

M.Sc. (Psychology)

Programme Project Report (PPR)

a. Programme's Mission & Objectives

Mission:

The Psychology programme's mission is to contribute to the advancement of knowledge in psychological science, to share the discipline's knowledge through teaching and mentoring, and to apply that knowledge through commUNITY outreach/service and thereby tackling important social issues. Providing unique, innate talents of human resources through psychological assessment and nurturing them for individual excellence by effective training & learning.

Objectives:

- To enable the learners to understand the theoretical perspectives of psychology.
- To enable the learners to understand social influences on human behavior.
- To enable the learners to understand the dynamics of social influence on positive and negative human behavior.
- To enable the learners to understand how social psychological principles that are applied in day to day life situations.
- To describe sensational, perceptual phenomenon and its different scientific explanations.
- To impart the learners with knowledge about skills and techniques to conduct psychological assessment.
- To impart the learners with knowledge about skills and techniques relating to various approaches of Guidance & Counseling.
- To familiarize learners with new psychological therapies.
- To provide a supportive, engaging, enjoyable and challenging learning experience.

b. Relevance of the Programme with HEI's Mission and Goals:

Affording quality higher Education to the learners who are interested in pursuing higher education through distance mode, so that they are transformed into intellectually competent human resources that will help in the uplift of the nation in terms of Educational, Social, Technological, environmental and Economic magnificence (ESTEEM). This programme is very much effective in imparting quality education through flexi-timings.

Psychology helps explain how the inner-workings of the brain manifest in our everyday life. Psychology is so diverse in its focus and research, it also prepare students for a wide variety of carriers.

In accordance with the mission of Alagappa University as a research-intensive institution, the teaching programme of the master's programme in psychology is based on state of the art of scientific research and maintains a strong emphasis on the acquisition of academic and research skills.

c. Nature of prospective target group of learners:

The curriculum has been designed to fulfill the needs of diverse class of learners including a class having of low level of disposable income, rural dwellers, women, unskilled men, minorities etc. Especially this curriculum will fulfill the needs of the learners, professionals who are in teaching, social workers, medical practitioners and management professionals.

M.S c., Psychology Employment Areas:

- Commercial and Industrial companies
- Financial organizations
- Marketing companies
- HR Departments
- Government Social Services
- Jails / Prisons
- Police Forces
- School, Colleges & Universities.

M.S c., Psychology Job Types:

- Urban planning officer
- Staff Recruiter
- Social psychologist
- Human Resources Assistant
- Counseling Psychologist
- Child support specialist, social worker
- Special education teacher
- Career counselor & career employment specialist
- Psychotherapist / Psychologist
- Psychology consultant
- Educational psychologist

d. Appropriateness of the programme to be conducted in Open and Distance

Learning mode to acquire specific skills and competence

- The master's programme in psychology focuses both on in-depth study of theory and acquisition of professional and research skills.
- This programme is designed to facilitate learner's development of academic, skills, behaviour and attitudes. Content in this programme not only helps learners immediately but also prepares learners for professional success throughout their career.
- This programme provides learners with training in the skills necessary to research and enhance the discipline of psychology.
- It also provides autonomy and employability through the development of evaluative and reflective skills.
- This programme makes learners develop universally useful skills like communication, critical-thinking and proficiency.

Knowledge & Skills gained through Psychology programme:

Knowledge:

- An understanding of psychological, emotional, cognitive and social determinants of behavior.
- Basic understanding of the various disciplines in psychology as well as major theories and history of psychology.
- Familiarity and experience with the psychological research methods, including data collection and analysis.
- Knowledge of research ethics.
- Specific knowledge and abilities related to individuals concentration (i.e. Cognitive, Neuroscience, Developmental, Forensic, etc.)

Skills:

Communication skills: Learners can write and speak about issues in detail, but they are also familiar with concise writing within a pre-set format as they write practical research reports.

Problem-solving: Learners learn how to apply different strategies and approaches to understand problems and how to identify the practical steps to implement a solution.

Critical Evaluation: Learners learn to assess whether evidence for a phenomenon is really what it appears to be and identify the shortcomings and pitfalls of a particular line of action.

Benefits of M.Sc., Psychology:

- The Master's degree course gives a good base for higher degree programmes like M.Phil., and Ph.D for further research studies.
- They can join schools/colleges both on private and regular basis; for regular one they should pass certain degrees / qualifications such as B.Ed., NET, SET etc.,
- They can go for social care jobs as well; here they work to meet out the needs of those coping with problems such as poverty, life crisis and emotional ill health.

M.Sc., Psychology course suitability

Those who are willing to go for teaching at higher degree level i.e., colleges and university levels both in private and government institutions are good match for it.

They should have the skills such as communication, information technology, handling of data / statistics, problem solving and ability to work in teams.

Students also should have the qualities such as human behavior and motivation, ability to critically analyze the problem, formulate a considered response, create an argument and generate new ideas, lend themselves well to careers in the creative industries, legal sector, government administration and education.

e. Instructional Design

Curriculum Design

Sl. No.	Course Code	Title of the Course	CIA Max.	ESE Max.	TOT Max.	C Max.
FIRST YEAR						
I Semester						
1.	36311	Theoretical Perspectives in Psychology	25	75	100	4
2.	36312	Life Span Psychology	25	75	100	4
3.	36313	Social Psychology	25	75	100	4
4	36314	Psychology Practical- I	25	75	100	4
		Total	100	300	400	16
II Semester						
5	36321	Theories of Personality	25	75	100	4
6	36322	Research Methodology	25	75	100	4
7.	363231 363232	Elective(any one) Educational Psychology Rehabilitation Psychology	25	75	100	4
8.	36324	Psychology Practical – II	25	75	100	4
		Total	100	300	400	16
SECOND YEAR						
III Semester						

9.	36331	Cognitive Neuro Psychology	25	75	100	4
10.	36332	Counseling Theories and Techniques	25	75	100	4
11.	36333	Psychopathology	25	75	100	4
12.	36334	Psychology Practical – III	25	75	100	4
		Total	100	300	400	16
IV Semester						
16.	36341	Abnormal psychology	25	75	100	4
17.	36342	Environmental psychology	25	75	100	4
18.	36343	Positive psychology	25	75	100	4
19	363441 363442	Elective:(any one) Health Psychology Organisational Psychology	25	75	100	4
		Total	100	300	400	16
		Grand Total	400	1200	1600	64

Course Code Legend:

3	6	3	X	Y
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363 - M.Sc., Psychology Programme

X -Semester No.

Y - Course number in the semester

CIA: Continuous Internal Assessment, ESE: End Semester Examination, TOT: Total, C:

Credit Points, Max.: Maximum

No. of Credits per Course (Theory) - 4

No. of Credits per Course (Practicals) - 4

Total No. of Credits per Semester - 16

Total No. of Credits of the Programme - 16 X 4 = 64

Detailed Syllabi

FIRST SEMESTER

Course Code	Title of the Course
36311	THEORETICAL PERSPECTIVES IN PSYCHOLOGY

Learning objectives:

- To make students get a historical perspective about the development of psychology as an independent body of knowledge.
- To emphasize the understanding human behaviour from each school's perspective in respect of human motivation, development and functioning of human personality.
- To apply the principles of each school to the development of mankind as well as its therapeutic value.

BLOCK I: VARIOUS PERSPECTIVES IN PSYCHOLOGY

UNIT 1: Psychoanalytical perspective

History - Sigmund Freud's approach - Carl Jung, Adler, and other Neo-freudian approaches to motivation, personality, therapy and applications.

UNIT 2 : Behaviouristic perspective

Learning- Classical Conditioning (Pavlov) and Operant Conditioning (Skinner); Motivation – Drive and incentive theories (Hull), (Miller and Dollard, Rotter); Personality – Mowrer; therapeutic techniques and applications.

UNIT 3 : Humanistic & Existential perspectives

Motivation: Hierarchy of motives (Maslow) - ERG Theory (Alderfer) - Theory of needs (McClelland);

BLOCK II: PERSONALITY AND MOTIVATION

UNIT 4: Personality

Personal construct (Kelly) - Self-theory of personality (Rogers); Existential approaches - therapies and application.

UNIT 5 : Cognitive: Motivation

Cognitive balance and dissonance theory (Hieder, Festinger); Personality: Dissonance (Brehm),

UNIT 6: Social Perspectives

Social learning theory (Bandura); therapy and application.

UNIT 7 : Indigenous Perspectives

Motivation: Advaita, Buddhist and Jaina perspectives; Personality: Advaita, Upanishads, Buddhist and Jaina perspectives; Therapy (healing techniques), Applications.

BLOCK III: PSYCHOLINGUISTIC AND ITS PERCEPTION

UNIT 8: Psycholinguistic, Memory and Decision Making

Language structure; Theories of Language; Neurological basis of language, language Acquisition: stages in language development Memory Processes; Theories of Forgetting Models of Memory; Biological basis of memory; Strategies to improve memory Cognitive Strategies; Theories of Thought Processes, Concept formation, Creativity; Problem solving and Decision Making

UNIT 9: Attention and Perception

Attention: Definition and mechanism, determinants of attention, Selective, divided and sustained attention, Theories of Attention

UNIT 10: Approaches to study of perception:

Gestalt and physiological approaches; Perceptual Constancy; Illusion; Perception of Depth and Movements; Ecological perspective on perception

BLOCK IV: APPROACHES IN PSYCHOLOGY

UNIT 11: Perceptual Processes

Approaches to the Study of Perception – Gestalt, Behaviouristic and Physiological Approaches, Perceptual Organization – Gestalt, Figure and Background, Laws of Perceptual Organization, Perceptual Constancy – Size, Shape, Brightness, Depth Perception, Role of Motivation and Learning in Perception, Figural After Effect.

UNIT 12: Phenomenological Theory and Cognitive Theory

Kelly's Personal Construct Theory, Roger's Self Theory, Lewin's Field Theory, Festinger's

Cognitive Dissonance Theory, Mischel's Cognitive-Behavioural Theory

UNIT 13: Psychology in India

Introduction; Twentieth Century Psychology in India and future perspectives.

UNIT 14 : Approaches of Psychology

Constructivism and Social Constructivism (Vygotsky, Gregan and Bruner)

References

1. Davis R.S (1996). Psychology of Learning and Motivation, academic press.
2. Ekman, Paul and Davidson, R.J (Eds-1994). The nature of emotions, fundamental questions. Delhi, OxfordUniversity press Series in affective science. Hall. C.S. Lindzey G and Campbell J.B (1998) theories of personality New York john wiley and sons (4th edition).
3. Hergenhahn B.R. and Olson M. H. (1998) Theories of personality, Prentice Hall
4. Hilgard, E. R Bower G.H, Sahakian, H (1997) Psychology of learning. Prentice hall of India, revised edition Lawrence .A, Pervin and Oliver P John (1997) Personality: theory and research new york, John Wiley , 7th edition
5. Sahakian(1976) Introduction to psychology of learning. Chicoga: Rand McNally college publishing company.
6. Weiner B (1985) Human Motivation, New York: Springer and Verlag.

Course Code	Title of the Course
36312	LIFE SPAN PSYCHOLOGY

Learning objectives:

- To explain the importance of studying life-span development
- To describe the history of interest in the life-span perspective and indicate how contemporary concerns have arisen from previous views.
- To describe the seven basic characteristics of the life-span perspective
- To discuss the nature of development as a pattern of movement or change occurring throughout the life span
- To define and distinguish between biological processes, cognitive processes, and socioemotional processes
- To understand the major developmental periods from conception to death
- To understand the three major developmental issues (nature and nurture, continuity and discontinuity, stability and change)

BLOCK I: DEVELOPMENT PSYCHOLOGY

UNIT 1: Introduction

An introduction to development in the lifespan- theoretical perspectives in developmental psychology and human development - Freud's psychosexual stages of development - Erikson's psychosocial stages of development - theories of learning -Piaget's cognitive stages of development - socio-cultural theories.

UNIT 2: Stages of development

Infancy, newborn and infant- prenatal diagnostic tests, genetic-environment interactions, timelines for prenatal development, teratology, and stages of childbirth. Newborn reflexes, newborn needs- patterns in infant physical development, infant temperament. Early Childhood- physical, cognitive, and socio emotional development- development of gross and fine motor skills- brain development. Middle childhood- physical and cognitive- growth patterns, child obesity, ADHD, and concrete operational stage of cognitive development. Social development- peer relations, divorce, and moral development.

UNIT 3: Basic Concepts

Aspects of Development, Life Span periods – Methods – Non Experimental, Experimental - Stages of Development – Principles of Development – Prenatal period – Birth – Neonatal stage – First year of Life – Early childhood, Middle childhood – Adolescence, Adulthood and old age.

UNIT 4: Physical Development

Motor Skills – Growth rate – Physical health during Adulthood, Physical fitness & energy – Motor functions in old age. Intellectual Development

BLOCK II: APPROACHES IN LIFE SPAN

UNIT 5 Approaches

Psychometric, Piagetian and Information processing approach – Cognitive Development – Piaget's model – Language Acquisition and Development of language, Memory, Intelligence and Moral Development.

UNIT 6: Adolescence

History of marking adolescence - puberty - the secular trend regarding menarche and social implications for pubertal timing- Eating disorders -identity status. Other adolescent problem behaviors such as juvenile delinquency, depression, behaviour disorders and suicide

UNIT 7: Early adulthood

Emerging adulthood - timeframes for physical peak and the physical declines-adult sexuality and relationships- theories on post-formal thought and theory of love.

UNIT 8: Middle adulthood

Middle adulthood section- premenopausal and menopause- hormone therapy for menopausal symptoms- midlife crisis and transitions- and family relationships- Late adulthood and the end of life, biological aging, dementia/neurocognitive disorders, stages of dying, death, hospice and palliative care, and life satisfaction in late adulthood

BLOCK III: PROBLEMS AND ISSUES OF LIFE SPAN

UNIT 9: Life Span Problems

Mental Health Problems-Sexual Problems-AIDS/HIV- Preventive Measures- Emotional imbalance-Fear and Phobic Problems- Anxiety and Stress -Coping Style- Development of adaptive and positive behavior-Human relational Problems- Mental Peace-Life satisfaction.

UNIT 10: Personality and Social Development

Emotions – emergence of Self – Role of parents and siblings – peer group influence –

Psychoanalytic, social learning and cognitive perspectives in the personality development – Emotional problems of childhood – identity crisis in adolescence, relationship with parents and peers, sexual identity- Teenage problems.

UNIT 11: Personality and Social issues in young adulthood

Parenthood – Career planning – Intimate relationship and personal life styles – work life – personal relationship in family and work life Old age Physical changes - Psychomotor functioning – Health & fitness – Health problems – Memory changes – Work and Retirement – Adjustment to Old age - Personal Relations in Late life – Death Bereavement – Purpose and meaning of life.

BLOCK IV: SOCIAL BEHAVIOURS

UNIT 12: Social Motives, Attitudes And Learning In Social Contexts

Social motives and behaviour-The nature and measurement of attitude-Reinforcement and learning-Social learning through imitation Attitude change

UNIT 13 : Antisocial and Pro-Social Behaviour

Aggression and management- Altruism and helping behaviour

UNIT 14 : Group Processes

Group formation and maintenance Types of group Group task performance, problem solving Cooperation and competition - communication – empathy - Psycholinguistics

References

1. Newman, Barbara M.; Newman, P. R. (2011).Development Through Life:A Psychosocial Approach. Belmont, CA: Wadsworth Cengage Learning
2. Willem Doise (1998), Life-Span Developmental Psychology
3. John W Santrock (2012), A Topical Approach to Life-Span Development
4. MC David and Harari (1976) Social Psychology
5. Moghaddan, F.M. (1998) Social Psychology
6. Abrahamson, M. (1997) Social Research Methods
7. Shaw, M.E. (1995) group Dynamics.
8. Baron, R.A. and Byran, D. (2000). Social Psychology, New Delhi : Allyan and Bacon
9. Tedeschi and Lindskold (1978) Social Psychology

Course Code	Title of the Course
36313	SOCIAL PSYCHOLOGY

Learning Objectives:

- To enable the students understand social influences on human behaviour
- To enable the students understand the dynamics of social influence on positive and negative human behaviour
- To enable students to understand how social psychological principles are applied in day to day life situations.

BLOCK I: SCOPE OF SOCIAL PSYCHOLOGY

UNIT 1: Introduction: Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology

UNIT 2 : Basic concepts of Social Psychology

Definition - Basic concepts of Social Psychology – scope – individual, society and culture – Social Psychology and related disciplines -- Social Psychology in the new millennium - Research Methods in Social Psychology: Survey, Correlation and Experimental Methods

UNIT 3: Brief history of social psychology (special emphasis on India),

Scope of social psychology, levels of social behavior, approaches towards understanding social behavior

BLOCK II: SELF-PERCEPTION AND BEHAVIOURS

UNIT 4 : Social Perception

Self-Perception: Self-concept, Perceived Self-control, Self-serving Bias, Self-presentation, Self-esteem, Self and Gender

Perceiving Others: Non-Verbal Communication, Attribution, Impression Formation, Impression Management

UNIT5 : Attitudes And Behavior

Attitude formation – Development of Attitudes – Attitude and its influence on behaviour - Persuasion – Change in Attitudes – Resisting persuasion – Cognitive Dissonance – Ways to manage dissonance.

UNIT 6 : Prejudice And Aggression

Prejudice -Discrimination in Action – Sources of prejudice – Social, Emotional and Cognitive - Techniques to reduce Prejudice Aggression - Theories of Aggression - Types of Aggression - Determinants of Aggression - Environmental causes - prevention and control of Aggression.

BLOCK III: BEHAVIOURS AND INFLUENCE

UNIT 7 : Prosocial Behavior

Motives for Prosocial behaviour - Factors that Affect Helping Behavior, External and Internal influences on helping behaviour – Long-term commitment to Prosocial Acts

UNIT 8: Understanding and evaluating

the social world: Social cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change

UNIT 9: Social interaction and Influence:

Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence

UNIT 10: Group Dynamics and Inter-group relations: Nature of groups, Consequences of belonging (performance, decision making, cooperation and conflict), Nature of intergroup relations (prejudice, intergroup conflict, intervention techniques)

BLOCK IV: SOCIAL COGNITION

UNIT 11: Individual level processes: Person perception: attribution-theories, biases and errors Attitude: formation, change and resistance to change

UNIT 12: Interpersonal processes: Interpersonal attraction, prosocial behavior, aggression

UNIT 13: Group dynamics:

Key aspects of groups, cooperation and conflict, group decision making.

UNIT 14: Social Perception

Nonverbal Communications - Attribution: Understanding the causes of others Behaviour - Theories of Attribution- Kelley's model -Impression Formation and Management - Social Cognition: Social Information Heuristics and Automated Processing - Sources of Error.

Groups: Types and formation - Theories of Group Formation - Co-ordination - Group Decision making -Group Think

REFERENCES

1. Baron, R. A., & Byrne, D. (2003). *Social Psychology*, 10th ed. New Delhi: Prentice Hall, India.
2. Baron, R. A., Branscombe, N.R., Byrne, D. &Bhardwaj, G. (2010). *Social Psychology*, 12th ed. New Delhi:Dorling Kindersley (India) Pvt Ltd.
3. Myers, D. G. (2002). *Social Psychology*, 7th ed. McGraw Hill: Int. Education.
4. Chaube, S. P., &Chaube, A. (2007). *Ground Work for Social Psychology*. New Delhi.:Neelkamal.
5. Baron, R.A., Byrne, D. &Bhardwaj, G. (2010).*Social Psychology* (12
6. Th Ed.). New Delhi: Pearson.
7. Baumeister,R.F.& Bushman,B.J.(2013).*Social Psychology and Human Nature*.Wadsworth.
8. Franzoi, S.L. (2009). *Social Psychology* (5thEd.). New York: McGraw-Hill.
9. Hogg,M.&Vaughan,G.M.(2008).*Social Psychology*.Prentice Hall.
10. Kassin, S., Fein, S., & Markus, H.R. (2008).*Social Psychology*.New York: Houghton Mifflin.
11. Misra, G. (2009).*Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*.New Delhi: Pearson
12. Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006).*Social Psychology* (12 thEd.).New Delhi: Pearson

PRACTICAL

Course Code	Title of the Course
36315	PSYCHOLOGY PRACTICAL I

Tests from the following areas will be selected by the University and conducted during the I semester of the course.

1. Attention
2. Learning
3. Memory
4. Perception
5. Intelligence
6. Problem Solving
7. Creativity
8. Adjustment
9. Attitude
10. Prejudice
11. Motivation
12. Achievement Motivation

REFERENCES

1. Cronbach, L.J. Essentials of Psychological Testing, 1972. New Delhi, Prentice Hall Inc.
2. Woodworth R.S. and Scholberg, 1981, Experimental Psychology, New Delhi, Taa McGraw Hill Co. Ltd.,
3. Udaipreek, T. Venkateswara Rao. Handbook of Psychological and Social Instruments. Samashti, B-2, Chamelibagh, Baoda.

