

Course No. 2022 PSY-I
(Core Paper)

Title: Research Methodology

Total Marks: 100

Time Duration: 3 Hours

Note: Eight questions to be set, two from each unit. The candidates are required to attempt four questions, selecting one from each unit.

Unit-I

- a) Concept of Research in Psychology. Need and Importance. Sources of research ideas. Steps involved in research. **Theory**: Meaning & Types. Role of theory in research. **Hypothesis**: Sources of hypothesis. Types of Hypotheses.
- b) Methods: Historical, Philosophical, Experimental, Descriptive and Ex-post Facto

Unit-II

- a) Concepts and Constructs: Constitutive and operational definitions of constructs and variables. **Types of variables**: Behavioural, Stimulus, Organismic, Qualitative and Quantitative variables.
- b) Research Designs: Meaning & Purpose. **Types of Research Design**: Independent-Group Design, Repeated Measure Design, Experimental Design & Quasi-experimental Design.

Unit-III

- a) Construction of test/scales: Meaning of test in Psychology; Classification of tests; **Characteristics of a good test**- objectivity, reliability & its types. Validity & its types; Norms; Predictability. Item Writing- General guidelines for item writing. **Item analysis**- Item difficulty; Index of discrimination, Distractor analysis. Factors influencing index of difficulty and Discrimination. Problems of Item analysis
- b) Statistics:
Parametric: ANOVA. Regression: linear & multiple. **Factor analysis**; MANOVA- General linear model.
Non-parametric: Chi-square; Median test; Sign test; K-S test.

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Unit-VI

- a) **Ethical Issues in conduct of Psychological research:** APA ethical Standards. The risk/benefit ratio; Deception in psychological research; Responsibilities to research participations. Steps in Ethical decision-making.
- b) **Reporting of Psychological Research:** Guidelines for effective writing; **Structure of a research report-** Title page; Abstract; Introduction, Objectives; Search for literature, Method; Results; Discussion, References; Appendices; **Oral & Poster Presentation.**

References:

- 1. Kerlinger, F.N** Foundations of Behavioural Research. NY Holt, Rinehart & Winston Inc. 1973.
- Shaughnessy, J.J. & Zechmeister** Research Methods in Psychology. Tata McGraw Hill, Inc. New York, 2000.
- Elmes, D.G., Kantowitz, B.H, & Henry, U.D.** Research Methods in Psychology. West Publishing Co NY, 1989.
- Meyer, D.S.** Behavioural Research. San Francisco. W.H. Freeman & Co. 1964.
- Singh, A.K.** Tests, Measurements and Research Methods in Behavioural Sciences. Bharti Bhawan, P & D Patna, India, 1998.



Unit 1 Programs and Missions of Indian Education:

- (i) SarvaShikshaAbhiyan (SSA)
- (ii) RashtriyaMadhyamikShikshaAbhiyan (R.M.SA)and
- (iii) RashtriyaUchcharshikshaAbhiyan (RUSA)

(Details description and salient features of these schemes of Education)

Unit II Teacher Education


- (i) National Curriculum Framework for teacher Education (2009)
- (ii) NCTE- Organizational Pattern and Functions.
- (iii) Justice Verma Committee (2013)

Unit III Psychological Basis:

- (i) Emotional Intelligence
- (ii) Spiritual Intelligence, and
- (iii) Inculsive Education

Unit IV Evaluation and ICT in Education

- (i) Examination reforms with special reference to CCE, Open Book System and Choice Based Credit System (CBCS)
- (ii) ICT based Education- E learning Journey, Blended learning, Social Networking, Mobile learning application and Virtual presentation, and
- (ii) Recent Research Studied on ICT.


Submitted by Dr. Javeed Ahmad Puju
Co-supervisor


Submitted to,
Head Department of Psychology


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Program: Integrated PhD (Psychology)

Course No. 2022PSY-II

Title: Recent Advances in psychology

Total Marks: 100

Time: 3 Hours

Note: Eight questions to be set, two from each unit. The candidate is required to attempt four questions, one from each unit.

Unit-1

Positive Psychology: Wellbeing and types of wellbeing (Hedonic & Eudemonic), Post Traumatic Growth: Signs & Beneficial Effects of Post Traumatic Growth.

Peace Psychology: Violence: Meaning & Types of violence (Direct, Structural and Cultural), Non- Violence: Meaning & Types (Selective & Passive non- violence).

Unit-2

Health Psychology: Positive Health Behaviors (Meditation), health promoting and health compromising behaviors.

Cognitive Psychology: Emotional intelligence; Models of emotional intelligence. Problem solving and Memory.

Unit-3

Gender Psychology: Sex & Gender, Gender Discrimination, Gender Mainstreaming, Domestic Violence.

Organization behaviour: Challenges and Opportunities in the field of OB, Approaches to OB: Productivity, Interactionism, Contingency and System approach

Unit-4

Social psychology: Group (social facilitation & social loafing) Social influence (conformity, obedience compliance) Prosocial behaviour.

Cyber Psychology: Cyber bullying, Internet addiction/ Compulsive internet use, Digital Etiquettes, Parent meditation of digital use.

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REFERENCES:

- Helgson, V.S." Psychology of Gender" 2nd edition (2009) Dorling Kindersley India Pvt. Ltd.
- Kumari, M. "Women and development" First edition (2012). Random publication, new Delhi".
- Prabhakar, V. "Gender and Society" (2017), Wisdom Press New Delhi.
- Ghorpade, M.B. & Kumar, V.B. "Introduction to modern psychopathology" (1988). Himalaya Publishing House.
- Ramaswamy, B. "Yoga education, an Indian perspective" (2017). Kanshika Publishers, Distributors, New Delhi.
- Joshi, B.K. (2007) "Stress management" Pointer publication
- Swaminathan, V.D. & Kailiappan, K.V. (1997) "Psychology for effective living behavior, modification, guidance counseling and Yoga". Chennai, Madras
- Seligman, M.E.P & Csikszentmihalyim (2000) "Positive psychology: An Introduction" American Psychologist, 55(1), 5-14.
- Carr, A (2004). "Positive psychology: A science of happiness and Human Strength. N.Y: BR Publishers.



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Program: Integrated PhD (Psychology)
Title: Specialization (Clinical psychology)

Course No.2022PSY-III

Total Marks: 100

Time: 3 Hours

Notes: The candidate is required to attempt four questions, one from each unit.

Unit 1: Introduction to Clinical Psychology

- (a) The Field of Clinical Psychology, History of the Field and Research Practices
- (b) Currents Trends in Clinical Psychology: Global and National Scenario.

Unit 2: Obsessive Compulsive Disorder and Help Seeking Behavior

- (a) Clinical presentation, Models (Neuropsychological Model, Cognitive Approach, Family Model), Treatments (Medication, ERP, ACT).
- (b) Help Seeking Behaviour: Meaning and techniques, Effective vs Ineffective, Enablers and Barriers with special reference to OCD.

Unit 3: Clinical Assessment of Obsessive Compulsive Disorder

- (a) Methods of Assessment: Medical Examination, Clinical Interview and Questionnaires
- (b) Yale Brown Obsessive Compulsive Scale (YBOCS) as a tool of assessment for OCD, Dimensions, Development and Use

Unit 4: Cultural Influences on Behavior

- a) Cultural Influences: Culture specific perspectives of normal/abnormal behaviour as against universal stances, cultural idioms of distress, mental illness in different cultural contexts.
- b) Influence of culture on expression of symptoms, impact of mental illness, the meaning of mental illness, cultural adaptations of treatment.

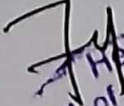
Research scholar: Raziya Bano

References:

- American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.).

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- Belloch, A., Del Valle, G., Morillo, C., Carrió, C., & Cabedo, E. (2009). To seek advice or not to seek advice about the problem: the help-seeking dilemma for obsessive-compulsive disorder. *Social psychiatry and psychiatric epidemiology*, 44(4), 257–264. <https://doi.org/10.1007/s00127-008-0423-0>
- Bhugra, D., & Bhui, K. (Eds.). (2018). *Textbook of Cultural Psychiatry (2nd ed.)*. Cambridge: Cambridge University Press. doi:10.1017/9781316810057.
- Goodman, W.K; Price, L.H; Rasmussen, S.A; et al. (1989). "The Yale–Brown Obsessive–Compulsive Scale. I. Development, use, and reliability". *Arch Gen Psychiatry*. **46** (11): 1006–1011.
- Susan, E., & Gurung, A. R. (2009). *Culture and Mental Health: Sociocultural Influences, Theory and Practice*. Wiley, Blackwell.
- Trull, T. J., & Prinstein, M. J. (2013). *Clinical Psychology*. 8th edition. Belmont, CA: Wadsworth, Cengage Learning.
- Vuong, T. M., Gellatly, J., Lovell, K., & Bee, P. (2016). The experiences of help-seeking in people with obsessive compulsive disorder: an internet survey. *The Cognitive Behaviour Therapist*, 9, e14.


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Program : integrated phd (psychology)

Course no. 2022PSY-III

Title: Specialization (Rehabilitation Psychology)

Total Marks: 100

Time: 3 Hours

Note: Eight questions to be set, two from each unit. The candidate is required to attempt four questions, one from each unit.

UNIT-I concept and theory

impairment, disability and handicap, types and causes of impairment
concept of functional capacity, coping and wellbeing, quality of life and its functional domains

UNIT-II community based rehabilitation

key principles- equality, social justice, solidarity, integration and dignity
empowerment issues- approaches for empowering -social mobilization, political participation, communication, self help groups and organization working for persons with disabilities

UNIT-III Social issues

Societal attitudes toward disabilities, measurement of attitude and strategies for attitude change, social environment, social participation, social interaction, social network and support

disabling factors, prejudice, stigma, discrimination, marginalization, gender disparity

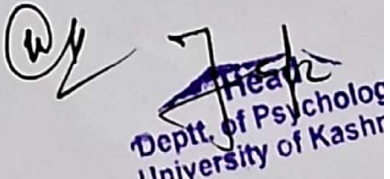
UNIT-IV Ethics and policy issues

Rehabilitation ethics, rehabilitation policies and Acts (Persons with Disabilities Act The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD)

RESEARCH SCHOLAR: Shabnam Akbar Lone

READINGS:

Jonsson Ture (1994). Inclusive Education – United Nations Development Program


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Mrs. Achala Pahwa (Ed.). Manual on Community Based Rehabilitation. Ministry of Social Welfare, Govt. of India.

Pilling, A. (1991). Rehabilitation and Community Care. London: Routledge
Helander Einar (1999). Prejudice and Dignity – An Introduction to Community Based Rehabilitation, Second Edition, United Nations Development Program, NY

Gladding, S. T. (2014). Counselling: A comprehensive profession. Pearson Education Inc. (Published by Dorling Kindersley (India) Pvt. Ltd., Noida for India).

Hough, M. (2014). Counselling Skills and Theory. Italy: Hodder Education.

Whiston, S. C. (2009). Principles and Applications of Assessment in Counselling. CA: Brooks/Cole Cengage Learning

Devy John (1994). Introduction to Social Psychology

Ahuja, N. (2011). A Short Textbook of Psychiatry. New Delhi: Jaypee Brothers Medical Publishers Pvt. Ltd..

Jahan, M. (2016). Manasik Rog. Ahuja Book Company Pvt. Ltd., New Delhi

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Syllabus for course work of Research Scholar Mr. Basheer Ahmad Malik.

Paper 3rd

Special Education

Marks: 100

Course No. **MP-03** *2022 Edu-III*

Pass Marks: 55

Unit I: Special education.

- a) Historical background of special education,
- b) Need and importance of special education,
- c) Scope and objectives of special education
- d) Basic principles of special education.

Unit II: Orthopedic Impairment,

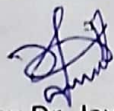
- a) Meaning and classification,
- b) Needs and problems
- c) Causes, early interventions and preventative measures.
- d) Educational provisions

Unit III: Visual Impairment

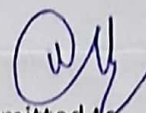
- a) Visual acuity, importance
- b) Nature, definitions and classification
- c) Cause and preventive measures
- d) Educational provisions of different models and methods

Unit IV: Hearing Impairment

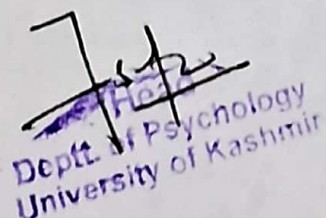
- a) Levels of hearing loss
- b) Importance of hearing sense
- c) Effects of hearing impairment of Educational process.
- d) Early identification and intervention
- e) Educational provisions.



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