

**SCHEME OF EXAMINATION
AND
COURSE OF STUDY**

**CHOICE BASED CREDIT SYSTEM
(CBCS)**

**B.A. (PSYCHOLOGY)
(w. e. f. 2019-2020)**



**DEPARTMENT OF PSYCHOLOGY
GURUKULA KANGRI VISHWAVIDYALAYA
HARIDWAR**

(Deemed to be university u/s 3 of UGC Act 1956)

JULY 2019

BA. Psychology

Core papers Psychology (Credit: 06 each) (CP 1-4):

1. BPY-C101 Foundation of Psychology (4) + Lab (4)
2. BPY-C201 Introduction to Social Psychology (4) + Lab (4)
3. BPY-C301 Psychological Disorders (4) + Lab (4)
4. BPY-C401 Statistical Methods and Psychological Research (4) + Lab (4)

Discipline Specific Elective papers (Credit: 06 each) (DSE 1, DSE 2): Choose 2

1. BPY-E501 Life span development (4) + Lab (4)
or
BPY-E502 Industrial/Organizational Psychology (4) + Lab (4)
2. BPY-E601 Counseling Psychology (4) + Lab (4)
or
BPY-E602 Health and Wellbeing (4) + Lab (4)

Skill Enhancement Elective Course (any one)(Credit: 04 each)- SEC 1 to SEC 4

- BPY-S (301) Managing Stress / BPY-S (302) Applications of Social psychology
- BPY-S (401) Psychology in education / BPY-S (402) Developing emotional competence
- BPY-S (501) Making Decision / BPY-S (502) Research Project
- BPY-S (601) Managing human resources

** The specific course is offered in the B.A. Fifth Semester. Student can opt research project in lieu of skill paper (SEC) in this semester with the permission of HOD and concerned teacher.

Students, those opting for research project in the Fifth semester will required to present the written consent of the supervisor along with tentative title within the stipulated period. If students fails to get the supervisor's consent then they will required to opt theory paper in lieu of research project.

Elective: Generic (GE) (Credit: 06 each) 1st in semester-V and 2nd in semester-VI

1. BPY-G501 Psychology of Living
2. BPY-G601 Self and Personal Growth

| BA I Year | | BPY-C101 | | Semester-I | |
|----------------|--|--|---|--------------------|---------------|
| DSC –PSY-I | | Foundation of Psychology | | | |
| Total Lectures | Time Allotted for End Semester Examination | Marks Allotted for Internal Assessment | Marks Allotted for End Semester Examination (ESE) | Maximum Marks (MM) | Total Credits |
| 60 | 3 Hrs. | 30 | 70 | 100 | 04 |

NOTE: The question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Objectives: To understand the basic psychological processes and their applications in everyday life.

Unit 1: Introduction:

Psychology: a science and a perspective, origin and development of psychology, psychology in India, methods (correlational & experimental). (Lectures -10)

Unit 2: Cognitive processes:

Perception, nature of perception, laws of perceptual organization, learning- conditioning (Pavlovian & Skinnerian), observational learning; memory-processes, information processing model, techniques for improving memory. (Lectures-20)

Unit 3: Motivation and Emotion:

Motives: biogenic (Hunger, Thirst, Sleep) and sociogenic (Achievement, Affiliation and Power)
Emotions: aspects of emotions, key emotions (Lectures-15)

Unit 4: Personality and Intelligence:

Personality: nature, theories (Freud, Jung & Maslow) Intelligence: nature, theories (Spearman, Thurston & Guilford) (Lectures-15)

Readings:

- Chadha, N.K.&Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
Ciccarelli, S.K.&Meyer, G.E (2008). Psychology (SouthAsianEdition). New Delhi: Pearson
Feldman, S.R. (2009). Essentialsofunderstandingpsychology (7thEd.)New Delhi: Tata Mc Graw Hill.
Glassman,W.E. (2000). Approaches to Psychology (3rdEd.) Buckingham: Open University Press.
R.N. Singh (1976). Advanced Experimental Psychology. Varanasi : Ganga Saran and Grand Sons.
Arun Kumar Singh (2002). Advanced General Psychology. Motilal Banarsidas, New Delhi.
Arun Kumar Singh (2002). Vyaktitva ka manovigyan, Motilal Banarsidas, New Delhi.
Cloninger, S. C. (2008). Theories of personality: Understanding persons (5thed.). New York: Pearson.
Funder, D. C. (2010). The personality puzzle. New York: W. W. Norton & Company.
Mayer, J. D. (2007). Readings in personality psychology (1sted.). New York: Pearson.
Singh, A. K. (2010). Vyaktitva Ka Manovigyan, Motilal Banarsidas, New Delhi.
Hall and Lindzey (1997). Theories of Personality, Johns and Wiley. Snyder and Lopez: Positive Psychology
Fadiman, J. & Frager, R. (2005). Personality & Personal Growth. (6th Ed.),New York: Prentice Hall
Bayer, B. M. & Shotler, J. S. (1997). Reconstructing the psychological subject, London Sage

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|--|--|--|---|--------------------|---------------|
| BA Psychology Syllabus CBCS Pattern Gurukul Kangri Vishwavidyalaya, Haridwar | | | | | |
| BA I Year | | BPY-C201 | | Semester-II | |
| DSC-PSY-2 | | Introduction to Social Psychology | | | |
| Total Lectures | Time Allotted for End Semester Examination | Marks Allotted for Internal Assessment | Marks Allotted for End Semester Examination (ESE) | Maximum Marks (MM) | Total Credits |
| 60 | 3 Hrs. | 30 | 70 | 100 | 04 |

NOTE: The question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

BPY-C201 : Introduction to Social Psychology

Objective: to understand the basics of social psychology and to understand the individual in the social world.

Unit 1: Introduction:

Brief history of social psychology (special emphasis on India), Scope of social psychology, levels of social behavior, approaches towards understanding social behavior (Lectures-15)

Unit 2: Individual level processes:

Person perception: attribution-theories, biases and errors; Attitude: formation, change and resistance to change (Lectures -20)

Unit 3: Interpersonal processes:

Interpersonal attraction, prosocial behavior, aggression (Lectures-10)

Unit 4: Group dynamics:

Key aspects of groups, cooperation and conflict, group decision making. (Lectures-15)

Readings:

- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). Social Psychology (12thEd). New Delhi: Pearson.
 Chadha, N.K. (2012). Social Psychology. MacMillan.
 Myers, D.G. (2008). Social Psychology. New Delhi: Tata McGraw-Hill.
 Baron, R.A. and Byrne, D. (2008). *Samajik Manovigyan (Hindi Sanskaran)*. Delhi: Pearson.
 Shina, D. Tripathi, R.C. & Misra, G (1995). Deprivation: Its social roots and psychological consequences, Concept publishing company, New Delhi
 Singh, A.K. (2009). *Samaj Manovigyan Ki Rooprekha*. Delhi: Moti Lal Banarsidas.
 Dr. O.P. Sharma (2011). Samaz Manovigyan, Ritu Publication, Jaipur
 Dr. R. N. Singh (2000). Adhunik Samaz Manovigyan, Vinod Pustak Mandir, Agra-2
 Dr. D. N. Srivastava, Prof. Ranjeet Singh and Dr. Jagdeesh Pandey (1997). Adhunik Samaz Manovigyan, Har Prashad Bharhava, Bhargav Book House, Agra

| BA II Year | | BPY-C301 | | Semester-III | |
|----------------|--|--|---|--------------------|---------------|
| DSC –PSY-3 | | Psychological Disorders | | | |
| Total Lectures | Time Allotted for End Semester Examination | Marks Allotted for Internal Assessment | Marks Allotted for End Semester Examination (ESE) | Maximum Marks (MM) | Total Credits |
| 60 | 3 Hrs. | 30 | 70 | 100 | 04 |

NOTE: The question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

BPY-C301 : Psychological Disorders

Objective: To develop an understanding of the various psychological disorders and their treatment.

Unit 1: Basic Concepts: Definition and criteria of abnormality, classification, Diathesis Stress Model.
(Lectures-12)

Unit 2: Theoretical perspectives: Biological, familial, cultural, behavioral, cognitive and psychodynamic.
(Lectures- 18)

Unit 3: Clinical states: Anxiety disorders- Obsessive compulsive disorder, mood disorders-Unipolar, Bipolar; schizophrenia: Disorganized, Paranoid and Catatonic, learning disabilities.
(Lectures-15)

Unit 4: Treatment of disorders: (a) Biological treatment: Pharmacotherapy and Electroconvulsive therapy (b) Psychological treatment: Psychoanalytic therapy, Behaviour therapy and Cognitive-Behaviour therapy.
(Lectures-15)

Readings:

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.

Frude, N. (1998). Understanding abnormal psychology. Oxford: Blackwell Publishers.

A.K. Singh (2004). Modern Abnormal Psychology. Varanasi : Motilal Banarasidas, Delhi.

A.K. Singh (2004). Uchhtar Naidanik Manovigyan. Varanasi : Motilal Banarasidas, Delhi.

Shahid Husan (2001). Naidanik Manovigyan, Varanasi : Motilal Banarasidas, Delhi.

Sinha, D. Tripathi, R.C. & Mishra, G. (Eds.) (1982). Deprivation: Its social roots and psychological consequences. New delhi: Concept publishing Company.

G.B. Mohanty (1998). Text Book of Abnormal Psychology. New Delhi : Kalyani Publishers.

Labh Singh and Govind Tiwari (2003). Abnormal Psychology. Agra : Vinod PustakMandir.

H.K. Kapil (1988). Abnormal Psychology. Agra : Bhargava Book House.

| BA II Year | | BPY-S301 | | Semester-III | |
|----------------|--|--|---|--------------------|---------------|
| SEC-1 | | Managing Stress | | | |
| Total Lectures | Time Allotted for End Semester Examination | Marks Allotted for Internal Assessment | Marks Allotted for End Semester Examination (ESE) | Maximum Marks (MM) | Total Credits |
| 60 | 3 Hrs. | 30 | 70 | 100 | 04 |

NOTE: The question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Objective: To understand the main symptoms and sources of stress and learn ways of coping with stress.

Unit 1: Introduction: Meaning and Characteristics of stress, Symptoms of Stress (Emotional, Cognitive, Physical and Behavioral), Causes of stress, Types of stress, Reaction to Stress, Stress and Health

Unit 2: Model and Theory of Stress: Selye's GAS Model, Lazarus's Cognitive theory of stress, Theory of Helplessness

Unit 3: Coping with Stress: Meaning of Coping, Types of coping strategies (Emotion focused coping and Problem focused coping)

Unit 4: Stress Management: Cognitive restructuring, Behavioral skill training, Biofeedback training, Relaxation training (Yoga Nidra, Meditation, Yogic breathing, Asanas, Jacobson Relaxation training), Environmental changes approach

Suggested Readings:

अरुण कुमार सिंह (2010) उच्चतर सामान्य मनोविज्ञान। दिल्ली- मोतीलाल बनारसीदास प्रकाशन।

DiMatteo, M.R. & Martin, L.R.(2002). Health psychology. New Delhi:

Pearson. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

C.P. Khokhar (2007). A Text Book of Stress, Coping and Health, Shalabh Publication, Shastri Nagar, Meerut.

| BA-II Year | | BPY-C401 | | Semester-IV | |
|--|--|--|---|--------------------|---------------|
| DSC 4 Statistical Methods and Psychological Research | | | | | |
| Total Lectures | Time Allotted for End Semester Examination | Marks Allotted for Internal Assessment | Marks Allotted for End Semester Examination (ESE) | Maximum Marks (MM) | Total Credits |
| 60 | 3 Hrs. | 30 | 70 | 100 | 04 |

NOTE: The question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Objective: To introduce basic statistical methods, psychological testing and qualitative methods and their uses.