SEMESTER II

Course Code	Title of the Course
36321	THEORIES OF PERSONALITY

Learning Objectives

The course will enable students to

- To understand major theoretical approaches to personality
- To understand assessment methods used in personality.
- To understand the process of personality change and development

BLOCK I: NATURE AND THEORITICAL APPROACH

UNIT 1: Introduction to personality and personality theory

Personality: Meaning and related concepts-Factors that contribute to personality change and personality stability - The process of personality development- The nature of theories and its functions-

UNIT 2 : Nature of personality theory

Personality theory and other psychological theories- Overview of assessments of personality-Current research focus in personality psychology.

UNIT 3: Major theoretical approaches- Psychoanalytic and Psychodynamic theories. Neo Freudians.

Sigmund Freud 's Classic Psychoanalytic theory: The structure of personality: Id, ego& super ego, The dynamics of personality: Instinct, The distribution and utilisation of psychic energy & anxiety-The development of personality

UNIT 4: Carl Jung's Analytic theory

The structure of personality: The ego, The personal unconscious, The collective unconscious-Interactions among the systems of personality.

BLOCK II: THEORIES OF PERSONALITY

UNIT 5: Alfred Adler

Inferiority Feelings: The Source of Human Striving - Striving for Superiority or Perfection-
The Style of Life and birth order, Erick Fromm –

UNIT 6: Freedom or Security

The Basic Human Dilemma, Personality Development in Childhood -The Basic Psychological Needs - The Productive and Non-productive Character Types , Karen Horney - The Childhood Need for Safety, Basic Anxiety: The Foundation of Neurosis The Idealized Self-Image.

UNIT 7: Major theoretical approaches: Humanistic theories

Abraham Maslow: Personality Development: The Hierarchy of Needs. The Study of Self-Actualizers. Carl Rogers: The Self and the Tendency toward Actualization, the experiential world, The Development of the Self in Childhood and Characteristics of Fully Functioning Persons.

BLOCK III: PERSONALITY DEVELOPMENT

UNIT 8: Major theoretical approaches: Trait theories

Gordon Allport: The Nature of Personality, Personality Traits, Motivation: The Functional Autonomy of Motives ,

UNIT 9: Personality Development in Childhood

The Unique Self, The Healthy Adult Personality. Raymond Cattell- Cattell's Approach to Personality Traits ,Source Traits: The Basic Factors of Personality, Dynamic Traits: The Motivating Forces-The Influences of Heredity and Environment-

UNIT 10: Stages of Personality Development

Hans Eysenck: The Dimensions of Personality- Extraversion, Neuroticism, and Psychoticism. Robert McCrae and Paul Costa: The Five-Factor Model- Arnold Buss and Robert Plomin: The Temperament Theory.

UNIT11: Major theoretical approaches: Cognitive approaches

Personal Construct Theory, Ways of Anticipating Life Events, the nature of personality.

BLOCK IV: THEORITICAL PERSPECTIVES

UNIT 12: Social learning theory

Albert Bandura: Modelling: The Basis of Observational Learning -The Processes of Observational Learning,-Self-Reinforcement and Self-Efficacy ,

UNIT 13: Behaviour theories

B.F. Skinner : Reinforcement: The Basis of Behaviour, Operant Conditioning and the Skinner Box- Schedules of Reinforcement, Successive Approximation: The Shaping of Behaviour-Superstitious Behaviour, The Self-Control of Behaviour-Applications of Operant Conditioning.

UNIT14: The Psychodynamic Perspective

Classical Psychoanalysis – Freudian Psychoanalysis – Ego Psychology and Neo-Freudians –Hartman – Kohlberg – Erickson - Adler – Sullivan – Jung – Eric Berne.

References

1. Hall, S.C., Lindzey, G.,Campbell, B J. (2007). Theories of personality.(4th Ed). India: John Wiley & Sons, Inc.
2. Haslam, N (2007). Introduction to personality and Intelligence. London. Sage Publications Ltd
3. Schultz, P. D &Schultz, E. S (2005). Theories of personality.(8th Ed). UK: Wadsworth Publusers.
4. Freidman, H.S. and Schustack, M. W (2004). Personality. New Delhi: Pearson Education.

Course Code	Title of the Course
36322	RESEARCH METHODOLOGY

Learning Objectives

- Students will understand a general definition of research design.
- Students know why educational research is undertaken, and the audiences that profit from research studies.
- Students are able to identify the overall process of designing a research study from its inception to its report.
- Students will be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.
- Students know the primary characteristics of quantitative research and qualitative research.
- Students will be able to identify a research problem stated in a study.

BLOCK I: RESEARCH AND PLANNING

UNIT 1: Meaning, Types and Process of Research

Meaning – Purpose – Types of research – Pure, applied, historical, analytical, descriptive and experimental – Significance of research in social sciences – Process of research – Meaning – Scientific method – Induction and deduction.

UNIT 2: Planning Research

Research problem – Identification, selection and formulation of research problem – Review of literature in the field of corporate management – Hypothesis – Meaning – Sources of hypothesis – Types of Hypothesis – Formulation and testing – Research design – Factors affecting research design – Evaluation of research design.

UNIT 3: Sampling Design

Census method and sampling method for investigation – Advantages and disadvantages of sampling – Principle of sampling – Essentials of a good sampling – Methods of sampling – Probability and non-probability sampling methods – Selection of a sample – Factors affecting the size of the sample – Biased sample – Sampling and non-sampling errors.

BLOCK II: DATA AND RESEARCH APPROACHES

UNIT 4: Sources and Collection of Data

Sources of data – Primary and secondary data – Modes of data collection – Analytical method – Case study – Observation – Survey method – Interview – Its purpose and importance – Types of interview – Preparation for an interview – Effective interview techniques – Limitations of interview – Schedule – Its meaning and kinds – Essentials of a good schedule – Procedure for the formulation of a schedule – Questionnaire – Meaning and types – Format of a good questionnaire – Factors affecting the response to a questionnaire – Advantages and limitations of schedules and questionnaires – Pre-testing and its importance.

UNIT 5: Processing and Analysis of Data

Meaning – Importance – Process of data analysis – Editing – Coding – Tabulation – Diagrams – The process of interpretation – Guidelines for making valid interpretation – Scaling techniques – Meaning – Importance – Methods of their construction.

UNIT 6 : Foundations Of Research

Research: Meaning – objectives – Types – Research Approaches – Significance of research – Research Methods versus Methodology – Research and Scientific method – Problems encountered by researchers in India. Ethical Principles in animal research and research with human participants. Major stages in research

BLOCK III: RESEARCH PROBLEMS, TOOLS AND STATISTICS

UNIT 7 : Research Problems

Nature – Sources – Defining and stating a problem – Criteria of a good problem. Review of Literature: Functions – Sources – The search for the literature – Criticism.

UNIT 8 : Tools of Research

Tools of research: Criteria for selection of tools – Factors related to construction of tools – Tools of different types: Observation – Interview – Questionnaire – checklist- Rating Scales: Merits and Limitations – Writing a research proposal.

UNIT 9: Statistics

Scales of measurement - Frequency distributions and Graphs: Steps – Exact limits and midpoints of the class intervals – Graphical representation of Data: Different types of graphs – Issues to consider when preparing a graph. Measures of Central Tendency: The Mean, Median and Mode

UNIT 10 :Measures of Variability

The Range, Quartile Deviation, Average Deviation and Standard Deviation. Normal probability curve: Characteristics – Applications – Skewness and kurtosis

BLOCK IV: RESEARCH TECHNIQUES AND METHODS

UNIT 11:Statistical Techniques Applied In Psychology

Correlation: Meaning – Concept of Correlation – Pearson's Product moment correlation – Rank order correlation – Test of Significance: t Test – Calculation and interpretations – The „t“ ratio and its assumptions. Analysis of Variance (ANOVA): Meaning – logic – example for one-way ANOVA – interpretation – Assumptions of the ANOVA. Regression and prediction- An overview of Non-Parametric statistics.

UNIT 12 :Research Methods

Normative Survey – Experimental Research – Variables and experimental control. Experimental designs: Pre-experimental designs – True experimental designs – Quasi experimental designs – Single subject experimental designs – Ex-post Facto Designs – Interpretation and report writing.

UNIT:13 Variables

Operationally defining variables, types of variables, controlling variables. Hypothesis - Formulation, types, Research lab – Formulation of research hypotheses, Research proposal.

UNIT: 14 SPSS for Psychology

Quantitative analysis of the data – purpose, conditions and interpretation of major parametric and non parametric statistical techniques using SPSS

References

1. John W Best, Research in Education.
2. Anderson et-al, Thesis and Assignment Writing.
3. Goode and Hatt, Methods of Social Research.
4. Wilkinson and Bhandarkar, Methods and Techniques of Social Research.
5. ICSSR, Training in Research Methodology in Social Sciences in India.
6. Coaley, K. (2009). An Introduction to Psychological Assessment and Psychometrics. New Delhi: Sage Publications.
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8. Gravetter, F.J. and Forzana, L.A.B. (2009). Research methods for behavioral sciences. UNITED States: Wordsworth cengage learning
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11. Kundu. (2010). Research Methodology. New Delhi: Pearson Publishing.
12. Myers, J. (2008). Methods in Psychological Research. New Delhi: Sage Publications.
13. Ruyon, R.P, Haber, A, Pittenger, D.J and Coleman, K.A. (2010). Fundamentals of Behavioural Statistics. New York: Mc Graw Hill.
14. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan Publishers.
15. Flick, U. (2010). Introduction to Qualitative Research (fourth edition). New Delhi: Sage Publications,
16. Garret, H. E. (2005). Statistics in Psychology and Education. New Delhi: Paragon International.
17. Krishna Swamy, O. P. (1993). Methodology of research in Social Sciences. Himalaya Publishing house.
18. Kothari, C. R. (1998). Research Methods and techniques. New Delhi: Wiley Eastern.
19. Miles, J. (2001). Research Methods and Statistics. Exeter, Crucial.

Course Code	Title of the Course
363231	Elective: Educational Psychology

Learning Objectives

At the end of the Course, student will be able to:

- Analyze the different principles and theories explaining student learning
- Evaluate the effectiveness of the theories in explaining individual differences in learning
- Apply the different principles and theories of learning in the classroom
- Analyze the impact of educational psychology on the processes of teaching and learning

BLOCK I: PRINCIPLES AND THEORIES

UNIT 1 : Psychology: An Overview

Introduction - Psychology Meaning - History of Psychology -Branches of Psychology - Research Methods in Psychology- Psychology of Learning and Education -Learning - Summary.

UNIT 2: Behavioural Learning theories

Introduction - classical conditioning by Ivan Pavlov - Classical Conditioning in Daily Life - Behaviourism - Watsan’s Experiments with Little albert - Classical Conditioning in the Classroom - connectionism - Edward L.Thorndike - Implications of Thorndike’s Thories - Operant Conditioning by B.F.Skinner - Schedules of Reinforcement - shaping Behaviour - Applying Operant Conditioning in the Classroom - Summary.

UNIT 3: Cognitive Learning Theories

Introduction: Cognitive - Gestalt Theories of Learning -Problem Solving by Insight - Piaget’s Theory of Learning - Piaget’s Theory: Application in the Classroom - Social Learning Theory: Albert Bandura -Modeling, Imitation and Reinforcement - Application of Social Learning Theory- Theory of Meaningful Learning: David Ausubel-Application of Ausubel’s Learning Theory-Summary.

BLOCK II: LEARNING ASPECTS

UNIT 4: Critical and creative Thinking

Introduction -Some Perspectives about Teaching Thinking-Definitions of Thinking-Attributes of Good Thinkers- A programme for Teaching Thinking- Critical Thinking-Components of Critical Thinking-Socratic Questioning to Enhance Critical Thinking-Creative Thinking-Definition of Creative Thinking-The Creative Process-The Creative Person-Helping Children to be More Creative-Summary.

UNIT 5: Motivation and Learning

Introduction-Some Thought on Emotion and Learning-Motivation-Expectancy-Value Theory-Valuing Task-Expecting Success-Motivating Students to Learn-Summary.

UNIT 6: Research in educational psychology

Experimental and non experimental methods

UNIT 7: Different views of learning

Developmentally based views of teaching and learning: Piaget's theory of intellectual,development and classroom application, Vygotsky's sociocultural applications,Constructivism, Language Acquisition, Development of morality, social responsibility andself control, Behaviourist views of learning.

BLOCK III: CLASSROOM MANAGEMENT

UNIT 8: Classroom atmosphere and management

Discipline- nature and meaning. Styles. Problem behaviour.

UNIT9: Learner differences

Intelligence, Socioeconomic status, Culture, Gender, At risk students

UNIT 10 : Children with special needs

Socially disadvantaged, Disabled children, talented, gifted and creative children
Mainstreaming and inclusion.

UNIT 11: Application of theories of learning in teaching

Classical conditioning, operant conditioning, Connectionism, Social cognitive learning, Cognitive Psychology perspectives to learning; David Ausubel's meaningful reception learning, Jerome Bruner's discovery learning.

BLOCK IV: BEHAVIOUR MODIFICATION

UNIT 12: Effective teaching-learning and evaluation

Self regulation in learning-meaning, factors, self-regulated learning cycle; Group work and co-operation in learning-defining elements of co-operative learning, strategies for cooperative and Collaborative learning .Classroom management, creating effective learning environment, methods and technical issues in the assessment of students, Effective teaching strategies, technology based teaching strategies

UNIT 13: Use of Behaviour Modification in School setting

Rewarding Principles of Differential reinforcement Modelling Shaping Contingency management, Contracting

UNIT 14: Role of the College Counsellor

Career Counselling Individual Counselling for Personal Growth, Adjustment Problems at home or college, Interpersonal Relationship Issues, Love Failures, Attempted Suicide, Substance-Abuse Training for Life skills and Study Skills, Overall Personality Development

References

1. Snowman, J.&McCown, R.Biehler, R.F.(2012).Psychology applied to teaching (13th ed.). Wadsworth Cengage Learning.
2. Bryan, H. (2010) Education – Study and teaching (Graduate).London:SAGE
3. Wade, C. & Tavaris, C.(2010) Psychology.(7th ed.) Upper Saddle River, NJ:Prentice Hall.
4. Slain, R.E. (2011).Educational Psychology:Theory and Practice.(10th Edition),Pearson.
5. Ames, C. (1992). Classroom: Goals, Structure and student motivation.
6. . Eggen, P., & Kauchak, D. (1999). Educational Psychology. New Delhi: Prentice-hall of India Private Limited.
7. Kottler, J. A., &Kottler,E. (2007). Counseling Skills for Teachers, 2/E. Corwin Press
8. Woolfolk, A. (2004). Educational Psychology, 9th Edition. Delhi: Pearson Education.

Course Code	Title of the Course
363232	Elective: REHABILITATION PSYCHOLOGY

Learning Objectives

- To understand the historical perspectives, methods and functions of rehabilitation psychologist in the field of rehabilitation services.
- To become aware of psychological approach to rehabilitation in rehabilitation psychology.
- To understand the personality development among children with disabilities and their coping styles and rehabilitation process
- To be aware on the rehabilitation process in various areas.

BLOCK I: HISTORICAL PERSPECTIVES OF REHABILITATION PSYCHOLOGY

UNIT1: Rehabilitation Psychology:

Definition- scope- methods and Functions of Rehabilitation Psychology- historical perspectives in Rehabilitation Psychology

UNIT 2: Competencies of Rehabilitation Psychologists:

Professional Competencies of rehabilitation psychologists, nature of work settings of rehabilitation psychologists, Designing training programmes for rehabilitation psychologists, Training need analysis and implementation of training programmes.

UNIT 3: Psychological Rehabilitation and Intervention:

Definition and basic principles of Psychological Rehabilitation, Assessment, diagnosis, and Intervention – Psychoanalytic therapy, Client Centred Therapy, Cognitive Behaviour therapy, Rational Emotive therapy, supportive therapy, Augmentative therapy and Behaviour therapy.

UNIT 4: Rehabilitation of Persons with Disabilities:

Lifespan development of persons with disabilities, Personality traits – Psychological problems and coping styles – Role of psychologist in disability rehabilitation.

BLOCK II: NATURE AND REHABILITATION PROCESS

UNIT 5: Rehabilitation Process in various areas:

Family and Marital Rehabilitation, Socio Economic Rehabilitation for Persons with disabilities, Addiction Rehabilitation, Vocational Rehabilitation, CommUNITY based rehabilitation, Disaster Rehabilitation/Reconstruction.

UNIT 6 : Disabilities

Disability - Concept and definitions, Classification of various disabilities, Incidence and prevalence Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism , Mental illness Learning disabilities, Multiple handicaps Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors, Prevention of disabilities

UNIT 7 : Nature and Scope of Rehabilitation psychology

Definition, historical perspective, scope and methods, Functions of Rehabilitation Psychology: General functions and special functions, History and Philosophy of Disability Rehabilitation Goals and objectives of rehabilitation,

BLOCK III: APPROACHES REHABILITATION

UNIT 8: Multi-disciplinary approach to rehabilitation:

Biological, medical, psychological, educational and social aspects.

UNIT9 : Psychological Intervention

Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies. Therapeutic services and Restorative techniques.

UNIT 10 : Designing Training Programmes for Professionals:

Training Need Analysis, Implementation of Training Programmes Monitory and Impact Studies.

UNIT 11 : Organization & Management

Evolution of Non-Government Organizations Background Characteristics of Organization Capacity Building of Non-Government Organizations

BLOCK IV: PERSONALITY DEVELOPMENT AND INTERVENTION

UNIT 12: Personality Development of Disabled Persons and intervention

Factors influencing personality development of disabled individuals, Life span development of people with disabilities, Assessment of personality of disabled

individuals, Screening and early identification of people with developmental disabilities.
Social, Psychological Perspective in Rehabilitation Psychology.

UNIT 13 : Early intervention:

Definition, assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India

UNIT 14 : Special education:

Aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled

References

1. Golden C.J., 1984. Current Topics in Rehabilitation Psychology: Grune & Straton, London.
2. Nirbhay N.Singh, 1998. Comprehensive Clinical Psychology: Application in Diverse Populations, Volume 9, Elsevier Science, Pergamon.
3. Zigler, E, Gates, D.B (1999). Personality development in individuals with Mental Retardation, New York: Cambridge University Press.
4. Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation Council of India, New Delhi.

PRACTICAL – II

Course Code	Title of the Course
36324	PSYCHOLOGY PRACTICAL – II

Tests from the following areas will be selected by the University and Conducted during the II semester of the course.

1. Anxiety Measurement
2. Anger
3. Assertiveness
4. Stress Measurement
5. Stress Coping Skills
6. Personality Measurement
7. Aptitude
8. Interest
9. Study Skills
10. Job Satisfaction
11. Organisational Climate
12. Mental Health

REFERENCES:

1. Cronbach, L.J. Essentials of Psychological Testing, 1972. New Delhi, Prentice Hall Inc.
2. Woodworth R.S. and Scholsberg, 1981, Experimental Psychology, New Delhi, Taa McGraw Hill Co. Ltd.,
3. Udaipreek, T. Venkateswara Rao. Handbook of Psychological and Social Instruments. Samashti, B-2, Chamelibagh, Baroda-2.

SECOND YEAR

III SEMESTER

Course Code	Title of the Course
36331	COGNITIVE NEURO PSYCHOLOGY

Learning Objectives

- To explain the mediatory role of cognition in behavior
- To explain the process and function of attention
- To describe sensational, perceptual phenomena and its different scientific explanations
- To elucidate how the memory system functions
- To explain the process and function of Neuropsychology
- To describe Plasticity and Restoration of brain function

BLOCK I: ROLE OF COGNITIVE BEHAVIOUR

UNIT 1: Cognitive Psychology

Psychological processes- Emergence of different approaches to cognitive psychology information processing- connectionism & ecological perspective;

UNIT 2: Attention

Model of attention- Functions of executive preconscious and conscious processing alerting mechanism-Selective attention: Bottom –up and top town processing automatically- division of attention-Theories of attention Bottle neck & spotlight concepts Filter model-attenuation theory- multimode theory- resources & capacity allocation model schema theory.

UNIT 3 : Introduction Cognitive Neuropsychology

Meaning- History- Assumptions of Cognitive Neuropsychology- Neuroanatomy: the nervous system, surrounding structures (skull, blood vessels, meninges, ventricles)-. Spinal cord,

brainstem, cerebellum, midbrain, thalamus, basal ganglia, cortex. The cellular foundations of the nerve function: Types of nerve cells-functions- the Four lobes and their Functions

BLOCK II: METHODS AND NEURAL PROCESS

UNIT 4 : Methods

Case Study- Animal Studies- Human Lesion Studies- Structural (X-ray, CT, MRI) and functional (SPECT, fMRI, PET, NIRS) neuroimaging. Electrophysiological methods: electroencephalography (EEG), event-related potentials (ERP), magnetic encephalography (MEG). Controlling the brain - neurofeedback.

UNIT5 : Perception & Attention

Visual pattern recognition: Template-matching model – Feature analysis – Object recognition – Face recognition. Speech recognition – Feature analysis of speech. Context and pattern recognition – FLMP model. Attention: Auditory attention – Filter theory – Attenuation theory. Visual attention: Neural basis – Visual search – Binding problem – Visual neglect – Object based attention. Central attention – Automaticity – Stroop effect.

UNIT 6: Memory and Cognition

Memory: Atkinson and Shiffrin Model- Neural Networks Model - Kinds of information stored in Memory: Working Memory- Episodic and Semantic Memory- Procedural Memory Methods to Study Memory-Forgetting- Memory Distortion and Memory Construction Memory in Everyday Life- Memory and the Brain- Memory Improvement Techniques.

Cognition: Thinking- Basic Elements of Thought- Reasoning– Making Decisions- Problem solving and its Methods- Artificial Intelligence- Language and its Development – Language and Thought. Sensory memory: Visual – Auditory. Short-term memory – Working memory: addeley’s theory – Long-term memory – Factors influencing memory – Techniques for studying textual material. Retention – Interference – Retrieval and inference: Plausible retrieval – Elaboration & inference – Eyewitness testimony & False memory. Associative structure and retrieval: Effect of encoding context – Encoding-specificity.

BLOCK III: PERCEPTUAL PHENOMENA

UNIT 7 : Problem Solving And Reasoning

Problem solving process – Problem solving operators: Acquisition of operators – Analogy & imitation. Operator selection: Difference-reduction model –Mean-end analysis – Tower of Hanoi –Problem representation: functional fixedness. Set effects.Reasoning about conditionals: Wason selection task – Permission schema – Probabilistic interpretation. Deductive reasoning: Categorical syllogism –Atmosphere hypothesis –Process explanation. Inductive reasoning: Hypothesis formation and testing.

UNIT 8 : Sensation & Perception

Theories of perception: top down and bottom up perspective-visuospatial sub codes pattern recognition- Perceptual phenomena Pain perception, constancies and illusions-mental imagery-

UNIT 9 : Classical and modern Psychophysics:

Fechner's contributions- Weber's law Steven's power law- signal detection theory- ROC curve Top down processes- influence of motivation & learning on perception-role of culture perceptual organization- subliminal perception and synesthesia.

UNIT 10 : Memory

Encoding theories and models of memory two store model information processing approach levels of processing levels of recall-Sensory memory- short term memory- working memory models- Storage Long – term memory episodic and semantic memory- autobiographical memory- declarative and procedural memory- Implicit and explicit memory

BLOCK IV: NEUROPSYCHOLOGY

UNIT 11 : Retrieval

Recall reconstruction in memory-Forgetting: Theories interference decay organic causes encoding failure- failure of reconstruction- Metacognition: Meaning and Concept and its implications.

UNIT 12: Neuropsychology

Assumptions and methods- functional modularity- anatomical functional architecture and substractivity

UNIT 13: Methods of investigation:

Electrophysiological Single cell recording, EEG and ERP Scanning and Imaging –CAT PET MRI and FMRI; Neuropsychological Battery Luria Nebraska Neuropsychological Battery, Halstead Retain Test Battery PGI Battery of Brian Behaviour Dysfunction AIIMS neuropsychological battery; Neurodegenerative disorders Parkinson's Alzheimer, Huntington

UNIT 14 : Neuropsychological Plasticity and Restoration of Brain

Historical antecedents and approaches-Types of brain injury-Methods of localization of cognitive functions in the Brain; Function Mind and Brian relationship - computer assisted neuropsychological rehabilitation and training

References

1. Anderson, J.R. (2010). Cognitive Psychology and Its Implications. New York, NY: Worth Publishers.
2. Boller F & Grafman J (1988). Handbook of neuropsychology. New York: Elsevier
3. Eysenck, M.W. (1990). Cognitive Psychology: An International Review. West Sussex, England: John Wiley & Sons, Ltd. (pp. 111)
4. Galotti K (1999).Cognitive psychology in and out of Laboratory. New Delhi: Wiley
5. Gazzaniga M.S. (2002). Cognitive Neuroscience The biology of mind (2nd Ed) New York: W.W. Norton & Company
6. Ellis, A. W., & Young, A. W. (2013). Human cognitive neuropsychology: A textbook with readings. Psychology Press.Chicago
7. Rapp, B. E. (2001). The handbook of cognitive neuropsychology: What deficits reveal about the human mind. Psychology Press.

Course Code	Title of the Course
36332	Counselling Theories and Techniques

Learning Objectives

1. To enable the students understand the nature of counselling process
2. To enable the students to understand various theoretical approaches to counselling
3. To impart the students with knowledge about skills and techniques relating to various approaches of counselling

BLOCK I: COUNSELLING – HOLISTIC PERSPECTIVE

UNIT 1 : Introduction

Counselling: Definition -Counselling as a process - Purpose and Goals of Counselling, Overview stages of counseling – Characteristics of an effective counselor - Ethics in Counselling.

UNIT 2 : Meaning and Nature

Definition - Aims and Scope of Counselling – Characteristics of effective Counselling - Application of Counselling in various areas - Diversity in Counselling - Attitude of a professional Counsellor - Personality of effective Counsellors -Values in Counselling - Ethical Considerations for a Counselor - Characteristics of a Successful Counselee - Counselee Expectations

UNIT 3 : Psychoanalytic Theory and Techniques

Key concepts – view of human nature, structure of personality, consciousness and the unconscious, Anxiety, Ego-defense mechanisms, Jung’s perspectives on the Development of personality,

UNIT 4 : Contemporary trends

Self Psychology and Object-Relations Theory; Therapeutic process; Techniques – Maintaining the analytic framework- Free Association-Interpretation- Dream Analysis-

Analysis and Interpretation of Resistance- Analysis and Interpretation of Resistance;
Evaluation

BLOCK II: THEORITICAL PERSPECTIVES

UNIT 5 : Humanistic Theories and Techniques

Person-Centered Theory – Key concepts – View of human nature, Basic characteristics;
Therapeutic process- Application-Evaluation

UNIT 6: Gestalt Theory - Key concepts – Principles of Gestalt therapy theory, The Now, Unfinished Business, Personality as Peeling an Onion, Contact and Resistances to Contact, Energy and Blocks to Energy; Therapeutic process; Application/Techniques – The Internal Dialogue Exercise, Making the rounds, the reversal technique, the rehearsal exercise, the exaggeration exercise, staying with the feeling, the gestalt approach to dream work; Evaluation

UNIT 7: Reality Theory - Key concepts– A choice theory explanation of Behaviour, Characteristics of Reality therapy -Therapeutic process, Application – Procedures that lead to change, the “WDEP” system, Evaluation

UNIT 8 :– Behavioural Counselling: Theory And Practice

Theory Introduction – Pavlov’s Classical conditioning, Watson’s Conditioned Behaviourism, Skinner’s Operant Behaviourism, Wolpe’s Reciprocal Inhibition, Eysenck’s Incubation Theory

BLOCK III: ASSESSMENT AND APPROACHES

UNIT 9: Practice

Goals for counseling - Behavioural Assessment – Relaxation Procedures – Systematic Desensitization – Behaviour Rehearsal and Assertive Training – Reinforcement Methods

UNIT 10 : Cognitive Behaviour Therapy

Introduction – Key concepts and Application – Albert Ellis’s Rational Emotive Behaviour Therapy, Aaron Beck’s Cognitive Therapy, Donald Meichenbaum’s Cognitive Behaviour Modification

UNIT 11: Basic Concepts

Meaning of Guidance and Counseling and their differences – Approaches to counselling, person centred, Gestalt, Psychoanalytic, Cognitive, Trait factor, Behavioral and eclectic approach - Assessment Techniques - Important Factors – Tools of Assessment.

BLOCK IV: COUNSELLING TECHNIQUES

UNIT 12 : Goals of Counselling

Counselling process – characteristics of counselor –Group counselling – special areas of counselling - applied areas multicultural counselling – Ethical issues.

UNIT 13 : Cognitive Behaviour Modification

Fundamental Aspects – Cognitive Restructuring – Meichenbaum's Self Instructional training – Beck's Model –Rational Emotive Therapy (Ellis) – Thought Stopping and Variations – Problem Solving Techniques.

UNIT 14: Professional Preparation & Training

Selection, skills, counseling as a profession, desirable characteristics - Modern Trends: Career guidance, Functions of counselor, values - Assessment: Physical setting, room, length of session, group counseling, stages of counseling - Techniques: Egan's Model, Interviews, testing.

References

1. Corey, G. (1996). Theory and Practice of Counselling and Psychotherapy. 5th ed. Belmont, CA: Brook/Cole.
2. Nelson, J. (1982). The Theory and Practice of Counselling Psychology. New York: Holt Rinehart & Winston.
3. Patterson, L. W. &Welfel, E. R. (2000). The Counselling Process. 5th ed. Belmont, CA: Brook/Cole.
4. Richard Nelson- Jones (2012). Basic Counselling Skills- a Helper's Manual, 3rd Edition, Sage Publication India Pvt Ltd, New Delhi.
5. Brammer. L.M. and Shostrom E.L, Therapeutic Psychology, 1977, Englewood Cliffs, New Jersey.
6. D. John Antony, Skills of Counselling, 2003, Anugraha Publications.

Course Code	Title of the Course
36333	Psychopathology

Learning Objectives:

- To define psychopathology.
- To describe the criteria for abnormality.
- To explain the diathesis-stress model and how it contributes to our overall understanding of the classification and causes of psychological disorders.
- To describe the contents of the Diagnostic and Statistical Manual of Mental Disorders (DSM5)
- To explain why accurate and reliable diagnosis is important. What are possible drawbacks or disadvantages to a diagnostic system like the DSM-5?
- To define anxiety disorder. Specify what disorders are classified as anxiety disorders.

BLOCK I: ABNORMAL BEHAVIOUR AND DISORDERS

UNIT1: Introduction

Meaning of abnormal behavior-Need for classification- Historical views of abnormal behavior- Humanitarian approaches, Contemporary views of abnormal behavior- Causal factors: Biological, Psychosocial and Sociocultural

UNIT 2: Anxiety disorders

Anxiety disorders: Specific phobias, Social phobias, Panic disorder with and without agoraphobia-Generalized anxiety disorder-Obsessive-compulsive disorder- Causal factors of Anxiety disorders and treatment.

UNIT 3: Mood disorders

Unipolar mood disorders – Major depression, Dysthymia, Causal factors, Treatment and outcome, Bipolar disorders – Bipolar-I, Bipolar-II and Cyclothymic, Causal factors of Bipolar disorders, Treatment and outcome.

