

**DEPARTMENT OF PSYCHOLOGY
SCHOOL OF SOCIAL SCIENCES
UNIVERSITY OF KERALA**



**M.Sc. Programme in Applied Psychology
Syllabus
(Under Credit and Semester System w.e.f. 2017 Admission)**

Department of Psychology
School of Social Sciences
University of Kerala
M.Sc. Programme in Applied Psychology
Syllabus
(Under Credit and Semester System w.e.f. 2017 Admission)

Programme Objectives

The M.Sc. programme in Applied Psychology is intended to acquaint the students with the mainstream areas of Psychological theory, Practice, and Research. In addition, the students are also given opportunity to gain specialized knowledge in either Clinical, Educational, or Organizational Psychology, according to their individual interests and goals. The syllabus is designed to impart knowledge, skills, and ethical practices relevant to the field through coursework, seminars, internships, case studies, and dissertation work. The electives offered are intended to establish social connection with the larger academic community and encourage interdisciplinary research.

Structure of the Programme

Sem No.	Course Code	Name of the Course	Number of credits
I	Core courses		
	PSY-C-411	Psychology of Perception, Memory & Cognition	4
	PSY-C-412	Research Methodology	4
	PSY-C-413	Psychopathology	4
	PSY-C-414	Psychometry	4
	PSY-C-415	Experimental Psychology (Practicals)	4
II	Core courses		
	PSY-C-421	Psychological Testing (Practicals)	4
	PSY-C-422	Psychology of Motivation and Learning	4
	Internal Electives		
	PSY-E-423(i)	Therapeutic Intervention Strategies	4
	PSY-E-423(ii)	Educational Psychology	4
PSY-E-423(iii)	Organizational Behaviour	4	
III	Core courses		
	PSY-C-431	Counselling Psychology	4
	PSY-C-432	Case Presentations (Field Work)	4
	Internal Electives		
	PSY-E-433(i)	Physiological Psychology	4
	PSY-E-433(ii)	Applied Psychology in Education	4
PSY-E-433(iii)	Counselling and crisis management in organizational setting	4	
IV	Core courses		
	PSY-C-441	Personality	4
	PSY-C-442	Social Psychology	4
	Internal Electives		
	PSY-E-443(i)	Advanced Neuropsychology	4
	PSY-E-443(ii)	Psychology of Exceptional Children	4
	PSY-E-443(iii)	Psychology in Human Resource Management	4
PSY-D-444	Dissertation	4	
Extra Departmental Electives			
II	PSY-X-421	Gero Psychology	4
	PSY-X-422	Industrial Clinical Psychology	4
	PSY-X-423	Personal Growth & Integration	4
	PSY-X-424	Psychology of Women	4
	PSY-X-425	Social Processes	4
III	PSY-X-431	Indian Psychology	4
	PSY-X-432	Current Issues and Trends in Psychology	4
	PSY-X-433	Media Psychology	4
	PSY-X-434	Sports Psychology	4
	PSY-X-435	Consumer Behaviour and Marketing	4

SEMESTER: 1

COURSE CODE:PSY-C-411

COURSE TITLE: PSYCHOLOGY OF PERCEPTION MEMORY AND COGNITION

CREDITS: 4

AIM

- To introduce the important concepts and theories of perception, memory and cognition
- To help students integrate these theories to develop a holistic perspective

OBJECTIVES

A comprehensive, descriptive overview of Perception, Memory and Cognition covering how ideas have changed from ancient times to today. The students are introduced to its various approaches, and important concepts and theories of relative topics such as attention, psychophysics, memory, forgetting, information processing models, thinking, reasoning, problem solving, intelligence, creativity and psycholinguistics. The students also learn to associate and integrate these concepts to develop a deeper understanding of mental processes.

COURSE CONTENT

MODULE I:ATTENTION

Approaches to the study of sensation and perception:Structuralism - Gestalt Approach - Constructivist Approach - Direct perception - Computational approach - Neurophysiological approach - Information processing approach ; Attention: Early selection Theories, Broadbent's model of selective attention - Triesman'sAttenuation Model, Late selection Theories, The pertinence model - Limited capacity model

MODULE II:PERCEPTION

Perceptual style-Field dependent Vs Field independent:Theories of perception- Bottom-Up processing theories - Top-down processing theories; Classical psychophysics: Absolute threshold - Just Noticeable Difference - Difference Threshold - Weber's law - Fechner's law - Steven's Power law - Psychophysical methods; Modern psychophysics:Signal Detection Theory(SDT) - Applications of SDT-ROC analysis

MODULE III: MEMORY

Traditional approaches to the study of memory:Sensory memory - Short-term memory - Working memory - Long-term memory: Semantic vs. episodic memory, Declarative Vs. Procedural Memory, Implicit vs. explicit memory;Forgetting:Associative interference theory, - Response set interference theory - Tulving's cue-dependent theory of forgetting - Retrieval inhibition as a theory of forgetting - Trace dependent forgetting - Constructive and reconstructive memory - Motivated forgetting

MODULE IV: INFORMATION PROCESSING MODELS

Information Processing models :Atkinson-Shiffrin model-Newell's SOAR (Start-Operator and Result) model - Anderson's Adaptive Control of Thought-ACT(act-star) model - Connectionist model(PDP models) - Levels of processing model & Self-reference effect - Baddley-Hitch Working memory model - Tulving'sMonohierarchical componential model - Transfer appropriate processing - Hierarchical Semantic Network model - The Feature Comparison Model - Ecological model

MODULE V: THINKING & PROBLEM SOLVING

Thinking: Concepts-theoretical views: Classical – Prototype – Exemplar - Schemata/scripts - Knowledge-based views; Reasoning: Inductive: analogical, hypothesis testing, Deductive: Propositional, Syllogistic, conditional, categorical, linear; Problem solving: Definition, Classification of problems: Well-defined vs. ill-defined - Routine vs. non-routine - Adversary vs. non-adversary - Knowledge-rich vs. knowledge-lean problems; Strategies for problem solving: Generate-and-test technique – Heuristics - Search strategy - Means-end analysis - Hill-climbing - Analogical transfer - working backward - Schema-based models; Blocks to problem solving: Set effects - Functional fixedness - Incubation effects - Incorrect representations - Lack of expertise; Improving problem solving; Creative problem solving

MODULE VI: INTELLIGENCE, CREATIVITY & PSYCHOLINGUISTICS

Intelligence: Concept and nature, Theories of Intelligence: Factor theories: Spearman – Cattell – Thurstone – Vernon; Process-Oriented theories: Piaget – Bruner; Information Processing Theory: Sternberg; Gardner's Multiple Intelligence, PASS model of intelligence; Creativity: Components of creativity, Stages of creative process, Factors of creative thinking, Contributions of: Guilford – Torrance - Getzels and Jackson - Wallach and Kogan; Creativity and intelligence; Psycholinguistics: Structure of language: Phonology – Syntax – Semantics – Pragmatics; Language and cognition: Whorfian hypothesis - Neuropsychological views - Cognitive approach to language acquisition, Bilingualism

REFERENCES

- Anderson, J.R. (2000). *Cognitive Psychology and its implications*. USA; Wadsworth Publishers.
- D'Amato, M.R. (1970). *Experimental Psychology: Methodology, Psychophysics and learning*. NY: McGraw-Hill Book Company.
- Flavell, J.H., Miller, P.H., & Miller, S.A. (1993). *Cognitive Development*. New Jersey: Prentice Hall.
- French, C.C. & Colman, A.M. (1995). *Cognitive Psychology*. New York: Longman Publishing.
- Galotti, M.K. (2013). *Cognitive Psychology-in and out of the laboratory*. 5th edition. NY: Wadsworth Publishing Company.
- Haberlandt, K. (1997). *Cognitive psychology* (2nd ed). Allyn and Bacon.
- Jahnke, J.C. & Nowaczyk, R.H. (1998). *Cognition*. Prentice Hall Inc.
- Schiffman, H.R. (2001). *Sensation and Perception: An integrated approach* (5th ed.). New York: John Wiley & Sons, Inc.
- Singh, A.K. (2006). *Tests, Measurements and Research Methods in Social Sciences*. Bharati Bhavan publishers.
- Smith, R.E., Sarason, I.G., & Sarason, B.R. (1978). *Psychology: The Frontiers of Behaviour*, Harper & Row.
- Solso, R.T. (2005). *Cognitive Psychology*. Delhi: Pearson Education.

SEMESTER : 1

COURSE CODE : PSY-C-412

COURSE TITLE : RESEARCH METHODOLOGY

CREDITS : 4

AIM

- To introduce basic concepts of research
- To orient students to practically apply concepts to conduct research studies

OBJECTIVES

Students will be introduced to basic research methodology with special emphasis to types of research (qualitative and quantitative), research designs, sampling techniques, data processing and report writing. The focus of this course is to enable the students to carry out their own research studies and develop acumen to meet the standards of a good research.

COURSE CONTENT

MODULE I: PSYCHOLOGY AND SCIENCE

Assumptions and characteristics of science; The Scientific Method ;Steps in carrying out scientific research: The research problem, Hypotheses, The method; Types of Research; Classification of research on the basis of different criteria: Qualitative / Quantitative, Experimental / Non-experimental / Quasi-experimental, Small N / Large N

MODULE II: QUALITATIVE RESEARCH METHODS

Nature of qualitative data; Different kinds of qualitative research: Action research, Case study research, Ethnography, Grounded theory, Phenomenology, Historical research; Techniques to collect qualitative data: Interview, Observation, Focus group discussion; Techniques to analyze qualitative data: Hermeneutics, Semiotics, Narrative and metaphor

MODULE III: QUANTITATIVE RESEARCH METHODS

Nature of Quantitative Data; The concept of variance: Partitioning of variance, controlling error variance through research designs; Different kinds of quantitative research methods: Experimental research methods, Characteristic features of experimental research methods, Between group designs: Two group designs, ANOVAR designs, Factorial designs; Within group designs; Quasi-Experimental research methods: Ex-post-facto research, Correlational research; Non-experimental designs: Observational research, Archival research, Case study research, Survey research; Small N designs, Advantages and disadvantages of small N designs, Different kinds of small N designs.

MODULE IV: SAMPLING

Different sampling techniques: Probability sampling methods, Non-probability sampling methods

MODULE V: DATA PROCESSING

Tabulation and coding, Statistical analysis of the data, Estimating differences among the groups: t-tests, Anova, Manova, Discriminant analysis, non-parametric methods; Estimating relationships among variables: Pearson r, Rank correlation, Multiple correlations, Factor Analyses; Use of statistical packages: SPSS

MODULE VI: REPORT WRITING

Introduction to APA specifications for report writing, APA style for citations of various texts, Plagiarism & similarity.

REFERENCES

- Edwards A. E. (1968). *Experimental design in Psychological Research*, New York: Holt, Rinehart.
- Kothari, C. R. (1986). *Research Methodology: Methods and Techniques*, New Delhi: Wiley Eastern Ltd.
- McBurney, D.H. (2003). *Research Methods (5th Ed.)*. Bangalore: Thomson – Wadsworth.
- Robinson, P.W.(1981). *Fundamentals of Experimental Psychology*, N.J.: Prentice Hall.
- Singh, A.K. (2006). *Tests, Measurements, and Research Methods in Behavioural Sciences*. Patna: BharatiBhavan Publishers and Distributors.
- Young, Pauline V. (1975). *Scientific Social Surveys and Research*, 4th Ed. N.J.: Prentice-Hall.

SEMESTER : 1
COURSE CODE : PSY-C-413
COURSE TITLE : PSYCHOPATHOLOGY
CREDITS : 4

AIM

- To introduce the basic concepts of mental health, psychiatric case history taking and mental status examination.
- To develop an in-depth understanding of the various psychiatric disorders seen in adults and children.

OBJECTIVES

An introduction to mental health, psychiatric case history taking and Mental Status examination is covered. The clinical features, epidemiology, aetiology, differential diagnoses and the different types of psychopathologies like Schizophrenia, Substance Related Disorders, Mood Disorders, Other Psychotic Disorders, Anxiety Disorders, Somatoform disorders, Dissociative disorders, Adjustment Disorders, Personality Disorders, Delirium, Dementia and other Cognitive impairments are included. The clinical features, epidemiology, aetiology, and the different types of Disorders of Childhood and Adolescence namely Mental retardation, Learning disorders, Motor disorders & Communication Disorders, Pervasive Developmental disorders, Attention Deficit Hyperactivity disorder, Conduct disorder, Oppositional Defiant Disorder, Other Childhood Disorders are also covered. The history and theories of Psychosomatic Medicine; Psychoneuro-immunology, Psycho-oncology, psychoneuro-endocrinology, risk factors and psychological theories of Suicide are also emphasized.

COURSE CONTENT

MODULE I: DIAGNOSIS AND CLASSIFICATION

Normal Mental health, Definition of Psychiatric Disorder, Psychiatric History and Examination, Interview Technique: Identification data, Informants, Chief Complaints, History of Present Illness, Past Psychiatric and Medical history, Treatment History, Family History, Present History, Premorbid Personality; Mental Status examination: General Appearance and Behaviour, Speech- Rate, Volume, Tone, Flow; Mood And Affect- Quality, Reactivity, Persistence; Thought- Stream and Form of thought, Content of Thought; Perception: Hallucinations, Illusions and Misinterpretations, Depersonalization/ Derealization; Cognition: Consciousness, Orientation, Attention, Concentration, Memory, Intelligence; Abstract Thinking: Insight, Judgment; Classification according to: ICD 10, DSM IV TR; Multiaxial Classification System

MODULE II: SCHIZOPHRENIA

Clinical Features: Signs and Symptoms, Types, Differential diagnosis; Epidemiology, Aetiology: Genetic Factors, Structural Abnormalities, Biochemical Factors, Classical Psychoanalytic model and other Psychodynamic theories, Family Dynamics and Interaction models, Stress-Diathesis model; Interpersonal Functioning: Interpersonal Stress, Interpersonal Adjustment, Role of Cognition in Interpersonal Dysfunction. Other Psychotic Disorders: Clinical Features, Epidemiology, Aetiology of: Schizoaffective

Disorders, Schizophreniform Disorder, Delusional Disorder, Post Partum Psychotic Disorder, Acute and Transient Psychotic Disorders and Culture Bound Syndromes

MODULE III: SUBSTANCE RELATED DISORDERS & ADJUSTMENT DISORDERS

Alcohol-related disorders: Clinical picture, Epidemiology, Aetiology: Psychodynamic theories, Behavioural theories, Cultural Factors, Role of Family, Stress and Affective Factors, Personality, Cognitive Aspects- Expectancies, Biological Factors; Other Substances Abused and their effects on Mental and Physical Health: Amphetamine, Hallucinogens, Caffeine, Nicotine, Cannabis, Cocaine, Inhalants; Adjustment Disorders: Definition, Clinical Features, Subtypes, Epidemiology, Aetiology

MODULE IV: MOOD DISORDERS & ANXIETY DISORDERS

Clinical Features: Signs and Symptoms, Types, Differential diagnosis; Epidemiology; Aetiology: Genetics, Neurobiology, Psychodynamic Theories: Theories of Depression: Life Events Model, Lewinsohn's Behavioural and Integrative Models, Coyne's Interpersonal Model, Information Processing Models, Beck's Cognitive Theory, Learned Helplessness. Anxiety Disorders: Clinical features, Differential Diagnoses and Epidemiology of: Panic Disorder and Agoraphobia, Specific and Social Phobia, Obsessive Compulsive Disorder, Post traumatic stress disorder, Generalised Anxiety disorder; Aetiology of Panic: Genetics, Biochemical factors, Psychodynamic Theories, Two-Factor Theory, Rachman's Model, Prepared Fears, Modelling, Neo Conditioning Perspectives, Anxiety Sensitivity, Clark and Wells' Model, Barlow's Model, Catastrophic Misinterpretation, False Alarms; Aetiology of OCD: Mowrer's Two Factor theory, Cognitive Appraisal Models, Cognitive Deficits Model, Biological Models, Biopsychological Models; Aetiology of GAD: Clark and Watson's Model of Anxiety and Depression, Borkovec's Model of Pathological Worry; Aetiology of PTSD: Biological Models, Inescapable Shock, Kindling, Emotional Biasing, Information Processing

MODULE V: SOMATOFORM & DISSOCIATIVE DISORDERS

Somatoform disorders: Clinical Features, Differential Diagnoses and Epidemiology of: Conversion disorder, Somatoform Pain disorder, Hypochondriasis, Somatization, Body Dysmorphic disorder; Aetiology: Biological, Psychodynamic, Cognitive-behavioural, Abnormal Illness Behaviour, Deficits in Cognitive Processing, Psychobiological theories. Dissociative disorders: Clinical Features, Differential Diagnosis and Epidemiology of: Amnesia, Fugue, Identity disorder, Depersonalisation, Dissociative Trance; Etiology: Biological, Trauma Model, Object Relations, Family Systems Perspective, Cognitive Perspectives, Neuropsychological Perspectives, Developmental Pathogenesis: Childhood Abuse, Childhood Neglect, Factitious pathway, Mixed pathways. Psychological factors affecting Medical conditions: History of Psychosomatic Medicine: Theories of Psychosomatic Medicine: Psychoanalytical theories, Psychophysiological theories, Sociocultural theories, Systems Theory; Psychoneuro-immunology, Psycho-oncology, psychoneuro-endocrinology; Types of and Role of psychological factors in: Gastrointestinal disorders, Obesity, Cardiovascular disorders, Respiratory disorders, Endocrine and Metabolic disorders, Arthritis, Skin disorders; Stress and Psychiatric Illness. Suicide: Risk factors: Psychiatric disorders, Social Factors, Psychological factors, Genetic Factors, Physical

Disorder; Psychological Theories. Delirium, Dementia and other Cognitive impairments: Clinical features; Epidemiology; Aetiology

MODULE VI: PERSONALITY DISORDERS & DISORDERS OF CHILD HOOD AND ADOLESCENCE

Clinical Features and Epidemiology of: Paranoid Personality, Schizoid personality, Schizotypal personality, Antisocial Personality, Borderline Personality, Narcissistic personality, Histrionic Personality, Avoidant Personality, Dependent Personality, Obsessive compulsive personality; Etiology: Biological, Freud, Psychodynamic theories: Kernberg, Kohut, Melanie Klein, Winnicott, Mahler, and Cognitive-Behavioural. Disorders of Childhood and Adolescence: Mental retardation: Definition, Levels of Mental Retardation, Epidemiology, Aetiology, Prevention. Learning disorders: Definition and Types: Reading, Mathematics and Writing Disorders; Epidemiology; Aetiology. Motor disorders & Communication Disorders: Definition and Types, Epidemiology, Aetiology. Pervasive Developmental disorders: Definition and Types: Autism, Asperger's, Rett's; Epidemiology; Aetiology. Attention Deficit Hyperactivity disorder: Clinical features, Epidemiology, Aetiology. Conduct disorder, Oppositional Defiant Disorder: Clinical Features, Epidemiology, Aetiology. Other Childhood Disorders: Feeding and eating Disorders, Tic Disorder, Elimination disorder

REFERENCES

- Ahuja, A. (). A short Textbook of Psychiatry VI Edition. Jaypee.
- Akhtar, S. (1992). Broken Structures Severe Personality Disorders and their Treatment. Jason Aronson.
- Carson, Robert. C, Butcher, James, & Mineka, Susan. (1996). Abnormal Psychology and Modern Life (Tenth Edition), Harper Collins College Publishers.
- Diagnostic and Statistical Manual of Mental Disorders IV Edition American Psychiatric Association Jaypee 2005
- Fish, F. & Hamilton, M. (Eds.). (1979). Fish's Clinical Psychopathology Bristol: John Wright & Sons.
- Kaplan, H. et al. (Eds.) (1980). Comprehensive Text Book of Psychiatry, Vols. I & II London Williams and Wilkins.
- Millon, T., Blaney, H. P., & Davis, D. R. (1999). Oxford Textbook of Psychopathology. Oxford University Press New York.
- Sims, A. (2003). Symptoms in the Mind An Introduction to Descriptive Psychopathology III Edition. Saunders

SEMESTER : 1
COURSE CODE : PSY-C-414
COURSE TITLE : PSYCHOMETRY
CREDITS : 4

AIM

- To introduce the fundamentals of measurement and nature of measurement tools in psychology.
- To impart knowledge about the construction and standardization of psychological tests.
- To familiarize the various assessment tools used in psychology.

OBJECTIVES

An introduction to the fundamentals of measurement, the scales of measurement and the concept of variables. The nature of measurement tools in psychology; reliability; validity and norms. How psychological tests are constructed and standardized. The various psychometric assessments used for measuring abilities, achievements and creativity; assessment of personality and assessments for special populations.

COURSE CONTENT

MODULE- I: FUNDAMENTALS OF MEASUREMENT

Qualitative Vs. quantitative approach in the study of behavior; Scales of measurement: Nominal, Ordinal, Interval, and Ratio Scales; The concept of Variables, Classification of variables: Qualitative / Quantitative, Continuous / Discrete, Dependent / Independent / Intervening

MODULE II: NATURE OF MEASUREMENT TOOLS IN PSYCHOLOGY

Standardized tools Vs. Constructed tools, Classification of Psychological tests: Individual and group tests, Speed and Power tests, Verbal and Non-verbal tests, Paper and pencil tests and Performance tests; Reliability: Temporal consistency, Internal consistency; Validity: Different types of validity; Norms

MODULE III: CONSTRUCTION AND STANDARDIZATION OF PSYCHOLOGICAL TESTS

Operational definition of concepts, Item preparation, Item analysis, Estimation of reliability, validity, and norms, Preparation of test manual

MODULE IV: PSYCHOMETRIC ASSESSMENT OF ABILITIES, ACHIEVEMENTS, AND CREATIVITY

Ethical issues in testing; Intelligence tests: The Stanford-Binet Tests, The Wechsler Scales; Aptitude tests: Tests of special abilities, Differential aptitude tests; Achievement tests; Tests of Creativity

MODULE V: ASSESSMENT OF PERSONALITY

Methods of assessing personality: Interviews, observation, Situational tests, Self-reports, inventories, questionnaires, rating scales, forced choice methods, check-lists, Q-sorts, Semantic differential, sociometry, content analysis, projective techniques; Measurement of Attitudes; Measurement of Temperament; Measurement of Values & interests.

MODULE VI: TESTS FOR SPECIAL POPULATIONS

Assessment of infants and preschool children, Assessment of mentally retarded persons, Assessment of persons with physical disabilities, Multicultural testing.

REFERENCES

- Anastasi, A. & Urbina S. (2002). Psychological Testing (7th Ed.)New Delhi: Pearson Education.
- D'Amato, M. R. (1979). Experimental Psychology, Tata McGraw-Hill.
- Edwards, E. L. (1957). Techniques of Attitudes of Attitude Scale Construction, Appleton Century Crofts.
- Freeman, Frank S. (1965). Theory and Practice of Psychological Testing (3rd Ed.). New Delhi: Oxford and IBH Publishing Company Pvt. Ltd.
- Gregory, R.J. (2004). Psychological Testing: History, Principles and Applications, New Delhi: Pearson Education
- Guilford, J. P. (1954). Psychometric Methods, McGraw-Hill.
- Nunnally, J. C. (1967). Psychometric Theory, McGraw-Hill.
- Singh, A.K. (2006). Tests, Measurements, and Research Methods in Behavioural Sciences. Patna: BharatiBhavan Publishers and Distributors.

SEMESTER : 1
COURSE CODE : PSY-C-415
COURSE TITLE : EXPERIMENTAL PSYCHOLOGY (PRACTICALS)
CREDITS : 4

AIM

- To introduce students to various kinds of practical experiments in psychology
- To impart practical skills of conducting experiments
- To apply theoretical knowledge in practice

OBJECTIVES

This course introduces students to a few simple and important practical experiments and tests. From among a list of 20 experiments, students perform a chosen set of 10 experiments. The intention of the course is to impart to students the right procedure of conducting experiments and its related psychometric and research aspects. The course enables students to infer and discuss their results based on various theoretical propositions and also to effectively present their results and inferences through tabulation and graphical methods.

COURSE CONTENT

LIST OF EXPERIMENTS

1. Auditory Localization
2. Reaction Time
3. Ordinal Position and Memory
4. Effects of Coding on memory
5. Order Effects in Personality Impression Formation
6. Maintenance Rehearsal and Memory
7. Free Recall and Ordering as a Function of Similarity
8. Telepathy
9. Identification of Conjunctive and Disjunctive Concepts
10. Category Set in Anagram Solving
11. Rumour
12. Retroactive Inhibition and Immediate Memory
13. Psycho-physical methods
14. Verification of Weber's Law
15. Perceptual constancies
16. Context effects in perception
17. Subliminal Perception
18. Perceptual defense
19. Short-term retention as a function of retention interval
20. Effects of distribution of practice on learning and performance

A minimum of 10 experiments are to be conducted by a student in the semester.

SEMESTER : 2
COURSE CODE : PSY-C-421
COURSE TITLE : Psychological Testing (Practicals)
CREDITS : 4

AIM

- To develop the skills of psychological testing.
- To know the various psychological tests, its administration and interpretation.
- To administer the various psychological tests and interpret the scores of individual subject.
- To submit a record of various practical done during the course.

OBJECTIVE

An overview of various psychological tests, its administration, scoring and interpretation of results are included. Psychological tests cover various domains like cognition, personality and interpersonal functioning, and others. Assessment of cognitive functions includes tests of intelligence, memory, aptitude and problem solving. Assessment of personality and interpersonal functioning includes projective tests, questionnaires and inventories. Other psychological tests are in the areas of vocation, creativity, motivation, anxiety and depression. Students have to conduct a minimum of 15 tests. Students are also required to submit a record of one case having the following components: Case History, Mental Status Examination and Provisional Diagnosis.

COURSE CONTENT

Tests

A. Assessment of cognitive functions:

- *Bhatia's Battery of Performance Test of Intelligence
- *MISIC-Neuropsychological interpretation
- *BGT- -Neuropsychological interpretation
- *WMS- -Neuropsychological interpretation

Additional tests

Ravens Standard Progressive Matrices

Mathew Mental Ability Test

DAP

VSMS

Problem solving

B. Assessment of Personality and Interpersonal Functioning:

*16 PF

*EPQ

*Bells Adjustment Inventory

*Sentence Completion Test

*TAT

*Rorschach Ink Blot Test.

Additional tests

Mathew Maladjustment Inventory.

Emotional Intelligence inventory

Rozenweig's Picture Frustration Study

C. Others

Vocational interest inventory

Aptitude Test

Test of achievement motivation

Brigance Test

Test of Creativity

Beck's Depression Inventory

State Trait Anxiety Inventory

Note:

A minimum of 15 tests have to be conducted by the student in the semester

*Compulsory tests

One additional test each from sections A & B and 3 from section C

Record:

At the end of the semester, students are required to submit a record of one case which should have the following components.

1. Case history,
2. Mental Status Examination,
3. Provisional diagnosis,

SEMESTER : 2
COURSE CODE : PSY-C-422
COURSE TITLE : PSYCHOLOGY OF MOTIVATION AND LEARNING
CREDITS : 4

AIM:

- To introduce the important concepts and theories of motivation and learning
- To help students integrate these theories to develop a holistic perspective

OBJECTIVES

Students will be introduced to various approaches and concepts of learning and motivation and the role of them in the behavior of an individual. The course covers a wide variety of aspects such as the concept of motivation, the biology of motivation, social aspects and important theories of motivation, and the relationship between learning and behavior. Students are also imparted the importance of relationship between motivation and learning and also to integrate them to understand behavior.

COURSE CONTENT

MODULE I: THE CONCEPT OF MOTIVATION

Historical perspective, Definitions, conceptual issues, determinants of behavior. The concept of arousal and sleep – The ARAS, sleep wakefulness cycle. Relationship between motivation and learning.

MODULE II: THE BIOLOGY OF MOTIVATION

The concept of homeostasis - physiological homeostasis, psychological homeostasis. The biological needs – hunger, thirst, sex, pain avoidance, frustration, aggression. The concept of instinct - appetitive behavior, reaction specific energy, innate releasing mechanism, fixed action patterns.

MODULE III: SOCIAL ASPECTS OF MOTIVATION

Incentives, Knowledge of results, level of aspiration, competition, prestige suggestion, conformity, social situations, ego involvement, cognitive dissonance and uncertainty.

MODULE IV: THEORIES OF MOTIVATION

Psychoanalytic theories: Freud, Adler, Jung, Horney, Fromm. Ego psychologists: Erikson, Murray. Behaviouristic theories: Hull, Skinner, Tolman, Guthrie, Mowrer; Field theory: Lewin. Humanistic and Existential theories: Existentialism, Self-actualization.

MODULE V: BIOLOGICAL MODELS OF LEARNING

Learning in unicellular organisms - Sensitization and habituation. Conditioning and related concepts – Classical and instrumental, appetitive and aversive, avoidance and escape learning, the role of reinforcement and contiguity in conditioning, positive reinforcement, negative reinforcement, punishment, schedules of reinforcement.

MODULE VI: COGNITIVE MODELS OF LEARNING

The Gestalt theory of learning, observational learning, trial and error learning, incidental learning. Verbal learning – The non-sense syllables and trigrams, methods of learning and recall, the serial position curve.

REFERENCES

- Chaplin, J. P., & Krawiec, T. S. (1960). *Systems and Theories of Psychology*, New York: Holt, Rinehart & Winston.
- Coffey, C. N., & Appley, M.H. (1966). *Motivation: Theory & Research*, New York: John Wiley & Sons.
- Dunham, P. J. (1977). *Experimental Psychology: Theory & Practice*, New York: Harper & Row.
- Edwards, D.C., (1999). *Motivation and Emotion: Evolutionary, Physiological, Cognitive, and Social Influences*. New Delhi: Sage Publications, India Ltd.
- Franken, R.E. (1998). *Human Motivation* (4th Ed.). Pacific Grove: Brooks/Cole Publishing Company.
- Hergenhahn, B.R., & Olson, M.H. (2008). *An Introduction to Theories of Learning* (7th Ed.). New Delhi: Prentice Hall of India Ltd.
- Hilgard, E. R., & Bower, G. H. (1966). *Theories of Learning*, New York: Appleton-Century Crofts.

SEMESTER : 2
COURSE CODE : PSY-E-423(i)
COURSE TITL : THERAPEUTIC INTERVENTION STRATEGIES
CREDITS : 4

AIM

- To develop in-depth knowledge about various therapeutic strategies used in psychology.
- To understand the various concepts, goals and techniques used in different therapies.
- To provide knowledge about the application of the therapeutic strategies using case studies.

OBJECTIVES

An introduction to psychotherapy and the varieties of psychotherapy are considered. The different therapeutic strategies include Psychoanalytic psychotherapy- goals, major concepts, application, evaluation and case studies (Adult and Child case); psychotherapy developed by Jung, Adler and Melanie Klien - goals, major concepts, application, evaluation and case studies; Existential and Humanistic Therapies - goals, major concepts, application, evaluation and case studies; Behaviour Therapy - Behavioural Assessment, principles, procedures and application of different techniques; Cognitive Behaviour therapy - goals, major concepts, application, evaluation and case studies; Family, Couples and Interpersonal Psychotherapy – family assessment, major approaches, techniques application, evaluation and case studies; Group Psychotherapy - stages in the development of a group, theoretical approaches, application and evaluation.

COURSE CONTENT

MODULE I: INTRODUCTION

Definitions of Psychotherapy; Varieties of Psychotherapy: Supportive therapy, Re-educative Therapy, Reconstructive Therapy; Stages and Outline of Psychotherapy; Extra-therapeutic Healing Aids: The Spontaneous Cure, The Helping Situation; Basic Ingredients of Psychotherapy; Research in Psychotherapy: How effective is Psychotherapy? Measuring Therapeutic Improvement

MODULE II: PSYCHOANALYTIC PSYCHOTHERAPY

Views about human nature; Goals of Psychotherapy; Therapeutic relationship; Major Concepts: Free- association, Dream analysis, Interpretation, Working-through, Analysis of Transference, Resistance, Countertransference; Application and Evaluation; Case Studies: Adult and Child case*

MODULE III: JUNG, ADLER AND MELANIE KLIEN

Jung: Views about human nature, Goals of Psychotherapy, Therapeutic relationship, Techniques: Dreams, Transference, Countertransference, Application and Evaluation;

Case Study*. **Adler:** Views about human nature, Goals of Psychotherapy, Therapeutic relationship, Techniques: Lifestyle Analysis, Other Brief intervention Strategies, Application and Evaluation; Case Study*. **Melanie Klein:** Views about human nature, Goals of

psychotherapy, Major concepts: Splitting, Projective Identification, Application and Evaluation, Case Study*

MODULE IV: EXISTENTIAL AND HUMANISTIC THERAPIES.

Existential Psychotherapy: Overview of the Existential Viewpoint, Goals of Existential Psychotherapy, Techniques used in Logotherapy: Paradoxical Intention, De-reflection; Application and evaluation, Case Study*. **Gestalt Psychotherapy:** Views about human nature, Goals of Psychotherapy, Therapeutic relationship, Techniques used: Focusing on the here and now, Dream work, Role play, Empty chair, Rules and Games; Application and Evaluation, Case study*. **Client-centered Therapy:** Views about human nature, Goals of Psychotherapy, Therapeutic Relationship, Techniques: Empathy, Genuineness and Acceptance, Active listening, Reflection of feelings, Non-directedness; Evaluation and Application, Case Study*

MODULE V: BEHAVIOUR THERAPY, CBT & RET

Views about human nature, Behavioural Assessment (Kanfer & Phillip): Analysis of the problem situation, Clarification of the problem situation, Motivational analysis, Developmental analysis, Analysis of self-control, Analysis of social relationships, Analysis of the social, cultural, physical and environmental factors; Principles, Procedures and Application of: Relaxation: JPMR, Applied Relaxation, Guided Somato-psychic, Relaxation & Yoga; Systematic Desensitization, Assertion Training, Modelling, Contingency Management, Token economy, Anxiety Induction therapies: Implosive Therapy, Flooding; Aversive Procedures, Self-control, Biofeedback. **Cognitive Behaviour Therapy (CBT):** Major Concepts and Views about human nature, Goals of Psychotherapy, Therapeutic Relationship, Techniques: Socratic Questioning, Downward-arrow technique, Behavioural techniques; Application and Evaluation, Case Study*. **Rational Emotive Therapy (RET):** Major Concepts and Views about human nature, Goals of Psychotherapy, Therapeutic Relationship, Techniques: Rational interventions: use of rational coping statements, Emotive interventions: role playing, role reversals, Behavioral interventions: shame attacking exercises, skills training; Application and Evaluation, Case Study*. **Stress inoculation:** Phases of Therapy, Techniques in each Phase, Evaluation, Case Study*. **Dialectical Behaviour therapy:** Definition, Case conceptualization, Goals of Psychotherapy, Treatment stages, Techniques: Problem Solving, Validation, Skills Training, Cognitively modification; Application and evaluation, Case study*.

MODULE VI: GROUP PSYCHOTHERAPY

Stages in the development of a group: Initial, Transition, Working, Final; Theoretical approaches: Psychoanalytical, Adlerian, Psychodrama, Existential, Gestalt, Transactional Analysis; Application and evaluation. **Family and Couples therapy:** Family Assessment: Family life-cycle, Family Genogram; Major Approaches and techniques used in: Systemic Family Therapy, Structural Family Therapy, Strategic Family Therapy, Object Relations therapy, Experiential family therapy, Psychodynamic Family therapy, Psychoeducational family therapy, Behavioral and Cognitive-behavioural family Therapy; Application and Evaluation, Case Studies*. **Interpersonal Psychotherapy:** View of Human nature, Theoretical framework of Interpersonal Psychotherapy, Key Concepts: Grief, Interpersonal Role Disputes, Role Transitions, Interpersonal Deficits; Process and techniques of Psychotherapy, Applications and evaluation, Case Study*.

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- Mc.Mullin, E. R. (2000). *The New Handbook of Cognitive Therapy Techniques*. W. W. Norton Company New York.
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SEMESTER : 2
COURSE CODE : PSY-E-423(ii)
COURSE TITLE : EDUCATIONAL PSYCHOLOGY
CREDITS : 4

AIM

- To introduce the nature and methods of educational psychology.
- To develop a deep understanding of various developmental theories.
- To understand the learning process more effectively.

OBJECTIVES

An overview of the nature and research methods of educational psychology is covered. The various developmental theories are included. An in-depth introduction to the learning process, theories and principles of learning is considered. Understanding the different study strategies, effective learning environment and teacher effectiveness is also covered.

COURSE CONTENT

MODULE I: NATURE AND METHODS OF EDUCATIONAL PSYCHOLOGY

Definition, Scope, Subject Matter, Role of Research in Educational Psychology, Goals of Research in Educational Psychology, Value of Research in Educational Psychology, Research Methods Used in Educational Psychology: Experiments, Correlational Studies, Descriptive Research

MODULE II: EDUCATION AND DEVELOPMENT

Developmental theories: Cognitive development: Piaget's theory- major concepts, classroom implications; Vygotsky's theory- major concepts, classroom implications; Language development, Socioemotional development: Erikson's developmental theory, Kohlberg's theory; Social contexts of development: Families, Peers, Schools

MODULE III: LEARNING

Definition, General Nature of Learning, Factors associated with Learning, Theories of Learning: Behavioural theories by Pavlov, Thorndike and Skinner, Implications of Behavioural Learning Approach in Education, Principles of Behaviour Learning: role of consequences, reinforcers, punishers, immediacy of consequences, shaping, extinction, schedules of reinforcement, maintenance, role of antecedents; Social Learning Theories: Modelling and Self-Regulated Learning; Information processing approach: Using memory in learning, Metacognitive learning

MODULE IV: UNDERSTANDING DIFFERENT STUDY STRATEGIES

Common study strategies and methods: note taking, underlining, summarizing, outlining and mapping, PAT method, PQ4R method, question and answer method, outline method, diagram method, five step study plan

MODULE V: EFFECTIVE LEARNING ENVIRONMENT

What is an effective learning environment?, Strategies for creating the right environment in the class, impact of time on learning, practices contribute to effective classroom management, strategies for managing routine misbehaviours, Applied Behaviour Analysis, prevention of serious behaviour problems

MODULE VI: TEACHER CHARACTERISTICS

Role of Teacher, Cognitive abilities and personality characteristics, Teaching style, Classroom management: Need for classroom management, Discipline, Communication strategies, Eco-behavioural approach, The effective use of punishment, Teacher effectiveness.

REFERENCES

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SEMESTER : 2
COURSE CODE : PSY-E- 423(iii)
COURSE TITLE : ORGANIZATIONAL BEHAVIOR
CREDITS : 4

AIM

- To develop understanding of the importance of psychology in organizations
- To introduce theories, concepts and models of psychology in organizations.

OBJECTIVES

The course focuses on developing a good understanding of the contribution of psychology in organizations. The students also learn to understand and appreciate the different models as applied to human and organizational behaviour and to integrate them to know how an organization effectively functions. Organizational concepts such as the importance of individual in organization, group and interpersonal processes, leadership, structure and processes of organizations, and human relations management are given emphasis. Students also gain awareness and knowledge of contemporary issues and approaches to organizational change and development faced in organizations.

COURSE CONTENT

MODULEI: INTRODUCTION

The concept, Characteristics of OB, Contributions of behavioural sciences, Challenges and opportunities for OB.

MODULEII: INDIVIDUAL IN THE ORGANIZATION

Personality, job attitudes, values, job satisfaction, work motivation, early and contemporary theories, organizational applications of motivational concepts, self development in organizations

MODULE III: GROUP AND INTERPERSONAL PROCESS

Stages of group development- group properties-group decision making-Group Vs. Teams- types of teams- communication- types-communication network - communication process- barriers to effective communication

MODULE IV: LEADERSHIP

Concept, trait, behavioural, contingency , and contemporary theories of leadership, power and politics, causes and consequences of political behaviour, conflict and negotiation management, the conflict process, the impact of conflict on organizational performance, strategies for managing conflict.

MODULE V: ORGANIZATIONAL PROCESS

Organisational structure, common organizational designs, organizational culture, creating and sustaining culture, organizational change, resistance to change, approaches to managing organizational change, work stress and its management, Models of work-family interactions, stress and strain crossover, gender difference in the cross over processes, organizational implications

MODULE VI: HUMAN RESOURCE POLICIES AND PRACTICES

Selection practices, predictors in personnel selection: Cognitive ability tests, physical, psychomotor & perceptual ability tests, personality tests, job knowledge tests, work sample tests and simulations, interviews, bio-data-assessment centres, other predictors.

REFERENCES

- Anderson, N, Ones, D.S. Sinangil,H.K.Viswesvaran, C.(2001). Handbook of Industrial and Organizational psychology (vol.1&2). Sage publishers.
- Robbins, S P.(2009). Organizational behavior.13th edition. New Delhi. Prentice hall of India.
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SEMESTER : 3
COURSE CODE : PSY-C-431
COURSE TITLE : Counseling psychology
CREDITS : 4

AIM

- To introduce right practices and theories of counselling
- To impart basic skills and techniques in counselling

OBJECTIVES

The course offers comprehensive and detailed overview of counseling and its relevance in psychology. The students are introduced to the scope and goals of counseling, the role and characteristics of counselor, types of counseling and ethics to be followed during the counseling. Students learn in depth the entire process of counseling in various stages and also the different techniques, approaches and theories used in the process. The course also focuses on the skills involved and various situations and populations where counseling can be effectively practiced.

COURSE CONTENT

MODULE I: INTRODUCTION

Definition and scope of counselling, Related concepts: Case work, anecdotal methods, cumulative records, guidance, psychotherapy; Goals of Counselling, Counsellor and Counseee Characteristics, Qualifications and characteristics of a good counsellor, Types of counselling: crisis, facilitative, preventive and developmental; Ethics in Counselling

MODULE II: PROCESS OF COUNSELING

Stages of Counseling: Stage I: Initial Disclosure: Techniques involved: Non Verbal Skills, Empathy, Positive Regard, Genuineness, Concreteness, Structuring, Leading, Questioning. **Stage II: In-depth Exploration:** Techniques Involved: Structuring, Leading, Questioning, Advanced empathy, Immediacy, Confrontation, Role Playing. **Stage III: Action Phase and Termination:** Goal Setting, Facilitation of Action Plan. **Termination:** Timing of Termination, Counsellor Responses, Client Responses

MODULE III: ASSESSMENT EVALUATION IN COUNSELLING

Methods of appraising clients: interview, psychological tests and other methods, Planning for Change Evaluation of the counselling process

MODULE IV: FACTORS THAT IMPEDE COMMUNICATION

Counsellor Predispositions, Premature Advice Giving, Lecturing, Excessive Questioning, Storytelling

MODULE V: APPROACHES

Theoretical Concepts and Techniques used in each Approach with illustrative case examples: Psychodynamic, Humanistic, Behavioural, Cognitive-Behavioral, Existential-Phenomenological, Feminist, Eclectic, Transactional Analysis, Gestalt, Group

MODULE VI: COUNSELING SPECIAL POPULATIONS

Case Studies to be discussed under each category: Educational Counselling, Vocational Counselling, Working with Children and their Parents, Working with the Elderly, Crisis Intervention, Working with Defensive Clients, Treatment for Alcohol Problems

REFERENCES

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SEMESTER : 3
COURSE CODE : PSY-C-432
COURSE TITLE : Case Presentations
CREDITS : 4

AIM

- To provide hands-on experience with real cases.
- Provide an opportunity for the practical application of what they have learned.

OBJECTIVES

Case presentations are based on an internship of two months duration at a Centre approved by the Departmental Council. At the end of the internship, the students should produce a certified record of the work done during the period. In the case of Clinical and Educational setting, a minimum of 5 worked out cases should be produced, while in the Organizational setting, a detailed report of the organization, problems identified , both organizational and personal, intervention techniques applied, suggestions, if any, etc., shall be produced in record form.

COURSE CONTENT

Case presentations are based on an internship of two months duration at a centre approved by the Departmental Council. At the end of the internship, the students should produce a certified record of the work done during the period, duly signed by the officer in charge of the institution where the internship is done. In the case of Clinical and Educational setting, a minimum of 5 worked out cases should be produced, while in the Organizational setting, a detailed report of the organization, problems identified , both organizational and personal, intervention techniques applied, suggestions, if any, etc., shall be produced in record form. The students shall produce a certificate of attendance obtained from the concerned officer in charge at the completion of the internship.

SEMESTER : 3
COURSE CODE : PSY-E-433(i)
COURSE TITLE : PHYSIOLOGICAL PSYCHOLOGY
CREDITS : 4

AIM

- To understand the basic neuroanatomy and neurophysiology.
- To understand the neuronal basis of learning and memory; motivation and emotion.

OBJECTIVES

A comprehensive description of the basic neuroanatomy and neurophysiology; the gross anatomy of the nervous system - central nervous system, peripheral nervous system and autonomic nervous system is considered. The neuronal basis of learning and memory; the various sensory processes as well as motor processes are covered. The neural substrates of motivation and emotion are also included.

COURSE CONTENT

MODULE I: BASIC NEUROANATOMY AND NEUROPHYSIOLOGY

Historical background of neuropsychology, Origins of the human brain and behaviour, Evolutionary basis of behaviour, Phylogeny and ontogeny of the nervous system, Neuronal cytology & physiology: Structure and functions of neurons, types of neurons, neural impulse, synaptic transmission, neurotransmitters; Electrical activity of the brain: EEG, Gross Evoked Potentials.

MODULE II: GROSS ANATOMY OF THE NERVOUS SYSTEM

Central Nervous System: The spinal cord, The brain: The meninges, the ventricles and the CSF, Gross topography of the brain, the cerebral cortex, the brain stem, internal structure of the brain. Peripheral Nervous System: Autonomic Nervous System.

MODULE III: THE NEURONAL BASIS OF LEARNING AND MEMORY

The cortex and learning, the role of hippocampus, synaptic basis of learning, memory consolidation, chemical basis of long-term memory, forgetting and retrieval. neurophysiology of conditioning.

MODULE IV: SENSORY PROCESSES

Anatomical organization, neural pathways and sensory coding of the following senses: Vision, Audition, The chemical senses: Smell and Taste; Cutaneous senses: Touch, temperature, pain; The sensory homunculus, Proprioception: Kinesthetic sense, Labyrinthine sense.

MODULE V: MOTOR PROCESSES

The anatomy of the motor system: The neural aspects of muscle movement: The final common pathway, the stretch reflex. The Motor pathways: The pyramidal system and the motor homunculus, the extra-pyramidal system.

MODULE VI: THE NEURAL SUBSTRATES OF MOTIVATION AND EMOTION

Arousal and sleep: The ARAS, Hunger, Thirst, Sex. The anatomical basis of emotion: The limbic system. Hormonal regulation of behaviour

REFERENCES

- Schneider, M., & Tarshis, B. (1986). *Introduction to Physiological Psychology*, New York: Random House.
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SEMESTER : 3
COURSE CODE : PSY-E-433(ii)
COURSE TITLE : APPLIED PSYCHOLOGY IN EDUCATION
CREDITS : 4

AIM

- To develop understanding of the importance of psychology in education
- To understand, assess and improve the pupil and classroom functioning.

OBJECTIVES

The course introduces the importance of mental health for an effective education. The students come to know about the importance of curriculum in education and introduced, in detail, to the scope, relevance, techniques and foundations of guidance and counselling in schools. The course also deals with organizing meaningful classrooms with special emphasis on concepts of the past and present and psychological re-orientation. Students also get to know how to measure/assess various facets in children and also to effectively manage behaviour in classroom.

COURSE CONTENT

MODULE I:TOWARDS CURRICULUM FOR MODERN LIVING

Introduction, The curriculum, How shall curriculum improvement be assured?

MODULE II: COUNSELLING & GUIDANCE IN SCHOOLS

School counselling: Definition & scope-Theory and techniques- Qualities of a good counselor, Related concepts: case work, anecdotal methods, and cumulative records; Counselling and interviewing skills, Group counseling, Guidance and counselling programs in regular schools, Human relationship skills in the classroom.

MODULE III: PSYCHO EDUCATIONAL CONSULTATION

Foundations of psycho-educational consultation, Therapeutic intervention: Home and school; Mental health and education.

MODULE IV: THE MODERN CLASSROOM – A PSYCHOLOGICAL RE-ORIENTATION

Organizing meaningful classroom experiences, Progressivism & traditionalism, How to prepare a blue print for the effectiveness in the classroom, Re-orientation programme.

MODULE V: EDUCATIONAL ASSESSMENT

Educational measurement in the classroom, Types of tests, scoring, standardised tests, Psycho diagnostic assessment, Formative and summative assessments. Assessment of intelligence, creativity, aptitude, interest, achievement, anxiety, adjustment, motivation, study habits and other personality variables and Behaviour problems

MODULE VI: APPROACHES TO BEHAVIOUR MANAGEMENT

Reality model / Control theory of William Glasser, Decisive discipline of Bill Rogers, Assertive discipline of Lee Canter and Marlene Canter, Talk Sense to Yourself approach, Social discipline approach of Rudolf Dreikur.

REFERENCES

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- Kottler, J. A., &Kottler, E. (2007). *Counseling Skills for Teachers*, 2/E. Corwin Press.
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SEMESTER : 3
COURSE CODE : PSY-E-433(iii)
COURSE TITLE : Counseling and Crisis Management in Organizational Setting
CREDITS : 4

AIM

- To introduce the need, relevance and nature of counseling in organizations
- To develop counseling skills and effective managements practices in students

OBJECTIVES

The students are introduced to the relevance of counselling in organizations with a detailed overview on the process and its various stages, counselling procedures, skills and strategies and the need for work place counselling and its models. Students also learn about the ethics to be followed during the counselling process and also to use various methods and practices to modify behaviours through counselling. The course also intends to focus on the different kinds of crisis in an organization such as alcohol and drug problems, harassment, absenteeism, anger, hostility, etc and the ways to effectively identify and deal with them through counselling.

COURSE CONTENT

MODULE I: THE COUNSELLING PROCESS

The Process of Counselling:5-D Model -The phases of counselling, Counselling procedures: The counselling environment-intake procedures- the initial counselling interview-referral procedures-guidelines for effective counselling-Advanced skills in counselling-Action strategies-Termination and follow up.

MODULE II: COUNSELLING SKILLS

Verbal communication-non-verbal communication- listening barriers-the core conditions of counselling

MODULE III: WORK PLACE COUNSELLING

The need for work place counselling-models of work place counselling-ethical issues in organizational counselling

MODULE IV: CHANGING BEHAVIOURS THROUGH COUNSELLING

Using rewards-providing model-role playing-bodily awareness and relaxation activities-thoughts and imagery-desensitization

MODULE V: IDENTIFYING PROBLEM SUBORDINATES

Identifying problem subordinates- types of problem subordinates-Alcohol and drug problem management in the workplace-Anger, hostility, and violence in the workplace-Harassment and discrimination in the workplace-Absenteeism and mental health

MODULE VI: ORGANIZATIONAL APPLICATION OF COUNSELLING SKILLS

Change management-downsizing-managing diversity-equal opportunities-entrepreneurism/intrapreneurism-mentoring-team management/conflict resolution-counselling for older adults-crisis/trauma-consulting-upward feedback-organizational development

REFERENCES

- Carroll, M & Walton, M. (2003). Handbook of counselling in organizations. Sage Publications.
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SEMESTER : 4
COURSE CODE : PSY-C-441
COURSE TITLE : PERSONALITY
CREDITS : 4

AIM

- To understand the personality of individuals.
- To understand the various perspectives of personality.

OBJECTIVES

A comprehensive descriptive overview of personality and the various perspectives of personality –biological, psychodynamic, behavioral, trait, cognitive and social cognitive, humanistic existential and eastern are considered. Importance is also given to the concept of personal growth – the factor influencing and the methods of promoting personal growth.

COURSE CONTENT

MODULE I: DESCRIBING PERSONALITY

Schools and models of personality, Approaches to the study of personality :True experiments, Quasi experiments, Correlational studies, Case and epidemiological studies; Personality and Psychometric tests, Objective personality measures, Projective personality measures

MODULE II: BIOLOGICAL PERSPECTIVE

Social Darwinism and Eugenics, The genetic dimension of evolution: Contributions of Darwin, Lamarck, Mendel; Evolutionary Psychology: Natural selection of psychological mechanisms, Genes and behaviour, Epigenetics and the person; Eysenck's Model of nervous system temperament

MODULE III: PSYCHODYNAMIC PERSPECTIVE

Classical psychoanalysis :Sigmund Freud. Neo-analytic theories: Carl Jung, Alfred Adler, Karen Horney, Eric Fromm, Harry Stack Sullivan, Erik Erikson. Bridges from Freud to more modern conceptions: Anna Freud, Heinz Hartmann, Henry Murray. Object Relation and attachment theories: Margaret Mahler, Bowlby, Melanie Klein, Heinz Kohut, Winnicott, Otto kernberg, The contributions of Object Relations Approaches.

MODULE IV: BEHAVIOURAL, TRAIT, AND COGNITIVE PERSPECTIVES

Behavioural Perspective: Dollard & Miller, B.F. Skinner. Trait Perspective :G.W. Allport, R.B. Cattell. Cognitive and social cognitive perspective: Lewin's Field theory, Kelly's Personal Construct theory, Rotter's locus of control approach, Bandura's Social-Cognitive learning theory

MODULE V: HUMANISTIC EXISTENTIAL PERSPECTIVE

Carl Rogers, Rollo May, Victor Frankl, Abraham Maslow

MODULE VI: EASTERN PERSPECTIVE AND THE CONCEPT OF PERSONAL GROWTH

Yoga, Concepts, structure & dynamics of personality according to: The Bhagavad Gita, Sufism, Buddhism, Jainism, Taoism. Personal growth: Concept, Factors influencing personal growth, Measurement of personality for personal growth, Methods of promoting personal growth, Personal growth and abnormal tendencies, Personal growth programmes.

REFERENCES

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SEMESTER : 4
COURSE CODE : PSY-C-442
COURSE TITLE : SOCIAL PSYCHOLOGY
CREDITS : 4

AIM

- To describe the nature and scope of social psychology
- To understand and apply principles of social psychology to different areas of social life

OBJECTIVES

The course introduces students to how theories and concepts of psychology apply to social situations and how to study them through various types of research. Students learn various important concepts such as social perception, errors in perception, theories and approaches of social cognition, groups, social influence on behavior and its classic studies, pro-social behavior, aggression and the present trends in social psychology. The course intends to help students understand and apply these concepts and theories to day to day instances of social life

COURSE CONTENT

MODULE I: INTRODUCTION

Historical Roots of Social Psychology, Social Psychology and Related Disciplines, Trends in Social Psychology: Applied Psychology: Legal, Medical, Environmental, Organizational Applications, Applied Social Psychology in India: Deprivation. National Development, Social Tensions; Cultural Psychology, Critical Social Psychology, Research in Social Psychology

MODULE II: SOCIAL PERCEPTION

Self-Perception: Sources of self-knowledge, Aspects of Self-knowledge: Self Schemas, Self discrepancies; Self-Regulation, Perceived Self-control, Self-esteem, Self presentation. **Perceiving others:** Forming Impressions: Theories of attribution, Fundamental Attribution error, Role of Non-verbal communication, The Impact of Impressions Formed, Using Impressions to make Judgment, Defending Impressions. **Perceiving groups:** Forming Impressions of Groups, Content and formation of Stereotypes, Using and Changing Stereotypes Barriers to Stereotype Change, Definition and Origins of Prejudice, Sources of Prejudices, Targets and Consequences of prejudice, Techniques for Countering Effects of Prejudice

MODULE III: SOCIAL COGNITION

Thinking about the Social World: Role of Schemas, Shortcuts to Social Cognition, Errors in Social Cognition, Affect and Cognition. **Evaluating the Social World:** Definition of Attitude, Theories of Attitude Formation, Measurement of Attitudes, Behavior and Attitudes, Changing Attitudes- Persuasion, Early models of Persuasion, Cognitive Approaches to Persuasion, Resistance to Persuasion, Cognitive Dissonance and Attitude Change

MODULE IV: GROUPS

Definition and Types of Groups, Characteristics of Groups, Group norms: formation and functions of norms, Social Facilitation, Social Loafing, Crowding, Performance in Groups, Group Decision-making, Leadership, Sources of Intergroup Conflict, Conflict resolution

MODULE V: SOCIAL INFLUENCE

Definition of **Conformity**, Classic Studies on Conformity: Muzaffer Sherrif, Solomon Asch; Factors affecting Conformity. **Compliance**: Definition and Principles, Techniques of Compliance. **Obedience** to Authority: Definition of Obedience, Destructive Obedience: Study by Stanley Milgram, Psychological factors involved in Obedience. Resistance

MODULE VI: PROSOCIAL BEHAVIOUR AND AGGRESSION

Prosocial Behaviour: Definition, Research in Prosocial Behaviour- Darley and Latane, Bystander Effect, Diffusion of Responsibility, Characteristics of Helper and the helped, Models to explain Prosocial Behavior, Increasing Prosocial Behavior in the Society. **Aggression**: Theories of Aggression, Determinants of Aggression, Effects of Aggression, Prevention and Control of Aggression

REFERENCE

- Baron, A.A., & Byrne, D. (1995). *Social Psychology: Understanding Human Interaction*. 7th Edn. Prentice Hall Pvt. Ltd., New Delhi.
- Hepburn, A. (2003). *An introduction to Critical Social Psychology*. Sage Publications, London.
- Kakar, S. (1997). *Culture and Psyche*. Oxford University Press, New Delhi.
- Misra, G. (Ed) (1990). *Applied Social Psychology in India*. Sage, New Delhi.
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- Myers, D.G. (1990). *Social Psychology*, 3rd Edn. McGraw Hill Inc. N.Y.
- Semni, G. R., & Feidler, K. (eds) (1996). *Applied Social Psychology*. Sage, London.
- Smith, E.R., & Mackie, D.M. (1995). *Social Psychology*, Worth Publishers, N.Y.
- Taylor, S.E., Peplan, L.A., & Sears, D.O. (1997). *Social Psychology*. Prentice Hall: New Nersey (USA).

SEMESTER : 4
COURSE CODE : PSY-E-443(i)
COURSE TITLE : ADVANCED NEUROPSYCHOLOGY
CREDITS : 4

AIM

- To introduce the various research techniques.
- To understand the common neurological disorders.
- To understand the cortical functions and the hemispheric asymmetry of functions.
- To understand the various neuropsychological assessment.

OBJECTIVES

A comprehensive description of the research techniques both invasive and non-invasive methods; the common neurological disorders; the function of various lobes - frontal, parietal, temporal, occipital and their disturbances due to lesions; hemispheric asymmetry of function is considered. An overview of the various tools used in neuropsychological assessments.

COURSE CONTENT

MODULE I: RESEARCH TECHNIQUES

Invasive methods: Anatomical methods, degeneration techniques, lesion techniques, chemical methods, stereotaxic surgery, micro-electrode studies. Non-invasive methods: Polygraph, scanning methods.

MODULE II: COMMON NEUROLOGICAL DISORDERS:

Traumatic Brain Injury, Vascular Disorders: Stroke – Vascular Dementia – Multi-infarct dementia – Hypertension – Migraine; Degenerative Disorders: Cortical Dementias – Subcortical Dementias – Multiple Sclerosis – Normal Pressure Hydrocephalus

MODULE III: DISORDERS OF HIGHER CEREBRAL FUNCTIONS

Aphasia - Apraxia - Agnosia - Amnesia - Epilepsy

MODULE IV: CORTICAL LOBE FUNCTIONS AND THEIR DISTURBANCES IN THE PRESENCE OF BRAIN LESIONS:

Anatomical and functional organization of the following lobes: The Frontal Lobe, The Temporal Lobe, The Parietal Lobe, The Occipital Lobe

MODULE V: HEMISPHERIC ASYMMETRY OF FUNCTION

The concept of cerebral dominance - unilateral lesion studies – hemispherectomy – cerebral commissurotomy

MODULE VI: NEUROPSYCHOLOGICAL ASSESSMENT

Overview of popular tools to assess the following neuropsychological functions: Orientation, attention, perception, memory, verbal functions, construction, executive functions, concept formation and reasoning

REFERENCE

- Beaumont, J.G. (1983) Introduction to Neuropsychology Oxford: Blackwell Scientific Publications.
- Bradshaw, J.L.,&Mattingley, J.B. (1995). Clinical Neuropsychology: Behavioural and Brain Science, Sandiego: Academic Press.
- Kolb, B.,&Whishaw, I.Q. (1996). Fundamentals of Human Neuropsychology (4th Ed.). New York: W.H. Freeman and Company.
- Lezak, M.D., Howieson, D.B.,&Loring, D.W. (2004). Neuropsychological Assessment (4th Ed.) New York: Oxford University Press.
- Walsh, K.,& Darby D. (1999). Neuropsychology (4th Ed.). Edinburgh: Churchill Livingstone.

SEMESTER : 4

COURSE CODE : PSY-E-443(ii)

COURSE TITLE : PSYCHOLOGY OF EXCEPTIONAL CHILDREN

CREDITS : 4

AIM

- To familiarize the basic concepts of exceptional children.
- To understand the different types of exceptional children.

OBJECTIVES

The basic concepts, definition, and classification of exceptional children are introduced. The definition, characteristics, prevalence, causes and classification of mentally handicapped children, learning disabled children, and an understanding of other different types of exceptional children are covered in detail.

COURSE CONTENT

MODULE I: EXCEPTIONAL CHILDREN

Definitions-Classification-Types of Exceptional Children, Concept of Impairment-Disability-Handicap

MODULE II: CONCEPT OF SPECIAL EDUCATION

What Is Special Education-Definition-Principles of special education-History of special education-Objectives of special education-Need for Special Education to Exceptional children-Special Educational Services for Exceptional children, Integrated Education: Introduction-Scope-Importance-Educational Provisions; Mainstreaming: Introduction-Components-Efficacy of mainstreaming

MODULE III: MENTALLY HANDICAPPED CHILDREN

Definitions-Prevalence-Causes-Identification and Assessment, Classification:Medical, Educational and Psychological, Preventive Measures-Educational Provisions

MODULE IV: LEARNING DISABLED CHILDREN

Definitions-Characteristics-Prevalence-Causes- Identification and Assessment-Types-Training-Educational Provisions

MODULE V: UNDERSTANDING DIFFERENT TYPES OF EXCEPTIONAL CHILDREN

Definition, characteristics, diagnostic criteria, aetiology and implications on learning for the following areas of exceptionality:Slow Learning Children, Emotionally Disturbed Children, Speech and Language Handicapped Children, Visual impairment, Hearing impairment, Dual Sensory Impairments (deaf-blindness), Orthopaedic impairments, Multiple disabilities, At Risk Children / Socially Disadvantaged Children

MODULE VI: THE GIFTED CHILD

Giftedness and talentedness- Definitions-Prevalence-Identification and Assessment-Educational Provisions

REFERENCE

- Block, J., and Walter, E. *Day- To –Day Dysleria in the class room*. London: Routledge.
- Dash, M.(2005). *Education of Exceptional Children*, Atlantic Publishers and Distributors (P) Limited, New Delhi
- Haring, N. G.,&Shiefelbusch, R. L. *Teaching Special Children*, New York: McGraw Hill Book Co.
- Heward, W. L.,&Orlansky, M. D. (1998). *Exceptional Children*, 3rd Edn. London: Merril Publication Co.
- Lindberg, J. A. (2007). *Common-Sense Classroom Management for Special Education Teachers, Grades 6-12*. Corwin Press.
- Panda, K. C. (1997). *Education of Exceptional Children*, Vikas Publishing Private Limited, New Delhi.
- Prakash, P. (2008). *Education of Exceptional Children*.Kanishka Publishers, Distributors, New Delhi.
- Shamor, G. H., Willa E. H., and Wayne. (1994). *Human communication Disorders – AnIntroduction*, 2ndEdn. N.Y: Macmillian Pub. Co.
- Turnbull, A., Turnbull, H. R., &Wehmeyer, M. L. (2006).*Exceptional Lives: Special Education in Today's Schools*, 5th Edition. Prentice Hall.

SEMESTER : 4
COURSE CODE : PSY-E-443(iii)
COURSE TITLE : Psychology in Human Resource Management
CREDITS : 4

AIM

- To orient students to the effective management of human resource.
- To help students understand right skills, practices and challenges in managing human resources

OBJECTIVES

The students get to learn and know about the relevance and fundamental concepts of human resource management in organizations. The course takes through various steps of managing HR such as recruitment of manpower, job designing, concepts of motivation and development in human resources and methods to maintain them. The students also get to know practices, skills and programmes for the involvement of human resources, the legal aspects of HR and also an overview of counselling in workplace.

COURSE CONTENT

MODULE I: HRM- AN INTRODUCTION

Meaning and definition - Importance-Fundamental concepts and perspectives-Functions and activities – Department of HRM

MODULE II: HRM IN DYNAMIC ENVIRONMENT

Globalization and its implications –Reengineering of work force for improved productivity. Legal considerations and employee rights -Equal Employment Opportunity- Ethical issues.

MODULE III: ACQUISITION OF HR

Manpower planning – Uses and benefits of manpower planning – Problems and limitations - HR policy – anticipating manpower needs – Manpower planning –Steps and methods, Designing and analysing job – Critical issues in analysis-Job redesigning – Approaches and activities of job designing – Need for information, structured procedures and methods, Manpower selection – Process – Steps – Sources – Increasing the pool of potentially qualified applicants – selection devices – Recruitment, selection and placement - Interview-Induction – Assessment centre approach

MODULE IV: DEVELOPMENT AND MOTIVATION

Training and Development – Methods – Employee Orientation and Training - Performance Management and appraisal techniques-Career Planning and Development – Techniques, Job changes – Promotions – Transfers – Promotion and transfer policies – Termination and other dislocations – Job enlargement - Job enrichment –Rotation and job evaluation, Personnel productivity through motivation strategies – Incentives – Financial – Non-financial work scheduling and motivation – Rewarding the productive employee.

MODULE V: MAINTENANCE OF HR

Employee Assistance Programmes- Total compensation wages-salary, Bonus, and Performance based pay-Indirect Compensation-Legal and Environmental impact - Benefits of Indirect compensation-Employee fringe benefits and social security - Employee benefits – Types and objectives – Quality of work life – Worker’s participation in management,

Effective human relations – Labour relations and collective bargaining – Industrial relations – Industrial disputes – Negotiations – Arbitration and industrial discipline

MODULE VI: ORGANIZATIONAL COUNSELLING

Psychological testing – Types of tests – Factors affecting psychological tests – Scope and limitations of testing - Occupational safety and health -HR Research

REFERENCES

- Cenzo, De & Robbins, S.P. (1996). Human Resource Management. 5th ed. John Wiley and Sons Inc.
- Dalar, A. & Singh, A.K. (1989). Human Resource Development: Psychological Perspectives. The Academic Press, Gurgaon, Haryana.
- Deb, T.(2006).Strategic Approach To HRM: Concepts, Tools and Application. New Delhi: Atlantic Publishers and Distributors.
- Dessler, G. (2007). Human Resource Management. 7th ed. Prentice Hall, India
- Mamoria, C.B.(1992). Personal Management (Management of Human Resources)8th ed. Himalaya Publishing House, Bombay.
- Stones, A.F., Freeman, R.F. and Gilbert, D.R.(1997). Management.6th ed. Prentice Hall.
- Tripathi, P.C. (1982). Personal Management. 3rd ed. Sultan Chand & Sons, Daryaganj, New Delhi.

SEMESTER :4
COURSE TITLE :PSY-D-444 DISSERTATION
CREDITS : 4

AIM

A dissertation work covering the various chapters namely- introduction, review of literature, methodology, results and discussion and conclusion on topic of social relevance has to be completed by the end of the semester.

OBJECTIVES

The dissertation work provides the students with an opportunity to get practical experience in conceptualising a research problem in Psychology, execute the work following systematic scientific method, and prepare a research report strictly following the accepted guidelines for research publication. It is expected that the work will provide the students with a thorough grounding in research methodology which will enable them to undertake independent research projects in different areas of Psychology.

EXTRA-DEPARTMENTAL ELECTIVES

SEMESTER : 2
COURSE CODE : PSY-X-421
COURSE TITLE : Geropsychology
CREDITS : 4

AIM

- To introduce the basic concepts and theories behind the new branch of psychology.
- To understand the various changes of old age.

OBJECTIVES

The history, basic concepts, and theory of the psychology of Aging are included. The Biological changes, cognitive changes, psychosocial changes; religion and spirituality; ageing and mental disorders are detailed. The need for counselling and the types of counselling for the aged are also focused.

COURSE CONTENT

MODULE I:

History, Concepts, and Theory in the Psychology of Aging: History of the psychology of Aging, Concepts of Aging, Patterns of Change, Theories of ageing, New developments

MODULE II:

Biological changes: Ageing and vision, Ageing and Hearing, Age-related changes in posture and gait, Physical conduct at different age levels, Behavioural consequences of ill health, Health consequences of behaviour

MODULE III:

Cognitive changes: Memory and ageing, Resource theories of age difference in memory, Systems or structural theories of memory and ageing, Stage theories, Language, memory and ageing, The course of adult intellectual development, Antecedents of differential age changes in adult intellectual development, Interventions in adult intellectual development, Antecedents of problem solving

MODULE IV

Psychosocial changes, Personality and ageing: Basic patterns of coping, Major life events in Old age, Internal and external resources in coping, Conceptualizations of the self, Stability and change in the self with ageing. Work and Retirement: Job performance, Career development, Rehabilitation of the elderly in return to work. Marriage in later adulthood: Divorce and remarriage, Widowhood. Motivation and Emotion: Achievement-Related Motivation in Old Age, Social Motivation in Old Age

MODULE V:

Religion, Spirituality, and ageing: Religious and spiritual development, Death as a developmental issue, Psychological issues in advancing and terminal illnesses, The dying process-theoretical perspectives, Dying with dignity, The Hospice movement

MODULE VI:

Aging and Mental disorders: Depression, Anxiety disorders, Schizophrenia and late paraphrenia, Personality disorders, Dementias, Ageing and maladjustment

MODULE VII:

Counselling the aged: Elderly care medicine- Establishing a psychotherapeutic environment, Psychological therapy with Older people, Day-care for the elderly, Old age homes, Individual counseling, Family counseling, Group counselling

REFERENCE

- Birren, J.E., & Schaiz, W.K. (1996). Handbook of the psychology of ageing. New York: Academic Press.
- Broome, A. & Llewelyn (1995). Health Psychology: Processes & Applications- Second Edition. Chapman & Hall.
- Mostotsky, D.I., & Lomranz, J. (1997). Handbook of pain and ageing. New York & London: Plenum Press.
- Taylor, S.E. (1986). Health Psychology. Random House: NY.

SEMESTER : 2
COURSE CODE : PSY-X-422
COURSE TITLE : INDUSTRIAL CLINICAL PSYCHOLOGY
CREDITS : 4

AIM

- To provide awareness of the importance of mental health in organizations.
- To effectively address, manage and resolve mental health problems in industrial settings

OBJECTIVES

The course deals with the emerging need of developing awareness about various mental health issues in organizations and identifying its causes. The students get to know about the relevance of mental health in workplace, stress and work, various psychopathologies and their effect on work, identifying and addressing special groups in organizational setting and various techniques of effective relaxation in organizational setting. The course also imparts theories and models associated to the concepts and also a brief overview of the legal aspects of related to industrial settings.

COURSE CONTENT

MODULE I: INTRODUCTION

Industrial clinical psychology - Model, Control, Causes, Treatment and Correction. Mental Health in the work place: Toward an integration of organizational and clinical theory. Mental Health and disabilities, the Employer and the Law.

MODULE II: STRESS & WORK.

Models of work stress, Effects of job stress on mental and physical health, The unbalanced life: Work and family conflict, Occupational hazards and risks, Interventions in Occupational stress.

MODULE III: EFFECT OF PSYCHOPATHOLOGY ON WORK.

Depression in the work place, Bipolar disorders, Generalised anxiety disorder, Social anxiety disorder, Specific phobias and panic disorder, PTSD in the work place, Schizophrenia, Anti-social personality disorder, Borderline Personality Disorder, Eating disorders, Traumatic brain injury in the work place, Insomnia

MODULE IV: SPECIAL GROUPS IN THE ORGANISATIONAL COUNSELLING

Chronic absentees, Accident proneness, Employees with alcoholism and drug addiction., Maladjusted employers, Counseling the undisciplined, Setting up of Counselling cell in organization.

MODULE V: RELAXATION TECHNIQUE IN I/O SETTING

Theoretical background, General aspects of relaxation training, Physical methods of relaxation – Progressive relaxation, progressive relaxation training, A tense – release script, passive muscular relaxation, Applied relaxation training, The Mitchell method , The Alexander method, differential relaxation, stretching, physical exercise, Breathing. Mental approaches to relaxation – Self-awareness, imagery, goal directed visualization, autogenic training, Medication, The relaxation response. Miscellaneous topics – ‘ On- the- spot ‘ techniques, assessment and research.

REFERENCES

- Adrian Furnham.(2005). The Psychology of Behaviour at work. The individual in the organization. New York: Psychology Press.
- Jay C. Thomas, & Michel Hersen.(2002). Handbook of Mental health in the work place. London: Sage Publications.
- Miner, J.B.(1992). Industrial Organisational Psychology, New York :McGraw Hill Inc.
- 4. Neil Anderson, et al.(2002). Handbook of Industrial work, and Organisation Psychology (Vol.1 & Vol 2). London : Sage Publications.
- Rose Mary A. Payne.(1995). Relaxation techniques. A practical handbook for the health care professional. Edinburgh. Churchill Livingston.

SEMESTER : 2

COURSE CODE : PSY-X-423

COURSE TITLE : PERSONAL GROWTH AND INTEGRATION

CREDITS : 4

AIM

- To introduce concepts of personality, growth and integration
- To explore and develop characteristics of healthy and integrated individuals

OBJECTIVES

The course provides a comprehensive overview of various significant theories of personality and the factors affecting it. Various concepts associated to it and a wide variety of approaches focussing on effective personal growth are covered over the course. The course also imparts concepts and approaches to personality development, methods of promoting personal growth and offers various theories stated by Freud, Jung, Rogers, Ellis, etc that explain the different perspectives of personal integration.

COURSE CONTENT

MODULE I: PERSONAL GROWTH

Theories of Development: Gessell's maturational theory, Ethological theories of Lorenz and Tinbergen, Piaget's theory of Cognitive Development, Erikson's life stages and other theories.

MODULE II: FACTORS INFLUENCING DEVELOPMENT: HEREDITY AND ENVIRONMENT

Personal Growth Approach Vs Trait approach to Personality Development. Management of anxiety, Control of Aggression, Authoritarianism-Democratism, Personal and Interpersonal Competence, Boldness, Emotional Maturity and Stability, Love, Extroversion-Introversion, Self-control, Locus of control, Conformity Vs. Autonomy, Leadership, Intelligence, Development of Achievement Motivation and Other Motivational Traits, Self-Actualization. Humanistic Personality and Personal Growth: Antecedents, Areas and Methods.

MODULE III: PERSONAL INTEGRATION

The Concept of Personal Growth. Holistic and Humanistic Approach to Personality Development. Physical, Social, and Psychological Factors influencing Personal Growth. Measurement of personality for Personal Growth. Methods of Promoting Personal Growth. Personal Growth and Abnormal Tendencies. Personal Growth Programs.

MODULE IV: PERSONAL GROWTH AND MAJOR PSYCHOLOGICAL SYSTEMS AND THEORIES.

- | | | | |
|------------|------------------|-------------------|----------------------|
| 1. Freud | 6. Rogers | 11. Moreno | 16. Allport |
| 2. Jung | 7. Ellis | 12. Eric Berne | 17. Goldstein |
| 3. Adler | 8. William James | 13. Eric Fromm | 18. Maslow |
| 4. Skinner | 9. McDougall | 14. Reich | 19. Encounter groups |
| 5. Perls | 10. Kurt Lewin | 15. Viktor Frankl | 20. Self-help groups |

REFERENCE

- Bugental, J. F. T. Challenges of Humanistic Psychology. McGraw Hill, 1967.
- Christopher, F. Monte. Beneath the Mask. Praeger, 1977.
- Donn, Byrne, & Kathryn, Kelley. An Introduction to Personality. Prentice Hall, 1981.
- Hall, C. S. and Lindzey, G. Theories of Personality. John Wiley, 1978.
- Henry Clay Smith. Personality Development. McGraw Hill, 1968.
- Hoyt, L. Edge et al. Foundations of Parapsychology. Routledge&Kegan Paul, 1987.
- James Fadiman & Robert Frazer. Personality and Personal Growth. Harper & Row, 1976.
- James Fadiman & Robert Frazer. Personality and Personal Growth. Harper & Row, 1976.
- Kuppuswamy, B. Elements of Ancient Indian Psychology. Vani Educational Books, 1985.
- Lawrence, A. Pervin. Personality. McGraw Hill, 1984.
- Nathan Brody. Personality-Research and theory. Academic Press, 1972.
- Ornstein, R. E. The Psychology of Consciousness. Harcourt, Brace & Jovanovich, 1977
- William, C. Craine. Theories of Development. Prentice Hall, 1980.

SEMESTER : 2
COURSE CODE : PSY-X-424
COURSE TITLE : Psychology of Women
CREDITS : 4

AIM

- To introduce the basic concepts and theories behind the new branch of psychology.
- To understand the psychology of women and to function as better individuals.

OBJECTIVES

To understand the basic concepts and theoretical perspectives - Psychoanalytic theory, Socio-biology and Evolutionary Psychology, Social learning theory, Cognitive developmental theory, Gender schema theory and Feminist theory related of women. Other related topics like women and work, women and health, women and violence, women and mental health issues, and Women and Counselling are addressed in detail.

COURSE CONTENT

MODULE I: CONCEPT AND THEORIES

Sex, gender, sexism, feminism-sources of sex bias in psychological research-Devaluation of women: past and present. Theoretical perspectives-Psychoanalytic theory-Variations on Freudian theme-Sociobiology and Evolutionary Psychology-Social learning theory-Cognitive developmental theory-Gender schema theory-Feminist theory.

MODULE II: WOMEN AND WORK

Stereotypes about women and work-Sex discrimination in the work place-Occupational segregation-Work and family issues-Facilitators of Women's career development-Career counselling.

MODULE III: WOMEN AND HEALTH

Gender and Health-Menstruation- Child birth-Menopause-Contraception-Abortion-Hysterectomy-Breast Cancer-Women and HIV.

MODULE IV: WOMEN AND VIOLENCE

Rape-prevention and treatment-Incest-Battered women-Sexual harassment-Child sexual abuse

MODULE V: WOMEN AND MENTAL HEALTHISSUES

Depression-Alcoholism and Drug abuse-Eating disorders- Problems associated with spinsterhood, widowhood, and divorce-Therapeutic support for women.

MODULE VI: WOMEN AND COUNSELLING

Individual counselling- Group counselling-Crisis counselling- Facilitative counselling- Preventive counselling-Developmental counselling-Role of family courts, counselling centres and psychiatric centres.

REFERENCE

- AnjanaMaitra- Sinha (1993) Women in a changing society. Ashish publishingHouse,8/81, Punjabi Bagh, New Delhi
- Elaine Donelson, Jeanie, E. Gullahorn (1977). Women: A psychological perspective, John wiley and sons, New york.
- Ghosh,S.K.(1993). Women and Crime. Ashish publishing House,8/81, Punjabi Bagh, New Delhi
- Janet Shibley Hyde (2007). Half the Human Experience (7th Edition).Houghton Mifflin Company.
- Kamala Singh (1992). Women entrepreneurs. Ashish Publishing House
- LeenaSumaraj (1991). Women and medical care. Ashish Publishing House 8/81, Punjabi Bagh, New Delhi
- Lenore, W. Harmon, Janica, M. Birk, Laurine, E., Fritz Gerald & Mary Faith Tanney (1978). Counselling Women, Brooks/Cole Publishing Company, Monterey California.
- Michele A. Paludi (1998). The Psychology of Women: Prentice Hall.

SEMESTER : 2
COURSE CODE : PSY-X-425
COURSE TITLE : SOCIAL PROCESSES
CREDITS : 4

AIM

- To introduce the nature and scope of social psychology.
- To reflect its practical occurrence and application in the society

OBJECTIVES

The course introduces students to the importance of psychology in social setting. They get to learn about various aspects of social psychology such as perception, gender discrimination, aggression, attitude and behaviour, social abuses, importance of groups, collective/crowd behaviour and the effects of public opinion and mass media. The course intends students to apply principles of social psychology in day to day social life.

COURSE CONTENT

MODULE I: INTRODUCTION

History- approaches and current trends in social psychology – Social psychological research - co-relational vs. experimental, field vs. laboratory experiment.

MODULE II: PERCEPTION

Social perception - The self - constructing self-esteem - Impression formation - Attribution - Non-verbal communication.

MODULE III: GENDER DISCRIMINATION

Gender & Self - Theoretical perspective - Social behaviour of women and men - Roles of women and men. .

MODULE IV: AGGRESSION

Origin and nature - Sources - reducing aggressive behaviour - Media violence - sexual violence- altruism.

MODULE V: ATTITUDE AND BEHAVIOUR

Theories - persuasion - attitude change - prejudice.

MODULE VI: SOCIAL ABUSES

Child abuse - Abuse of elderly people - Drug & Alcoholic abuse.

MODULE VII: GROUP

Interaction and interdependence - conflict and conflict resolution -leadership - group decisionmaking.

MODULE VIII: COLLECTIVE BEHAVIOR

Theoretical approaches - Psychology of crowd - social changes.

MODULE IX: PUBLIC OPINION AND VOTING:

Mass media - International conflict -legal system and social psychology - social psychology inwork settings.

REFERENCES

- Baron, A.A. & Byrne, D. (1995). *Social Psychology: Understanding Human Interaction*. 7th Edn. Prentice Hall Pvt. Ltd., New Delhi.
- Myers, D.G. (1990) *Social Psychology*, 3rd Edn. McGraw Hill Inc. N.Y.
- Smith, E.R. & Mackie, D.M. (1995) *Social Psychology*, Worth Publishers, N.Y.
- Taylor, S.E. Peplan, L.A. & Sears, D.O. (1997). *Social Psychology*. Prentice Hall: New Jersey (USA).

SEMESTER : 3
COURSE CODE : PSY-X-431
COURSE TITLE : Indian Psychology
CREDITS : 4

AIM

- To introduce the Indian concepts and theories of psychology.
- To help students understand and apply them in daily life

OBJECTIVES

The course focuses on introducing students to the Indian theories and concepts of psychology and also to understand how it differs from the western psychology. The students get to know about the different schools of Indian psychology, the concept and importance of consciousness, the different research methods used in ancient times to study people, concepts of enlightenment and self-realization, health and well-being, and personality development. The students get to integrate the concepts of culture, religion and ancient science to develop a holistic perspective to healthy living.

COURSE CONTENT

MODULE I

Definitions, nature, differentiation of concepts; indigenous, Indian, transpersonal psychology, relationship between culture and psychology, emergence of indigenous and non-western perspectives in psychology.

MODULE II

Major schools of Indian psychology, world views and methods of knowing in Upanishads, samkhya, dvaita, and advaita schools, current research in Indian psychology.

MODULE III

Psychology of Consciousness: Altered States of Consciousness, Mystical Experiences. Physique and Consciousness (bimodal consciousness, physiology of consciousness). Social Relations and Consciousness (Language, Culture and Codification of Reality). Psychological Methods of Altering Consciousness. Modern Research on Meditation and other Methods. Methods of Personality Development and their Relation to Consciousness.

MODULE IV

Concepts of Enlightenment and Self-realization. Methods of Transpersonal Experiences. Buddhist Psychology: Theravada & Mahayana Schools, Zen Techniques. Jain Psychology. Taoism: Yin and Yang, Wei Wu Wei, Naturalism, Breath Control. Sufism: Stages of Personal Development, Sufi dance, Healing, Mystic Practices, Teaching stories. The Yoga Psychology: Four Yogas, Patanjali's Yoga Sutra, Gunathraya and Gunatheetha State, Motivational Concepts.

MODULE V

Health -wellbeing- human development: Indian approaches to health and wellbeing, yoga and its applications, ayurveda, goals of life- concept of purusharthas, personality development- concept of ashramas.

REFERENCES

- Christopher, F. Monte(1977).. *Beneath the Mask*. Praeger.1977.
- Cornelissen, R. M. M., Misra, G., Varma, S. (2011). *Foundations of Indian Psychology (Vol. 1): Concepts and Theories*. New Delhi: Pearson.
- Cornelissen, R. M. M., Misra, G., Varma, S. (2011). *Foundations of Indian Psychology (Vol. 2): Practical applications*. New Delhi: Pearson.
- Donn, Byrne, &Kathyn, Kelley. *An Introduction to Personality*. Prentice Hall, 1981.
- Hall, C. S. and Lindzey, G. *Theories of Personality*. John Wiley, 1978.
- Henry Clay Smith. *Personality Development*. McGraw Hill, 1968.
- Hoyt, L. Edge et al. *Foundations of Parapsychology*. Routledge&Kegan Paul, 1987.
- James Fadiman & Robert Frazer. *Personality and Personal Growth*. Harper & Row, 1976.
- Kuppuswamy, B. *Elements of Ancient Indian Psychology*. Vani Educational Books, 1985.
- Ornstein, R. E. *The Psychology of Consciousness*. Harcourt, Brace & Jovanovich, 1977
- Rao, K. R., Paranjpe, A. C., Dalal, A. K. (2008). *Handbook of Indian Psychology*. New Delhi: Foundation Books.

SEMESTER : 3

COURSE CODE : PSY-X-432

COURSE TITLE : CURRENT ISSUES AND TRENDS IN PSYCHOLOGY

CREDITS : 4

AIM

- To provide an overview of the scope and relevance of psychology
- To orient students to interdisciplinary trends in psychology

OBJECTIVES

The course deals with introducing to students, various multiple disciplines where concepts of psychology are effectively applied and practiced. The students are also exposed to newer developments in psychology such as health psychology, environmental psychology, psychology in social issues, psychology in crime and policing, trauma psychology and other emerging fields. The course also introduces students to positive psychology and its impacts on human functioning and mental health.

COURSE CONTENT

MODULE I: HEALTH PSYCHOLOGY

Definition, Mind-body relationship, Bio-psycho-social model. Health Enhancing and Health Compromising Behaviors. Health promotion, Behavior Change-Trans theoretical Model, Cognitive-behavioral Approaches. Stress and Coping- Moderators of Stress, Stress Management. Psychological Factors associated with Heart disease, Hypertension, Stroke, Diabetes. Psychoneuroimmunology, AIDS, Cancer and Arthritis

MODULE II: ENVIRONMENTAL PSYCHOLOGY

Definition and characteristics. Theories in Environmental Psychology. Applying psychology to preserve the environment

MODULE III: PSYCHOLOGY IN SOCIAL ISSUES

Gender discrimination- Strategies for breaking glass ceiling. Impact of tourism. Information Technology and burnout. Behavioural changes in social relationship caused by IT. Technostress.

MODULE IV: POLICING AND PSYCHOLOGY

Psychological theories of crime and criminal behaviour, Victims and the psychological consequences of victimisation, Cybercrime. Internet addiction

MODULE V: TRAUMA PSYCHOLOGY

AIDS and trauma in the 21st century. Traumatic impact of violence against women and children. Growth through trauma

MODULE VI: EMERGING AREAS IN PSYCHOLOGY

Brief descriptions of the following disciplines: Sports psychology, Evolutionary psychology, Geriatric Psychology, Parapsychology, Neuropsychology, Forensic psychology

MODULE VII: CURRENT TRENDS IN POPULAR PSYCHOLOGY

Positive Psychology- Positive emotional states and processes, Positive environments. Positive schooling. Good work. The Psychology of gainful employment. The me/we Balance. Building better communication: Soft skills-What are soft skills? Relevance. Neuro-Linguistic Programming- Its nature, criticisms. Is NLP a science or pseudoscience?

REFERENCES

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SEMESTER : 3
COURSE CODE : PSY-X-433
COURSE TITLE : Media Psychology
CREDITS : 4

AIM

- To introduce the importance of media psychology.
- To develop an in-depth understanding of the influence of media and related psychology behind the techniques used in media.

OBJECTIVES

The relevance of media psychology, theories and ethical considerations of mass communication; product placement are introduced. The history, types of advertising is covered along with the role of Psychology in advertising. Children, adolescents and the media; news and politics; role of media in sports and music; violence in the media; media on values and health are also emphasized. An in-depth understanding of the various research methods and the future of media psychology is also focused.

COURSE CONTENT

MODULE I : MEDIA PSYCHOLOGY

Relevance of Media psychology, Theories of mass communication: Socio cognitive theory, socialization theories - Uses and Gratifications theory - Schema theory - Theories of Persuasion; The role of Television, Radio, TV, Newspapers, and Internet , Ethical Considerations

MODULE II : PRODUCT PLACEMENT

Measures and conditions of placement efficacy, Preconscious processing of product placements by children

MODULE III: ADVERTISING

History of advertising - The role of Psychology in advertising - Cognitive and behavioural effects of advertising - Types of advertisements - Sex and subliminal advertising - Sex in media - Effects of non-advertising messages on consumption behaviour

MODULE IV: CHILDREN, ADOLESCENTS AND THE MEDIA

Use of different media by children – Socialisation of children through media – Impact of media on adolescent behaviour – Helping children addicted to advertisements and video games - Cultural functions of media use – Influence of media on the adolescent body image

MODULE V: NEWS AND POLITICS

Characteristics of news worthy events - Effects of news - Limits of media influence - Crime coverage and its responses - Content-based approaches to news media – Information processing approaches to news reception - Bad News and Serious News - Using Media to win elections - Political advertising - Sources of news

MODULE VI: ROLE OF MEDIA IN SPORTS AND MUSIC

Emotional side of media - Influence of media on sports - Role of music in media - role of sports men in Media, Tactics of marketing through sports - Sensation seeking and televised sports - Motivations for viewing and enjoying sports - Problematic aspects of sport in the media

MODULE VII: VIOLENCE IN THE MEDIA

Effects of media violence in News, Films and video games - Characteristics of people who watch Media Violence - Sexual violence - Cognitive factors in media violence - Helping children to deal with violence in media

MODULE VIII: MEDIA ON VALUES AND HEALTH

Role of media on Religion, Public Health and Media - Idealized Media Images of Women

MODULE IX: RESEARCH METHODS IN MEDIA PSYCHOLOGY

The Experimental Tradition - Survey Methods - Interviewing and Qualitative Analysis
Ethnography and Observation - Analysis of Media Texts - Discourse Analysis

MODULE X: THE FUTURE OF MEDIA PSYCHOLOGY

The Internet - Attitudes and Theories toward the Net - Individual Aspects of Internet Use ,
Social Aspects of Internet Use - Psychology in the Media - Psychologists in the Media - The
Academia/Media Relationship - Science in the Media - Social Science in the Media -
Guidelines and Training for Media Performance

REFERENCES

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SEMESTER : 3
COURSE CODE : PSY-X-434
COURSE TITLE : Sports Psychology
CREDITS : 4

AIM

- To introduce the basic concepts and theories behind the new branch of psychology.
- To practically apply what is learned in field of sports to maximize the performance of athletes.

OBJECTIVES

An introduction to the history and ethics; personality theories and personality assessments in sport psychology is dealt with. Anxiety, Arousal and Attention; Self Confidence and Motivation; Cognitive and Behavioural Interventions; Social Aspects - Aggression and violence, Team Cohesion, Leadership in sports; and the psychobiology of sports and Exercise are explained in detail.

COURSE CONTENT

MODULE I: INTRODUCTION TO SPORTS PSYCHOLOGY

History of sport psychology, Role of Sports Psychologist, Ethics In Sports Psychology

MODULE II: PERSONALITY AND THE ATHLETE

Personality theories, Sport type Personalities/ Personality profile of athletes, Personality Performance athletic pyramid, Interactional models, Effects of athletic participation on Personality, Sports Personality assessment

MODULE III: ANXIETY, AROUSAL AND ATTENTION IN SPORTS

Defining Anxiety, Anxiety and Performance, Antecedents of Pre competitive State anxiety, Differential effects of Somatic and Cognitive anxiety. Mood States and Performance: Arousal, Neuro psychology of Arousal, Theories on Arousal, Arousal and Performance, Arousal and Signal Detectability: Flow: Apter's Reversal Theory, Hannin's Zone of Optimal Performance. Attention: Information Processing in athletes, Attentional narrowing, Associative Vs Dissociative Attentional Style, Audience and Crowdeffects

MODULE IV: SELF CONFIDENCE AND MOTIVATION IN SPORTS

Achievement Motivation, McClelland Atkinson Model, Banduras theory of Self efficacy, Hatters Competence motivation theory, Rewards and Motivation, Goal Orientation vs Task Orientation, Vealeys sports Specific Model of Self Confidence, Nicholls Developmentally Based Theory of Perceived abilities, Gender and self Confidence, Performance feedback, Developing Self-confidence and motivation

MODULE V: COGNITIVE AND BEHAVIORAL INTERVENTIONS

Coping strategies, Relaxation Strategies, Arousal Energizing Strategies, Imagery and sports Performance, Role OF hypnosis, Mindfulness training, Psychological Skills Training

MODULE VI: SOCIAL ASPECTS OF SPORTS

Aggression and violence in Sports: Defining aggression, Theories: Instinct theories, Social Learning theory, Bredemiers theory of Moral reasoning and Aggression, Frustration

aggression theory & its reformulated version; Measuring aggression, Effects of aggression.
Team Cohesion: Defining Characteristics of team Cohesion, Task and Social Cohesion, Consequences of team Cohesion, Measurement of Team Cohesion, Developing team cohesion, Sport team as an effective group, Team Building, Role of Coach in Team building.
Leadership in sports: Theories of Leadership : Trait theory, Fielders Contingencytheory, Situation Specific theories of Leadership, Path goal theory, Life cycle theory, Chelladurai's Multi-dimensional model of leadership; The coach as a leader, Measurement of Leadership qualities

MODULE VII: PSYCHOBIOLOGY OF SPORTS AND EXERCISE

Exercise Psychology: Adherence, Theories of exercise behaviour Exercise and improved mental Health. **Burn Out:** Process, Models, Symptoms and interventions, Overtraining.
Psychology of Athletic Injuries: Predictors, Adjustment, Factors influencing rehabilitation.
Drug abuse in Sports: effects of banned Drugs, Combating drug abuse in Sportsmen

REFERENCES:

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SEMESTER : 3
COURSE CODE : PSY-X-435
COURSE TITLE : Consumer Behaviour and Marketing
CREDITS : 4

AIM

- To apply the principles of psychology in consumer behavior
- To introduce the effects of psychological concepts in marketing

OBJECTIVES

The course offers a comprehensive overview of the basic concepts of consumer behaviour and marketing in the light of psychological approaches and theories. The course introduces students to the study of consumer behaviour and the various segments of a market, the basic concepts underlying the consumer as an individual, the consumer decision making process and a broader perspective of consumer behaviour and society. The students also learn to identify and apply psychological aspects in developing effective marketing strategies.

COURSE CONTENT

MODULE I: STUDY OF CONSUMER BEHAVIOUR

Diversity of Consumer Behaviour and Ethics in Marketing, Consumer Research – History and Conducting , Marketing Segmentation – Bases , criteria and implementation

MODULE II: CONSUMER AS AN INDIVIDUAL

Motivation – Nature, Types, Measurement and Research, Personality- Consumer diversity and self and self-image, Perception –Dynamics, Consumer, imagery and Perceived Risk, Learning and Consumer Involvement.Brand Loyalty, Attitudes – Model, Formation and Change, and Theories, Communication – Components, Process and Designing Persuasive Communication

MODULE III: THE CONSUMER DECISION – MARKETING PROCESS

Personal Influence and the Opinion leadership Process-Opinion leadership, measurement and profile and firm's promotion strategy.Diffusion of Innovation-The diffusion process and the Adoption process. A profile of the consumer innovator. Consumer Decision Making: Choosing and Consuming- Decision levels of consumer decision making, views and model, and consumer gifting behaviour.

MODULE IV: CONSUMER BEHAVIOUR AND SOCIETY

Consumer Behaviour Applications to profit and not –for – profit marketing –Health Care Marketing, Political Marketing, the marketing of Social causes and Environmental marketing.Public Policy and Consumer Protection- Psychology of Advertising – Dimensions of advertising – Classifications – Functions and effects – The Economic impact of advertising

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