Unit 1: Introduction: Scales of measurement, graphical representation of data (Lectures-10)

Unit 2: Data analysis: Measures of central tendency: Mean, median, mode (properties and computation). Standard deviation: properties and computation. Correlation: Pearson method, properties of Normal Probability Curve (NPC). (Lectures-20)

Unit 3: Psychological Testing: Introduction to psychological testing, characteristics of test, Reliability, Validity, Norms, standardization, types of tests. (Lectures -20)

Unit 4: Qualitative methods: Interview, observation, case study (Lectures-10)

Readings:

- Garrett, H.E. & Woodworth, R.S. (1987). *Statistics in Psychology and Education*.
 F.N. Kerlinger (1973). *Foundation of Behavioural Research*. Delhi : Surjeet Publications.
 A.K. Gupta and R. Singh (2009). *Research Methodology*. New Delhi: Vayu Education of India.
 Ramjee Srivastava (1999). *Psychological and Educational Measurement*, Varanasi: Motilal Banarsidas.
 B. Biswal and P.C. Dash (2009). *Statistics in Education and Psychology*, New Delhi: Dominant Publishers India
 L.H. Kidder (1981). *Research Methods in Social Science*. Tokyo : Holt Saunders.
 C.J. Goodwin (1998). *Research Psychology*. New York : John Wiley and Sons.
 A.K. Singh (1998). *Tests, Measurements And Research Methods in Behavioural Sciences*. Bharti Bhawan, New Delhi.
 A.K. Singh (1992). *Research Methods in Psychology, Sociology and Education*. Motilal Banarsidas, New Delhi. (Hindi Edition).
 Lal Bachan Tripathi (2002). *Psychological Research Methods*. H.P. Bhargav Book House, Agra (Hindi Edition).
 Dr. H.K. Kapil (1997). *Research Methods in Behavioural Sciences*. H.P. Bhargav Book House, Agra (Hindi Edition).
 Dr. H.K. Kapil (1997). *Basic Elements of Statistics (सांख्यिकी के मूल तत्व)*, H.P. Bhargav, Book House, Agra (Hindi Edition).
 Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.
 King, B.M. & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences USA*: John Wiley & Sons.

| BA II Year | | BPY-S401 | | Semester-IV | |
|----------------|--|--|---|--------------------|---------------|
| SEC-2 | | Psychology in Education | | | |
| Total Lectures | Time Allotted for End Semester Examination | Marks Allotted for Internal Assessment | Marks Allotted for End Semester Examination (ESE) | Maximum Marks (MM) | Total Credits |
| 60 | 3 Hrs. | 30 | 70 | 100 | 04 |

NOTE: The question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Objective: To understand how the principles of psychology can be applied to the area of education.

Unit 1: Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology, Human Diversity and Education (Socio-cultural Differences: Gender, Socio-Economic Status, Linguistic Diversity)

Unit 2: Psychology in Education: Learning process: Trial & Error; Classical & Operant Conditioning; Insight Theory. Factors Influencing Learning: Related to Learner, Teacher, Parents, School Environment. Transfer of Learning: Concept and Factors Influencing it.

Unit 3: Group Dynamics & Leadership: Meaning and scope. Class as a group; social interaction. Individual in a group. Leadership: style & strategies for developing leadership qualities.

Unit 4: Effective Teaching and Classroom Management: Characteristics of Effective Teachers. Teaching Methods, Classroom Management, Responsibilities of Teachers towards learners with Special Needs.

Readings:

- Lahey R.B. Graham J. E., (2000). An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
- Santrock John W. (2010). Educational Psychology, Inwin Professional Publishers, Delhi.
- Woolfolk Anita (2004). Educational Psychology, 9th Edition, Allyn and Bacon, Boston.
- Woolfolk Anita & Woolfolk Hoy Anita (2008). Educational Psychology, Pearson, New Delhi.
- C.E. Skinner (1984). Educational Psychology. New Delhi : Prentice Hall of India Pvt. Ltd.
- S.S. Mathur (1987). Educational Psychology. Agra : Vinod Pustak Mandir.
- H.R. Bhatia (1958). Elements of Education and Psychology. Bombay : Orient Longmans.
- M. Dash (1988). Educational Psychology. New Delhi : Deep and Deep Publications.
- P.D. Pathak (1988). Educational Psychology. Agra : Vinod Pustak Mandir.
- S.P. Chaube (1990). Educational Psychology. Agra : Vinod Pustak Mandir.
- Arun Kumar Singh (1994). Siksha Manovigyan, New Delhi : Bahrti Bhawan, Publishers and Distributors.
- M. Suleman, and Ramender Kumar Sinha (1991). Modern Educational Psychology, New Delhi: Motilal Banarsidas
- Arun Kumar Singh (2009): Samaj Manovigyan Ke Ruprekha. New Delhi : Motilal Banarasi Das.

ELECTIVE: DISCIPLINE SPECIFIC DSE

Note:- (Any one) (One in Sem-Vth and One in Sem-VIth):

| BA III Year | | BPY-E501 | | Semester-V | |
|----------------|--|--|---|--------------------|---------------|
| DSE I Aa | | LIFE SPAN AND DEVELOPMENT | | | |
| Total Lectures | Time Allotted for End Semester Examination | Marks Allotted for Internal Assessment | Marks Allotted for End Semester Examination (ESE) | Maximum Marks (MM) | Total Credits |
| 60 | 3 Hrs. | 30 | 70 | 100 | 4 |

NOTE: The question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Objectives: To understand how human life unfolds from conception to late adulthood and to understand the relationship between theory and applications within each domain of development.

Unit 1: Introduction to life-span perspective: Nature, issues and theoretical perspectives; Life-span development in the Indian context; methods and designs. (Lectures-10)

Unit 2: Physical development: Patterns of growth from conception till late adulthood; disability; Death and dying. (Lectures-15)

Unit 3: Cognitive development: Introduction, Piagetian, Vygotskian, and Information processing approaches; Cognitive changes in adulthood and old age; Language development. (Lectures-20)

Unit 4: Socio-emotional development: Emotional development; Moral development; The Self; Gender and sexuality; Successful aging. (Lectures-15)

Readings:

- Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
 Feldman, R.S. & Babu, N. (2011). *Discovering the life-span*. New-Delhi: Pearson.
 Santrock, J.W. (2012). *Atypical approach to life-span development*. New-Delhi: Tata McGraw-Hill.
 E.B. Hurlock (1964). *Child Development*. New Delhi : Tata McGraw Hill.
 S.P. Chaube (1986). *Child Psychology*. Agra : Vinod Pustak Mandir.
 J. Pikunas (1969). *Human Development : A Science of Growth*. New York : Tata McGraw Hill.
 Preeti Verma and D.N. Srivastava (1986). *Child Psychology : Child Development*. Agra : Vinod Pustak Mandir.
 B.K. Singh (2005). *Child Development in India*. New Delhi : Adhyayan Publishers.
 L.E. Berk (1994). *Child Development*. New Delhi : Prentice Hall of India Pvt. Ltd.
 Ramjee Srivastava and L.B. Tripathi (1993). *Modern Developmental Psychology*. Patna: Motilal Banarasidas.
 E.B. Hurlock (1990). *Developmental Psychology*. New Delhi : Tata McGraw Hill.
 R.P. Devadas and N. Jaya (1991). *A Text Book on Child Development*. New Delhi: Macmillan India Ltd.

| BA III Year | | BPY-E551 | | Semester-V | |
|----------------|--|--|---|--------------------|---------------|
| DSE LAB | | Course-V | | Practicals | |
| Total Lectures | Time Allotted for End Semester Examination | Marks Allotted for Internal Assessment | Marks Allotted for End Semester Examination (ESE) | Maximum Marks (MM) | Total Credits |
| 60 | 3 Hrs. | 30 | 70 | 100 | 02 |

Any five of the following:-

1. Adolescent Personality Test
2. Job Satisfaction
3. Self Efficacy
4. Occupational Stress
5. Leadership style
6. Job Involvement Scale
7. Defense Mechanism Inventory
8. Problem solution ability test
9. PGI Social Support Questionnaire
10. Social Intelligence Scale

NOTE:

1. Experiments shall carry 50 Marks and 20 Marks shall be assigned for viva-voce examination.
2. 30 Marks shall be reserved for practical record and internal assesment.
3. In practical examination the student shall be required to perform **ONE** experiment.
4. A teacher shall be assigned 20 students for daily practical work in laboratory.
5. No batch for practical class shall consist of more than 20 students.
6. The number of students in a batch allotted to an examiner for practical examination shall not exceed 12-15 students.

| | | |
|------------------------|-----------------|-------------------|
| BA III Year | BPY-S502 | Semester-V |
| ** Research Project | | |

Objective: Students should be enable to design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical data based (Quantitative, Qualitative or Mixed methods) or it can be in the form of a critical review of research and theory.

Reference: Latest APA Manual for Dissertation

Evaluation: Viva jointly by one Internal and one External Examiner.

Division of Marks:

| | | |
|----------------|---|------------------|
| Report Writing | : | 70 Marks |
| Viva Voce | : | <u>30 Marks</u> |
| Total | : | <u>100 Marks</u> |

| BA III Year | | BPY-E601 | | Semester-VI | |
|----------------|--|--|---|--------------------|---------------|
| DSE-PSY- 1 Ba | | COUNSELING PSYCHOLOGY | | | |
| Total Lectures | Time Allotted for End Semester Examination | Marks Allotted for Internal Assessment | Marks Allotted for End Semester Examination (ESE) | Maximum Marks (MM) | Total Credits |
| 60 | 3 Hrs. | 30 | 70 | 100 | 4 |

Objective: To develop an understanding of basic concepts, processes, techniques of Counselling.

NOTE: The question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit 1: Introduction: Meaning and goals; Counseling process and relationship; Counselor effectiveness, Counseling in the Indian context

Unit 2: Approaches: Overview of approaches to counseling: Psychodynamic, Behavioral, Person-centered and Cognitive-behavioral

Unit 3: Techniques: Play, art, drama, music, dance; Yoga and meditation

Unit 4: Applications: Family Counseling; School and Career Counseling.

Practicum: Students are required to carry out any 2 practical based on the syllabus.

Readings:

- M. Asch (2009). Principles of Guidance and Counselling. New Delhi : Sarup and Sons.
 Shah Alam (2008). Basics of Guidance and Counselling. New Delhi : Global Vision Publishing House.
 S.N. Rao (2002). Counselling and Guidance. New Delhi : Tata McGraw Hill.
 S.K. Chhibber (2004). Guidance and Educational Counseling. New Delhi : Commonwealth Publishers.
 R.N. Sharma and Rachna Sharma (2004). Guidance and Counseling in India. New Delhi : Altantic Publishers.
 Indu Dave (1984). The Basic Essentials of Counseling. New Delhi : Sterling Publishers.
 A.S. Sharma (2004). Counseling Psychology. New Delhi : Commonwealth Publishers.
 A. David (2004). Guidance and Counselling. New Delhi : Commonwealth Publishers.
 Amarnath Rai and Madhu Asthana (2006). Guidance and Counselling. Varanasi : Motilal Banarasidas.
 Gladding, S. T. (2012). Counseling: A Comprehensive Profession. (7th ed). Pearson
 Rao, S.N. & Sahajpal, P (2013). Counselling and Guidance. New Delhi: Tata McGraw Hill.
 Seligman, L. & Reichenberg, L.W. (2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.

| BA III Year | | BPY-E651 | | Semester-VI | |
|----------------|--|--|---|--------------------|---------------|
| DSE6 LAB | | Course-VI | | Practicals | |
| Total Lectures | Time Allotted for End Semester Examination | Marks Allotted for Internal Assessment | Marks Allotted for End Semester Examination (ESE) | Maximum Marks (MM) | Total Credits |
| 60 | 3 Hrs. | 30 | 70 | 100 | 02 |

List of Experiments

Any five experiments of the following

1. Introversion-Extroversion Personality Scale.
2. Interest Inventory.
3. Quality of Life Scale.
4. PGI Health Questionnaire.
5. Frustration Scale.
6. Zeigarnic Effect.
7. Eysenck Personality Inventory.
8. Sixteen Personality Factors.
9. Retroactive Interference.
10. PGI Well Being Scale (GHQ-12).

NOTE:

1. Experiments shall carry 50 Marks and 20 Marks shall be assigned for viva-voce examination. 30 Marks shall be reserved for practical record and internal assessment.
2. In practical examination the student shall be required to perform **ONE** experiment.
3. A teacher shall be assigned 20 students for daily practical work in laboratory.
4. No batch for practical class shall consist of more than 20 students.
5. The number of students in a batch allotted to an examiner for practical examination shall not exceed 12-15 students.