UNIT 4: Somatoform disorders

Somatoform disorders: Hypochondriasis- Somatization disorder,-Pain disorder,-Conversion disorder and Body dysmorphic disorder-Dissociative disorders: Depersonalization disorder,- Dissociative Amnesia, Dissociative Identity Disorder, Causal factors, Treatment and Outcome of Dissociative disorders.

BLOCK II: PERSONALITY DISORDERS

UNIT 5 :Sexual Dysfunction

Sexual Desire disorders, Sexual Arousal disorders, Orgasmic disorders and Sexual pain disorders.

UNIT 6: Schizophrenia and personality disorders

Schizophrenia: Clinical picture-Subtypes of Schizophrenia: Paranoid, Disorganized, Catatonic- Undifferentiated- Residual type and other psychotic disorders- Causal factors- Treatment and Outcome.

UNIT 7: Personality disorders

Clinical Features- Categories of personality disorders: Paranoid, Schizoid, Schizotypal, Histrionic, Narcissistic, Antisocial, Borderline, Avoidant, Dependent and Obsessive compulsive, Causal factors of personality disorders, Treatment and Outcome.

BLOCK III: THERAPY AND ASSESSMENT

UNIT 8: Therapy

Psychological approaches- Behaviour therapy, Cognitive and Cognitive-Behaviour therapy- Humanistic-Experiential therapy,-Psychodynamic therapy- Marital and Family therapy- Eclecticism and Integration.

UNIT 9 : Prevention

Universal Interventions, Selective Interventions, Indicated Interventions and Deinstitutionalization.

UNIT10: Assessment and Diagnosis

Assessing psychological disorders: Clinical interview - Physical examination – Behavioural assessment – Psychological testing. Diagnosis: Classification issues - DSM IV – ICD 10

BLOCK IV: DISORDERS

UNIT 11: Anxiety Disorders

Generalized anxiety disorder: Clinical description – Causes – Treatment Panic disorder with and without agoraphobia: Clinical description – Causes – Treatment Specific phobia: Clinical description – Causes – Treatment Post-traumatic stress disorder: Clinical description – Causes – Treatment Obsessive-compulsive disorder: Clinical description – Causes – Treatment

UNIT 12 : Mood Disorders

Mood disorders: Depressive disorders – Bipolar disorder – Causes – Treatment. Suicide – Risk factors – Treatment.

UNIT 13: Eating disorders

Bulimia nervosa – Anorexia Nervosa – binge eating disorder – Causes and treatment of eating disorders

UNIT 14 : Sleep disorders

Dys-somnias – Primary insomnia – Primary Hypersomnia – Narcolepsy –Breathing related sleep disorders – Circadian rhythm sleep disorders – Treatment: Psychological and Behavioural treatment.

References

1. Robert C. Carson & James N. Butcher.(2007) Abnormal psychology. Pearson Education Inc. New Delhi
2. Barlow and Durand.(2006).Abnormal Psychology.NewYork. Pearson India Ltd.
3. Sarason and Sarason. (2010). Abnormal Psychology: The Problem of Maladaptive Behaviour (11th Edition). New Delhi. Prentice Hall of India Pvt. Ltd.

Practical – III

Course Code	Title of the Course
36334	Psychology Practical – III

Tests from the following areas will be selected by the University and Conducted during the III semester of the course.

1. Transfer of Training
2. Self esteem
3. Interpersonal Skills
4. Communication Skills
5. Leadership
6. Group Dynamics
7. Neuro Psychological Assessment
8. Decision Making
9. Disability Assessment
10. Phobia
11. Depression
12. Obsessive Compulsive Symptoms/Disorders

Course Code	Title of the Course
36341	ABNORMAL PSYCHOLOGY

BLOCK I: ABNORMAL BEHAVIOUR

UNIT 1: Introduction and Theoretical Perspective

Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM and ICD classification systems, Causes of Abnormal Behaviour – Necessary, Predisposing, Precipitating and Reinforcing Causes.

UNIT 2 :Normality and Abnormality

Concept and Meaning of Normality- Mental Health – WHO definition- Jahoda's Healthy Personality, Allport's mature personality- Concept and meaning of Abnormality

UNIT 3: Ways of thinking about abnormality

Conception of abnormal behavior – multi dimensional view of abnormality – clinical assessment and diagnosis

UNIT 4: Disorders of childhood and adolescence

Mental Retardation - Definition, Levels of MR, Clinical Types and Causal Factors; Autism - Clinical Picture and Causal Factors

BLOCK II: FACTORS AND PROCESS

UNIT 5: Anxiety related Disorders

Anxiety Disorders- somatoform and dissociative disorders – mood disorders – Major Depressive Disorder with Psychosocial Causal Factors.

UNIT 6: Psychoses; Personality and developmental disorders

Personality disorders – schizophrenia and psychotic disorders – cognitive disorders – developmental disorders – legal, ethical, professional and social issues.

UNIT 7: The Consumer's Decision Making Process

Models of Consumer Decision Making-Communication and Persuasion-Opinion Leadership Professes

BLOCK III: DISORDERS

UNIT 8: Mood disorders, Schizophrenia and other Psychotic disorders

Depressive disorders , bipolar disorders, Cyclothymic disorders. Schizophrenia, Schizoaffective disorders, Delusional disorder. Brief psychotic disorder, shared psychotic disorder, Culture bound psychotic syndromes.

UNIT 9: Disorders of adult personality and behaviour : Eating disorders, Sleep disorders, impulse control disorders, personality disorders, Sexual and gender identity disorders.

UNIT 10: Classification of mental disorders & Organic Mental Disorders

ICD-10 classification of mental disorders, DSM –IV TR classification of mental disorders. Delirium, dementia and amnesic disorders.

UNIT 11: Stress – related and somatoform disorders:

Generalized anxiety disorders, panic disorder, phobic disorders, obsessive compulsive disorder, dissociative and conversion disorder, Somatization disorder, Hypochondriasis, Body dysmorphic disorder and pain disorder.

BLOCK IV: FACTORS AND ADJUSTMENT

UNIT 12: Addictive Disorders

Alcohol Dependence Syndrome – Features and Causes Other Drugs abused and harmful effects

UNIT 13: Causes and Risk factors for Abnormal Behaviour

Causality – Precipitating, Predisposing factors, Necessary, contributory and sufficient causes Feedback and Circularity in Abnormality Biological Factors – Neurotransmitters and Hormonal Imbalances, Genetic vulnerabilities, Temperament, Brain dysfunction Psychosocial factors – Role of early deprivation, Trauma, Inadequate Parenting, Marital Discord and Maladaptive peer relationships Sociocultural Factors – Sociocultural environment, Crowding Effects, Poverty, Marginalization, and other pathogenic societal influences Diathesis-Stress models for understanding human problems

UNIT 14: Adjustment Disorders

Characteristics of Adjustment Disorders– Reactions to Common Life Stressors- Characteristics of Post Traumatic Stress Disorder – Rape, Natural Disaster

References

1. Carson,R.C., Butcher,J.N and Mineka,S.(2004). Abnormal psychology. 13th Edition. New Delhi: Pearson Education.
2. Alloy,L.B.,Riskind,JH., and Manos,M.J.(2006). Abnormal Psychology – Current Perspectives.9th Edition. New Delhi: Tata McGraw-Hill Edition.
3. Barlow,D.H. and Durand,M.V. (2000). Abnormal Psychology. 2nd Edition. New Delhi: Thomson Publication.
4. Thomson Publication.
5. Bootzin,R.B.,Acocella,J.R. and Alloy,L.B. (1993). Abnormal Psychology– Current perspectives.6th Edition, International Edition, Tata Graw – Hill Inc., USA.
6. Sue,D.,Sue,,D and Sue.S. (1990). Understanding Abnormal Behaviour. 3rd Edition, Houghton Mifflin Co.
7. Wright, R. (1995, August 28). The evolution of despair. Time, 146 (9), 50-57.
8. Davidson and Neal (1996). Abnormal psychology. Revised 6th Edition, John Wiley Sons
9. World Health Organization. (2008). ICD-10: International statistical classification of diseases and related health problems (10th Rev. ed.). New York, NY: Author.
10. American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (4th ed., text revision). Washington, DC: Author.
11. Barlow H. David and Durnad V. Mark(1999) – Abnormal Psychology; India, Brooks/Cole Publishing Company.

Course Code	Title of the Course
36342	ENVIRONMENTAL PSYCHOLOGY

BLOCK I: CONCEPT OF ENVIRONMENTAL PSYCHOLOGY

UNIT 1: Introduction

The nature and scope of environmental psychology – Role and functions of environmental psychologists – ways that environmental psychology has changed the world – understanding ordinary landscapes – psychological benefits of nature

UNIT 2 : Environmental psychology

Introduction: Nature, scope, history and focus of environmental psychology; Scientific method; models and theories of environment behavior relationship.

UNIT3: Environmental perception and cognition

Environmental perception; spatial cognition; environmental values and attitudes, attachment and identity; appraisal and assessment, personal space, privacy and territoriality.

UNIT 4: Environmental stress and health

Environmental stress, crowding, noise and overpopulation; effects of physical environment on health.

BLOCK II: PROBLEMS AND SOLUTIONS

UNIT 5: Weather and climate issues

Weather and climate, seasonality, natural and technological disasters, environmental risk perception.

UNIT6 : Environmental problems and solutions

Psychology of environmental problems; sustainability, common dilemma, solution to environmental problems, sustainable design; designing more habitable environments..

UNIT 7: Theoretical Orientations

Social psychological perspective – Urie Bronfenbrenner – Baker's environmental psychology.

UNIT 8: Spatio – physical dimensions of behavior

Personal space – territoriality and crowding – urban environment and stress – noise, pollution, commuting.

BLOCK III: PERCEPTION AND PLANNING

UNIT 9: Towards better environment

Planning – role of media – practitioners, NGO's contribution to changing behavior to save the environment.

UNIT 10: Sustainability

Environmental degradation – resource overconsumption, pollution, climate change – human health and well being connected with environmental health – reciprocal relationship between human beings and natural world.

UNIT 11 :Public reactions to pollution

Environmental Perception, Cognition and Attitudes. Elementary Psychophysics. Perception : Theories of Environmental Perception. Environmental Cognition, Environmental Attitudes, Changing Attitudes.

BLOCK IV: BEHAVIOURS AND RESEARCH METHOD

UNIT 12 : Psychology of stress. Researching stress

The Environmental context. Moderators of stress response. The role of stress in understanding organism-environmental relationships

UNIT 13: Behaviours disturbing Environmental Stressors

Physical stressors : Ambient Temperature. Littering, Hummidity, Sunlight, Wind, Air and Water. Ion Concentration. The Atmospheric stressors : Carbon-dioxide, Carbon-Monoxide, Ozone. Tobacco smoke as a pollutant. Psychological Stressors : Noise :The Ubiquitous Pollutant : Noise in the work place. Noise in the living environment, noise in the laboratory Noise and social behavior : Individual Difference in response to Noise. Noise in schools and hospitals. Noise and Law.

UNIT-14: Research Methods in Environmental Psychology

Evaluating the adequacy of environmental research.

References

1. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*. 50: 179-211.
2. Kaplan, S. & R. Kaplan (2009). Creating a larger role for environmental psychology: The Reasonable Person Model as an integrative framework. *Journal of Environmental Psychology*.
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Course Code	Title of the Course
36343	POSITIVE PSYCHOLOGY

Learning Objectives

- To understand basic concepts of positive psychology and its relationship to other branches of psychology
- To gain fundamental understanding of well-being and happiness in the context of positive psychology
- To grasp basic cognitive states and processes in positive psychology
- To transfer the theoretical concepts into practical setting
- To develop an awareness of applications and implications of positive psychology concepts and theories
- To equip himself/herself with the skill and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing

BLOCK I: BASIC CONCEPTS OF POSITIVE PSYCHOLOGY

UNIT 1 : Introduction

Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology

UNIT 2: Positive Psychology

Introduction and historical overview of Positive Psychology, Positive prevention and positive therapy Module

UNIT 3 : Foundations of happiness

The meaning and measure of happiness – the science of happiness – biological foundation of happiness – the happiness system – the malleable brain – the secret of smiling – positive feeling as a compass – positive traits.

UNIT 4: Emotional intelligence, Well-being and Happiness

Positive emotions: Broaden and build theory; Cultivating positive emotions; Happiness-hedonic and Euaimonic; Well- being: negative vs positive functions; Judgement and decision making; Subjective well –being: Emotional, social and psychological well-being; Model of complete mental life

BLOCK II: PROCESS OF WELL BEING

UNIT 5: Positive Cognitive States and Processes

Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; Optimism- How optimism works; variation of optimism and pessimism; Spirituality: the search for meaning (Frankl); Spirituality and well-being; Forgiveness and gratitude

UNIT 6 :Applications of Positive Psychology

Positive schooling: Components; Positive coping strategies; Gainful employment
Mental health: Moving toward balanced conceptualization; Lack of a developmental perspectives.

UNIT 7: Subjective well-being

The science of happiness and life satisfaction, Resilience in Development, Concept of flow, Positive affectivity, Social construction of self-esteem 11 Module

BLOCK III: ROLE IN POSITIVE PSYCHOLOGY

UNIT 8 Role of personal control in Adaptive

Functioning Optimism, Hope, Self efficacy, goal-setting for life and happiness Module

UNIT9: Interpersonal relationship

Enhancement of closeness, compassion, forgiveness and gratitude, love, empathy and altruism Module

UNIT 10: Positive response to loss Role of humour

Spirituality Module 6: Application of Positive Psychology Living well at every stage of life, Positive Psychology for children, Positive schooling, Ageing well.

UNIT11:Strategies to enhance happiness

Enhancing pleasure, engagement and meaning-making; self-related processes.

BLOCK IV: CHALLENGES

UNIT12: Character strengths and virtues

Classification, assessment and nurturance; barriers in developing strengths and virtues.

UNIT13: Meeting life challenges

Nature, type and sources of stress, individual interpretations and responses, coping strategies and their assessment, promoting healthy coping strategies and life skills.

UNIT 14: Subjective well-being

Concept and indicators, life satisfaction and happiness, determinants of happiness;

theoretical frameworks.

References

1. Snyder, C.R. & Lopez, S.J. (2002). Handbook of positive psychology. (eds.). New York: Oxford University Press.
2. Baumgardner, S.R & Crothers, M.K.(2009). Positive Psychology. U.P: Dorling Kindersley Pvt Ltd.
3. Carr, A. (2004). Positive psychology, The science of happiness and human strengths.New York: Routledge.
4. Singh, A.(2013).Behavioral science: Achieving behavioral excellence for success. New Delhi: Wiley India Pvt Ltd.

Course Code	Title of the Course
363441	Elective: Health Psychology

Learning Objectives

- To explain the concepts of health, illness and wellness.
- To distinguish between the biopsychosocial and biomedical models of health, including the advantages and disadvantages of each.
- To describe the various research designs employed by health psychologists.
- To define key concepts listed in the textbook.
- To explain the characteristics of the patient-centered medical home and its relationship to the biopsychosocial model of health

BLOCK I: CHALLENGES

UNIT1: Introduction to Health Psychology

Need and significance- History- Health, disease, illness, well-being and quality of life- contributions.

UNIT 2: Health Psychology –

Introduction Define health psychology, Mind-body relationship- a brief history, Need for health psychology, Biopsychosocial model in Health Psychology.

UNIT3: Health Behaviour

The concept of Health Literacy, health behavior; factors influencing health behaviours, modification of health behavior, changing health beliefs, cognitive- behavioural approaches, Health enhancing behaviours

UNIT4: Becoming ill and Getting Medical Treatment

Health Services – Perceiving and Interpreting systems – Using and misusing health services – The Patient-Practitioner relationship – adhering to medical advice- The hospital – Being hospitalized – Psychological problems of hospitalized patients.

BLOCK II: HEALTH MANAGEMENT

UNIT5: Theoretical basis for changing health habits

Attribution Theories- Health- Locus of Control-Health Belief Model-Protection -Motivation Theory- Theory of Planned Behavior- Social Cognitive Theories- Health Action Process

Approach- Trans theoretical Change Model- Models of Prevention.

UNIT 6: Stress Management:

Stress - Definitions- Models of Stress – Theories of Stress - Stress reactions – Coping and Stress Management techniques- Pain and its management - Psychological reactions of a patient to loss – Stages of Acceptance by Kubler-Ross.

UNIT 7: Management of ill and Yoga

Management of Chronic and Terminally ill – Quality of Life – Social support and rehabilitation. Role of Indian Treatment – Yoga Asanas – Principles in Yoga Practice – Pranayama.

BLOCK III: CONCEPT OF PREVENTION

UNIT 8 Health Psychology

Concept, Assumptions, Models (Biomedical and Biopsychosocial)

UNIT 9 Theories

Social Cognitive Theory, Theory of Planned Behavior, Health Belief model, Protection – motivation theory, Trans – theoretical model of behavior change, Self-regulatory model, latest trends.

UNIT 10 Health Promotion and Illness Prevention

Health and Behavior; Changing health habits; Cognitive behavioural approaches to health behavior change.

UNIT11: Health Care System

Indian Scenario, Attitude of Health Professionals, Burnout in health professionals, Designing health care work environment, Future challenges for health care, Growth of Health Psychology.

BLOCK IV: MANAGEMENT SYSTEM

UNIT 12: Pain Management Control of pain

some distinctions in the clinical management of pain, pain control techniques. The management of chronic pain, the placebo effect, Psychological control and management of discomfort, Control based interventions with medical patients, individual differences in reactions to control.

UNIT 13: Psychophysiological disorders

Personality disposition. CHD, Asthmatics, Allergy, Eczema, Hding, Rheumatoid Arthritis, Peptic Ulcer, Diabetes and menstrual disorders

UNIT14: Psychoneuroimmunology

The immune system- immunocompetence/ immunocompromise.. Coping resources as moderators of the stress. Immune functioning relationship

References

1. Shelley E. Taylor. Health Psychology Third Edition. McGraw Hill International Editions, 1995.
2. Swaminathan, V.D, Latha Sathish, Psychology for Effective Living, Department of Psychology, University of Madras.
3. Brannon, J. & Feist, J. (1999). Health Psychology: An Introduction to Behavior and Health(4th ed,) Wadsworth Thomson Learning
4. Roberts, R., Towell, T. & Golding, J.F. (2001). Foundations of Health Psychology. Palgrave Houndmills, New York.
5. Taylor, E. (2006). Health Psychology. New Delthi: Mc Graw Hills Inc.

Course Code	Title of course
363442	Organisational Psychology

BLOCK I: BASIC CONCEPTS

UNIT1: Organizational Behaviour

Meaning – Elements – Need – Approaches – Models – Global scenario; Individual Behaviour: Personality & Attitudes- Development of personality - Nature and dimensions of attitude - Organizational Commitment – Learning – Attitudes – Perception – Motivation – Ability – Their relevance to organizational behavior.

UNIT 2: Group Behaviour

Theories of Group Formation - Formal Organization and Informal Groups and their interaction- Importance of teams - Formation of teams - Team Work- Group dynamics – Group norms – Group cohesiveness – Their relevance to organizational behavior.

UNIT 3: Organizational Power and Politics

Organizational Power: Definition, Types of powers, Sources and Characteristics – Effective use of power- Organizational Politics: Factors and Impact.

UNIT 4: Organizational Stress and Conflict Management

Stress Management: Meaning – Types – Sources – Consequences – Management of stress

BLOCK II: PROCESS AND STRATEGIES

UNIT 5: Organizational conflict

Constructive and Destructive conflicts - Conflict Process - Strategies for encouraging constructive conflict - Strategies for resolving destructive conflict.

UNIT 6: Organizational Dynamics

Organizational Efficiency, Effectiveness and Excellence: Meaning and Approaches – Organizational Culture – Meaning, significance – Organizational Climate – Implications on organizational behavior.

UNIT 7: Communication within Organization

Meaning and Process of Communication. Models and Perspectives of Communication in organizations. Communication barriers. Types of Communication.

UNIT 8: Organizational Socialization

Organizational Socialization – Definition, Dimensions, Stages Role of the Workplace Counsellor at each Stage

BLOCK III: BEHAVIOURS

UNIT 9: Individual Behaviour in Organizations

Productive and Counterproductive Behaviour in Organizations – definitions Job Satisfaction Employee Absenteeism Employee turnover Occupational Stress

UNIT 10 : Special groups in organisational counselling

Chronic absentees • Accident prone • Employees with family problems • Employees with alcoholism & drug addiction • Maladjusted employees • Indisciplined employees

UNIT 11: Group Behaviour in organizations

Definition and Characteristics of Groups Stages of Groups Impact of Groups on Individual Group Effectiveness – Determinants and Enhancement Intergroup Interactions – Types and patterns Intergroup Conflicts – Reduction Strategies

BLOCK IV: WORKPLACE CULTURE

UNIT 12 : Leadership Behaviour

Definition and theories Models of leadership behaviour

UNIT13: Stress and worker Well-Being

Work place Stress, Consequences of stress, theories of Stress, reducing and managing stress, Violence at work, Work Motivation theories, quality of work life, turnover, absenteeism, job involvement and commitment, Equal Employment Opportunity.

