SAURASHTRA UNIVERSITY

MASTER OF ARTS

CHOICE BASED CREDIT SYSTEM (C.B.C.S.)

FOR

PSYCHOLOGY

SYLLABUS

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

(A draft of C.B.C.S. Courses in M.A. Psychology Submitted for Revision of Curriculum to be executed from June, 2019)

By

BOARD OF PSYCHOLOGY
SAURASHTRA UNIVERSITY
RAJKOT-360005
GUJARAT, INDIA.
# SAURASHTRA UNIVERSITY

## ARTS FACULTY

### SUBJECT: PSYCHOLOGY (M.A. Semester I to IV, Programme)

<table>
<thead>
<tr>
<th>No.</th>
<th>Core/ Elective/ Interdisciplinary</th>
<th>Name of Course</th>
<th>Credit</th>
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*IM= Internal Marks,  **EM= External Marks,  ***TM= Total Marks*
DEPARTMENT OF PSYCHOLOGY
SAURASHTRA UNIVERSITY
RAJKOT

STRUCTURE OF M.A.SEMESTER-I, II, III & IV PROGRAMME
(To be implemented from June-2019)

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:

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<th>Semester</th>
<th>Theory courses</th>
<th>Skill oriented</th>
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分配的小时用于实践/论文

(i) 实验解释 20 小时
(ii) 实践表现 40 小时
(iii) 个人指导 20 小时
(iv) 田野工作和报告写作 40 小时

分配给每门课程的分数：

对于理论课将有两套考试，可分配的分数为

(i) 外部考试 70 分

 Marks to be assigned for each course:
(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 into 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
Course Objectives:
This course should help Students:
1. 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.
2. Know how to use the various methods used in experimental psychology, including those for humans, both instrument and non-instrument based.
3. Learn to use Psychology and other information sources.
4. Know how to apply APA ethical guidelines in research with humans and animals.

UNIT: I

UNIT: II
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.

UNIT: IV

REFERENCE BOOKS:
**FACULTY OF ARTS**

**Syllabus**

Subject: **PSYCHOLOGY**

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

<table>
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<th>Name of course</th>
<th>Semester</th>
<th>Core/Elective/Allied/Practical/Project</th>
<th>Course/Paper code</th>
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<td>M.A.</td>
<td>I</td>
<td>Core</td>
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<td>Research Processes In Psychology</td>
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**Course Objectives:**

1. Provide students with the fundamental knowledge of research methods and design used in psychology.
2. Facilitate students understanding for how using valid scientific methods can improve and create knowledge in the field of psychology.
3. Guide and mentor students in developing, completing, writing, and presenting a valid and ethical psychology experiment.

**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:**


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:-


REFERENCE BOOKS:

M.A. Psychology Syllabus Saurashtra University W.E.F. from JUNE 2019

FACULTY OF ARTS

Syllabus

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

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<td>M.A.</td>
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<td>Introduction To Cognitive Psychology</td>
<td>04</td>
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**Course Objectives:**
1. To provide students with a general overview of research on human cognitive abilities
2. 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.
3. To train students in reading original articles in experimental cognitive psychology.

**UNIT: I**
Scope or Domain of Cognitive Psychology – Methods of Cognitive Psychology – Ecological Validity.

**UNIT: II**
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: III**
Pattern Recognition: Bottom up and Top Down Approach – Perceptual Learning – Ames’ Transactional Approach – Perception of Distance and Depth.

UNIT: IV


REFERENCE BOOKS
- Solso, MacLin & MacLin (2005). Cognitive Psychology (7th ed.). Allyn & Bacon
Subject: **PSYCHOLOGY**  
Course (Paper) Name & No: **HEALTH PSYCHOLOGY/ ECT-01**

<table>
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**Course Objectives:**

To acquaint students with
1. Health behavior, health habits
2. Health enhancing behavior
3. Advancing and terminal illness
4. AIDS and Cancer

**UNIT-I**


**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

REFERENCES BOOKS:
Subject: **PSYCHOLOGY**

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

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**Course Objectives:**

1. To help students to develop an understanding about one’s-self, how people think about, influence and relate to one another
2. To orient them to the dynamics of attraction, love and aggression, and application of the principles of social psychology in different fields.

