Research and Psychology.


UNIT-2 : Selecting the Research Problem :

UNIT-3 : Research Design :


UNIT-4 : Tools of Research :


III. CORE COURSE : Developmental Social Psychology

Main Objectives :

The course focuses on human development as it obtains in diverse social context and how it is influenced by it.

UNIT-I :


UNIT-II :


UNIT –III :
The child in school / Non parental care: The nature of the settings, Developmental effects. Parenting styles; Development of Social behaviour (Social life) human beings animals and others; models of socialization processes, child in disturbed families.


UNIT-IV:

Peer Relationships: Nature and Function; Relationship difficulties, peer co-operation; Interface of peers and family relationships.

Changing context in Late Childhood-characteristics Developmental Tasks– Psychological Growth – skills of late childhood – speech Improvement.

Initiation: Types of imitation; Social implication of imitation.

SEMESTER – II CORE COURSE

VI: PRACTICALS IN PSYCHOLOGY

Any Ten experiments 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) Returning as a function of item: Study of retention curve.
6) Problem solving.
8) Efficiency of Massed v/s. Distributed practice in learning.
9) Transfer of training
10) Habit interference
11) Mention for completed & interrupt on learning.
12) Effect of knowledge on performance on ergo graph
(13) Brightness constancy.
(14) Size constancy.
(15) Effect of Attitude on Reaction Time.
(16) Retersons as a function of item : Study of retention curve.
(17) To become acquainted with use of an adjustment or anxiety inventory.
(18) M.R. Kotharis draw – a flower Test.
(19) Job satisfaction or Job involvement or job stress Scale.
(20) Mental Hygiene Inventory

**SEMESTER - II CORE COURSE**

**VII : STATISTICS**

(1) To understand the concept and place of research in Psychology.
(2) To train students and into get awareness for various methods of research.
(3) Student achieves skills in writing and interpreting research reports.

**UNIT-I**

The concept of probability – The normal distribution – Skewness – Keratosis – The utilities of probability curves and standard score (Z-score).

**UNIT-II**

Null hypothesis Testing – X testing by contingency table and equal probability method. Testing significance of the mean and other studies.

**UNIT-III**


**UNIT-IV**
Simple analysis of variance – one way and two way ANOVA method & t-test.
SEMESTER – II CORE COURSE

VIII : PERSONAL, SOCIAL AND EMOTIONAL
DEVELOPMENT OF CHILDREN

Main Objectives :
1. To understand and critically evaluate the early formulations of attachment theory.
2. To explain the role of early emotional behaviour within care giving infant communication by reference to research on post-natal depression.
3. Outline Paul Harris's research on the growth of perspective-taking abilities within the context of theory of mind.
4. To compare and contrast the different functions of play suggested by the theories of Piaget, Vygotsky, and Mead and evaluate the status of these theories in the light of research evidence.

UNIT-I :

UNIT-II :

UNIT-III :
Gender Role Development. Theories of role development, social context of gender role development.

**UNIT-IV:**

Types of play, Theoretical perspectives (Piaget, Vygotsky, G.H. Mead Psycho-analytical theories) play and development of Social understanding.

What is social cognition? Two research orientations; the Development of person perception – Attribution theory – social comparison in childhood; Social comparison and social context, Development of prejudice and its social effects – implications.

---

**SEMESTER – III CORE COURSE**

**XI: NEURO PSYCHOLOGY-I**

**Main Objectives:**

1. To impart knowledge for neuro Psychology in reference to anatomy.
2. To give basic concepts of behavioural neurology
3. To explain human behaviour on the basis of Physiological Aspects.

**UNIT-I**


- **Method of Investigation:**

**UNIT-II**

- Perception

UNIT-III


- Learning theory and memory

UNIT-IV

Physiological contributions to learning theory – the brain and learning conrtex and learning. Memory theory – Neurophysiology of memory – cortex and memory.

- Motivation and emotions

UNIT-V


SEMESTER – III  CORE COURSE

XII : CORE COURSE : PSYCHO-DIGNOSTIC METHODS.

Main Objectives :-
1. To train students for psychodiagnosis and Psychological assessment.

2. To import knowledge and skills required for psychological assessment and diagnostic testing.

The Scheme of Examination:

**UNIT-I**:  

**UNIT-III**:  
Research methods in Psycho-diagnostics as major clinical Interview – clinical case study and recent advances in Psycho-diagnostics.

**UNIT-III**:  

**UNIT-IV**:  

**SEMESTER – III CORE COURSE**

**XIII : MODELS OF PSYCHOPATHOLOGY**
1. To acquaint students with various manifestations of psychopathology.
2. To impart knowledge and skills required for diagnosis of psychopathological causation.
3. To introduce students to the different perspectives and models regarding the causation of mental illness and dysfunctional behaviour and to highlight the contribution of these approaches to the pathogenesis of a wide range of mental and behavioural disorders.

UNIT-I
The comprehensive History of Abnormal Psychology, what is abnormal behaviour? meaning and values of models – Psychodynamic model, Behavioural model or learning Theory model, phenomenological model.

UNIT-II
A comparative study of behavioural model and phenomenological model. Inter personal view points. Biological theory or model. Psychosocial theory or model, cognitive view points, Humanistic Existential view points. Socio cultural theory or model. Diathesis – stress model: An Integrative Approach.

UNIT-III
Nature and types of Anxiety Disorders, phobias, panic Disorder, Generalized Anxiety Disorder or GAD, obsessive compulsive disorder or OCD, Mood disorder. Dusthymic disorder.

UNIT-IV
Meaning of Schizophrenia, schizophrenia. A Historical perspective, clinical symptoms of schizophrenia, types of schizophrenia, Methods of studying genetic transmission and environmental factors.
SEMESTER – IV  CORE COURSE

XVI : NEURO PSYCHOLOGY –II

1. To explain neuro-chemical systems of Human Brain.
2. To give information about – Brain anatomy.
3. To describe general idea about neuro Psychological Assessment and Therapeutic Interventions.

Unit-I : Introduction – Foundation of Brain :


UNIT-II : Lobular Syndromes :


UNIT-III  Hemispheric Asymmetry of Functions :


UNIT-IV  Neuropsychological assessment :

Assessment of personality – diagnosis – Neuropsychological assessment – Halstead battery – Luria – Nebraska Neuropsychological battery, H.I.V. (Human Imuno Deficiency virus and Nervous System.
UNIT-V Therapeutic Interventions:


XVII: CORE COURSE: PSYCHO-DIAGNOSTIC TESTING

Main Objectives:

1. To train students for Psycho-diagnostic testing and assessment.
2. To import knowledge and skills required for preparation of diagnostic tool and test construction.

The scheme of Examination:

UNIT-I:


UNIT-II:

Different types of intelligence Test-standard – Binet scales, Weschler scales, Intelligence Test for Blind. Deceptional Intelligence tests and its clinical significance.

Bell Adjustment – Inventory Eysenck personality Inventory (MPI), MMPU, California Psychological Inventory, 1b P.F. Cattell Inventory, Comery Personality scale personality Research Form (PPR), Culture fair test, General outline of above Inventories.

UNIT-III:

Meaning and purpose of Neuro-psychological Assessment – concept of Minimum Brain Dysfunction or MBD Neuro-Psychological
Assessment namely intellectual deficiency Tests. Psychophysiological indices of arousal / anxiety, e.g. GRS / PGR, Heart Rate etc. and to correlate with those of subjective reports of the same.

**UNIT-IV :**

The model of report writing for client and patient. The model is including the following points – patient's family background, Diagnostic tool, symptoms of mental disorders, Diagnosis, therapy applied and suggestions, synthesizing and integrating different test results.

**XVIII : PSYCHOPATHOLOGY**

4. To acquaint students with various manifestations of psychopathology.

5. To impart knowledge and skills required for diagnosis of psychopathological causation.

6. To introduce students to the different perspectives and models regarding the causation of mental illness and dysfunctional behaviour and to highlight the contribution of these approaches to the pathogenesis of a wide range of mental and behavioural disorders.

**UNIT-I :** Meaning and nature of Psychosomatic disorder types of Psychosomatic disorder. General etiology of Psychophysiological disorders. Treatment of psychosomatic disorders. Distinction between Psychosomatic disorder and Conversion reaction.

**UNIT-II :** Meaning and Nature of Personality disorder problems involved in recognition or diagnosis of personality
disorder. Types of personality disorder. Adjustment disorders.
