

M. Phil. (Psychology) Syllabus
(As per the UGC 5th May, 2016 Guidelines)

Faculty: Arts
Programme: M. Phil.
Subject: PSYCHOLOGY
(2019)

Department of Psychology
Saurashtra University, Rajkot



(CGPA 3.05)

Department of Psychology, Saurashtra University, Rajkot

Rules for M. Phil. Psychology Programme

1.0 : Eligibility criteria for admission to the M.Phil. programme:

1.1: Candidates for admission to the M. Phil. programme shall have a Master's degree in Psychology, with at least 55% marks in aggregate or its equivalent grade 'B' in the UGC 7-point scale (or an equivalent grade in a point scale wherever grading system is followed) or an equivalent degree from a foreign educational Institution accredited by an Assessment and Accreditation Agency which is approved, recognized or authorized by an authority, established or incorporated under a law in its home country or any other statutory authority in that country for the purpose of assessing, accrediting or assuring quality and standards of educational institutions. (1.1)

1.2: A relaxation of 5% of marks, from 55% to 50%, may be allowed for those belonging to SC/ST/OBC(non-creamy layer) / Differently-Abled and other categories of candidates as per the decision of the Commission from time to time, or for those who had obtained their Master's degree prior to 19th September, 1991. The eligibility marks of 55% and the relaxation of 5% to the categories mentioned above are permissible based only on the qualifying marks without including the grace mark procedures. (1.2)

2.0: Duration of the Programme:

2.1: M. Phil. programme shall be for a minimum duration of two (2) consecutive semesters. The women candidates and Persons with Disability (more than 40% disability) may be allowed a relaxation of one year for M. Phil. In addition, the women candidates may be provided Maternity Leave/Child Care Leave once in the entire duration of M. Phil. for up to 240 days. (3.1) & (3.4)

3.0: Procedure for admission:

3.1: The University shall advertise the admission notice; (4.2.2). The Department shall decide on an annual basis through its Staff Council a predetermined and manageable number of M. Phil. scholars to be admitted depending on the number of available Research Supervisors and other academic and physical facilities available, keeping in mind the norms regarding the scholar- teacher ratio (as indicated below), laboratory, library and such other facilities; (4.2.1).

(i). A Research Supervisor who is a Professor, at any given point of time, cannot guide more than three (3) M. Phil. scholar;

(ii). An Associate Professor as Research Supervisor can guide up to a maximum of two (2) M. Phil. scholars and

(iii). An Assistant Professor as Research Supervisor can guide up to a maximum of one (1) M. Phil. scholar; (5.5).

3.2: The Department shall admit M. Phil. students through an Entrance Test conducted at the Department of Psychology, Saurashtra University, Rajkot (4.1).

3.3: An Entrance Test shall be qualifying test for the admission with qualifying marks as 50%. The syllabus of the Entrance Test shall consist of all Core Courses of the M.A. Psychology Programme of the Saurashtra University. The Entrance Test shall be conducted at the Department. Nature of the test shall be MCQ type. (4.4.2)

3.4: Admission to the M.Phil. Psychology shall be based on the merit order of the Entrance Test Score by the Applicant. The Department shall follow and adhere to the national/state-level and the University reservation policy, as guided by PGTR regulations from time to time; (4.2.3)

Programme Outcomes of General Higher Education Programmes:

*Understand human Nature

*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.

*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.

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

* 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.

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

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

* 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.Phil. in Psychology

* Student will be able to explain the historical trends in the discipline of psychology.

* Student will be able to describe the major empirical findings in psychology.

* Helpful to describe the basic characteristics of the science of psychology and explain different research methods used by psychologists.

- * Student will Be able to design, conduct, and evaluate research that addresses psychological questions.
- * Demonstrate effective written and oral skills in various formats and for various purposes.
- * Practice ethical behaviour in all aspects of the science and practice of psychology.
- * Use critical thinking effectively in evaluating information quality, recognizing thinking fallacies, and making connections between observations, facts, and theories.
- * Apply psychological content and skills to professional work, exhibit self-regulation, refine project management skills, enhance team work ability, and develop life direction.
- * Recognizing and understanding the nature and behavioural characteristics of human beings.
- * 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.
- * 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.
- * Examine the application of psychology to various cognitive, behavioural, and societal issues.
- * Programs pursue many careers, including working as rehabilitation specialists, human resource managers, public relations representatives, college instructors, psychiatric technicians, behavioral, counsellors, and health project coordinators.

Structure of Syllabus for M. Phil. Psychology

NO	CORE/ELECTIVE	NAME OF COURSE	CREDITS	IM	EM	TM	UNIQUE CODE
Mphil Semester-I							
1	CCT-01	Research Methodology & Statistics	04	30	70	100	
2	ECT-01	Personality Measurement OR	04	30	70	100	
2	ECT-01	Main Theories of Psychology OR	04	30	70	100	
2	ECT-01	Peace Psychology	04	30	70	100	
Total			08			200	
Mphil Semester-II							
1	ECT-02	Psychology of counseling and Guidance OR	04	30	70	100	
1	ECT-02	Psychological Theories of Learning and Value Education OR	04	30	70	100	
1	ECT-02	Organizational Behavior	04	30	70	100	
2	CCT-02	Dissertation	08	--	200	200	

IM= Internal Marks

EM= External Marks

TM= Total Marks

Semester One: Total **8** credits (One Core Course & One Elective Course)

Semester Two: Total (4 + 8) **12** credits (One Elective Course & One Dissertation)

**DEPARTMENT OF PSYCHOLOGY
SAURASHTRA UNIVERSITY
RAJKOT**

STRUCTURE OF M.Phil. SEMESTER-I & II PROGRAMME

Students can opt Semester I and II for M.Phil. Degree in Psychology. There will be two types of courses viz. Core Course and Elective Course. There will be two courses with 08 Credits in first Semester and two courses with 12 Credits in second Semester. There will be four hours classroom teaching per theory Course and fifteen week work in a semester. For one hour classroom work per week one credits to be assigned. M.Phil. Degree in Psychology is considered of 500 marks with 20 credits. Each theory Course requires 4 credits and is carrying 100 marks. Whereas Dissertation requires 8 Credits and it is carrying 200marks.

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

Semester	Courses		
	Number of courses	Hours per week	Credits
Semester-I	02	08	08
Semester-II	02	12	12
Total	04		20

□ Allocation of Hours for Practical /Dissertation

- | | |
|-----------------------------------|----------|
| (i) Personal Guidance | 40 Hours |
| (ii) Fieldwork and Report writing | 80 Hours |

□ Marks assigned and its division into External & Internal Examination:

- | |
|-----------------------------|
| (i) External Exam marks 70 |
| (ii) Internal Exam Marks 30 |
| Total 100 Marks |

□ Scheme for Internal Examination	30 Marks
(i) Assignment Writing	10 Marks
(ii) Seminar Paper Presentation	10 marks
(iii) Internal Examination	10 marks

□ Marking Scheme for Dissertation	200 Marks
• Dissertation	150 Marks
• Open viva voce	50 Marks

At present external examiner evaluates the dissertation and viva voce by the way of marks.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No.: RESEARCH METHODOLOGY & STATISTICS/ CCT-01

Course (Paper) Unique code:

External Exam Time Duration:

Name of Course	Semester	Core/ Elective/ Allied/ Practical/ Project	Course/ Paper code	Course/ Paper title	Credit	Internal marks	External marks	Total exam marks
M.Phil.	I	Core	CCT-01	RESEARCH METHODOLOGY & STATISTICS	04	30	70	100

Course Objectives:

- 1 To acquaint students with various aspects of research process in psychology.
- 2 To acquaint students with various statistically techniques required to analyze the data of research.

Course Outcomes:

- * Understand research methodology and sample design and its meaning
- * Discuss about features of good design
- * Know about factorial Design
- * Understand Psychological tests and its types

UNIT-I

Research Methodology: Meaning of Research- Significance of Research- Research methods Versus Methodology- Criteria of good research-Selecting the problem- Necessity of defining the problem-Criteria for selecting sampling procedure- Different types of sample designs- how to select a random sample? – Complex random sampling designs- Meaning of research Design- Needs for Research Design- Features of good Design- Different types of Research Design- 2x2x2 Factorial design with example

UNIT – II

Psychological Test: Characteristics of Psychological test- Types of psychological test- Characteristics of a good test- Purpose and Utility of psychological tests-Test Standardization: Traits of Standardized test- Use of test in research- Retentive cares in test selection- retentive cares in test administrated- types of standardized test-structure of standardized tests.

– Reliability- Validity- Relationship between Reliability and validity- norms.

UNIT – III

Construction of research proposal and review of Literature: Sections of Research proposal- role of review literature- characteristics of review literature- objectives of review literature -planning for review literature- conclusions of review literature- significance of present research-resources- skills and characteristics of researcher for review literature.

Interpretation and report Writing: Meaning of Interpretation- Why interpretation- Technique of interpretation- research report- meaning of research report- main purpose of research report- section of research report- abbreviations used in research report- precautions for writing research report- probable mistakes in preparing research report.

UNIT- IV

Theory of correlation- techniques of correlation- Product moment method- Spearman's Rank Difference Method- Gains method - Testing of Hypotheses: What is Hypothesis? Basic Concepts Concerning testing Of Hypotheses- Types of Hypotheses- t Test.

Non Parametric Statistics Chi square, Median Test, Sign Test- Analysis of variance (ANOVA)- What is ANOVA?- The basic principle of ANOVA- ANOVA Technique- one way, two way and three way ANOVA- Hypothetical Example of ANOVA- Mean Difference tests e.g. LSD etc.

REFERENCES:

Edwards, A.L. (1972): Experimental design in psychological Research, N.Y. : Holt Rinehart & Winston.

Garret, H.E. (1961): Statistics in psychology and education, Bombay: allied Pacific Pvt. Ltd.

Guilford, J.P. (1968): Psychometric methods; N.Y.: McGraw Hill.

Jogsan Y.A. (2016): Research methodology in psychology, Jk Publication, Rajkot, Gujarat

Jogsan Y.A., Doshi D.R. & Pandya M.(2014): Statistic in the social Science, Rajkot.

Kothari, C.R. (1998): Research methodology- Methods and Techniques (22nd reprint). New Delhi: wishvaprakashan

Maxwell, A.E. (1963): Experimental design for behavioral and medical sciences, perfamon press.

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **PERSONALITY MEASUREMENT/ ECT-01**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of Course	Semester	Core/ Elective/ Allied/ Practical/ Project	Course/ Paper code	Course/ Paper title	Credit	Internal marks	External marks	Total exam marks
M.Phil.	I	Elective	ECT-01	Personality Measurement	04	30	70	100

Course Objectives

1. To familiarize students with the key approaches to the study of personality.
2. To help students understand the various approaches to measure personality.
3. To acquaint students with the procedure of construction, administration and interpretation while using various tools to measure personality.

Course Outcomes:

- * Understand meaning, dimensions of personality and history of personality Measurement
- * Discuss about Theoretical approaches of personality
- * Analysis of projective techniques
- * Know about projective technique

UNIT-I

Meaning and Definition of Personality- Nature- Determinants- Four Dimensions of Cultural Personality- Nature of personality Theories- Historical Background of personality Theories- Evaluating Critical of Personality Theories- Basic Assumptions of Differences in Personality Theories- History of personality Measurement- Methods of personality Measurements.

UNIT-II

Theoretical Approaches of personality- Psychoanalytic Approach- New Psychoanalytical Approach-Type Approach-Lifespan approach- Trait Approach- Humanistic Approach- Cognitive Approach- Social cognitive Approach-Existential Approach

UNIT-III

Self Report Inventories- Content Validation Approach- Empirical Criterion Approach- Factor Analysis Approach- Rational Theoretical approaches.

UNIT-IV

Projective Techniques- meaning of Projection- Meaning of Projective Technique- Nature- Assumption- explanation- Different types- evaluation-observation technique

REFERENCES

Howard S. Friedman and Miriam W. Schustach (2004),

Jogsan, Y.A. & Chauhan M.B.(2016): Personality Measurment, JK Publication, Rajkot

Lorenze A. Pervin (1990), Handbook of Personality: Theory and Research, New York: Guilford Press

Quammer Hussain, "Personality Measurement.

Sarason, "Contemporary Research in Personality."

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No.: MAIN THEORIES OF PSYCHOLOGY/ECT-01

Course (Paper) Unique code:

External Exam Time Duration:

Name of Course	Semester	Core/ Elective/ Allied/ Practical/ Project	Course/ Paper code	Course/ Paper title	Credit	Internal marks	External marks	Total exam marks
M.Phil.	I	Elective	ECT-01	Main Theories of Psychology	04	30	70	100

Course Objectives:

1. Define the terms phenomenon and theory and distinguish clearly between them.
2. Explain the purposes of scientific theories.
3. Explain why there are usually many plausible theories for any set of phenomena.
4. To acquaint students with various theory of psychology.

Course Outcomes:

- * Understand about theories of perception and attention
- * Knowledge about Learning and memory
- * Analysis about motivation and emotions theories
- * Understand theories of intelligence and personality

UNIT-I

Theories of Perception: Physiological Theory of Perception - Gibson's Direct Theory of Perception : An Ecological Perspective - Information Processing Theory - Gestalt Theory - Behaviouristic Theory - Directive – Stage Theory - Artificial Intelligence Theory.

Theories of Selective Attention: Bottleneck Theory - Norman & Bobrov's Theory - Neisser Theory - Capacity Theory - Theories of Sustained Attention.

UNIT-II

Theories of Learning: Thorndike Theory - Skinner Theory - Hall Theory - Tolmen Theory - Gutharry Theory - Kohlar Theory - Pieage Theory.

Theories of Memory: Theories of Semantic Memory or Generic Memory: Hierarchical Network Model - Theoretic Model - Feature Comparison Model - Spreading Activation Model - Waugh Norman Theory, Multistore Model: Waugh Norman Theory - Atkinson Shifrin Buffer Theory - Some Additional Theories: Broadbent's Address Register Model - Sampling Model- Parallel Distributed Processing Model.

UNIT-III

Theories of Motivation: Instinct Theory - Incentive Theory - Opponent–Process Theory - Optimal-Level Theory - Need-Hierarchies Theory - Vector-Valence Theory - Goal-Setting Theory - Self-Determination Theory - Ethological Theory.

Theories of Emotion: James-Lange Theory – Cannon-Bard Theory – Schacter-Singer Theory – Cognitive-Appraisal Theory – Lindsley Activation Theory – Opponent-process Theory – Facial Feedback Hypothesis.

UNIT-IV

Theories of Intelligence: Classical Theory – Morden Theory: Spearman’s Two-Factor Theory – Thurstone Group Factor Theory – Multi-Factor Theory – Hierarchical Theory

Intelligence Theory of Cattell’s – Carroll’s Three-structure Theory of Cognitives Abilities – Gardner’s Theory of Multiple Intelligence.

UNIT-V

Theories of Personality: Psychoanalytical Approach – Neo Psychoanalytical Approach - Type Approach – Life Span Approach – Trait Approach – Phenomenological or Humanistic Approach – Cognitive Approach – Social Cognitive Approach – Existential Approach.

Other Theories: Theories of Thinking – Theories of Stress – Theories of Psychophysics – Theoris of Sleep – Theories of Dream – Theories of Hypnosis.

REFERENCES

Morgan, King, Weisz and Schopler (1993). Introduction to Psychology, 7th Edition, McGraw Hill Education (India) Privet Limited, Chennai.

Oza, R. K. (2014). Theories and School of Psychology, 1st Edition, Agraval Publication, Agra.

Sharma A. N. (2011). Psychological Approaches, HIBS, Agra.

Sinh, A. K. (2016). Morden Abnormal Psychology, 7th Edition, Motilal Banarasidas, Delhi.

Sinh, A. K. (2016). Advanced Clinical Psychology, 9th Edition, Motilal Banarasidas, Delhi.

Sinh, A. K. (2015). Advanced General Psychology, 9th Edition, Motilal Banarasidas, Delhi.

Sinh, A. K. & Sinh, A. K. (2012). History and System of Psychology, 6th Edition, Motilal Banarasidas, Delhi.

Jogsan, Y. A., Chavda, H. M. & Chauhan, M. B. (2017). Main Theories of Psychology, JK Print Shop, ISBN : 978-81-933750-7-5.

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Syllabus

Subject: PSYCHOLOGY

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

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks
M.Phil	I	Elective	ECT-01	Peace Psychology	04	30	70	100

Course Objectives:

1. To become more knowledgeable concerning the core concepts and methods involved in peace psychology.
2. To become familiar with various forms of direct violence ranging from intimate violence to mass violence and war
3. To examine the concept of structural violence and its impact on individuals, groups, and communities
4. To become familiar with the importance of and the strategies involved in understanding the various aspects of conflict including partisan perceptions
5. To examine the nature of conflict resolution including the psychological dimensions associated with peacekeeping and peacemaking for all parties involved in a conflict.
6. To examine the psychological aspects of peace building as individuals, groups, and communities move from intervention to reconciliation and reconstruction.
7. To examine the steps involved in thinking like an activist.

Course Outcomes:

- * Knowledge about peace psychology, scope, thoughts of Gandhi and Ambedkar
- * Knowledge about Direct violence and psychological roots of terrorism
- * Knowledge about Structural violence, globalizations and its impact
- * Discuss about peace building and peacemaking interventions

Unit 1: Perspectives of peace psychology

Peace Psychology: Meaning, Need, Aim, Scope and Relevance -Violence: Theories (Direct and Structural) and Causes -Nonviolence: Thoughts of Phule, Gandhi, Ambedkar -Effects of Violence and Nonviolence

Unit 2: Direct violence

Intimate Violence: Role of Psychologist - Violence against Minorities: Managing Multiculturalism- Genocide: Psychological Perspective (Case Study of Riots) -Terrorism: Psychological Roots

Unit 3: Structural violence

Social Justice: Role of Psychologist - Women and Children as victims of structural violence - Human Rights violations as structural violence -Globalization and Its Impact on Cultural Identity

Unit 4: Peace-building & peace –making interventions

Psychological Construct of Personality for Achieving Peace: Empathy, Openness, Flexibility, Conscientiousness - Reconciliation and Issues of Forgiveness.- Negotiation, Mediation, Communication, Assertiveness, Decision-Making, Problem-Solving, Critical Thinking Skills - Conflict Development and Management, Transformation and Analysis

REFERENCES:

Bretherton, D., Law, S.F. (2015). *Methodologies in Peace Psychology: Peace Research by Peaceful Means*. New York, NY: Springer

Borris, E., & Diehl, P. F. (1998). Forgiveness, reconciliation, and the contribution to international peacekeeping. In H. J. Langholtz (Ed.). *The psychology of peacekeeping* (pp. 207-222). Westport, CT: Praeger Publisher

Jeong, Ho-Won. (2008). *Understanding Conflict and Conflict Analysis*. Virginia: SAGE

Schwebel, M., & Christie, D. (2001). *Children and structural violence*.