**UNIT- I**


**UNIT- II**


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

**UNIT- III**


UNIT - IV


REFERENCE BOOKS
Course Objectives:
1. The course aims at understanding the basic issues and state-of-the-art knowledge in the field of emotions.
2. To acquaint students to the neurophysiologic bases of emotion.
3. It seeks to promote an understanding of bodily changes in emotion and measurements 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:

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:

REFERENCE BOOKS
Course Objectives:

1. The focus of this course is an advanced examination of the processes, contexts, and clinical issues associated with adolescent development.
2. The course is geared toward professional, graduate-level students who have a background in human development and who intend to work with adolescents in clinical, school, or other applied settings.
3. There will be an emphasis on understanding normal developmental processes as well as the contexts which compromise adolescent mental health and wellbeing.
4. Specific objectives of this course include:
5. Gaining a basic understanding of the adolescent developmental issues (e.g., factual, methods, principles, generalizations, theories),
6. Learning to apply course material to your work (to improve thinking, problem solving, and decisions), and
7. Developing specific skills, competencies, and points of view needed by professionals in the field.

UNIT: I


UNIT: II

Interest of Adolescence – Importance Adolescence Hobby – Talk – Types of Talk – Celebration – Criticizes - Helping Others


UNIT: III


UNIT: IV

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

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

<table>
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<th>Semester</th>
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**Course Objectives:**

1. To acquaint students with the procedure of conducting experiments on various subjects of psychology.
2. To acquaint students with the administration, 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.
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:

Course Objectives:
1. To acquaint students with the concepts and approaches to the counselling.
2. To familiarize students with the counselling process thoroughly.
3. To acquaint students with modern trends in counselling.

UNIT- I
Counselling and Related Fields: Definition of counseling Psycho-therapy – Counselling and Psycho-therapy – Related fields advising–Guidance– Clinical Psychology – Counselling 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 Behaviour as a goal.

UNIT -II

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

UNIT -IV

REFERENCES:
FACULTY OF ARTS
Syllabus

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

<table>
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<th>Name of course</th>
<th>Semester</th>
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<th>Course/Paper Title</th>
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<th>Internal Marks</th>
<th>External Marks</th>
<th>Total Exam Marks</th>
<th>External Exam Time</th>
<th>Duration</th>
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<tbody>
<tr>
<td>M.A.</td>
<td>II</td>
<td>Core</td>
<td>CCT-05</td>
<td>Statistics in Psychology</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
<td>2:30 Hours</td>
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</tbody>
</table>

**Course Objectives:**
1. Acquire the concepts, terms, and symbols used in data analysis.
2. Learn to formulate research ideas that can be evaluated with statistical analysis.
3. Learn to perform appropriate operations to draw conclusions from data.
4. Become skilled in interpreting and communicating quantitative information via numerical analysis and graphical display.

**UNIT: I Introduction of Statistics:**

**UNIT: II Hypothesis and Theory of Probability:**
- Derived Scores – Z score.
UNIT: III Correlation:–

UNIT: IV Analysis of Variance:–

REFERENCE BOOKS

- Publication, Rajkot.
Subject: **PSYCHOLOGY**

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

<table>
<thead>
<tr>
<th>Name of course</th>
<th>Semester</th>
<th>Core/Elective/Allied/Practical /Project</th>
<th>Course /Paper code</th>
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<tr>
<td>M.A.</td>
<td>II</td>
<td>Core</td>
<td>CCT-06</td>
<td>Theories of Cognitive Psychology</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
<td>2:30 Hours</td>
</tr>
</tbody>
</table>

**Course objectives:**

1. To provide students with a general overview of research on human cognitive abilities
2. 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.
3. To train students in reading original articles in experimental cognitive psychology.

**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 Cure 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**


UNIT: III

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.

REFERENCE BOOKS:
Course objective:
1. 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.

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

<table>
<thead>
<tr>
<th>Name of course</th>
<th>Semester</th>
<th>Core/Elective/Allied/Practical/Project</th>
<th>Course /Paper Code</th>
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<th>External Exam Time Duration</th>
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<tbody>
<tr>
<td>M.A. II</td>
<td>Elective</td>
<td>ECT-03</td>
<td>Psychology of Indian Problems</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
<td>2:30 Hours</td>
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</table>

**Course Objectives:**
1. To acquaint students with the concepts of Indian problems.
2. To familiarize students with the problems of Indian.
3. To acquaint students with modern problems.
4. To introduce concept and types of Indian problems phenomenon.
5. To acquaint students with correlates/ consequences of Indian problems.

**UNIT-I**  
**Social Psychology and 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**
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

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 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 - Westernization - Meaning of Westernization - Characteristics of Westernization - Westernization and social Change.

REFERENCE BOOKS
M.A._Psychology_Syllabus_Saurashtra_University_W.E.F._from_JUNE_2019

- Doshi, D. R. (1018) Psychology of Indian Problems, jk printing shop, Rajkot
M.A. Psychology Syllabus_Saurashtra_University_W.E.F._from_JUNE_2019

FACULTY OF ARTS
Syllabus

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

<table>
<thead>
<tr>
<th>Name of course</th>
<th>Semester</th>
<th>Core/Elective/ Allied/Inter Disciplinary</th>
<th>Course/ Paper code</th>
<th>Course/Paper Title</th>
<th>Credit</th>
<th>Internal Marks</th>
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<th>External Exam Time</th>
<th>Duration</th>
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<tr>
<td>M.A.</td>
<td>II</td>
<td>Elective</td>
<td>ECT-04</td>
<td>Stress and Stress Management</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
<td>2:30</td>
<td>Hours</td>
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Course Objectives:
1. To Introduce students to the role of moderating variables in Stress/well-being linkage
2. To identify and evaluate the relative efficacy of various cognitive and behavioral intervention for coping with stress in its various forms and manifestation
3. To Practice a wide range of Stress Management Techniques and evaluate their effectiveness in dealing with own personal challenges.
4. To introduce concept, types and sources of stress phenomenon.
5. To acquaint students with correlates/consequences of stress.
6. To acquaint students with measurements of various types of stress.

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


FACULTY OF ARTS
Syllabus

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

<table>
<thead>
<tr>
<th>Name of course</th>
<th>Semester</th>
<th>Core/Elective/Allied/Interdisciplinary (ICT)</th>
<th>Course /Paper code</th>
<th>Course/Paper Title</th>
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<th>External Exam Time</th>
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<tr>
<td>M.A. II</td>
<td>Elective</td>
<td>ECT-04</td>
<td>Psychological Theories of Education</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
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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.

UNIT-I

UNIT-II
Guthrie’s Theory: Guthrie’s Important Ten Concepts - Guthrie’s Insight Theory – Cybernetic Model of Learning’s.
UNIT-III

UNIT-IV

REFERENCES
Course Objectives:
To acquaint the students with, this course is to cater to knowledge in the area of brain and behavior. The emphasis of this course lies on the study of patients with neurological disorders for assessment, diagnosis, intervention and rehabilitation.

UNIT - 1
INTRODUCTION OF PHYSIOLOGICAL 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 VASCULAR 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
- R.D. Singh - Advanced Physiological Psychology
- મહેશ ભાર્ગવ – શરીરક્રિયા વવજ્ઞાન
- ડૉ. ડેસાઈ – પ્રાણી શરીરક્રિયા વવજ્ઞાન ભાગ ૧-૨
- ડૉ. સુધિર વી. શાહ - વિશ્લેષણ અને જ્ઞાનતંત્રની સ્વરૂપના ગુણો
- ઈવેડદથ મેડિકલ એસોસિયેશન – આરોગ્યની આસપાસ
Subject: PSYCHOLOGY
Course (Paper) Name & No: PSYCHO-DIAGNOSTICS METHODS/CCT-08

<table>
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<tr>
<th>Name of course</th>
<th>Semester</th>
<th>Core/Elective/Allied/Practical/Project</th>
<th>Course /Paper code</th>
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<tr>
<td>M.A.</td>
<td>III</td>
<td>CORE</td>
<td>CCT-08</td>
<td>Psycho-Diagnostics Methods</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
<td>2:30 Hours</td>
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Course Objectives:
1. To acquaint them with the process of Psycho-diagnostics.
2. Understand the theoretical foundation of Various Psycho-diagnostics methods.
3. To understand of Various Projective Techniques as a diagnostic methods.
4. The students will also be able to apply their theoretical knowledge to different setting requiring Psycho-diagnostics methods.

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

UNIT-III
UNIT-IV

REFERENCE BOOKS:

- :Manasayan.
Course Objectives:

1. Upon successful completion of this course, the student should:
2. 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.
3. Be able to apply these theoretical perspectives in reviewing each of the psychopathological conditions covered in the course.
4. Be familiar with and able to discuss the DSM-IV multiaxial classification of mental disorders and the criteria for diagnosing these disorders.
5. Be able to apply the DSM-IV classification system in determining the appropriate diagnosis of clinical cases.
6. 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.

UNIT-I

UNIT-II
Diagnostic Classification of Abnormal Behaviours – Approaches to Classify Abnormal Behaviour – Difference Clinical Assessment.
UNIT-III
General Categories or Causes of Abnormal Behaviour – Biological Causes – Psychosocial causes
- Socio-cultural Causes.

UNIT-IV
-Posttraumatic Stress Disorder or PTSD.

REFERENCE BOOKS:
in the Study of Mental Disorders Discussants:

FACULTY OF ARTS
Syllabus

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

<table>
<thead>
<tr>
<th>Name of course</th>
<th>Semester</th>
<th>Core/Elective/Allied/Interdisciplinary (ICT)</th>
<th>Course Code</th>
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<td>III</td>
<td>Elective</td>
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<td>Behavior Modification</td>
<td>04</td>
<td>30</td>
<td>70</td>
<td>100</td>
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**Course Objectives:**

To understand
1. Behavior Modification: Foundations
2. Classical and Social conditioning
3. Operant Conditioning techniques
4. Cognitive behavior modification techniques

**UNIT-I**

**UNIT-II**
Classical Conditioning and Social Conditioning Techniques

**UNIT-III**
Operant Conditioning Techniques

**UNIT-IV**
Cognitive Behavior Modification Techniques:

**REFERENCE BOOKS**
FACULTY OF ARTS

Syllabus

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

<table>
<thead>
<tr>
<th>Name of course</th>
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<tr>
<td>M.A.</td>
<td>III</td>
<td>Elective</td>
<td>ECT-05</td>
<td>Work Place Counselling</td>
<td>04</td>
<td>30</td>
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Course Objectives:
To understand
1. Work place counseling concept
2. Individual employee counseling
3. Stress at work place
4. Group Counseling and Industrial 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, Depression, Substance abuse.

REFERENCE BOOKS:
- Mearns, Dave(1999) Person-centered counselling training
Course Objectives:
1. 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.
2. Students will utilize psychological theory and the empirical literature to guide their research and clinical practice.

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, Forerunners of Wundt and 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

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 soviate psychology, Pavlovinisation of psychology, Soviate psychology after 1950.


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, Contempoprary place in psychology of McDougall’s theory, Comparison of McDougall and Wotson.

References:

- Parikh B.A. (2014) systems and theory’s of psychology, university granth nirmanbord amdavad.
Subject: **PSYCHOLOGY**
Course (Paper) Name & No: **POSITIVE PSYCHOLOGY/ICT-01**

**Course Objectives:**
1. To introduce concepts of positive psychology
2. The paper helps the Students to explore what makes people happy.
3. To equip students to enhance subjective 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**

**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:**
BR Publication

Course Objectives:
To acquaint the Students with, this course is to cater to knowledge in the area of brain and behavior. The emphasis of this course lies on the study of patients with neurological disorders for assessment, diagnosis, intervention and rehabilitation.

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
- R.D. Singh – Advanced Physiological Psychology
- મહેશ ભાર્ગવ – શરીરક્રિયા વવજ્ઞાન
- ડો.દેસાઈ – પ્રાણી શરીરક્રિયા વવજ્ઞાન ભાગ 1-2
- ડો.સુધીર વી. શાહ – મર્જ અને જ્ઞાનતંત્રના રોગો
- ઈવડડયન મેડિકલ એસોવસએશન – આરોગ્યની આસપાસ
Course Objectives:
1. To acquaint them with the characteristics of standardized tests and its utilities in diagnostics fields.
2. To understand of application of psychological tests in diagnostic fields.
3. To understand of psycho diagnostic procedures
4. Understand the theoretical foundation of personality test in psycho-diagnostic fields.

UNIT-I

UNIT-II

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:
- Bhatt, D. J. & others (2009). 13 P.F. Inventory & Mental Hygiene Inventory Department of Psychology, Saurastra University, Rajkot (Guj.)
- N.Y. : Pergamon Press.
Course Objectives:

Upon successful completion of this course, the student should:

1. 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.

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

3. Be familiar with and able to discuss the DSM-IV multiaxial classification of mental disorders and the criteria for diagnosing these disorders.

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

5. 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.

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 orders – 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
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 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 – Amnestic 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:


M.A. Psychology Syllabus_Saurashtra_University_W.E.F._from_JUNE_2019

FACULTY OF ARTS

Syllabus

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

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<th>Semester</th>
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<th>Course/Paper Title</th>
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<td>30</td>
<td>70</td>
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Course Objectives:
To acquaint the Students with,
2. Effectiveness of specific psychotherapy in solution of particular problem.
3. Different psychotherapeutic skills.

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

UNIT – II
Adlerian Therapy and Existential Therapy
Adlerian Therapy - 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 And Skill.
UNIT - IV
Cognitive Behavior Therapy:

REFERENCE BOOKS:
Syllabus

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

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**Course Objectives:**

1. 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.
2. Students will utilize psychological theory and the empirical literature to guide their research and clinical practice.
3. To introduce the alternative voices in the discipline of psychology.

**UNIT-I**


**UNIT-II**


UNIT-III
Organismic and personalistic psychology: Organismic Psychology, Jacob Robert kantor, Personalistic psychology, Eduard 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:
- Parikh B.A. (2014) systems and theory’s of psychology, university granth nirmanbord amdavad.
FACULTY OF ARTS

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

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**Course Objectives**
1. To generate interest in psychology
2. To familiarize the students with the concepts of basic psychological processes
3. To understand the basics of various theories in psychology
4. To provide basic knowledge about systems and processes like attention, learning and memory

**UNIT –I**

**UNIT -II**

**UNIT-III**
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: