

M. Sc. DEGREE PROGRAMME
CREDIT SEMESTER SYSTEM 2011
PSYCHOLOGY
(SYLLABUS)

MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM

MAHATMA GANDHI UNIVERSITY
SYLLABUS FOR M. Sc. PSYCHOLOGY (CREDIT SEMESTER SYSTEM)

Semester	Course code	Title of course	Teaching hours/ week	Credit	Total Credits
I					
I	PS 1 PC1	Cognitive Psychology	4	4	19
	PS1 PC2	Personality and Personal Development	4	4	
	PS 1 PC 3	Positive Psychology	4	4	

	PS 1 PC 4	Testing and Measurement in psychology	3	3	
	PS1 PP1	Psychological Assessment (Practical)	10	4	
II	PS 2 PC 5	Psychology of Intelligence, Learning and Motivation	4	4	19
	PS2 PC 6	Health Psychology	4	4	
	PS2 PC 7	Clinical Psychopathology	4	4	
	PS2 PC 8	Research Methodology	3	3	
	PS2 PP2	Psychodiagnostics (Practical)	10	4	
III	PS3 PC 9	Principles of Neuropsychology	4	4	19
	PS3 PC 10	Cognitive and Behavioural y Oriented Therapies	4	4	
	PS3 PC 11	Counselling	4	4	

	PS3 A1	PE	12	Any one		Community Psychology		
	PS3 B1	PE	12			Psychology	3	3
	PS3 C1	PE	12			Clinical Psychology 1		
	PS3 D1	PE	12			Psychology in Classroom		
	PS3 E1	PE	12			Advanced Organizational Behaviour		
	PS3 F1	PE	12			Criminology		
						Fundamentals of Sport and Exercise Psychology		
				PS3 PP3	Neuropsychological Assessment (Practical)		10	4
				Elective Paper for all groups			5	4
IV	PS4 A1	PE	13	Contemporary Issues and role of Psychology in Social Engineering				
				GROUP A – SOCIAL PSYCHOLOGY			5	4
	PS4 A2	PE	14	Cross Cultural Psychology			5	4
	PS4 A3	PE	15	Advanced Social Psychology				23
				GROUP B – CLINICAL PSYCHOLOGY				
	PS4 B2	PE	14	Clinical Psychology 2				

PS4 PE 15 B3	Psychotherapy			
	GROUP C – EDUCATIO NAL PSYCHOL OGY			
PS4 PE 14 C2	Psychology of Differently Abled			
PS4 PE 15 C3	Counselling in School Settings			
	GROUP D – ORGANIZA TIONAL BEHAVIOU R			
PS4 PE 14 D2	Human Resource Development			
PS4 PE 15 D3	Consumer Behaviour and Advertisement Psychology			
	GROUP E - FORENSIC PSYCHOL OGY			
PS4 PE 14 E2	Forensic Psychology			
PS4 PE 15 E3	Criminal Forensic Psychology			
	GROUP F – SPORT PSYCHOL OGY			
PS4 PE 14 F2	Principles of Sport Behaviour			
PS4 PE 15 F3	Applying Sport Psychology			
PS4 PP4	Internship based on specialisation		10	
	Case Study			
PS4 PD	Project/ Dissertation			4
	Viva		3	

**PC – Core paper, PE – Elective paper
Total Credits 80**

SYLLABUS COMMITTEE

P.G. Board of studies members

Dr. Razeena Padmam (Chair person)
Dr. M.K.Mathew

External experts

Prof. Dr.C.Beena
Prof. Dr.B.Dharmangadan

Rev. Thomas John
Dr. K.E.Leelamma
Ms. Malini R.
Dr. Aravind Thampi
Dr. S.Vinod Kumar
Dr. P.G.Saji

Prof. Dr.Baby J.

Other members

Dr. Seena M. Mathai
Dr. Neelima Ranjith
Dr. Vidhya Ravindranadan
Ms. Syna Soosan Abraham
Dr. Marikutty P.J.

Courses Offered

Semester 1

Cognitive Psychology
Personality and Personal Development
Positive Psychology
Testing and Measurement in psychology
Psychological Assessment (Practical)

Semester 2

Psychology of Intelligence, Learning and Motivation
Health Psychology
Clinical Psychopathology
Research Methodology
Psychodiagnostics (Practical)

Semester 3

Core Paper

Principles of Neuropsychology
Cognitive and Behavioural Oriented
Therapies
Counselling
Neuropsychological Assessment (Practical)

Electives (any one)

Community Psychology
Clinical Psychology 1
Psychology in Classroom
Advanced Organizational Behaviour.
Criminology
Fundamentals of Sports and Exercise Psychology

Semester 4

Compulsory paper for all groups

Contemporary Issues and role of Psychology in Social Engineering

Electives

Group A

Cross Cultural Psychology

Group B

Clinical Psychology 2

Psychotherapy

Group C

Psychology of Differently Abled

Counselling in School Settings

Group D

Human resource Development

Consumer Behaviour and Advertisement Psychology

Group E

Forensic Psychology

Criminal Forensic Psychology

Group F

Psychology of Sport Behaviour

Practice of sport and Exercise behaviour

Practical

Internship based on specialisation

Case Study

Project/ Dissertation

Viva

PS1 PC1 COGNITIVE PSYCHOLOGY

OBJECTIVES:

- To explain the process and function of attention
- To describe perceptual phenomena and its different scientific explanations
- To elucidate how the memory system functions
- To explain the mediatory role of cognition in behaviour

Module 1: Cognitive Psychology

Psychological processes. Emergence of different approaches to cognitive psychology: information processing, connectionism & ecological perspective. (brief)

Module 2: Attention

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

To read

Set, multi tasking, distraction, attention and advertising.

Module3: 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. (In detail). Classical and modern psychophysics: Fechner's contributions, Weber's law, Steven's power law, signal detection theory, ROC curve.

To read

Top-down processes-influence of motivation & learning on perception, role of culture, Perceptual organization, subliminal perception, and synesthesia.

Module 4: 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. Retrieval: Recall, reconstruction in memory. Forgetting : Theories; interference, decay, organic causes, encoding failure, failure of reconstruction

To read:

Eye witness testimony, flash bulb memory, illusory memory, amnesia, metamemory, mnemonics.

Module 5: Cognition

Categorization. Theories of concept formation. Inductive & deductive reasoning. Convergent & divergent thinking. Decision making. Psycholinguistics: Features. Theories of language acquisition. Organization of Knowledge- Models: Prototype, feature comparison, hierarchical model, networks models, schema.

To read:

Critical thinking, metacognition.

Module 6: Problem Solving and Creativity

Nature, stages, theories, strategies, impediments. (detail).

Activity based assignment:

Conduct a psychophysical experiment, Apply tests for memory and problem solving among students in the campus.

References

1. Galotti, K. (1999). *Cognitive Psychology: in and out of Laboratory*. New Delhi- Wiley.

2. Glass, A. L. & Holyoak, K. J. (1986). *Cognition*. Singapore: McGraw-Hill book company.
3. Matlin, M. W. & Foley, H. J. (1992). *Sensation & perception*. USA: Allyn and Bacon..
4. Matlin, M. W. (1998) *Cognition*. USA: Harcourt Inc.
5. Robinson-Riegler, G. & Robinson-Riegler, B. (2008). *Cognitive Psychology*. USA: Pearson
6. Solso, R. (2005). *Cognitive Psychology*. India: Pearson Education.

PS1 PC 2 PERSONALITY AND PERSONAL DEVELOPMENT

OBJECTIVES:

- To understand the concept of personality & personal development
- To explore the characteristics of a psychologically healthy individual
- To describe different theoretical perspectives to the study of personality

Module 1: Personality:

Definition and the concept of self and personality. Personality development: Critical periods/influences in development. (Theories and approaches: structure of personality, dynamics, view of human nature, evaluation of theory, application.)

Module 2: Psychodynamic perspective:

Freud, Adler, Jung, Erikson, Murray. (in detail) Sullivan, Horney, Fromm. (in brief)

Module 3: Learning and Social cognitive perspective

Skinner, Dollard & Miller: Rotter, Bandura.

Module 4: Humanistic and existential perspective:

Maslow, Rogers, May, Frankl.

Module 5: Trait and Cognitive perspective:

Allport, Cattell, Eysenck Big 5, Kelly

Module 6: Eastern approaches:

Indian: Yoga, Buddhism. Sufism (brief)

To read:

Limited Domain theories: Sensation seeking, Learned helplessness, Authoritarian personality, Feminist psychology (brief).

Activity based assignments:

Administer tests of personality: Cattell, Eysenk, Rotter.

Content analysis of an autobiography based on: characteristics of a mature personality (Allport). Self actualizing tendencies (Rogers).

References:

1. Frager, R., & Fadiman, J. (2007). *Personality and Personal Growth*, USA: Pearson Education, Inc.
2. Hall, S.C., Lindsey, G., & Campbell, J. B. (1998). *Theories of personality*, Wiley India(P) Ltd.
3. Janis, I. L., Mahl, G. F., Kagan, J., & Holt, R. R. (1969). *Personality ; dynamics, development & assessment*. Harcourt, Brace & World, Inc
4. Pervin, L. A. (1985). *Personality – Theory and research*. New York: John Wiley & sons.
5. Schultz, D., & Schultz, S. E. (1994). *Theories of personality*, Brooks/Cole Publishing Company.

PS1 PC3 POSITIVE PSYCHOLOGY

OBJECTIVES:

- To develop an understanding of the concept of positive psychology
- To apply the various principles of positive psychology for self development
- To assist in enhancing positive development in others

Module 1: Positive Psychology

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

Module 2: Subjective well-being

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

Module 3: Role of personal control in Adaptive functioning

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

Module 4: Interpersonal relationship

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

Module 5: 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.

Activities

1. Each student introduces self by telling a story about a strength. 3 minutes each. Other students respond – issue is how to listen well and sympathetically to bragging. Write story up.
2. Traits. Create a module on how to build a particular moral trait in a child.
3. Help-seeking and help giving. Take an area in which you need someone's help. Ask someone from the class to help you.
4. Optimism. What was the most creative thing you ever did?
5. Present your vision of a scientific development, which will greatly contribute to a positive human future.
6. You are named Minister of Play for the Positive Psychology Network. Design a meeting that maximizes positive well-being and therefore creative thinking during the meeting.
7. Design and live a beautiful day.
8. Your single best thought during the semester

References

1. Snyder, C.R., Lopez, S.J. (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.

2. Snyder, C.R., Lopez, S.J. (2011). *Positive Psychology*. (2nd ed.) New Delhi: Sage Publications.

PS1 PC 4 TESTING AND MEASUREMENT IN PSYCHOLOGY

OBJECTIVES:

- To provide foundation on the basics of Psychological testing
- To equip students on constructing psychological tests
- To develop skills in analyzing decisions and applying tests

Module 1: Methods of Assessment

Testing Vs assessment, Definition of test, Characteristics, Types of tests, Data collection methods: Observation- survey, case study; Interview; Psychological tests. Rating scales – types, need for statistics in Psychology.

Research lab- Interview, Observation

Module 2: Scales of measurement

Properties of scales, Psychological scales and Psychophysical scales.

Research lab – psychophysics experiment

Module 3: Reliability and Validity

Types- Test-retest, Alternate forms, Split half, Coefficient alpha, KR-20, Interscorer reliabilities, methods, validity – types - Content, Criterion related, Construct, Face validities

Module 4: Test construction

Item writing, Item analysis- Item difficulty, Item discrimination and Inter-item Correlation, , Norms, standardization procedure, manual preparation, revising tests.

Research lab – locally standardizing tests.

Module 5: Tests and decisions

Decision outcomes, base rate, selection ratio, incremental validity, Taylor Russell table

Module 6: Application and Issues of Testing

Internet testing and computer based interpretations, Tests for special population.

Research Lab- Constructing a test.

References

1. Anastasi, A. (1997). *Psychological testing*, Mac Millan and Co, New York.
2. Kaplan, R. M., and Saccuzzo, D. P. () *Psychological testing (3rd edition)*. California: Brooks/ Cole publishing company.
3. Murphy, K. R., & Davidshofer, C. O. (1994). *Psychological testing - Principles and applications*. New Jersey: Prentice Hall.
4. Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text and interaction*. New Delhi: Sage Publications
5. Singh, A. K. (2002). *Tests, measurements and research methods in behavioral sciences*. Patna: Bharati Bhawan Publishers.

PS 1 PP1 PSYCHOLOGICAL ASSESSMENT (PRACTICAL)

OBJECTIVES:

To familiarize students to psychological tests those assess cognitive functions

To apply theoretical knowledge in practice

To enhance the professional skills of the student

Psychological Assessment of Cognitive abilities

Attention
Perception
Memory
Intelligence
Problem solving
Creativity
Emotion
Aptitude
Achievement
Motor abilities

A minimum of 8 tests should be included in the record for practical examination

Skill development

In addition to the psychological tests, the practical paper is meant for additional skill development. This covers the following:

1. Journal club: intended towards the development of analytical skills. The student may get familiarized with the latest trends and methods in psychological research and helps him to have updated information.
2. Paper presentation: the student is expected to make individual paper presentations, (which can also be based on individual exploratory studies- discuss the relevance of the topic, method used, analysis done and substantiate the findings.) This is intended towards the development of basic communication and presentation skills.
3. Debate/group discussion: discussion based on issues of social relevance will be made and student participation in the above will be monitored.
4. Extempore: students are expected to make presentations based on current social issues.

One teacher will be in charge of these activities 1 practical hr per week will be devoted for the same. The evaluation of the above will be done as part of internal assessment.

The skill development programme is applicable in all the three semesters.

Activity based assignment

This has been introduced to provide hands-on experience to students regarding the theoretical knowledge they acquire. It also enables the students gain professional skills. This is based on the theory papers offered in each semester

COGNITIVE PSYCHOLOGY

Conduct a psychophysical experiment, Apply tests for memory and problem solving among students in the campus.

PERSONALITY AND PERSONAL DEVELOPMENT

Content analysis of an autobiography based on characteristics of a mature personality (Allport). Self actualizing tendencies (Rogers).

POSITIVE PSYCHOLOGY

1. Each student introduces self by telling a story about a strength. 3 minutes each. Other students respond – issue is how to listen well and sympathetically to bragging. Write story up.
2. Traits. Create a module on how to build a particular moral trait in a child.
3. Help-seeking and help giving. Take an area in which you need someone's help. Ask someone from the class to help you.
4. Optimism. What was the most creative thing you ever did?
5. Present your vision of a scientific development, which will greatly contribute to a positive human future.
6. You are named Minister of Play for the Positive Psychology Network. Design a meeting that maximizes positive well-being and therefore creative thinking during the meeting.
7. Design and live a beautiful day.
8. Your single best thought during the semester

TESTING AND MEASUREMENT IN PSYCHOLOGY

Research lab- Interview, Observation, psychophysics experiment, locally standardizing tests, Constructing a test.

For each subject the students have to produce separate reports which will be given credits and will be evaluated along with the practical record at the University exams.

PS2 PC 5 PSYCHOLOGY OF INTELLIGENCE, LEARNING AND MOTIVATION

OBJECTIVES:

To explain different theoretical approaches to the concept of intelligence

To describe the process by which learning takes place

To describe the role of motivation and emotion on behaviour

Module1: Intelligence

Concept and definition of Intelligence. Theories of intelligence: Factor theories; Spearman, Thurston. Theories of multiple intelligence: Guilford, Gardner and Steinberg. Hierarchical approach: Carroll. PASS model: J.P. Das. Cattell & Jenson. Emotional intelligence: Goleman.

To read

Factors that contribute to intellectual development, nature v/s nurture controversy.

Measuring intelligence

Module2: Learning

Early and modern theories of learning: Behaviourists: Pavlov, Thorndike, Skinner, Watson, Guthrie, Estes (in brief). Neo-behaviourists: Tolman, Hull, Spence. Attribution theory: Weiner (in brief) Neurophysiological approach: Hebb.

Module 3: Social and Cognitive Theories of Learning

Information processing: Miller. Cognitive theories: Koffka, Kohler, Lewin (gestalt), Bruner, Piaget.

Social & situational theories: Bandura, Wenger, Salomon.

To read

Learning styles: (Kolb) experiential learning, problem based learning, discovery learning.

Module 4: Emotion

Psychophysiology of emotion. Theories of emotion: Canon-Bard, James-Lange, Arousal-interpretation theory: Schachter & Singer. Cognitive appraisal theory: Lazarus, Smith & Kirby. SPAARS approach

Module 5: Motivation

Theories of motivation: Process and content theories: Drive concept: Hull & Spence Ethological: Lorenz. Psychoanalytic: (in brief) S-R: Skinner. Associationistic view: Watson. Expectancy-valence: Tolman, Vroom.

Module 6: Theories of Motivation

Maslow's hierarchy of motives, Alderfer and Herzberg (brief). Opponent process: Solomon Contributions of Rotter, Bandura, Zuckerman, Weiner, Covington (in brief) Cognitive view: Lewin & Atkinson. Arousal theory: Yerkes-Dodson law.

To read

Concept of motivation: instincts, needs, drives, incentives, motivational cycle. Biological motives & social motives. Applications of motivational concepts in personality & personal achievement

Activity based assignment

Visit /interact with play school/primary students. Make a report of the type of teaching/learning practices. Apply/test the effectiveness of different learning/ memory /reinforcement techniques

References:

1. Beck, R.C. (2005). *Motivation:Theories & Principles*. India: Pearson Education
2. Cofer, C. N., & Appley, M. H. (1964). *Motivation: Theory and Research.*, John Wiley & Sons Inc.
3. Hilgard, E. R., and Bower, G.H. (1975), *Theories of Learning*. USA: Prentice-Hall,Inc..
4. KleinS.B. () *Learning:Principles and Applications*. New Delhi:McGraw-Hill,Inc.
5. Mowrer, R. R., & Klein, S. B. (2000). *Contemporary Learning Theories*. USA: .Lawrence Erlbaum Asso, Inc.
6. Petri, H. L. (1991) *Motivation: Theory, Research and Applications*. USA: Wordsworth Publishing Company.

PS2 PC 6 HEALTH PSYCHOLOGY

OBJECTIVES:

To familiarize the concepts of psychological aspects of health

To help students to understand the complex interactions of biological, psychological, social, and spiritual factors as they impact human health and disease

Module 1: Health Psychology - Introduction

Define health psychology, Mind-body relationship- a brief history, Need for health psychology, Biopsychosocial model in Health Psychology. The concept of Health Literacy, health behavior; factors influencing health behaviours, modification of health behavior, changing health beliefs, cognitive- behavioural approaches, Health enhancing behaviours.

Module 2: Stress and the development of illness

What is stress, Theories of stress, Psychosomatic disorders and Stress, Coping with stress (problem – focused and emotion – focused). Stress management. Stress and immune functioning.

Module 3: 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.

Module 4: Management of Chronic and Terminal Illness

A general perspective, psychological issues in chronic illness, the management of specific chronic illness: Myocardial infarction, Cancer, Diabetes, Spinal cord injuries, Management of chronic disorders in the elderly. Compliance; Dealing with issues of adherence and resistance to intake of medicines. Psychological issues in Advancing and terminal issues. Psychological management of the terminally ill, problems of survivors.

Module 5: Psychophysiological disorders

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

Module 6: Psychoneuroimmunology

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

To read:

The patient in the treatment setting; who uses health services and why? The recognition and interpretation of symptoms, The uses and misuses of health services, Patient-practitioner interaction. The nature of patient-practitioner communication, faulty patient-practitioner communication, Improving patient-practitioner communication and reducing non-compliance.

Research Methods in health Psychology: Qualitative, Quantitative and Action research.

Activity Based Assignment

To prepare and apply an intervention in pain management, visit hospital and

References:

1. Marks, D. F., Murray, M., Evans, B., & Estacio, E.V. (2006). *Health Psychology*. India: Sage Publications
2. Sarafino, E. P. (1999). *Health Psychology*. John Wiley & Sons Inc.
3. Shelley, E. T. (1986). *Health Psychology*. New York: Random House.

PS2 PC 7 CLINICAL PSYCHOPATHOLOGY

OBJECTIVES:

To familiarise students with various kinds of abnormal functioning

To equip students to take case histories

To explain psychopathology behind various kinds of abnormal functioning

Module 1: Classification, Theoretical Perspectives and Causal Factors

Concept of normality, Continuum between normal and abnormal, Differing models of classification – Categorical, dimensional, prototypal, Advantages and Limitations of classification, Two major classificatory systems - DSM – Multi axial Classification System, ICD Theoretical Perspectives: Psychoanalytic, Behavioural, Cognitive, Humanistic, Existential, Interpersonal. Causal factors: Biological, Psychosocial, Socio cultural. Primary, predisposing, precipitating, perpetuating causes .Risk, Vulnerability, Protective factors, Resilience. Equifinality and Multifinality

Module 2: Schizophrenia and other Psychotic Disorders

Clinical Features, Types, Etiology: Biological factors, Psychosocial theories: Psychoanalytic theories, Family theories – Schizophrenogenic mother, communication deviance, double bind communication, marital schism and skew, expressed emotion., Stress-diathesis, Interpersonal Adjustment, Role of Cognition in Interpersonal Dysfunction, Socio cultural factors, Management: Pharmacotherapy, Behaviour therapy, Cognitive behaviour therapy, Family therapy, Neuropsychological assessment and cognitive retraining, Half way homes, day hospitals, Vocational rehabilitation. Schizoaffective Disorder, Delusional Disorder, Post Partum Psychotic Disorder , and Acute and Transient Psychotic Disorders.

Module 3: Mood Disorders

Mania, Hypomania, Depressive episode, Recurrent depression, Bipolar affective disorders, Dysthymia, Cyclothymia, Etiology: Biological views, Psychodynamic Theories, Cognitive Behavioural views - Life Events Model, Lewinsohn's Behavioural and Integrative Models, Coyne's Interpersonal Model, Information Processing Models, Beck's Cognitive Theory, Learned Helplessness, Management. **Suicide:** Types, Epidemiology, Signs and symptoms of suicidal risk, Factors associated with suicide risk, Causal factors, Management.

Module 4: Anxiety, Somatoform and Dissociative Disorders

Anxiety Disorders: Panic Disorder, Phobic disorders, Obsessive Compulsive Disorder, Post traumatic stress disorder, Generalised Anxiety disorder, Etiology – Biological, Psychodynamic, and Cognitive behavioural views. Management. **Somatoform disorders:** Conversion disorder, Persistent Somatoform Pain disorder, Hypochondriasis, Somatization disorder, Body Dysmorphic disorder, Etiology: Biological, Psychodynamic, Cognitive-behavioural, Abnormal Illness Behaviour, Deficits in Cognitive Processing, Psychobiological theories. Management. **Dissociative Disorders:** Dissociative Amnesia, Dissociative Fugue, Dissociative Identity Disorder, Depersonalization, Etiology and Management.

Module 5: Sexual disorders, Substance Abuse and Personality Disorders

Sexual response cycle, Sexual dysfunctions: Sexual desire disorders - Hypo active sexual desire, sexual aversion Sexual arousal disorders - Female sexual arousal disorder, Male erectile dysfunction, Orgasmic disorders – Male and female orgasmic disorders, premature ejaculation, Sexual pain disorders – Dyspareunia, Vaginismus, Etiology, management. Sexual deviations – Voyeurism, Exhibitionism, Frotteurism, Fetishism, Transvestic fetishism, sadism, Masochism, Paedophilia, Incest. Gender Identity Disorder, Etiology and Management. Substance Abuse: Alcohol, Opium, Cocaine, Amphetamines, Marijuana, Caffeine, Nicotine, Etiology and Management. Personality Disorders: Paranoid Personality, Schizoid personality, Schizotypal personality, Antisocial Personality, Borderline Personality, Narcissistic personality, Histrionic Personality, Avoidant Personality, Dependent Personality, Obsessive compulsive personality, Etiology: Biological, Freud, Psychodynamic theories: Kernberg, Kohut, Melanie Klein, Winnicott, Mahler, and Cognitive-Behavioural, Management.

Module 6: Disorders of Childhood and Adolescence

Conceptualizing childhood psychopathology : Behavioural deficit and behavioural excess, Psychopathologies of timing, Quantity versus Quality distinction. Mental retardation, Learning disorders, Pervasive Developmental disorders, Attention Deficit Hyperactivity disorder, Conduct disorder, Oppositional Defiant Disorder, Communication Disorders, Tic Disorders, Elimination disorders, Eating Disorders, Etiology, Management.

Module 7: Clinical Formulation

Definition, purposes, methods to construct a formulation, accuracy of a formulation, issues involved in using a formulation

Activity based assignment:

Psychopathology formulation of a case : Case summary will be given. Students are expected to ask for necessary details of the case and make psychopathology formulation. They should also make a note of tests which need to be administered to get specific information. Both the test and the rationale should be mentioned.

Conduct a program to sensitize students and teachers to mental health issues and thereby reduce stigma associated with mental illness. Make a report of the programme, sample and the difficulties experienced while implementing it

Note

Students are expected to read and discuss the clinical features of all the disorders. Psychopathology of various disorders will be taught in the class.

References:

1. Carson, R. C., Butcher, J., & Susan, M.(1996). *Abnormal Psychology and Modern Life (Tenth Edition)*. Harper Collins College Publishers.
2. Diagnostic and Statistical Manual of Mental Disorders, IV Edition American Psychiatric Association, Jaypee, 2005
3. Fish, F. & Hamilton, M.(Eds) .(1979). *Fish's Clinical Psychopathology*. Bristol: John Wright & Sons.
4. Kaplan, H. & Sadock, B. J.(1998). *Synopsis of Psychiatry (9th Edition)*. New Delhi: B.I. Waverly
5. Millon, T., Blaney, H. P., & Davis, D. R.(1999). *Oxford Textbook of Psychopathology*. New York: Oxford University Press
6. Wenar, C. & Kerig, P. (2000). *Developmental psychopathology*. Singapore: McGraw Hill

PS2 PC 8 RESEARCH METHODOLOGY

OBJECTIVES:

- To provide foundation on the basics of research methods in Psychology
- To sensitize students on the importance of scientific research and ethical issues
- To develop skills in writing proposals, designing research and report writing.

Module 1: Scientific research

Definition, meaning and characteristics of scientific research, validity of research, factors affecting research, steps in research, Ethical issues

Research Lab- Review of research articles.

Module 2: Variables

Operationally defining variables, types of variables, controlling variables. Hypothesis - Formulation, types,

Research lab – Formulation of research hypotheses, Research proposal.

Module 3: Sampling

Fundamentals, sampling errors, types, sample size estimation, Methods of data collection- Observation, rating scales, questionnaires, Interview, case study, Q- sort.

Module 4: Experimental designs

One group, Two group and Factorial designs, Within subject and between subject designs.

Research lab- Writing report (APA style)

Module 5: Qualitative analysis of data

Content analysis of text, b) narrative analysis, c) conversation analysis, d) discourse analysis, e) visual interpretation, f) semiotic, structural and post structural analyses. Grounded theory approach, Validity, reliability and generalizability in qualitative research

Research Lab- qualitative exploratory research works using observation

Module 6: SPSS for Psychology

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

Research lab- Analyzing data using SPSS.

References:

1. Flick, U. (2010). *Introduction to Qualitative Research (fourth edition)*. New Delhi: Sage Publications,
2. Garret, H. E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International.
3. Krishna Swamy, O. P. (1993). *Methodology of research in Social Sciences*. Himalaya Publishing house.
4. Kothari, C. R. (1998). *Research Methods and techniques*. New Delhi: Wiley Eastern.
5. Miles, J. (2001). *Research Methods and Statistics*. Exeter, Crucial.
6. Race, N., Kemp, R., & Snelgar, R. (2009) *SPSS for Psychologists (4th edn.)*. Palgrave: Macmillan.

PS 2 PP2 PSYCHODIAGNOSTICS (PRACTICAL)

OBJECTIVES:

- To familiarize students to psychological tests
- To apply theoretical knowledge in practice
- To enhance the professional skills of the student

Psychological Assessment of Personality

Objective Tests

EPI /EPQ

16 PF

EPPS

Mathew Maladjustment Inventory.

Emotional Intelligence inventory

Beck's Depression Inventory

State Trait Anxiety Inventory

Bell Adjustment Inventory

Projective Tests

Sentence Completion Test

Word Association Test

Rozenweig's Picture Frustration Test

TAT

Rorschach Ink Blot Test.

Projective Drawings

Activity based assignment

Refer page 14

PSYCHOLOGY OF INTELLIGENCE, LEARNING AND MOTIVATION

Visit /interact with play school/primary students. Make a report of the type of teaching/learning practices. Apply/test the effectiveness of different learning/ memory /reinforcement techniques

HEALTH PSYCHOLOGY

Application of pain management intervention in a health setting

CLINICAL PSYCHOPATHOLOGY

Psychopathology formulation of a case : Case summary will be given. Students are expected to ask for necessary details of the case and make psychopathology formulation. They should also make a note of tests which need to be administered to get specific information. Both the test and the rationale should be mentioned.

Conduct a program to sensitize students and teachers to mental health issues and thereby reduce stigma associated with mental illness. Make a report of the programme, sample and the difficulties experienced while implementing it

RESEARCH METHODOLOGY

Research Lab- Review of research articles, Research Lab- Review of research articles, Writing report (APA style), qualitative exploratory research works using observation, Analyzing data using SPSS.

For each subject the students have to produce separate reports which will be given credits and will be evaluated along with the practical record at the University exams.

PS3 PC 9 PRINCIPLES OF NEUROPSYCHOLOGY

OBJECTIVES:

To enable the students to understand the basics of functional aspect of brain

To understand the brain – behavior relationship

To understand localization of psychological processes and functions

Module1: Neuropsychology – Basic Concepts, Elements.

Neuropsychological syndromes, functional systems, double dissociation of function, disconnection syndrome, brain plasticity, cerebral dominance, hemispherectomy, cerebral commissurotomy,

Module 2: Disruption of Higher Cerebral Functions

Common neurological and cerebrovascular disorders. Aphasia, agnosia, apraxia, amnesia. Cognitive and brain changes associated with normal aging. Neuropsychological defects associated with stroke, brain tumours, head injuries, cortical and subcortical dementias,

Module 3: Functional Aspects of Frontal Lobe

Basic Anatomy, Frontal lobe syndrome, strategy application disorder, prospective remembering, confabulation, utilization behaviour, lesion studies and cognitive change, laterality and frontal lobe, frontal adynamia, frontal lobe and personality.

Module 4: Functional aspects of temporal lobe

Basic Anatomy, Auditory perception, Visual perception, Olfactory function, Behavioural changes with temporal lobe epilepsy, hallucination and illusions, electrical stimulation, lesion and cognitive change

Module 5: Functional aspect of parietal lobe

Basic anatomy, sensory and perceptual disturbances, disorders of intersensory association, and spatial orientation, constructional apraxia, spatial alexia and acalculia, unilateral spatial neglect, disorders of body schema, , the Gerstmann syndrome, parietal lobe and STM

Module 6: Functional aspect of occipital lobe

Occipital lobe: cerebral blindness, hysterical blindness, visual agnosia, visual hallucination, electrical stimulation

To read

History of Neuropsychology, Cellular organization of nervous system - structure and background of neurons, neural impulse, types of neurons, neurotransmitters, central nervous system, peripheral nervous system

Neurohistology techniques – stain techniques, Radiological procedures, Electrophysiological procedures, Imaging of brain metabolism, Cerebrospinal fluid studies, Behavioural examination, New advances in imaging techniques – brain mapping

Activity based assignment

Application of assessment and neuro rehabilitation program for at least one case

References

1. Darby, D., & Walsh, K. (2005). *Walsh's Neuropsychology. A Clinical Approach, Fifth edition*. UK: Elsevier.
2. Kolb, B., & Whishaw, I. Q. (2003). *Fundamentals of Human Neuropsychology, Fifth edition*.
3. Schneider, A. M., & Tarshis, B. (1986). *Introduction to Physiological Psychology, Third edition*. New York: Random House
4. Zillmer, E. A., & Spiers, M. V. (2001). *Principles of Neuropsychology*. USA: Wadsworth.

PS3 PC 10 COGNITIVE AND BEHAVIOURALLY ORIENTED THERAPIES

OBJECTIVES:

To understand the role of learning in the geneses of adaptive and maladaptive behaviour

To apply learning principles in everyday life.

Module 1: Behaviour Modification

Nature, assumptions, theory and practice. Cognitive and behaviourally oriented therapies; theory, methods and techniques, goals and applications (detailed discussion of at least one case study).

Module 2: Counter conditioning techniques.

Systematic desensitization technique, discussion-(dealing with phobia) , relaxation training- (overcoming pain).

Module 3: Contingency management

Types of reinforcement and reinforcers, schedules contingency contracting,(improving performance of autistic /MR children).coverant control(adolescent behaviour). Contingency punishment; time out, response cost, differential reinforcement (dealing with child behavior problems).Token economy, methods to ensure efficient token system in institutions. Modeling; types-overt/covert, role therapy (dealing with Aggressive behavior).

Module 4: Elimination and extinction procedure

Graduated extinction, covert extinction, negative practice, stimulus satiation (tic& smoking).Anxiety induction therapies; implosive therapy, flooding/response

prevention(anxiety disorders). Punishment and aversion procedures; contingent aversive control, use of positive and negative reinforcement, counter conditioning, covert/cognitive punishment. Concerns: ethical use of aversive stimuli, outcomes of punishment (alcoholism and sexual deviations).

Module 5: Cognitive behavior therapies

REBT (Ellis): models, strategies; thought stopping; dealing with OCD, depression. Cognitive learning therapy (Beck): theory, technique & applications. Stress inoculation, Assertive training(dealing with abuses and domestic violence).

Module 6: Self control techniques

Stimulus control (dealing with obesity), Biofeedback Self speech, false feedback and reattribution.

To Read

Classical and operant conditioning concepts and principles.

Activity based training:

Apply and make a report of at least one of the techniques learned in domestic/ school/ organizational setting.

References

1. Carson, R. C., Butcher, J. C & Mineka, S. (2000.) *Abnormal Psychology and Modern Life*. New Delhi: Pearson Education.
2. Hofmann, S. G. (2012). *An introduction to Modern CBT*. USA: Wiley-blackwell.
3. Jena, S. P. K. (2008). *Behaviour Therapy- techniques Research and Applications*. New Delhi: Sage Publications.
4. Rimm, D. C & Masters, J. C. (1979). *Behaviour Therapy; Techniques and empirical findings*. New York: Academic Press.

PS3 PC 11 COUNSELLING

OBJECTIVES:

- To explain the techniques used in major facets of counseling.
- To describe the role and functions of counselors in a variety of settings.
- To provide training to students to organize counseling programs.

Module 1: Introduction

Definition and scope of counselling, Related concepts: Case work, anecdotal methods, cumulative records, guidance. Difference between counselling and psychotherapy. Goals of Counselling, Counsellor and Counselee Characteristics. Conditions facilitating effective counselling. Characteristics of an effective counsellor, Types of counselling: crisis, facilitative, preventive and developmental, Values in Counselling, Ethics in Counselling, Legal aspects in counselling

Module 2: Process of Counselling

An overview of Egan's Model – Problem-management and Opportunity-development approach to Helping – Outline of the three stages. Stage 1 – The Current Picture: Help clients clarify the key issues, Stage 2- The preferred picture: Help clients identify and set

goals. Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation

Module 3: Skills and Techniques in Counselling

Opening Techniques – Greeting, topics, physical arrangements, attitudes, Non verbal skills (SOLER), Reflective relationship techniques, Listening techniques - Active listening, forms of poor listening, Helping clients manage reluctance and resistance, Empathic responding, Probing and Summarising, Challenging Skills, Acceptance techniques, Structuring techniques, , Leading techniques, Reassurance and suggestion methods, Advanced empathy, Immediacy, Interpretation & confrontation, Role playing, Advice and information giving strategies, Terminating skills

Module 4: Approaches to Counselling

Psychoanalytic Counseling, Adlerian Counseling, Behavioral Counseling, RET, Reality therapy, Trait Factor counselling, Client-centered Counseling, Gestalt Counseling, Existential Counseling, Comparison of counselling viewpoints, Eclectic counseling

Module 5: Group Counselling

Why counselling in groups? Psychology of groups, Types of groups, Principles of group dynamics, Procedures in group counselling, Strategies of group counselling, When to recommend group counselling, Evaluation

Module 6: Counseling Special Populations:

Case Studies to be discussed under each category

Working with the Elderly, Crisis Intervention, Premarital counselling, Couples counselling, Family counselling, Sex counselling, HIV/AIDS counselling, Working with Defensive Clients, Pregnancy time counselling, Counselling for terminally ill

Activity based assignment:

Verbatim reports of one case of counselling which depicts most of the counselling skills. Identify and mention the skills used in each response of the counsellor. Discuss the mistakes and achievements and identify areas for self improvement.

Conduct a group counselling and make a report of the same

Visit to places where counselling for special population is done to get familiarised with such occupations.

References:

1. Brammer & Shostrom (1968) *Therapeutic Psychology*, New Jersey: Prentice - Hall
2. Capuzzi, D. & Gross, R. D. (2008). *Counselling and Psychotherapy: Theories and Interventions*. California : Sage publications

3. Egan, G. (2007). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping*, Ninth Edition
4. George, R. L., & Christiani, J. S. (1986) *Counselling: theory and practice*. New York: Prentice hall
5. George, R. L., & Christiani, J. S. (1981) *Theory, method and process of counseling and psychotherapy*, New York: Prentice hall
6. Jones, R. N. (2008). *Basic counselling skills: A helper's manual*. New Delhi: Sage Pub.
7. Patterson (1962) *The Counseling Process*, New York: Brooks/Cole
8. Shertzer & Stone (1980) *Fundamentals of Counselling* , 3rd Boston: Houghton Mifflin
9. Woolfe, R. & Dryden, W. (1996) *Handbook of Counselling Psychology*. New Delhi: sage Publications

PS3 PE 12 A1 COMMUNITY PSYCHOLOGY

OBJECTIVES:

- To understand the field of Community psychology
- To know the concepts of prevention, epidemiology and crisis intervention
- To elucidate the models in community Psychology

Module 1: Emergence of Community Psychology

The field of Community Psychology, Factors underlying the emergence of community Psychology, The principles of community Psychology, the third mental health revolution.

Module 2: Prevention

The concept of prevention, Perspectives on prevention: Primary, Secondary and Tertiary Prevention.

Module3: Crisis Intervention

The concept of crisis and the techniques of intervention.

Module 4: Epidemiology of Mental Health

Concept of epidemiology, The field of epidemiology, Use of epidemiology, Social Correlates of psychopathology

Module 5: Models in Community Psychology

Mental health model, Organizational model, Social action model, Ecological model

Module 6: The non professionals

Role of non professionals in the field of Community Psychology, Non professional programs, Selection and Training of Non professionals, Risks involve in employing non professionals.

Activity based assignment:

To conduct a survey to identify the rate of occurrence of psychopathology in a specific geographic area.

Identify problems in community programs implemented by the local bodies and evaluate.

References:

1. Korchin, S. J. (2004). *Modern Clinical psychology; Principles of intervention in clinic and community*. New Delhi: CBS Pub. And distributors.
2. Mann, P. A. (1978) *Community Psychology*. New York: Free Press
3. Sarason, I.G., & Sarason, B. R. (2009). *Abnormal psychology: the Problem of Maladaptive Behaviour*. New Delhi: PHI Learning Pvt. Ltd.

PS3 PE 12 B1 CLINICAL PSYCHOLOGY - I**OBJECTIVES:**

To provide an understanding about the field of clinical psychology

To explain the role of clinical psychologist

To describe different types of psychological assessment

Module 1: Clinical Psychology – Introduction

Definition and Characteristics of clinical psychology, Professional activities and employment settings of clinical psychologists, Distinguishing clinical psychology from related professions, Training in clinical psychology, History and recent developments, ethical and legal issues.

Module 2: Clinical Interview

Goals, General skills and specific behaviours of interviewer, Components of interview – Rapport and Techniques, Pragmatics of interview – Note taking, Audio and Video recording, Interview room, confidentiality. Types of clinical interview – Intake, Diagnostic interviews, case history, Mental status examination, Crisis interviews, Structured versus unstructured, Directive versus nondirective. Issues related reliability and validity of interviews,.

Module 3: Clinical Assessment

Types of referral settings – Psychiatric setting, General medical setting, Legal context, Educational context, Psychological clinic. Goals – Diagnostic clarification and classification, Description, Prediction and Plan of management. Clinician versus Psychometrist, Evaluating psychological tests and selecting psychological tests. Incremental and conceptual validity, Interpreting assessment data - Clinical judgment and computer assisted assessment and interpretation, Factors affecting clinical judgment – Preconceived notions, conformation bias, hindsight bias, overconfidence. How to improve accuracy of clinical judgment. Phases in clinical assessment, Ethical practice of assessment – professional relationship, privacy, Inviolacy, labeling, competent use of assessment instrument, accurate interpretation, communicating test results, maintenance of test security. Psychological Report - general guidelines and format.

Module 4: Intellectual and Educational Assessment

Stanford-Binet Scales, Wechsler scales, Kaufman scales, Culture fair tests. Issues and Controversies in intelligence assessment – Correlates of IQ, heritability of IQ, Malleability of IQ, Intelligence over the life span, Tests of Achievement, Tests of Aptitude.

Module 5: Personality Assessment

Objective Methods: MMPI, CPI, Millon Scales, NEO-personality Inventory. Projective Methods – Rorschach, Thematic Apperception Test, Projective Drawings

Module 6: Behavioural Assessment

Defining features of Behavioural assessment, Functional analysis, Behavioural Interviews, structured interviews, Behavioural Questionnaires, Behaviour rating scales, Analogue technique, Self-Monitoring, Direct observation, Psychophysiological recording methods. Assessment of dysfunctional cognitions - Self-statements, Automatic Thoughts and cognitive schemas, irrational beliefs.

Activity based assignment

Case history: one adult and one child

Administer any one test in clinical setting and submit a report

References

1. Groth-Marnat, G. (1999). *Handbook of psychological assessment, 3rd ed.* New York: John Wiley & Sons, Inc.
2. Hecker, J. E., & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics, 4th ed.* India: Dorling Kindsley.
3. Korchin, J. S.(). *Modern clinical psychology: Principles of intervention in the clinic and community.* CBS Publishing.
4. Pomerants, A. M. (2008). *Clinical Psychology: Science, practice and culture.* New Delhi: Sage publications
5. Wolman, B.B. (1965). *Handbook of clinical psychology.* N.Y: McGraw Hill INC.

PS3 PE 12 C1 PSYCHOLOGY IN CLASSROOM

OBJECTIVES:

To understand pupil and class room functioning.

Compare and contrast different approaches to childhood and education in the past and today.

Explore different research methods in educational psychology.

To understand the different ways to motivate students.

Module 1: Introduction to educational psychology

Understanding the education process, Role and scope of educational psychology.

Module 2: Research in educational psychology

Experimental and non experimental methods

Module 3: 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 and self control, Behaviourist views of learning.

Module 4: Classroom atmosphere and management

Discipline- nature and meaning. Styles. Problem behaviour.

Module 5: Learner differences

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

For Reading: Increasing Learner motivation. Creating productive learning environment: Effective teaching, Class room management, Accommodating diversity

Module 6

Teacher Centered approach: Planning, Direct instruction, Lectures, Lectures and discussion.

Learner centered approach: Planning, Types.

Assessing classroom learning: Types, Grading and reporting.

Activity based assignment:

Observe adolescent behavior in specific setting.

Assess the study habit of a student make a report and suggest required modifications

References:

1. Airasian, P. (1997) *Classroom assessment* . New York: Mc Graw Hill.
2. Alberto, P., & Troutman, A. (1995). *Applied behavioral Analysis for teachers*. NJ: Merrill/ Prentice Hall.
3. Ames, C. (1992). *Classroom: Goals, Structure and student motivation*.
4. Eggen, P., & Kauchak, D. (1999). *Educational Psychology*. New Delhi: Prentice-hall of India Private Limited.
5. Gordon, T. (1974) *Teacher effectiveness training*. NY: Wyden.

PS3 PE 12 D1 ADVANCED ORGANIZATIONAL BEHAVIOUR

OBJECTIVES:

To develop a good understanding of the theory of human relations in organizations

To understand and appreciate the different models as applied to human and organizational behavior.

To gain awareness and knowledge of contemporary issues and approaches to organizational change and development faced in organizations.

Module: 1 Models of Organizational behavior

Autocratic, Custodial, supportive, collegial and system models.

Module 2: Empowerment and participation

Role of participation in work settings, Programs for participation, Considerations in participation.

Module 3: Interpersonal behavior in organizations

Conflicts, assertiveness, Power and politics.

Module 4: Goal setting and job design

Factors to be considered in designing jobs, Additional considerations in job design, Goal setting- important factors to be considered, MBO.

Module 5: Organizational behavior across culture

Globalization, Managing diversity and motivation across cultures, Conditions affecting multi national operations, managing international work force,

Module 6: Organizational development

Organizational change , management and OD techniques, Organizational behavior modification.

(OBMOD): Problem solving model, Applications of OBMOD.

Activity based assignment

Case study discussion

Evaluate various empowerment activities done in organization that you visit.

References

1. George & Jones (2009). *Understanding and managing organizational behavior*. New Delhi: Dorling Kindersley.
2. Gomez, M., David, B., & Rober, C. (2006). *Managing Human Resources (Fourth Edition)*. India: Dorling Kidersley Pvt. Ltd., licensee of Pearson Education in South Asia.
3. Luthans, F. (2005). *Organizational Behaviour (Tenth Edition)*. United States: McGraw Hill Irwin.
4. *OBMOD; The effectiveness of OB-MOD.:*
<http://faculty.css.edu/dswenson/web/OB/obmod.html>
5. Stephen, R. P. (1996). *Organizational Behaviour (Seventh Edition)*. India: Prentice Hall, Delhi.
6. Woodman, Slocum, & Hellriegel. (1995). *Organizational Behavior*. New York: West Publishing Co.

PS3 PE 12 E1 CRIMINOLOGY

OBJECTIVES:

To develop an understanding the field of criminology

To understand the psychology behind crime and criminal behavior

Module 1: Understanding Criminology

What is criminology, the making and breaking of laws, measuring crime, nature and extent of crime, measuring characteristics of crime, measuring characteristics of criminals.

Module 2: Schools of Thought

Classical criminology, positivist criminology, biological determinism, psychological determinism, psychological and biological perspectives of criminal behaviour, social control theory, labeling conflict and radical theories

Module 3: Types of Crime

Concept of crime, ingredients of crime, the defenses – excuses and justifications, typologies of crime, violent crimes, crime against property, organizational criminality,

Module 4: Targets and Victims of Crime

Situational theories of crime – environmental criminology, rational – choice perspective, routine – activity approach, practical application , theories of victimization – life style theories, victim – offender interaction, repeat victimization, hotspots of crime, geography of crime.

Module 5: Comparative criminology

What is comparative criminology - definition, history, goals, research – preparatory work, comparative research, tools and resources, problems of empirical research

To read

Schools of thought through out history, police in the community, prosecution and adjudication

Activity based assignment

Preparing a report of various crimes reported in the newspapers, make an assessment of the crimes reported, visiting juvenile home, preparing a case report

References

1. Adler, F., Mueller, G. O. W., & Laufer, W. S. (2001). *Criminology* (4th ed). US: Mc Graw Hill.
2. Quinney, R. (1979). *Criminology* (2nd ed). Canada: Little, Brown & Co.

PS3 PE 12 F1 FUNDAMENTALS OF SPORT AND EXERCISE PSYCHOLOGY

OBJECTIVES:

Helping individuals to understand the role of exercise on health

Understanding how participation in sport, exercise, and physical activity affects their psychological development, health, and well-being.

Module 1: Physical activity and health

Benefits of physical activity, Exercise and nutrition, effect of physical health on mental health. Emotional health, the mind body connection.

Module 2: Understanding Sport and Exercise Psychology

History of sport psychology, Recent trends in the field of sport psychology. Sources of influence on social development and sport.

Module 3: Exercise Adherence

Factors affecting exercise adherence: Personal, Environmental and Physical activity characteristics, Life style and physical activity.

Module 4: The mental side of sport

Physical activity and mental health, Introduction to sport psychology, Psychological factors affecting sport performance Factors influencing the mental demands of a given sport, Sport and exercise psychology as an academic discipline, What do sport psychologist do?

Module 5: Theoretical frame works in sport and exercise behavior

Belief-attitude Theories, Competence-based theories, Control-based theories, Stage-based theories, Hybrid model

Module 6: Physical activity and quality of life

Physical activity and Physical functioning, Physical activity and subjective well being, Exercise and stress management, Peak performance and flow.

Activity Based Assignment

Field Observation

1. Select a physical activity instructor (physical activity teacher, coach, fitness leader, or athletic trainer) to observe in a group setting (the instructor should be working with four or more individuals during your observation period).
2. Observe instruction of a group physical activity and coding instructor behavior using the Coaching Behavior Assessment System (CBAS; Smith, Smoll, & Hunt 1977);
3. (c) Integrating and apply the knowledge of sport and exercise psychology to a practical setting.

References

1. Jervis, M. (2005). *Social Psychology: A Student Handbook*. NewYork: Routledge Publication.
2. Tenenbaum, G., & Robert C. (2007) *Handbook of sport psychology (3rd ed)*. USA: John Wiley Publishers.
3. Weinberg, R., & Gould, D. (2006). *Foundation of Sport and Exercise Psychology (4thed.)*. Human Kinetics Publishers.

PS 3 PP3 NEUROPSYCHOLOGICAL ASSESSMENT (PRACTICAL)

OBJECTIVES

To identify, quantify and describe changes in behaviour related to the cognitive integrity of the brain and to understand the instances where neuropsychological consultation is useful

To learn comprehensive assessment of a wide range of cognitive and behavioural areas of functioning

To develop an understanding of different Neuropsychological batteries and Neuro rehabilitation

To apply theoretical knowledge in practice

To enhance the professional skills of the student

Areas of Neuropsychological assessment	Tests used
Orientation / Screening	Mini Mental State Examination, Addenbrooke's Cognitive Examination
Sensation / Perception	Halsted Reitan Neuropsychological battery subtest
Attention and Motor function	Letter Cancellation test, Digit span test
	Copying task , Finger Oscillation Test
Visual Spatial	Visuo Object Space Perception subtest Benton's line orientation test, Block design test
Language skills	Verbal fluency test (FAS test)
Memory	Rey Auditory Verbal Learning Test, Wechsler Memory Scale, Benton Test of Visual Retention
Abstract Reasoning/ judgment/ problem solving	Wisconsin Card Sorting Test, Stroop Test, Trail Making test, Clock drawing, Tower of London, Standard Progressive Matrices

Emotional /Psychological Distress	Beck's Depression Scale, Neuropsychiatric Inventory Hospital Anxiety and Depression Scale
Activities of Daily Living	Instrumental Activities of Daily Living

Reference

Zillmer, E. A., & Spiers, M. V. (2001). *Principles of Neuropsychology*. Wadsworth.

Activity based assignment

PRINCIPLES OF NEUROPSYCHOLOGY

Application of assessment and neuro rehabilitation program for at least one case

Neuro Rehabilitation Program

Executive functions

The Right Count

The task

From a two-letter root, the maximum number of four-letter words has to be found, by finding the two missing letters. The idea is to find as many words as possible in as little time as possible.

Hurray for Change!

The task

There are two tasks to this exercise. In the first part, series of 4 to 16 letters or words must be linked in alphabetical order. The second part demands to alternately sort two series of items.

The Towers of Hanoi

The task

In this exercise, the patient must configure colored rings on a series of pegs in order to match a target. There are some rules to respect: He can move the top-most ring on each peg to another peg, but he can only move one ring at a time and he can never put a larger ring on top of a smaller ring. From time to time, a given peg may not hold any rings: he may move any available ring he likes on to an open space.

Writing in the Stars

The task

Heavenly inspiration is required for this new twist on the old cross-word puzzle. The user is given a list of nine words. Only six of them can be used to fill the empty squares and connect with each other to form the six-point star.

Verbal memory

Elephant Memory

The task

The saying that elephants never forget is a true fact. Will the patient be able to build up memory over a few seconds or minutes and hold on to it? In this task, the user is presented with a grid of words to memorize. He will then be asked to recognize these same words from a longer list that also contains distraction or decoy words.

Words, Where are You ?

The task

This exercise consists of memorizing the location of several words on a grid, and then recalling them in the same spot in a grid as the user has seen them previously.

Visual memory

Shapes and Colors

The task

In this exercise, the patient has to memorize several figures of various shapes and colors and then recognize them among slightly different ones.

Bird Songs

The task

Try to memorize the name and song of various common bird species. Try to spot out the characteristic traits (color of feathers, size of beak, tone range, tune, etc). They will make your learning easier

COGNITIVE AND BEHAVIOURALLY ORIENTED THERAPIES

Apply and make a report of at least one of the techniques learned in domestic/ school/ organizational setting.

COUNSELLING PSYCHOLOGY

Verbatim reports of one case of counselling which depicts most of the counselling skills. Identify and mention the skills used in each response of the counsellor. Discuss the mistakes and achievements and identify areas for self improvement.

Conduct a group counselling and make a report of the same

Visit to places where counselling for special population is done to get familiarised with such occupations.

Elective Papers

COMMUNITY PSYCHOLOGY

To conduct a survey to identify the rate of occurrence of psychopathology in a specific geographic area.

Identify problems in community programs implemented by the local bodies and evaluate.

CLINICAL PSYCHOLOGY I

Case history: one adult and one child

Administer any one test in clinical setting and submit a report

PSYCHOLOGY IN CLASSROOM

Observe adolescent behavior in specific setting.

Assess the study habit of a student make a report and suggest required modifications

ADVANCED ORGANIZATIONAL BEHAVIOUR

Case study discussion

Evaluate various empowerment activities done in organization that you visit.

CRIMINOLOGY

Preparing a report of various crimes reported in the newspapers, make an assessment of the crimes reported, visiting juvenile home, preparing a case report

FUNDAMENTALS OF SPORTS AND EXERCISE PSYCHOLOGY

Field Observation

- 1) Select a physical activity instructor (physical activity teacher, coach, fitness leader, or athletic trainer) to observe in a group setting (the instructor should be working with four or more individuals during your observation period).
- 2) Observe instruction of a group physical activity and coding instructor behavior using the Coaching Behavior Assessment System (CBAS; Smith, Smoll, & Hunt 1977);
- 3) (c) Integrating and apply the knowledge of sport and exercise psychology to a practical setting.

PS4 PE 13 CONTEMPORARY SOCIAL ISSUES AND ROLE OF PSYCHOLOGY IN SOCIAL ENGINEERING

OBJECTIVES:

To be more sensitive towards contemporary social issues

To explore the role of psychologists in facilitating social change

Module 1: Environmental issues& hazards

Pollution and related health hazards, protecting bio- diversity. Human behaviour & global climate change, realistic risk perception. Influencing public opinion, adopting responsible environment-related behaviour

Module 2: Issues of migration and globalization

Dynamics of cultural contact. Cross cultural Psychology, Relevance of cultural identity to self concept, acculturation. (special reference to NRIs and unskilled labourers) , Communication devices: the use and abuse of social networking/ technology and its role in social life & politics.

Module 3: Issues related to economic development

Social mobility, development and social tensions. Endogenous/sustainable development solutions in the fields of agriculture, energy& tourism. Role of local leadership in social mobilization and implementation of policies.

Module 4: Gender issues

Gender equality, gender based violence, gender minorities, gender self concept. Socialization of girls in urban & rural poor. Social change through behaviour modification.

Module 5: Psychology of deprivation

Consequences of deprivation, poverty and human development. Consumerism and materialism: psychological significance of possessions.

Module 6: Marginalization

Issues of the aged/urban slums /institutionalization/individualization

Activity based assignment:

Survey/qualitative assessment of the issues of at least one marginalized section of the society.

Write to newspapers/ magazines/ electronic media about the observations.

Conduct a study to explore the feasibility of applying psychological techniques in tackling social issues

References:

1. Bell, Fisher, Baum & Greene.(1996). *Environmental psychology*, Holt, Rinehart& Winston Inc. *Cross cultural Psychology*. Pearson Education. *for implementing endogenous development in the context*
2. Menon, L. (1997). *Gender issues and social dynamics*. Kanishka Publishers, New Delhi.
3. Misra, G.(1990). *Applied social Psychology*, Sage Publications, New Delhi.
4. Naovi, K.A. (1982). *Problems, strategies and conditions of Asian countries and in particular in India*.UNSCO,SS-82/WS/74.
5. Rudmin, F.W. (1991). *To have possessions: a handbook of property and ownership*

6. Semin, G.R.& Fiedler, K.(1996). *Applied social Psychology*, Sage Publications. New Delhi.

PS4 PE 14 A2 CROSS CULTURAL PSYCHOLOGY

OBJECTIVES:

- To understand the nature and approaches of cross cultural psychology
- To know the contemporary applications of cross cultural psychology
- To appreciate the role of culture in human cognition and social interaction

Module 1: Understanding Cross-cultural Psychology

Basic definitions, Knowledge in cross cultural Psychology, Cultural traditionalism, Empirical examination of culture, collectivism and individualism, Cultural syndrome, Socio biological approach, eco cultural approach, the cultural mixture approach, the integrative approach, What is indigenous psychology, Ethnocentrism, Multiculturalism, Brief history of cross cultural psychology.

Module 2: Cross cultural Research

Quantitative & qualitative research in cross cultural psychology, Major steps for preparations of a cross cultural study; sample selection, observation, survey, experimental studies, content analysis, focus group methodology, meta analysis, obstacles of cross cultural studies, Cultural dichotomies, Avoiding Bias of Generalizations, Know more about cultures.

Module 3: Cultural influences on Cognition

Perception: How culture influences perception, illusions, beauty and consciousness, cultural significance of dreams. Intelligence: Ethnic differences in IQ, influence of socio economic environment. Emotion: Influence of culture on emotions, emotional experience, expression and judgement. Culture bound syndromes, Substance abuse and culture.

Module 4: Cultural influence on Social interaction

Influence of culture on values, self perception, conformity, co-operation and competition, ambition and achievement.

Module 5: Applied Cross-cultural Psychology

Health, Medical and counseling decisions, business decisions, Working with immigrants, Education, culture, behavior and the law, Human rights, Working and serving abroad

Activity based assignment:

Critically evaluate journal-based cross-cultural studies on psychological variables like cognition/social interaction/values etc.

References

1. Shiraev, E., & Levy, D. (2009). *Cross-cultural Psychology, Critical Thinking and Contemporary applications; Third edition*. India: Pearson Education
2. Keith, K.D. (2010). *Cross-Cultural Psychology: Contemporary Themes and Perspectives*: Wiley-Blackwell

PS4 PE 15 A3 ADVANCED SOCIAL PSYCHOLOGY

Objectives:

To describe the nature and scope of Social Psychology

To understand the need, significance and aim of Social Psychological research

To apply principles of Social Psychology to different areas of social life

Module 1: Nature and concept of social Psychology

Historical development of Social Psychology. Scientific approach: Methods of Social Psychology: methods of data collection & analysis; observation, correlation, experimentation, ethnography. Ethical issues: deception, informed consent, debriefing, minimal risk.

Module 2: Social cognition

Person perception & social cognition: attribution theory; errors in attribution, positivity bias.
Understanding one's own behaviour: social comparison, self-perception theory.

Module 3: Group dynamics:

Nature and dynamics of group, theories of group formation. Group conflict and group action. Crowding and crowd behaviour: social identity theory, theories of crowd behaviour. Co-operation, competition and conflicts.

Module 4: Social influence:

Concepts and theories of Social influence: minority influence, dynamic social impact theory, expectation –states theory, structural approach. Areas of social influence: compliance, conformity, obedience. Theories & factors affecting pro-social behaviour. Nature, types, theories & causes of aggression. Measures to reduce violence.

Module 5: Scope & applications of social Psychology

Population Psychology, legal system, health & environmental Psychology. Current trends in social Psychology: cognitive perspective, multicultural perspective.

Activity based assignment:

Make a report of crowd behaviour from video clippings of events with significant national interest.

Conduct field experiments on social behaviour.

References:

1. Andreyeva, G. (1990). *Social Psychology*, Progress Publications, Moscow.
2. Aronson, E., Wilson, T. D. & Akert, R. M. (2010). *Social Psychology*, Upper Saddle River, NJ: Prentice Hall.
3. Banister, P., Burman, E., Parker, I., Tylor, M. & Tindall, C. (1994). *Qualitative methods in Psychology: a research Guide*, Buckingham Open University Press.
4. Baron, R. A. & Byrne, D. (1997). *Social Psychology*, Boston, Allyn & Bacon.

5. Berkowitz,L.(1993).*Aggression: it's causes,consequences,&control*.New York: McGraw-Hill.
6. Feldman,R.S.(1985). *Social Psychology:theories,research&applications*, New York:McGraw-Hill.
7. Myers,D.G.(2010). *Social Psychology*,New York:McGraw-Hill.

PS4 PE 14 B2 CLINICAL PSYCHOLOGY 2

OBJECTIVES:

To provide an understanding of research methods and trends in the field of clinical psychology

To orient the student to the scope of clinical psychology

To describe role of clinical psychology in promotion of mental health

Module 1: Clinical Psychology and Physical Health

Clinical Psychology and Primary Care, - role of clinical psychologist in the general hospital setting, Clinical Psychology and Physical Health- psychological factors affecting physical conditions. Clinical Psychology and Rehabilitation- Cancer, Neurological and Physical Conditions.

Module 2: Clinical Psychology and Prevention of mental health problems

Prevention of Mental Disorders, – Role of Clinical Psychology, Relapse Prevention: Definitions of relapse and recurrence, models of relapse, clinical strategies to reduce relapse risks. Vocational rehabilitation for mentally challenged and people with chronic mental illness. Promotion of Mental Health- resilience building in the community

Module 3: Issues in Child Mental Health

Interviewing the Child,, Child Sexual Abuse and Maltreatment, Maintaining Confidentiality, Assessing systems- family and school. Adoption, Orphanages, juvenile homes, Adolescent issues

Module 4: Mental Health and Law

History of mental health act, provisions in the legal system, Current Status, Role of psychologist in Forensic science

Module 5: Research Methods in Clinical Psychology

Quantitative versus Qualitative methods, Experimental method, Quasi experiments, Between group versus within group designs, Analogue designs, Correlational method, Case studies, Meta analysis, Cross sectional versus Longitudinal designs. Prospective and Retrospective studies. recent trends – mixed methods research

Module 6: Way Forward

Mental health of prisoners and destitutes, Public Health and Clinical Psychology, Role in Policy building, Clinical psychology and physical handicap, Gender Issues and Clinical Psychology, Geriatrics and Clinical Psychology, Clinical psychology and defense.

Activity Based Assignment

Visit to various settings where psychologists are employed and prepare report on the activities of psychologists in such settings

References

1. Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics*, 4th ed., India: Dorling Kindersley.

2. Korchin, J. S.(). *Modern clinical psychology: Principles of intervention in the clinic and community*. CBS Publishing.
3. Pomerants, A. M. (2008). *Clinical Psycholgy: Science, practice and culture*, New Delhi: Sage publications
4. Wolman, B.B. (1965). *Handbook of clinical psychology*, N.Y: McGraw Hill INC.

PS4 PE 15 B3 PSYCHOTHERAPY

OBJECTIVES:

- To introduce students to different types of psychotherapy
- To familiarize them with different techniques of psychotherapy

Module 1: Introduction

Definitions, Varieties of Psychotherapy: Supportive therapy, Re-educative Therapy, Reconstructive Therapy, Stages and Outline of Psychotherapy, Basic Ingredients, Psychotherapist and Psychotherapy client. Psychotherapy relationship Eclectic and Integrative approaches Research in Psychotherapy: Experimental method, Quasi experiments, Between group versus within group designs, Analogue designs, Correlational method, Case studies, Meta analysis, Cross sectional versus Longitudinal designs. How effective is Psychotherapy? Measuring Therapeutic Improvement.

Module 2: Psychoanalytic Psychotherapy

Views about human nature, Goals, Therapeutic relationship, Psychoanalytic situation, Major Techniques - Free- association, Dream analysis, Freudian Slips , Analysis of Transference and Resistance, Interpretation. Countertransference, Course - Opening phase, regression, development of transference, working through, resolution of transference, termination. Selection of patients. Applications and Evaluations Brief Psychodynamic therapies – historical roots, indication and techniques

Module 3: Humanistic and Gestalt Therapies.

Client-centred Therapy: Views about human nature, Goals, Therapeutic Relationship, Techniques – Empathy, Unconditional positive regard, Genuineness, Concreteness, Active listening, Reflection of feelings, Non-directedness, Applications and Evaluations **Gestalt**

Psychotherapy: Views about human nature, Key concepts, Goals, Therapeutic relationship, Techniques used - Focussing on the here and now, Dream work, Role play, Empty chair, Rules and Games. Applications and Evaluations

Module 4: Existential Psychotherapy

Overview of the Existential Viewpoint, Goals of Existential Psychotherapy, Logotherapy, Techniques -Paradoxical Intention, De-reflection, Application and evaluation, Case Study

Module 5: Family

Family Assessment: Family life-cycle, Family Genogram, Major Approaches and techniques used in : Systemic Family Therapy, Structural Family Therapy, Strategic Family Therapy, Behavioral and Cognitive-behavioural family Therapy, Application and Evaluation.

Module 6: Group Psychotherapy and Play Therapy

Stages in the development of a group: Initial, Transition, Working, Final, Theoretical approaches: Psychoanalytical, Psychodrama, Existential, Gestalt, Transactional Analysis, Application and evaluation. **Play therapy:** Conceptual background, Play therapy room, Selecting appropriate media or activity, use of miniature animals, sand tray work, working with clay, drawing, painting, collage and construction, imaginary journey, books and stories, puppets and soft toys, imaginative pretend play, games.

Activity Based Assignment

Identifying and applying different techniques of psychotherapy through role playing and verbatim reports on the same

Evaluation of a psychotherapy cases described in books

REFERENCES:

1. Wolberg, R. L. (1967). *The Technique of Psychotherapy*. Grune & Stratton, INC.
2. Wolman, B.B. (1965). *Handbook of Clinical Psychology* N.Y. McGraw Hill INC.
3. Bongar, B., & Beutler, E. L. (1995). *Comprehensive Textbook of Psychotherapy Theory and Practice* Oxford University Press.
4. Brammer, M. L., & Shostrom, L. E. (1960). *Therapeutic psychology Fundamentals of Counselling and Psychotherapy*. Prentice Hall.
5. Wolman, B. B. (1976). *The Therapists' Handbook Treatment Methods of Mental disorders*. Van Nostrand Reinhold Company.
6. Russ, W. S., & Ollendick, H. T. (1999). *Handbook of Psychotherapies with children and Families*. Kluwer Academic/ Plenum Publishers.
7. Coombs, R. (2005). *Family Therapy Review*. Lawrence Erlbaum Associates Publishers New Jersey.
8. Nystul, S. M. (1993). *The Art and Science of Counselling and Psychotherapy*. Merrill Prentice Hall.
9. Hecker, J. E. & Thorpe, G. L. (2011). *Introduction to Clinical psychology: Science, practice, and ethics*, 4th ed., India: Dorling Kindsley.
10. Pomerants, A. M. (2008). *Clinical Psycholgy: Science, practice and culture*, New Delhi: Sage publications

PS4 PE 14 C2 PSYCHOLOGY OF DIFFERENTLY ABLED

OBJECTIVES:

To understand children who are differentially abled.

To identify the risk factors and causal factors of disabilities.

To explore and understand the different remediation and rehabilitation process involved in the field of such disability.

Module 1: Introduction to differentially abled (Exceptional Children)

Concept of Impairment, Disability and Handicap, Definitions and types of exceptional children.

Module 2: Concept of special education

Objectives, Needs, Special education services, Integrated education- Scope, importance and Application, Mainstreaming-Scope, components and efficacy.

Module 3: Understanding differentially abled children-Physical disability

Definition, characteristics, assessment, diagnostic criteria, etiology of Physically disabled - Visual impairment, Hearing impairment, Orthopedic handicap, Speech and Language handicap, -Multiple disabilities.

Module 4: Remediation, Training and educational provision-Physical disability

Physically disabled- Visual impairment, Hearing impairment, Orthopedic handicap, Speech and Language handicap, Multiple disabilities.

Module 5: Understanding differentially abled children-Developmental disability.

Definition, characteristics, assessment, diagnostic criteria, etiology. Developmental disabilities, mentally challenged, Learning disability, learning backwardness and learning problems, Emotional problems, ADHD, Autism, Others.

Module 6: Remediation, Training and educational provisions-Developmental disability.

Mentally challenged, Learning disability, learning backwardness and learning problems, Emotional problems, ADHD, Autism, Others.

To read: Legal considerations in special education.

Activity based assignment:

Visits to centers for children with physical disabilities and developmental disabilities.

Prepare an IEP program for a single case.

Prepare a power point presentation for addressing parents who have children with disability.

References:

1. AAAMR Ad Hoc Committee on Terminology and classification.
2. Farrell, M. (2009). *Foundations of Special Education: An introduction*. Chichester: Wiley-Blackwell.
3. Hallahan, D., & Kauffman, J. (1994). *Exceptional Children*. MA: Allyn & Bacon.

4. Hoff, E. (2008). *Language development*. CA: Thomson Learning
5. Tolmie, A. (2011). *Educational Psychology: Research on cognitive and biological factors*. Edited: Davey, G. *Applied Psychology*. UK: Blackwell.

PS4 PE 15 C3 COUNSELLING IN SCHOOL SETTINGS

OBJECTIVES:

To make students understand the role of counselling in schools

To sensitize students about the varied issues in schools and methods of handling them

Module 1: School counseling

Meaning and purpose, evolution of school counselling, the role of counsellors in different grades, the importance of counselling and conducting programmes and services, the developmental approach to counselling- thinking, feeling and relating, essential developmental skills.

Module 2: Child and adolescent issues and concerns

Underachievement, bullying and gangs in schools, school violence, substance abuse, sexual harassment, child and adolescent suicide, role of counsellor in tackling the issues. Understanding the mental health needs of children and adolescents, school counsellors as mental health professionals, mental health vs. mental illness, Anxiety disorders, Mood disorders, ADHD, Autism, Disruptive disorders, Eating disorders, diagnosis and treatment.

Module 3: Consulting with parents, teachers and support personnel

School as community, consultation, benefits of consultation, parent-teacher relationship, prevention and intervention for families under stress.

Module 4: Models and approaches in school counseling

Adler's theories in school counseling- Adlerian concepts, Behaviourism-operant conditioning, Roger's person-centered school counseling- non-directive counselling, congruence, Ellis's Rational Emotive Behaviour Therapy- irrational thinking, Beck's Cognitive behavior therapy in school counselling- methods of CBT.

Module 5: Counselling in schools

Implementation: Solution-focussed counselling, the efficacy of small group counselling in schools, types of counselling groups, conducting psychoeducational groups to enhance social, emotional and cognitive skills.

Activity Based Assignment

Identify at least five cases and make a verbatim report on each.

References

1. Thompson, R. A. (2002). *School counselling : Best practices for working in the schools*. (2nd ed.) New York: Brunner-Routledge Publications.
2. Wright, R. J. (2012). *Introduction to school counselling*. USA: Sage Publications, Inc.

PS4 PE 14 D2 HUMAN RESOURCE DEVELOPMENT

OBJECTIVES:

To provide foundation on the basics of human resource development.

To train the students in the various theoretical and

To help students understand practical aspects of motivation, quality of work of HRD and to focus on development of various intervention techniques.

Module1: Introduction

Need and role of HRD, Process and mechanism of HRD, planning, building and controlling HRD, HRD in Indian context.

Module 2: Human resources planning, acquisition and Utilization

Job analysis and job designing, determining essential skills knowledge and abilities, Recruitment, selection, placement and orientation, Utilization of ineffective manpower and tackling, Human resource audit. Job Analysis: Performance appraisal, managing promotions and transfers

Module 3: Personnel training and development

Identifying training needs ; Evolving training strategy; Designing training and development activities; training methods; Management development; Evaluation of training programmes, Factors for successful training activities.

Module 4: Career planning and management

Self awareness, Occupational awareness, Positive marketing- Preparation of CV, Interview skills.

Module 5: Motivational aspects of HRD

Development cycle; Reinforcement for behaviour modification ; job design to increase employees' motivation, creativity.

Activity based assignment:

Design a training module for a 3 day workshop on enhancing interpersonal skills

References

1. Dessler, G. (2007). *Human Resource management. (10th ed)* New Delhi: Prentice Hall.

2. Rao, V. S. P. (2005). *Human Resource Management (2nd edn)* . New Delhi: Excell books
3. York, K. M. (2009). *Applied Human Resource Management: Strategies and Experiential exercises*, Thousand oaks, California: Sage Publications.

PS4 PE 15 D3 CONSUMER BEHAVIOR AND ADVERTISING PSYCHOLOGY

OBJECTIVES:

To develop an understanding of consumer behavior from a variety of perspectives (multicultural, multidisciplinary, etc.)

To develop an understanding of peoples' consumption-related behaviors and to develop and evaluate marketing strategies intended to influence those behaviors.

To understand the principles of psychology in the field of advertising

Module 1: Introduction to consumer behavior

What is consumer behavior? who is a consumer? Types of consumption behavior, factors influencing a product choice, Acquisition, consumption and disposition of products.

Module 2: Perspectives toward the study of consumer behavior

Satisfying the wants and needs of a marketer, How to become a better consumer, Influences on consumer behavior: Intrinsic: Individual, internal influence factors: personality, motivation, beliefs, attitudes, etc. and Extrinsic: External factors of influence: group influences, such as culture, family, reference group, environmental and situational factors, such as time of day, temperature, etc

Module 3: Understanding Consumers and market segments

Marketing, selling and buying behaviour, Views of the market and alternative marketing strategies. Usage segmentation. Benefit segmentation. Product positioning.

Module 4: Advertising

Definition, Dimensions of advertising, classification of advertising. Functions & effects of advertising. The economic impact of advertising

Module 5: Feeling response to advertising.

Modelling the feeling response to advertising. The role of classical conditioning. Attitude toward advertisement. Feelings experienced by audience, member

Module 6: Perception process, attention Interpretation, Information processing & attitude change.

EIM model, Central Vs Peripheral routes to persuasion, Cognitive response model, cognitive structure model. The exposure effect

Activity based assignment

Evaluating an Advertisement

Designing an Advertisement

References

1. Aaker, D. A. and. Myers, J. G.(1987). *Advertising management, (3rd ed)*. Prentice – Hall, International Editions.
2. Burnett, and Moriarty, S. (2006). *Advertising principles and practice*. Prentice Hall
3. Schiffman, Kanuk, and Hansen (2008), *Advertising: Principles and Practice, (7th ed)*. William Wells, John
4. Schittman, L.G. and Kannk, L. L. (2000). *Consumer behaviour, (7th ed)*. New Delhi: Prentice Hall of India (Pvt) Ltd.

PS4 PE 14 E2 FORENSIC PSYCHOLOGY

OBJECTIVES:

To understand the role of psychology in the field of forensic

To understand the role of psychology of confession and investigation

Module 1: Introduction

The meaning of forensic, The origins of legal psychology

Module 2: Eyewitness Memory

An early model of memory – acquisition, retention retrieval, the strength and validity of the evidence

Module 3: The Psychology of Confession

Voluntary false confessions, Interrogational tactics, coerced false confessions - coerced compliance and coerced internalization

Module 4: The Psychology of Investigation

The cognitive interview, Detecting lies and deceit, Offender profiling - Profiling historical and political figures, profiling criminals from the crime scene, profiling common characteristics of known offenders

Module 5: Criminological Psychology

Violent offenders - Development of violent behaviour, Psychological profile of violence, Role of Anger, Moral reasoning, Working with offenders - Using meta-analysis to inform treatment programmes – offending behaviour programmes

References

1. Goldstein, A. M. (2003). *Handbook of Psychology (Vol11), Forensic Psychology*. USA: John Wiley & Sons, Inc.

PS4 PE 15 E3 CRIMINAL FORENSIC PSYCHOLOGY

OBJECTIVES

To understand the application of forensic psychology in the field of criminology

To understand the role of forensic psychologist

Module 1: Forensic Evaluation in Delinquency Cases

Clinical and dispositional assessments in delinquency cases, assessments for violence risk, assessments for psycho legal concepts in delinquency cases, future advances in forensic assessments in delinquency cases

Module 2: Competence to Confess

The Validity of Confessions, Significance of Confessions, Reported Frequency of False Confessions, Types of False Confessions, Implications for Forensic Assessment and Testimony Regarding False Confessions

Module 3: Evaluation of Criminal Responsibility

Ethical issues in evaluation of mental state at the time of the offense, Informed Consent , Evaluation, Diagnosis, Intervention, Professionalism, Multiple Sources of Data. Model for Evaluating Mental State at the Time of the Offense , Structure of the Examination of Mental State

Module 4: Child Sexual Abuse Evaluations

Scope of the problem, the meaning of symptoms, memory, suggestibility, structuring the interview, assessment tools

Module 5: Substituted Judgment: Roles for the Forensic Psychologist

Substitutions for prior judgment, substitutions for present judgment, substitutions for future judgment

Reference

1. Goldstein, A. M. (2003). *Handbook of Psychology (Vol11), Forensic Psychology*. USA: John Wiley & Sons, Inc.

OBJECTIVES:

To help individuals understand the psychological principles behind athletic performance.

To help individuals understand the social context of sport

Module 1: Sport in Context: The Social Psychology of Sport

Attitude to sport, Social Facilitation, Social Loafing, Team Dynamics and Development, Causal attribution in Sport, Violence and Aggression in Sport, Athlete burn out.

Module 2: Cognitive Psychology and Sport

Cognitive style and Sport, Self efficacy, Attentional style and performance, Attribution of self and Others, Situational and interactional approaches to sport behaviour

Module 3 : Understanding Motivation

Intrinsic and extrinsic motivation, Theories of motivation, Pathological motivation and sport Feedback and Reinforcement.

Module 4: Arousal, Stress, and Anxiety

Definitions of arousal, anxiety and stress, Factors inducing anxiety and stress, The relationship between arousal and performance, The relationship between anxiety and performance, Managing Stress.

Module 5: Social factors in sporting performance

Groups and teams, Social facilitation, Negative effects of team membership, Leadership.

Module 6: Emotions in Sport

Current Issues and Perspectives , Characteristics of emotional experience, IZOF model, Emotion performance relationship, Coping in sports.

Activity based assignment:

Conduct a survey research

References

1. Moran, A.P. (2004). *Sport and Exercise Psychology, A Critical Introduction*. New York: Routledge,
2. Kremer, J., & Scully, D. (2001). *Psychology in Sport*. Taylor and Francis Publishers.
3. Smith, L. H., & Kays, T. M. (2010). *Sports Psychology for Dummies*.
4. Weinberg, R & Gould, D. (2006). *Foundation of Sport and Exercise psychology (4thed)*. Human Kinetics Publishers.

PS4 PE 15 F3 APPLYING SPORT PSYCHOLOGY

OBJECTIVES:

To understand the applications of sport psychology.

To apply it in real sport settings

Module1: Skill acquisition and expertise

Classifying abilities, Classifying skills, The existence of superability and the nature–nurture debate in sport , Stages of skill acquisition, The information-processing approach to skills

Module 2: Mental Skills Training in Sport

Mental skills for athletes and coaches, Foundation skills, performance skills, personal development skills and team skills, Frame work for mental skills training.

Module 3: Establishing and Maintaining Physical Exercise

Theoretical models of health promotion, Intervention delivery mechanisms.

Module 4: Goal Setting and Performance Feedback

Principles of Effective Goal Setting, Time management and task management, Handling pressure and winning habits.

Module 5: Attention, control and Self-Confidence

Mastering the art of focus, increasing concentration in sports, Control theory.

Module 6: Intervention training

Arousal Energizing Strategies, Relaxation, Self talk , Mental imagery, Psychology of Sport Injury Rehabilitation, Ethics In Sport Psychology.

Activity based assignment:

Design an Experiment in the sport context and analyze the results

References

1. Jervis, M. (2005). *Social Psychology – A Student Handbook*. NewYork: Routledge Publication.
2. Luiselli, J. K., & Reed, D. D. (2011). *Behavioural Sport Psychology*. New York : Springer.
3. Weinberg, R., & Gould, D. (2006). *Foundation of Sport and Exercise Psychology (4th ed)*. Human Kinetics Publishers

PS4 PP4 INTERNSHIP AND CASE STUDY (PRACTICAL)

In the fourth semester, each student is expected to have practical exposure based on his/her area of specialization. The student has to do the **internship** for a minimum of 10 hrs per week, thus making a total of 200 hours by the end of the fourth semester. This is to be done under the supervision of a teacher and the student has to submit a report on his activities in the institution/setting (clinical setting/ organization/ school setting/ community/sport institution/forensic setting). The student should also do **case study** and submit 5 individual cases of relevance as separate work. Apart from internal evaluation, both the report and case study will be evaluated for the external examination.

PS4 PD PROJECT/DISSERTATION

The student has to do a dissertation based on a topic of his own choice and under the supervision of a teacher. The project work shall begin by the third semester. The student has to plan a research proposal and make an initial synopsis presentation wherein he introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the presentation will be made. The supervising teacher will monitor the student's progress in the study which will be evaluated internally. The final project report has to be submitted in the prescribed format (APA guidelines) by the end of the fourth semester which will be evaluated for the external examination. The student should produce a synopsis of his research work for the external examination and also make a power point presentation of the same.

VIVA

There will be a comprehensive viva at the end of the fourth semester based on the theory papers the student has covered in the four semesters, which will be evaluated externally.