Tropp, L.R. (2012). *The Oxford Handbook of intergroup conflict* (Ed.). Oxford University Press

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Subject: PSYCHOLOGY

Course (Paper) Name & No: **PSYCHOLOGY OF COUNSELLING AND GUIDANCE/ECT-02**

Course (Paper) Unique Code:

External Exam Time Duration:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks
M.Phil	II	Elective	ECT- 02	psychology of counseling and guidance	04	30	70	100

Course Objectives:

1. Develop an understanding of the concepts of guidance and counseling.
2. Acquire the skills necessary for counseling.
3. Know about different areas of counseling.
4. Create awareness about working of guidance organizations.
5. Know about the basic needs of guidance services.
6. Develop the knowledge about different fields of Guidance & Counseling.
7. Know about the necessity of Career Guidance & Counseling

Course Outcomes:

- * Students can learn approaches to the counseling
- * Join other counseling course
- * Describe Ethics of counseling
- * Understand Approach to counseling
- * Analysis counseling in the educational setting
- * Understand Professional preparation and training for counseling

UNIT: I

Concept of counseling: Introduction- Definition of counseling- characteristics of counseling- Aims of Counseling- Need of counseling- Nature of Counseling- Difference between Counseling and Guidance- individual Characteristics.

Perceptive of Counseling and views- Psychoanalytic Theory- Behavioral Theory- Cognitive Theory-Humanistic or effective Theory- Eclectic Counseling- Directive Counseling- Steps of Directive Counseling- Non Directive Counseling- Main Principles of Non Directive Counseling-

Steps of Non-Directive Counseling- Difference between Directive and non-directive Counseling- Eclectic Counseling.

UNIT: II

Individual Types of Counseling- Counseling Procedures- Concept of Group Counseling- Bases of Group Counseling- Nature of man- Models of Group Counseling- Nature and process of group- types of group- Stage of cooperation and participation- Procedure of group counseling.

Counseling Process: Principles of counseling- Main parts of counseling Process- direction or process of counseling objectives- Purpose of counseling for client- Client counselor relationship

UNIT: II

Counseling skills: Rapport, Empathy and communication- Procedure of counseling- Skills in counseling- role of the relation between counselor and counselee

Special area of counseling- career counseling- marital counseling- personal counseling- alcoholism and its phases and measures- drug addiction and its nature, symptoms, treatment and measure

UNIT: IV

Guidance- Meaning- definition- nature- Need of Guidance in human life- Goals and functions of guidance- nature and characteristics of guidance- Types of guidance- educational guidance- personal educational guidance- group educational guidance method- educational guidance

Kinds of guidance- vocational guidance- meaning- objectives- process- study of occupational world- minesota occupations rating scale- sources about occupations- thinking aspect about occupation- one individual has to be perfect for many occupations- vocational guidance- need and objects of vocational guidance- kinds of guidance- personal guidance and its meaning, importance, need, advantages, process, object.

REFERENCES:

Bordin, E. S. (1985): Psychological Counselling, N.Y. : Appleton Century Crofts, Inc.

Curkhuff, R.R. & Berenson, B.G. (1977): BeyondCounselling&Theraphy (2nd edi.), N.Y.: Holt, Rinchart& Winston.

Fusfer, 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.

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Narayanrao, S. (1989): Counselling Psychology, (3rdedi.), 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 (3rd edi.)N.Y. Appleton Century Crafts.

Warters, J. (1964): Techniques of Counselling, (2ndedi.), N.Y.:MacGraw Hill Book Company.

FACULTY OF ARTS

Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No.: **PSYCHOLOGICAL THEORIES OF LEARNING AND VALUE EDUCATION**

Course (Paper) Unique code:

External Exam Time Duration:

Name of Course	Semester	Core/ Elective/ Allied/ Practical/ Project	Course/ Paper code	Course/ Paper title	Credit	Internal marks	External marks	Total exam marks
M.Phil.	II	Elective	ECT-02	Psychological Theories of Learning and Value Education	04	30	70	100

Course Objectives:

This course will provide a current and comprehensive overview of research and theory related to human learning. The course will emphasize major concepts of learning theory but will also cover relevant motivational, developmental, and classroom management theories. The course will underscore the relationship between theory, research and practice. There are four major objectives of the course:

1. To acquaint students with the general concepts of learning theory;
2. To review, understand, and critique research related to theories of learning;
3. To provide students the opportunity to engage in critical analysis of theories through class discussion and class assignments;
4. To give students opportunities to think about how to apply course material into their personal philosophy and future practice.

Course Outcomes:

- * Understand methods and theories of learning and education techniques
- * Learn different theories of learning
- * Understand Value oriented 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.

Classical and Instrumental Conditioning: Classical Conditioning: Paradigm and Phenomenon – Difference Between Pavlovian Conditioning and Instrumental Conditioning – Cognitive

Learning – Cognitive Factor in Classical Conditioning – Cognitive factor in Instrumental Conditioning – Factors Influencing Pavlovian Conditioning – Factor Influencing Operant Conditioning –

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 Learnings.

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

Different Theories of Learning: Brunar's Discovery Learning – Education Concludes of Brunar's Theory – Meaningful Reception Learning Theory of Asubel – Educational Concludes of Asubel Theory.

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.

Learning Set and Learning Transfer: Types of Learning Process – Transfer of Training or Learning – Components of Transfer – Transfer Surface. Learning Curve Creative Learning & Probability Learning: Meaning of Programmed Learning – Probability Learning – Learning of Oral or Verbal – Research Methods of Verbal Learning.

UNIT-IV

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.

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

Anastasi, A. (1982). *Psychological Testing* (6th ed.). New York: Collier Macmillan.

Ausubel, D. P. (1968). *Educational Psychology : Cognitive View*. New York : Holt, Rinehart & Winston.

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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* (5th ed.). New York : Longman.

Woolfolk, A. E. (1998). *Educational Psychology* (7th ed.) Boston : Allyn & Bacon.

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Syllabus

Subject: PSYCHOLOGY

Course (Paper) Name & No: **ORGANIZATIONAL BEHAVIOUR/ ECT-02**

Course (Paper) Unique Code:

Name of course	Semester	Core/Elective/ Allied/Practical /Project	Course /Paper code	Course/Paper Title	Credit	Internal Marks	External Marks	Total Exam Marks
M.Phil	II	Elective	ECT-02	Organizational Behavior	04	30	70	100

Course Objectives:

1. To understand the concepts of OB
2. To highlight the application of OB Concepts
3. To acquaint students with the recent development in OB Role in Organizations.

Course Outcomes:

- * Understand Foundation of organizational behavior and its role and disciplines
- * Know about nature and dimensions of attitude and motivation
- * Understand occupational stress and causes of stress and its effect
- * Know about leadership and its skills
- * Understand communication and its types

UNIT-1

1. Foundation of Organizational Behaviour: Concept of organizational behavior - Nature of OB, contributing Disciplines to organizational Behaviour - Role of Organizational Behaviour - Foundations of OB.
2. Personality: Meaning - Aspects of Personality.

UNIT-2

1. Attitudes: The nature and dimensions of attitudes - Job Satisfaction: What is Job satisfaction? Influence on Job Satisfaction - outcome of Job Satisfaction. Organizational Commitment: Meaning and Outcome of organizational Commitment.
2. Motivation: Meaning of Motivation - Primary Motives - General Motives - Secondary Motives - Maslow's Hierarchy of needs - Herzberg's theory - Alderfer's theory.

UNIT-3

1. Occupational Stress: Meaning of Stress - Causes of Stress - Effects of Occupational Stress - Coping Strategies for Stress.

2. Leadership: The roles of and activities of leadership -leadership skills.

UNIT-4

1. Communication & Decision making: Communication Technology - Non-verbal communication- Interpersonal communication - Downward Communication - Up [ward Communication - Decision making: nature of Decision making - Techniques.

2. Organizational Climate: Orgnizational Climate: Concept of Organizational Climate- Factors in Organizational Climate - Impact of Organizational Climate.

REFERECES:

Luthans, F. (1985): Organizational Behavior (4th Eds.), New Delhi: McGraw-Hill Book Company.

Stephen Robbins: Organizational Behavior.

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