UNIT 14: Organisational Culture

Functions - Organisational Change and its effects –Managing Change and Resistance to change – Organisational Structure – Designs - Organizational Behaviour Modification process - Quality of Work Life – Employee Assistance Programs.

References

1. Fred Luthans, Organizational Behaviour, McGraw-Hill/Irwin, 2006.
2. Stephen P. Robbins, Organizational Behaviour, Prentice Hall; 2010
3. Keith Davis, Organizational Behavior: Human Behavior at Work, McGraw Hill, 2010
4. Griffin and Moorhead, Organizational Behavior: Managing People and Organizations, 2006.
5. Judith R. Gordon, Organizational Behavior: A Diagnostic, Prentice Hall, 2001.
6. K.Aswathappa, Organizational Behaviour, Himalaya Publishing, Mumbai, 2010
7. Judith R. Gordon, A Diagnostic Approach to Organisational Behaviour, Allyn & Bacon, 1993.

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9. . Arnol J., & Robertson, I .T.,&Coopen, C. L. (1995). *Work Psychology- Understanding human behaviour in workplace*. London: Mcmillan.
10. John W. Newstrom and Keith Davis – *Organizational Behaviour – Human Behaviour at Work*. 10thed. Tata McGraw Hill, 2002.

Duration of the Programme (2Years)

The programme for the degree of Master of Science in Psychology shall consist of two academic years divided in to four semesters. First three semesters consist of Three Theory Papers and one Practical Paper. Fourth semester consists of four Theory papers. Theory course carry 4 credits each, Practical courses carry 4 credits, Each semester consist of 16 credits.

e. 4. Faculty and Support Staff Requirements

The programme for the degree of **Master of Science in Psychology** requires following faculty and supporting staff:

Staff Category	Required
Faculty for Core Psychology Subjects #	3
Faculty for Elective Subjects viz., Educational psychology, Rehabilitation psychology, Organizational psychology,	2
Clerical Assistant	1

e. 5. Instructional Delivery Mechanisms

The instructional delivery mechanisms of the programme includes SLM – study materials, face to face contact session for both theory and practical courses of the programme, e-content of the study materials in the form of CD, MOOC courses and virtual laboratory wherever applicable.

e. 6. Identification of Media

The SLM – designed study materials will be provided in print media as well is in the form of CD which carries electronic version of the study material in addition to MOOC and virtual laboratory courses.

e. 7. Student Support Services

The student support services will be facilitated by the head quarter i.e., Directorate of Distance Education, Alagappa University, Karaikudi and its approved Learning Centres located at various parts of Tamil Nadu. The pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods will be explained by the staff at head quarter and Learning Centres. The post-admission student support services like issue of identity card, study materials, etc. will be routed through the Learning Centres. The face to face contact sessions of the programme for both theory and practical courses will be held at the head quarter only. The conduct of end-semester examinations, evaluation and issue of certificates will be done by office of the controller of examinations, Alagappa University, Karaikudi.

f. Procedure for Admission, curriculum transaction and evaluation

f. 1. Procedure for Admission

A candidate who has passed any U.G degree (10 + 2+ 3 system) of any other University accepted by the Syndicate as equivalent thereto shall be eligible to appear and qualify for the M.Sc. Degree in Psychology of this University after a course of study of two academic years.

f. 2. Curriculum Transactions:

The classroom teaching would be through chalk and talk method, use of OHP, Power Point presentations, web-based lessons, animated videos, etc. The face to face contact sessions would be such that the student should participate actively in the discussion. Student seminars would be conducted and scientific discussions would be arranged to improve their communicative skill.

For practical courses exclusive study materials containing the requirements, procedure for the experiments will be issued to the learners. In the laboratory, instruction would be given for the experiments followed by demonstration and finally the students have to do the experiments individually.

The face to face contact sessions will be conducted in following durations;

Course Type	Face to Face Contact Session per Semester (in Hours)
Theory Courses Semester- I, II, & III (3 courses with 4 credits each)	48
Semester- IV (4 courses with 4 credits)	64
Practical 1 Practical with 4 credits	120

g. 3. Evaluation

The examinations shall be conducted separately for theory and practical's to assess the knowledge acquired during the study. There shall be two systems of examinations viz., internal and external examinations. In the case of theory courses, the internal evaluation shall be conducted as Continuous Internal Assessment via. Student assignments preparation and seminar, etc. The internal assessment shall comprise of maximum 25 marks for each course. The end semester examination shall be of three hours duration to each course at the end of each semester. In the case of Practical courses, the internal will be done through continuous assessment of skill in demonstrating the experiments and record or report preparation. The external evaluation consists of an end semester practical examinations which comprise of 75 marks for each course.

f. 3.1. Question Paper Pattern

Answer all questions (one question from each UNIT with internal choices Time: 3 Hours

Max. Marks: 75

Part A- 10 x 2 Marks = 20 Marks

Part B -5 x 5 Marks = 25 Marks

Part C- 3 x 10 Marks = 30 Marks

f. 3.2. Distribution of Marks in Continuous Internal Assessments

The following procedure shall be followed for awarding internal marks for theory courses

Component	Marks
Seminar (1 per course)	5
Assignments (2 per course)	20
Total	25

The following procedure shall be followed for awarding internal marks for practical courses

Internal –Practical	Marks
Continuous Assessment (demonstration and observation of experiments)	10
Record	10
Viva	5
Total	25

f. 3.3. Passing Minimum

- For internal Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (25) prescribed for UG and PG Courses.
- For External Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (75) prescribed for UG and PG Courses.
- In the aggregate (External + Internal), the passing minimum shall be 40% for UG and 50% for PG courses.

f. 3.4. Marks and Grades

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for the course i in any semester

G_i = Grade Point obtained for course i in any semester.

n refers to the semester in which such courses were credited

For a semester

$$\text{Grade Point Average [GPA]} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

$\text{Grade Point Average} = \frac{\text{Sum of the multiplication of grade points by the credits of the courses}}{\text{Sum of the credits of the courses in a semester}}$
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For the entire programme;

$$\text{Cumulative Grade Point Average [CGPA]} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

$$\text{CGPA} = \frac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the courses for the entire programme}}$$

CGPA	Grade	Classification of Final Result
9.5-10.0	O+	First Class- Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

f. 3.5. Maximum duration for the completion of the course

The maximum duration for completion of M.Sc., Degree in Psychology programme shall not exceed ten semesters from their fourth semester.

f. 3.6. Commencement of this Regulation

These regulations shall take effect from the academic year 2018-2019 (June session) i.e., for students who are to be admitted to the first year of the course during the academic year 2018-2019 (June session) and thereafter.

f. 4. Fee Structure

The programme has the following Fee Structure

Sl. No.	Fees Detail	Amount in Rs.	
		First Year	Second Year
1	Admission Processing Fee	300.00	-
2	Course Fee	6100.00	6100
3	ICT Fee	150.00	150
	TOTAL	6550.00	6250

The above mentioned fee structure is exclusive of Exam fees.

g. Requirement of the laboratory support and Library Resources:

A well-equipped Psychology Laboratory exclusive for Distance Education Programme was established in the Directorate of distance Education Block, Alagappa University, Karaikudi with all the necessary equipments for conducting face to face contact sessions for Practical courses of M. Sc., Psychology programme. Directorate of Distance Education, Alagappa University, Karaikudi housing an exclusive Library facility with adequate number of copies of books in relevant titles for M. Sc., Psychology programme. The Central Library of Alagappa University also having good source of reference books. The books available at both the libraries are only for reference purpose and not for lending services.

h. Cost estimate of the programme and the provisions

The cost estimate of the programme and provisions for the fund to meet out the expenditure to be incurred in connection with M. Sc. Psychology Programme as follows:

Sl. No.	Expenditure Heads	Approx. Amount in Rs.
1	Programme Development (Single Time investment)	10,00,000/-
2	Programme Delivery (Per Year)	20,00,000/-
3	Programme Maintenance (Per Year)	3,00,000/-

i. Quality assurance mechanism and expected programme outcomes

i. 1. University Moto

'Excellence in Action'

i. 2. University Vision Statement

Achieving Excellence in all spheres of Education, with particular emphasis on "PEARL"- Pedagogy, Extension, Administration, Research and Learning.

i. 3. University Objectives

1. Providing for Instructions and Training in such Branches of Learning as the University may determine.
2. Fostering Research for the Advancement and Dissemination of Knowledge

i. 4. University Quality Policy

Attaining Benchmark Quality in every domain of 'PEARL' to assure Stakeholder Delight through Professionalism exhibited in terms of strong purpose, sincere efforts, steadfast direction and skillful execution.

i. 5. University Quality Quote

Quality Unleashes Opportunities Towards Excellence (**QUOTE**)

i.6. Programme's Review Mechanism

The quality of the programme depends on scientific construction of the curriculum, strong-enough syllabi, sincere efforts leading to skilful execution of the course of the study. The ultimate achievement of M.Sc., Psychology programme of study may reflect the gaining of knowledge and skill in Psychology. Gaining of knowledge in Psychology may help the students to get new job opportunities, upgrading their position not only in employment but also in the society, make students feel thirsty to achieve in research in the fields associated with the discipline- Psychology, achieving in competitive examinations on the subject- Psychology, etc.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also the feedback from the alumni, students, parents and employers will be received and analyzed for the further improvement of the quality of the M. Sc., Psychology Programme.

Minutes of the Meeting of the Board of Studies in Psychology (For B.Sc. Psychology & M.Sc. Psychology Programmes to be offered through ODL Mode) held at the Directorate of Distance Education, Alagappa University, Karaikudi on 01.09.2017, at 11.00 am.

Members Present

- | | | | |
|----|----------------------|---|----------|
| 1. | Dr.P. Sivakumar | - | Chairman |
| 2. | Dr.S. Kadhiraavan | - | Member |
| 3. | Dr.J. Sujatha Malini | - | Member |
| 4. | Dr.AR. Saravanakumar | - | Member |

The modified syllabi of B.Sc. Psychology & M.Sc. Psychology programmes were scrutinized and discussed in the meeting. The board has resolved the following:

1. The board has unanimously accepted the curriculum design and modified syllabi of B.Sc. Psychology & M.Sc. Psychology programmes are prepared as per the norms.
2. The board has approved the Regulations, Curriculum and Syllabi for B.Sc. Psychology & M.Sc. Psychology programmes to be offered by the Directorate of Distance Education, Alagappa University.
3. The Approved Syllabi are provided in the Annexure-I (B.Sc. Psychology) & Annexure-II (M.Sc. Psychology).


(AR. SARAVANAKUMAR)


(J. SUJATHA MALINI) 1/9/17


(S. KADHIRAVAN)


(P. SIVAKUMAR)