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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>PSY-C-411</td>
<td>Psychology of Perception, Memory &amp; Cognition</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>PSY-C-412</td>
<td>Research Methodology</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>PSY-C-413</td>
<td>Psychopathology</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>PSY-C-414</td>
<td>Psychometry</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>PSY-C-415</td>
<td>Experimental Psychology (Practicals)</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>PSY-C-421</td>
<td>Psychological Testing (Practicals)</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>PSY-C-422</td>
<td>Psychology of Motivation and Learning</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>PSY-E-423(i)</td>
<td>Therapeutic Intervention Strategies</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>PSY-E-423(ii)</td>
<td>Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>PSY-E-423(iii)</td>
<td>Organizational Behaviour</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>PSY-C-431</td>
<td>Counselling Psychology</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>PSY-C-432</td>
<td>Case Presentations (Field Work)</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>PSY-E-433(i)</td>
<td>Physiological Psychology</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>PSY-E-433(ii)</td>
<td>Applied Psychology in Education</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>PSY-E-433(iii)</td>
<td>Counselling and crisis management in organizational setting</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>PSY-C-441</td>
<td>Personality</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>PSY-C-442</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>PSY-E-443(i)</td>
<td>Advanced Neuropsychology</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>PSY-E-443(ii)</td>
<td>Psychology of Exceptional Children</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>PSY-E-443(iii)</td>
<td>Psychology in Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>PSY-D-444</td>
<td>Dissertation</td>
<td>4</td>
</tr>
<tr>
<td>Extra Departmental Electives</td>
<td>PSY-X-421</td>
<td>Gero Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Extra Departmental Electives</td>
<td>PSY-X-422</td>
<td>Industrial Clinical Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Extra Departmental Electives</td>
<td>PSY-X-423</td>
<td>Personal Growth &amp; Integration</td>
<td>4</td>
</tr>
<tr>
<td>Extra Departmental Electives</td>
<td>PSY-X-424</td>
<td>Psychology of Women</td>
<td>4</td>
</tr>
<tr>
<td>Extra Departmental Electives</td>
<td>PSY-X-425</td>
<td>Social Processes</td>
<td>4</td>
</tr>
<tr>
<td>Extra Departmental Electives</td>
<td>PSY-X-431</td>
<td>Indian Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Extra Departmental Electives</td>
<td>PSY-X-432</td>
<td>Current Issues and Trends in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Extra Departmental Electives</td>
<td>PSY-X-433</td>
<td>Media Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Extra Departmental Electives</td>
<td>PSY-X-434</td>
<td>Sports Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Extra Departmental Electives</td>
<td>PSY-X-435</td>
<td>Consumer Behaviour and Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>
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’s Attentuation 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
MODULE V: THINKING & 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

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

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

MODULE VI: PERSONALITY DISORDERS & DISORDERS OF CHILDHOOD 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

- Diagnostic and Statistical Manual of Mental Disorders IV Edition American Psychiatric Association Jaypee 2005
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

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.
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*
*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,
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

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

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
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

MODULE VI: GROUP PSYCHOTHERAPY


REFERENCES


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

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

- Blair, G.M., James, R.S., & Simpson, R.H. (1962). Educational Psychology (2nd Ed.).
- Publishing Company.
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

MODULE I: INTRODUCTION
The concept, Characteristics of OB, Contributions of behavioural sciences, Challenges and opportunities for OB.

MODULE II: 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

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 Counselee Characteristics, Qualifications and characteristics of a good counsellor, Types of counselling: crisis, facilitative, preventive and developmental; Ethics in Counselling

MODULE II: PROCESS OF COUNSELING

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

• Brammer&Slostrom (1968) Therapeutic Psychology
• Narayana Rao (1981) Counselling Psychology
• Patterson (1962) Counseling and guidance in schools
• Pasricha, Press (1976) Guidance and Counselling in Indian Education
• Pietrofesa JJ et.al. (1978) Counselling theories: research and practice
• Shertzer & Stone (1947) Fundamentals of Counselling
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.
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

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

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

OBJECTIVES
The students are introduced to the relevance of counseling in organizations with a detailed overview on the process and its various stages, counseling procedures, skills and strategies and the need for work place counseling and its models. Students also learn about the ethics to be followed during the counseling process and also to use various methods and practices to modify behaviors through counseling. 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 counseling.

COURSE CONTENT

MODULE I: THE COUNSELLING PROCESS
The Process of Counselling: 5-D Model - The phases of counselling, Counseling 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

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  

MODULE IV: BEHAVIOURAL, TRAIT, AND COGNITIVE PERSPECTIVES  

MODULE V: HUMANISTIC EXISTENTIAL PERSPECTIVE  
Carl Rogers, Rollo May, Victor Frankl, Abraham Maslow

MODULE VI: EASTERN PERSPECTIVE AND THE CONCEPT OF PERSONAL GROWTH  
REFERENCES

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

MODULE II: SOCIAL PERCEPTION

MODULE III: SOCIAL COGNITION
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

MODULE VI: PROSOCIAL BEHAVIOUR AND AGGRESSION

REFERENCE
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

MODULE II: COMMON NEUROLOGICAL DISORDERS:

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

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

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

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

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

MODULE III: ACQUISITION OF HR

MODULE IV: DEVELOPMENT AND MOTIVATION

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**

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

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.

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
REFERENCES

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 focusing 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

MODULE III: PERSONAL INTEGRATION

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

- Donn, Byrne, & Kathryn, Kelley. An Introduction to Personality. Prentice Hall, 1981.
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

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 HEALTH ISSUES
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

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 in work settings.
REFERENCES

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

MODULE IV

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

- Donn, Byrne, & Kathryn, Kelley. An Introduction to Personality. Prentice Hall, 1981.
SEMMESTER : 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

MODULE II: ENVIRONMENTAL PSYCHOLOGY
Definition and characteristics. Theories in Environmental Psychology. Applying psychology to preserve the environment

MODULE III: PSYCHOLOGY IN SOCIAL ISSUES

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

REFERENCES

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

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

AIM
- To introduce the basic concepts and theories behind the new branch of psychology.
- To practically apply what is learned in the 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

MODULE IV: SELF CONFIDENCE AND MOTIVATION IN SPORTS
Achievement Motivation, McClelland Atkinson Model, Banduras theory of Self efficacy, Haiters 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, Brediemers 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 Contigency theory, 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:**

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 behavior and marketing in the light of psychological approaches and theories. The course introduces students to the study of consumer behavior 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 behavior 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

MODULE III: THE CONSUMER DECISION – MARKETING PROCESS

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
REFERENCES: