ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

University of Mysore
(Estd.1916)

M.Sc. PSYCHOLOGY

Choice Based Credit System (CBCS)

Programme Details

UNIVERSITY OF MYSORE

DEPARTMENT OF STUDIES IN PSYCHOLOGY

Manasagangotri, Mysuru-570006

Regulations and Syllabus

M.Sc. PSYCHOLOGY

(Two-year semester scheme)

Under

Choice Based Credit System (CBCS)

CHAIRMAN
Board of Studies in Psychology
University of Mysore
Manasagangotri
MYSORE - 570 006

UNIVERSITY OF MYSORE

GUIDELINES AND REGULATIONS LEADING TO
M.Sc. PSYCHOLOGY
(TWO -YEAR SEMESTER SCHEME UNDER CBCS)

Programme Details

Name of the Department	:	Department of Studies in Psychology
Subject	:	Psychology
Faculty	:	Science and Technology
Name of the Programme	:	Master of Science in psychology
Duration of the Programme	:	2 years divided into 4 semesters

Programme Outcome

The M.Sc. in psychology programme is developed as a two-year programme with four semesters. It provides extensive theoretical knowledge and widespread practical experience to acquire the necessary knowledge in the area of Psychology.

The successful completion of this programme will ensure post graduate students' eligibility to be employed in the field of education, clinical/hospital set up as well as in organizations in the capacity of teacher in higher education institutes, counsellor, clinical psychologist, psychometrician and skills trainer. This programme also enhances effective skills of understanding research tools, techniques and its applications and facilitates further research in M. Phil. and/or Ph. D. levels.

Besides, the programme prepares students for career as a leader in the understanding and addressing complex Psycho-Social challenges and issues of contemporary National and Global social context.

On successful completion of this Programme, each student will be able to;

- Understand one's own strengths and weaknesses and develop self-reflective skills.
- Understand the human behaviour in general, clinical, educational and organizational context.
- Transform into original researchers and undertake cutting edge research for an in-depth understanding of the complex psychological issues.
- Predict psychological changes and provide scientifically sound and socially acceptable solutions.
- Develop as effective psychologist to guide government and non-government bodies, organizational sectors (national and international), policy making bodies. Act as a catalyst to bridge the gap between individual and the society in achieving social harmony. Play a key role in the management of psycho-social conflicts including well-being of the society at large.

Programme Specific Outcomes

After successful completion of two -year postgraduate degree program in M.Sc. Psychology a student should be able to

1. Acquire the ability to analyze symptoms and able to diagnose.
2. Effectively communicate with psychological illness.
3. Expose to alternative approaches to Psychological problems through exposure to coursework in allied fields.
4. Identify upcoming psychological hazards.
5. Suggest remedy for the various psychological abnormal behaviors.
6. Prepare the students for scientific Psychological Testing.
7. Prepare the students for scientific counseling.
8. Prepare the students for Proper Prognosis.
9. Prepare the students for appropriate news breaking, and able to take session.

PEDAGOGY

For all Theory Courses

1. Lecturing with the help of advanced Audio-Visual aids and also conducting seminars, healthy debates, demonstrations, discussions, quizzes and brain-storming sessions, parallelly wherever necessary.

For all Practical Courses

1. Experiments are conducted in laboratories. Assessments techniques are taught and practiced in natural setting namely Clinical, organizational and school settings.
2. Naturalistic and participative observation are carried out and taught on-site. It provides direct exposure and hands-on experience.

For Dissertation

1. Students acquire knowledge and skills of carrying-out research, research designs, reviewing of literature, statistical application and analysis of data, report writing skills, scientific reports from subject experts.
2. Students participate personally and acquire information from experts about focal field of research and specific research area and prepares a mini-dissertation (Master's level thesis).

For Fieldwork

1. Students are taught conduction of experiments and are assigned tasks in laboratories and fields, assessments techniques are taught and practiced in natural setting namely Clinical, organizational and school settings.
2. During the course, students visit clinics and hospitals, industries and schools and acquire the skills of taking case histories for assigned number of cases.

M.Sc. PSYCHOLOGY

SYLLABUS FOR THE ACADEMIC YEAR 2019- 2020

REVISED SYLLABUS FOR THE ACADEMIC YEAR 2019- 2020

SUBJECT	PAPER	CREDIT PATTERN			CREDIT VALUE
		L	T	P	
I SEMESTER					
HARD CORE	Advanced Cognitive Psychology	3	1		4
HARD CORE	Psychological Measurement	3	1		4
HARD CORE	Learning Theories	3	1		4
SOFT CORE	Applied social Psychology	3	1		4
SOFT CORE	Research Methodology	3	1		4
	Practical I			2	2
	Practical II			2	2

	Practical I & II				4
II SEMESTER					
HARD CORE	Personality Theories	3	1		4
HARD CORE	Psychopathology	3	1		4
HARD CORE	Biopsychology	3	1		4
SOFT CORE	Clinical Assessment	3	1		4
	Practical I			2	2
	Practical II			2	2
	Practical I & II				4
OPEN ELECTIVE	Basic Psychological processes	3	1		4
III SEMESTER					
HARD CORE	Advanced Statistics	3	1		4
HARD CORE	Positive Psychology	3	1		4
SOFT CORE	Psychotherapy	3	1		4
SOFT CORE	Counseling Approaches	3	1		4
SOFT CORE	Organizational Behavior	3	1		4
SOFT CORE	Human Resource Management	3	1		4
HARD CORE	Project work	3	1	2	6
OPEN ELECTIVE	Life Skills Psychology	3	1		4
IV SEMESTER					
HARD CORE	Rehabilitation Psychology	3	1		4
SOFT CORE	Counseling Skills	3	1		4
SOFT CORE	Organizational Development	3	1		4
SOFT CORE	Training and selection processes	3	1		4
HARD CORE	Dissertation			8	8

SEMESTER I

ADVANCED COGNITIVE PSYCHOLOGY

Cognitive Psychology is one of the fields of psychology that addresses many of the specialized functions of human beings. Development in the field of science especially in computer science and neurology has brought in a paradigm shift in understanding human behaviour. Students would get an orientation in this direction.

COURSE OUTCOME:

On successful completion of this course, each student will be able to,

- Understand the underlying foundations of cognitive psychology and the historical Contexts within which the field evolved, basic and Higher Cognitive Processes and the processes of Language Comprehension and Production.

- Gain scientific perspective of the issues confronting our contemporary cognitive world.

- Examine the critical linkage between human behavior with cognitive processes like attention, perception, thinking, reasoning, problem solving, creativity, decision making and comprehension and production of language.

- have basic idea about cognitive processes and develop skills of applying them in daily life.

Unit-I: Fundamentals & current trends in cognitive psychology

- Definition, Emergence of cognitive psychology, Cognitive development theories and perspectives; Current status and trends in cognitive Psychology.

- Research methods in cognitive psychology- goals of research. Distinctive research method. Current areas of research in cognitive psychology, (Educational application, marketing and advertisement,).

Unit II: Basic cognitive processes:

- Attention: Theories and models of attention.
- Consciousness: – meaning, Modern Theories and Contemporary Research of Consciousness.
- Memory: - types, models of memory and metamemory.

Unit III: Higher Cognitive processes – Reasoning, Creativity.

- Reasoning definition, types, influencing factors.
- creativity- definition, steps involved in creative process, obstacles involved in creativity, enhancing techniques of creativity.
- Meta cognition: Problem solving, steps in problem solving, types, methods, obstacles and aids of problem Solving.
- Meta-cognitive strategies. Artificial intelligence, Robotics, Models on Information processing, Consciousness.

Unit IV: Psycholinguistics

- Definition, characteristics of language, theories - Chomsky.
- Structure of Language (Properties), Neurological Language.
- Comprehension and Production.

Recommended References:

· Matlin. M. W. (2012). Cognitive psychology.(8thed). Wiley John and Sons.
· Goldstein E. (2009). Sensation and perception (8thed).Cengage Learning.

- Solso. R. L., Maclin. H. O., Maclin. M. K. (2008). Cognitive psychology.(8thed) Pearson.

- Galotti. K. M. Cognitive psychology in and out of the laboratory. (8thed) Cengage Learning 2012 .

- Rabort J. Stenberg Cognitive psychology 6th edition Words Worth.

- Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth. Eysenck, M.W & Keane, M.T (2010) cognitive Psychology, Students Handbook, 6th Ed, Psychology Press, Taylor and Francis

- Kellogg, R.T.(2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications.

- Solso, R. L. (2004). Cognitive Psychology (6th ed). Delhi: Pearson Education.

- Kaplan, S. & Kaplan, R. (1982). Cognition and environment. N.Y.: Praeger Publishers.

- Reed S. K. (1998). Cognition: Theory and application (3rd ed). California: Brooks/Cole Pub.Company

PSYCHOLOGICAL MEASUREMENT

The purpose of this course is to introduce the student to concepts of psychological measurement to gain a comprehensive understanding of the basic concepts of psychometry, in terms of underlying theory as well as application.

COURSE OUTCOME:

On successful completion of this course, each student will be able to;

- Understand issues in psychological assessment and measurement, technical, ethical and legal foundations of psychological tests, learn the psychometric properties of tests, gain a thorough understanding of applications of testing, and interpret and report psychometric properties of tests

- Acquire skills of different methods of assessment and the process of test construction and inculcate the procedure of standardizing a psychological test across various dimensions of society i.e., culture fair/culture free tests.

- Develop skills to differentiate between various tests and their appropriate application in relevant fields and relevant conditions like group size, age brackets, differential educational backgrounds and also healthy and pathologically anomalied groups.

- Standardize tests to meet issues and measure Psychological abilities like behavioral, cognitive, and affective processes in National and Global scales of application.

Unit I: Introduction to Testing and Measurement
- Definition and Nature of assessment and testing, Origins of Psychological Testing
- Types of psychological tests and assessments
- Levels of measurement scales
- Uses and Limitations of Psychological Tests, Ethical Issues in Psychological Testing

Unit II: Properties of Psychometric assessments
- Reliability, Reliability: Meaning, types, and sources of unreliability; Generaliz ability Theory.
- Validity: meaning, types, and factors affecting validity.
- Standardization and Norms- Meaning, types of Norms- Developmental Norms, Within- Group Norms, Relativity of Norms; Computer use in interpretation, Domain-Referenced test Interpretation.

Unit III: Test Construction- Part 1

- Theoretical basis of Test Developments- Classical Test Theory(CTT) and Item Response Theory(IRT)
- Overview of the general steps in Test Construction
- Item Writing- Meaning and Types of Items, General Guidelines for Item Writing and Response formats

Unit IV: Test Construction- Part 2

- Item Analysis- Meaning and functions
- Steps in Item Analysis- Item Difficulty, .Item Discrimination - techniques. Applications in Speed, Power and Ability testing, Item Response Theory and Item Characteristic Curve
- Item Analysis- Item Reliability and Item Validity, factor analysis and extraction of factors for test finalization.
- Establishing Norms and Standardization process of the test.

Recommended References:

1. Anastasi, A. (1988). Psychological testing. (6thEd.). New York: McMillan.

2. Singh, A.K. (1986). Tests, measurements and research methods in behavioural sciences. New Delhi: Tata McGraw Hill.

3. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cengage.

4. Guilford, J.P. (1954) Psychometric Methods (2nd Ed.) New York: McGraw Hill.

5. Nunnally, J. (1978) Psychometrics Theory (2nd Ed.). New York: McGraw Hill.

6. Hinkin, T.R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. Organizational Research Methods, (1,104-121. 3).

7. Krosnick, J. A. & Presser, S. (2010). Questionnaire design. In J. D. Wright & P.V. Marsden

(Eds.), Handbook of Survey Research, chapter 9 (Second Edition). San Diego, CA: Elsevier.

LEARNING THEORIES

Learning is essential for adjustment to one's life. Knowledge of principles and theories of learning for a psychologist is essential in bringing about desirable changes in his/her clients. Hence, this course throws light on application of learning theories in the human context.

COURSE OUTCOME:

On successful completion of this course, each student will be able to;

- Understand, appreciate and differentiate various approaches, dimensions and the different schools of thought to learning like classical, contemporary and evolutionary theories.
- Apply the learnt principles to solve day-to-day issues, and understand the different theories of learning in various situations and explore new facets to learning that were hitherto, probably unexplored.
- Apply these theories in educational setting to bring about effective changes in learning outcome.

Unit 1 – Nature of Learning Theories, Need for a theory, Variables, Laws of learning, Problems and issues, determinants of learning, applications of learning research.

Unit 2 – S-R Theories: Pavlov, Guthrie, Thorndike, Harlow, Skinner, Current status of research and applications.

Unit 3 – Drive Reduction Theories: Hull, Mowrer, Spence, Miller. Current status of research and applications.

Unit 4 –Cognitive Theories: Tolman, Gestalt theories- Kohler, Koffka, Current status of research and applications.

References:

Contemporary Theories of Learning- Learning **theorists ... in their own words Edited by** KnudIlleris, routledge

Accelerated learning handbook Dave Meier 2000McGrawHill

Introduction to theories of learning Sahakian

Theories of learning Herganhan 9th Edition Pearson Prentice Hall, 2008.

Theories of learning Hilgard and Bower 5th Edition

Educational Psychology books.

APPLIED SOCIAL PSYCHOLOGY

Social psychology deals with scientific study of individual in society. Understanding the influence of society on the individual in national and global contexts is very essential to application of social psychology as it takes into bear the vast changes and problems that emerge due to factors like technological advancement and modernization, and their management.

COURSE OUTCOME:

On successful completion of this course, each student will be able to;
- Understand the scope, modern trends and ethical issues in social research.
- Enhance the understanding of oneself, others and how individual behavior is influenced by socio-cultural context.
- Understand prejudice, attitudes which are prevalent in any culturally diverse countries like India.
- Apply socio-psychological skills to analyze and explain human interaction in different situations and in solving social problems.

Unit I – INTRODUCTION

- Definition, Nature and Scope of Social Psychology, factors that shape social behavior and social thought.
- Research methods in Social Psychology. Systematic Observation, Correlation, Experimental methods and Survey research.
- Ethical issues in social psychological research.
- Trends in modern social psychology.

UNIT II – SOCIAL PERCEPTION AND COGNITION

- Perceiving ourselves – self concept, self-Esteem and self Presentation and self expression.
- Perceiving others (social perception) – Definition, Non verbal communication, Attribution – Kelley's theory of Causal attribution, Jone's & Davi's theory of Correspondent Inference. Impression formation and Management.
- Social Cognition (Perceiving social information) – Heuristics and Automated processing. Errors in social cognition – Negative and Optimistic bias.

Unit III – SOCIAL INFLUENCE

- Conformity, compliance, obedience, Milgram's experiment.
- **Positive social influences.** Prosocial behavior; Interpersonal attraction – internal and external determinants; Affiliation and Intimate relationships
- **Negative social influences.** Strereotypes, Prejudice and Discrimination (LGBT), Origin and methods to reduce it;

- *Aggresion and violence.* Conceptual issues and theoretical explanations; determinants, Interpersonal and intergroup forms of aggression; Strategies for reducing aggression and violence

Unit IV – Social Problems and Concerns

- Effects of Poverty and deprivation; effects of unemployment; social psychological dimension of rural development
- **Population and gender issues.** Economic and psychosocial models of population; dynamics and consequences; control strategies
- Gender discrimination and empowerment of women, Disparity in education
- **Socio-political problems.** Corruption, reservation, child labour, terrorism.

Books for Reference

Baron and Byrne. Social Psychology, Tata McGraw Hill, 1998.

David G Myers,. Social Psychology, Mc Graw Hill Book Company. ND.

Michener H. A. and Delamater J. D. (2004). Social psychology, 5th edition. Harcourt Brace.

P. Van Lang A Kruglanski, and E. T. Higgins . 2011. Handbook of theories of Social psychology. Thousand Oaks. CA: Sage.

RESEARCH METHODOLOGY

Psychology being a science subject, measurement and quantification is of great importance. Undertaking an empirical study, testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests. Students would get acquainted with the types of research, designs and the ways and means of analyzing the data.

COURSE OUTCOME:

Students will be able to,

- Get acquainted with the types of research, designs and the ways and means of analyzing the data. Undertake an empirical study, testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests.
- Develop scientific temperament and analytical ability.
- Develop publication skills, scientific report writing skills and skills of gathering information from various sources.

Unit 1 - Research Process

☐☐Definitions of research, science and scientific methods, limitations of scientific research. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, Collecting data, Data analysis, Report writing/ thesis writing).
☐☐Research problem-source, selection criteria, defining, statement, delimitation
☐☐Ethical issues for research.

Unit 2- Variables, Probability and Hypothesis testing

☐☐Variables: IV, DV, control and extraneous variables.
☐☐Hypothesis- definition, characteristics, types; Hypothesis testing
☐☐Concept of Probability, Normal Probability Curve, Characteristics of the Curve, probabilistic estimation and limitations (Type I & type II errors).
☐☐Concept of Statistics: parametric and non-parametric, descriptive, inferential, correlational, tests of significance, effect size, power of tests, tests for homogeneity of variance, regression, data reduction

Unit 3 Sampling and Data Collection

☐☐Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.
☐☐Data collection methods: Observation: naturalistic, laboratory, participant and nonparticipant,
structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

Unit 4- Research designs

☐☐Part A: Experimental Designs: True Experimental (Between group, within groups,

factorial),

Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes)
Part C: Non-experimental (Observational, survey, correlation),
Other ways of classifying Research Designs: Designs based on the purpose of the study-

Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Designs classified by their intended use- Interventions designs, Evaluation designs, Action research designs; Designs indicating the effects of time- Cross sectional research designs, Longitudinal research designs

References:

Best,J.W. & Kahn, J.V (2005). Research in education. Prentice-Hall of India. (9th ed, EEE).

Bordens,K.S. &Abbot.B.B. (2002) Research designs and methods: A process approach. McGraw-Hill(5th ed).

Cozby,P.C. (1997) Methods in behavioral research. Mayfield Publishing company.(6th ed).

Creswell, J.W. (2007) Qualitative inquiry & research design. Sage publications (2nd ed)

Compilation of articles for qualitative research.

Heppner,P.P. Wampold,B.E. &Kivilighan,D.M. (2008). Counselingresearch.Brooks-Cole.

Kothari,C.R. (2003) Research methodology: Methods and techniques. WishwaPrakashan(2nd ed).

McBurney, D.H. (2001) Research methods. Thomson Wadsworth (5th ed).

Publication Manual of the American Psychological Association (6thed).

PRACTICAL I - **PSYCHO-PHYSICS AND COGNITION**

Psychology is a science which requires practical knowledge which can be effectively imbibed through practical application. Students acquire experiential, hands-on knowledge of psychological processes. Through conducting experiments, one acquires firsthand information and gets a chance to see if learned theories stand vindicated in practice.

In the practical sessions of Psycho-Physics, students learn about various concepts of psychology in vivo occurrence, like illusions, threshold and sensitivity, average errors in perception of measurements, perceptual constancies and many other factors like memory, recall and creativity.

1. Analyzing the factors in Muller-Lyer Illusion

2. AL for two point discrimination

3. Equating two lines using Average error method (Galton Bar)

4. Depth perception

5. Size constancy.

6. Knox cube test

7. Effect of chunking on Recall

8. PGI Memory scale

9. Creativity test

10. Problem Solving ability test

11. Meta cognitive skills scale

PRACTICAL II - **LEARNING AND SOCIAL PSYCHOLOGY**

In the session of practicals on learning and social psychology, students will be able to verify factors and principles involved in learning and social psychology by means of the many experiments listed below:

1. Paired associate learning

2. Position effect on serial learning

3. Schedules of reinforcement on performance using simple Mathematical problems.

4. Completed and Uncompleted tasks

5. Concept formation

6. Attitude scale

7. Social skills scale

8. Social competency scale.

9. Interpersonal Judgment (Attraction) Scale

10. Loneliness scale.

SEMESTER II

PERSONALITY THEORIES

Personality theories are often called as miniature systems in Psychology. In miniature systems, we try to understand global system i.e. Psychology from concepts and theories learnt in miniature system i.e. Personality theories.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:

- Compare and contrast basic concepts and principles of major personality theories to understand the fundamentals of personality, its development, assessment and current research.
- Integrate different perspectives to explain human behaviour in everyday life, and build on their own individual self.

Unit I – Introduction to Personality Psychology

Definition, Concept of personality and personality theories, Assessment of Personality
Psychoanalytic theories. Sigmund Freud – classical psychoanalytic theory, Carl Jung – Analytic theory, Alfred Adler – Individual psychology
Theories of Karen Horney, Erich Fromm, Harry Sullivan and Erik Erikson
Unit II – Behavioristic Theories
Theories of James Watson
Dollard and Miller (Stimulus response theory)
Theories of B F Skinner, Albert Bandura, J B Rotter and Walter Mischel

Unit III – Humanistic and Phenomenological Theories
Roger's person-centered theory
Rollo May's Existential theory,
Kelly's theory of personal constructs
Maslow's and Herzberg's motivational theories

Unit IV – Dispositional and Biological

Theories of Gordon Allport, Henry Murray, Raymond Catell and Hans Eyesenck
The Big Five theory of personality

Books for Reference
Hall and Lindzay, Theories of personality. Wiley Eastern
Friedman H. S. and Schustack, M. W. (2004) Personality,2 edition. Pearson education. India.

Schultz D P and Schultz S E (2009) Theories of personality. 9th edition. Belmont.C
A Wadsworth/ Congage learning.
Pervin L.A. Personality: Theory and Research. Wiley Eastern.

Biscoff, L J. (1970) Interpreting personality theories. New York. Harper and Roe.
Paranjpe,A.C.(1998) Self and Identity in modern psychology and Indian thought.
Dr. R.N. Sharma-Indian Philosophy (problems and theories)

PSYCHOPATHOLOGY

This course aims to give a broad idea of the field of clinical psychology and to familiarize students with the psychopathological aspects of human behavior.

COURSE OUTCOME:

Upon successful completion of this course, the student will:

- Have a broad idea of the field of Clinical psychology and be familiar with the pathological aspects of human psyche.
- Be able to, as and when need arises, to face challenges posed regarding pathologies of the mind, and contribute to welfare of those suffering on Regional, National and Global scales.

Unit 1: Introduction.
- Definition, historical & Scientific consideration of Psychopathology.
- Paradigms – Psychoanalytic, Behavioral, Cognitive, Humanistic and Existential.
- Need for and types of classification DSM and ICD.
- Research methods in the study of Abnormal Behavior.

Unit 2: Anxiety, Somatoform and dissociative disorders.
- Anxiety disorders: Clinical features, types and Causes of GAD, Panic, Phobia and Obsessive-compulsive disorders.
- Clinical features, types and Causes of somatisation disorder, hypochondriac disorders.
- Psychophysiological disorders.

Unit 3: Mood and schizophrenic disorders.
- Causes, types and clinical features of mood disorders (manic, depressive, bipolar mood disorders).
- Causes, types and clinical features of schizophrenia and Delusional disorders.
- Personality disorders, Causes, types and clinical features.

Unit 4: Life-Span Developmental Disorders
- Disorders of Childhood – Attention-deficit Hyperactivity, Autism and Learning disability.
- Disorders of Aging – Alzheimer's , Pick's, Parkinson's , Huntington's .

References:

☐☐Carson, R. C. Pincka, S., & Butcher, I N. (1999). Abnormal Psychology and Modern Life. 11thed. New York: Addison Wesley Longman Inc

☐☐Comer.. R. J. (1999). Abnormal Psychology. New Jersey: W. H. Freeman Co.

☐☐Davison, G. C. & Neale, J. M. (1998). Abnormal Psychology, 7th ed. New York: John Wiley & Sons.

Gerald C. Davison John M. Neale, (2001), Abnormal Psychology, 8th ed., John Wiley & Sons,

BIOPSYCHOLOGY

The students would get an orientation towards the dynamics of brain behavior complexity, each unit would deliberate on psycho physiological correlates accounting for general phenomena individual differences and abnormal functions of human behavior.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:

- Get an orientation towards the dynamics of brain behaviour complexity. Each unit would deliberate on Psycho-Physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.

- Put into use, the knowledge of neuro-psycho-physiology to the betterment of cognition, learning, and therapy for illness on Regional, National and Global scales of application.

Unit 1 - Brain behaviour dynamics
- Bio psychology- Nature and Scope.
- Biological roots- Principles of evolution of human behaviour - Reflexes, Instincts; Environmental influences on behaviour; Current and Controversial issues and research in evolutionary biopsychology
- Methods of studying the brain.

Unit 2 - Behaviour Genetics
- Behaviour genetics: Nature and scope, Methods of study and research techniques,
- Chromosomal functions Hereditary determinants of behaviour.
- Chromosomal and Genetic Abnormalities
- Eugenics, genetic engineering.

Unit 3 – Neuro- Psychology
- Neurons - Structure, types and functions of neuron. Neuronal conduction – communication between neurons, synaptic conduction, Neurotransmitters – categories and functions.
- Nervous systems. – Structure and functions. Divisions - Central and Peripheral NS.
- Endocrine system – functions and effects of endocrine glands.
- Neurological and Endocrine disorders- Tumors, Seizures, Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis.
- Neuropsychological Assessment- Halsteed-Reitan, Luria-Nebraska and Bender-Gestalt test, Neuro cognitive assessment, NIMHANS battery

Unit 4 - Biological Origins of Psychological Processes
- Sleep- Nature and functions of Sleep, Physiological mechanism of sleep and waking, Disorders of Sleep, Biological Rhythms.
- Emotions- Hormonal and Neural basis of Emotion, Aggressive Behaviour.

- Reproductive Behaviours- Hormonal and Neural Control of Sexual Behaviour, Parental Behavior.
- Biological model of Psychopathology.

References:

- Neil . R. Carlson (2005) Foundations of Physiological Psychology. 6th ed . Pearson.
- David.M.Buss (2005) The Handbook of Evolutiovary psychology, John Wiley and Sons.
- Handbook of Biological Psychology – Sage publications.
- Pinel. J, Barnes. S., (2016) Introduction to Biopsychology. 9th ed. Pearson.
- Stahl, S.M., Essential Psychopharmacology(2014), 5th edition, Cambridge University press.
- http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/ - principles of psychopharmocology
- http://nursece4less.com/tests/materials/n075materials.pdf - classification , effects

CLINICAL ASSESSMENT

The purpose of this course is to introduce the student to concepts of Clinical assessment to gain a comprehensive understanding of the basic concepts of assessment process, in terms of underlying theory as well as application.

COURSE OUTCOME:

Upon Successful completion of this course, the student will be able to:

- Understand, appreciate and distinguish the different Psychopathologies and their measurement.

- Develop the skill to observe and assess morbidity. Also, contribute to welfare of the affected by associating with medical society.

- Develop a positive attitude and outlook towards people with mental illnesses, grow a sense of empathy, and usher in hope in the face of disappointment.

- View and apply his/her knowledge of psychological illness and their treatment methods in the backdrop of different cultures across regions and nations.

Unit 1: Psychological Assessment – Concepts and Process

- Meaning and definition of the term assessment, value and nature of psychological assessment.
- Psychological assessment and the nature of measurement: situational verses trait like response; classifying behavior through measurement.
- The process of psychological assessment: Identifying the problem; Selecting and implementing the assessment tools.

Unit 2: Assessment through Interview

- The assessment interview: History and development; issues related to reliability and validity; assets and limitations.
- Assessment interview and case history, Mental status examination.
- Structured Clinical interview; integrated semi-structured interview
- Interpreting interview data.

Unit 3: Behavioral assessment

- History and development; issues related to reliability and validity; assets and limitations.
- Strategies of behavioral assessments

- Self-report inventories.

Unit 4: Assessment contexts and related issues

- Assessment context and referral questions: Psychiatric, general medical; legal; Vocational; Psychological.
- Guidelines and cautions for using tests
- Selecting psychological tests; maximizing clinical judgement.
- Computer assisted assessment.

Reference books:

Beutler L.E. & Groth-Maranat, G (2003). Integrative assessment of adult personality 2nd edn .

Groth-Marnath, G. (2003). Handbook of Psychological Assessment 4th edn . John Wiley & sons.

Hoghughi. M. (1992). Assessing child & Adolescent disorders: Apractical manual. New Delhi: Sage Publication.

PRACTICAL I

Psychology is a science which requires practical knowledge which can be effectively imbibed through practical application. Students acquire experiential, hands-on knowledge of psychological processes. Through conducting experiments, one acquires firsthand information and gets a chance to see if learned theories stand vindicated in practice.

Personality and Pathology

In the practical sessions of Personality and pathology, students learn about various concepts of personality and pathology in vivo occurrence by using various standardized assessment tools like which are listed below,

1. Children Personality Questionnaire
2. Eysenck's Personality Questionnaire
3. Type A and Type B Personality Inventory
4. NEO Five Factor Inventory (NEO FFI)
5. 16 Personality factor
6. Triguna Scale
7. Children's Mental health scale
8. Anxiety, Depression and Stress scale
9. Mental Health Battery
10. OLD AGE Adjustment Inventory
11. General Health Questionnaire.

PRACTICAL II

Clinical Assessment

In the practical sessions of Clinical Assessment, students learn about various concepts of Assessing clinical factors in vivo occurrence by using various standardized assessment tools like which are listed below,

1. Vineland Social Maturity scale.
2. Developmental screening test
3. Seguin Form Board
4. Bender Gestalt Test
5. Advanced Raven's Progressive test
6. Aptitude test
7. CAQ
8. MMPI
9. Sentence completion test
10. Rorschach Ink Blot test

OPEN ELECTIVE

Basic Psychological processes

Unit 1: Introduction

- Definition, goals, and branches
- Modern perspectives of understanding human behavior
- Attention and Perception- Definition and determinants.

Unit 2: Learning

- Definition, Meaning
- Theories of learning; Trial and error learning, Classical conditioning, Operant Learning,
- Principles of Learning.

Unit 3: Managing your inner life

- Understanding Motivation – understanding your needs
- Everyone's basic needs, Psychosocial motives and Personal motives.
- Understanding Emotions – what are emotions, Experiencing emotions, Expressing and Managing emotions.

Unit 4: Stress and you

- Understanding Stress, Conceptualizing stress
- Reactions to stress – Physiological, Psychological
- Managing stress.

REFERENCE:

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Baron, A. R., *Psychology III Ed.,* 1996, Prentice Hall of India, New Delhi.

Morgan, King, Weisz & Schopler, *Introduction to Psychology-V11* **Ed,**1993, Tata McGraw Hill, New Delhi.

Weiten W., *Themes and Variations- III Ed and VI,* 1995,2004, Cole and Thomson,

SEMESTER III

ADVANCED STATISTICS

The purpose of this course is to introduce the student to concepts of statistics and to master fundamental concepts in statistical reasoning to gain a comprehensive understanding of the basic concepts of psychometry, in terms of underlying theory as well as application. Learn how statistical methods are used to test hypothesis, understand the computation of statistical tests used in psychological research.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:

- Master fundamental concepts in statistical reasoning with different tools and techniques of analysis, qualitative and quantitative.

- Master skills to handle different statistical methods to verify theoretical postulates.

- Develop familiarity with mathematical concepts to remove the wrongly perceived fear of maths in students across the world by understanding the computation of statistical tests used in Psychological research.

Objectives of the Course
- To enable students to master fundamental concepts in statistical reasoning
- Learn how statistical methods are used to test hypotheses.
- Understand the computation of statistical tests used in psychological research

UNIT : I Psychological Statistics
- Definition, nature of statistics;
- Descriptive statistics; Measures of central tendency and variability;
- Probability: Principles, characteristics and properties of normal probability curve.

UNIT II Concept of correlation:
- Types-Pearson's product moment correlation, Spearman Rho, Biserial and Point Biserial;
- Regression; multiple regression; Factor analysis, discriminant analysis.

UNIT : III Statistical analyses
- Levels of significance,
- Tests of significance: t, ANOVA, ANCOVA, MANOVA;

UNIT : IV Non Parametric Statistics and Statistical Software
- Parametric and non-parametric tests: differences; Chi square and median test;
- Introduction to statistical software. Microsoft Excel.
- Statistical Package for Social Sciences. Introduction to SPSS 22nd Version; Data analysis and interpretation of SPSS output.

POSITIVE PSYCHOLOGY

The course enables the students to look at the strength-based part of psychology. It also equips the students to enhance subjective wellbeing, explore what makes people happy and familiarize with research that supports the concepts and application of positive psychology especially in the Indian context.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:

- Look at the strength-based part of Psychology and explore, what makes people happy? Additionally, he/she can enhance subjective well-being.
- Familiarise oneself with research that supports the concepts and application of Positive psychology.

Unit 1- Positive Psychology: An Introduction;
- The role of positive emotions in Positive psychology: The Broaden and Build Theory of Positive Emotions;
- ☐Basic areas of Positive psychology:
- Western and Eastern views on Positive psychology and its application; Positive Psychology in India;
- Research approaches to study positive psychology
- Future trends in Positive psychology.

Unit 2 - Happiness and well-being:
- Defining happiness; Determinants of happiness; Gender difference in happiness; Love and happiness; Antecedents and Consequences of Happiness. Measuring happiness.
- Happiness across Cultures;
- Happiness and well-being in Indian culture.

Unit 3 -Positive relationships and well-being:
- Meaningful relationships; Love and belongingness; Love and kindness; Gratitude, Forgiveness and Altruism
- Resilience and Subjective well-being:
- Resiliency applications; Resiliency skills; Resiliency factors; Positive parenting and resiliency factors. Resilience in Indian culture.

Unit 4 Religion, Spirituality and Well-being:
- Role of religion and spirituality to maintain subjective well-being;
- A special focus to Indian spirituality and well-being.
- Character strengths and virtues: Classification of strength; Positive psychology approaches to virtues; Virtues and work. Virtues in the Indian culture

References:

Argyle, M. (1999). Causes and correlates of happiness. In D. Kahneman, E. Diener& N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 353-373). New York: Russell Sage Foundation.

Argyle, M. (2001).*The Psychology of Happiness*. East Sussex: Routledge.

Argyle, M., & Martin, M. (1990).The psychological causes of happiness. In F. Strack, M. Argyle & N. Schwarz (Eds.), *Subjective Well-being: An Interdisciplinary Perspective* (pp. 77-100). Oxford: Pergamon Press.

Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener& N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 3-25). New York: Russell Sage Foundation.

Myers, D. G. (1999). Close relationships and quality of life. In D. Kahneman, E. Diener& N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 374-391). New York: Russell Sage Foundation.

Seligman, M (1990). Learned Optimism.

Seligman, M. (2002) *Authentic Happiness*. New York, Free Press

Handbook of Positive Psychology, 2002 Snyder & Lopez (Eds.): Oxford

Peterson, C. (2006) *A Primer in Positive Psychology.*New York, Oxford University Press

Myers, D. G. (1992).*The pursuit of happiness: Discovering the pathway to fulfillment, wellbeing, and enduring personal joy*. New York: Avon

PSYCHOTHERAPY

This course aims in providing adequate information regarding the psycho therapeutic techniques for enhancing the psychological wellbeing of individuals.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:
- Understand and familiarize themselves with the different techniques used in various therapies across different psychological conditions.
- Apply the techniques learnt into practical use, and evaluate the various outcomes which results in an enhanced learning in the therapist and psychological well-being of the individuals.

Unit 1. Introduction:
- Definition of psychotherapy. Goals of psychotherapy, Professional issues-training, ethical issues, personal characteristics of therapists, future of therapy.
- Psychotherapy in India. Development and current status. Yoga and Buddhistic traditions in therapy.

Unit 2. Psychoanalytical therapies:
- Brief dynamic therapies, Current status and evaluation.
- Neo Freudian approach, Ego analytical therapies. Current status and evaluation.

Unit 3. Humanistic approaches:
- Rogerian and Gestalt therapy
- Group approaches. Nature of group therapy. Family therapy, general types, need and application.

Unit 4. Behavior therapy:
- Techniques based on Classical, operant and modeling theories.
- Cognitive behavior therapy. Therapy based on work of Ellis, Beck and Meichenbaum.

References:

Aveline. M. & Shapiro. D.A. (1995) Eds, Research for psychotherapy practice. Wiley.

Bellack, A.S., Hersen M. &Kazdin, A.E. (1983). International handbook of behavioural modification and therapy. New York: Plenum Press.

Bergin, A.E. & Garfield, S.L. (1994). Eds. Handbook of psychotherapy &behavioural change. 4ed. NY: Wiley.

Jones, C. C. (1993). Family Systems therapy: Wiley.

Lane, D & Miller, A (1992). Eds. Child & Adolescent therapy. A handbook. Milton

Keynes Open Uni. Press.

☐☐Norcross. J.C (1980). Handbook of psychotherapy integration (Ed.) New York: Basis

books

☐☐Spiegler.M.D. (1997). Contemporary Behaviour Therapy. New Delhi, Sage Publications.

☐☐Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. Community mental health proceedings of the Indo-US symposium. Bangalore: NIMHANS

☐☐Steven Jay Lynn & John P, G. (1985). Contemporary psychotherapeutic models and methods, Ohio, Charles E. Merritt.

☐☐Wolberg. L.R. (1989). The technique of psychotherapy. Vol. I & II. London. Warburg and Heinemann.

COUNSELING APPROACHES

The purpose of this course is to introduce the student to concepts of counselling different counseling approaches in terms of humanistic mindfulness, systematic and therapeutic relationships. And their importance and working in a clinical setup to gain a comprehensive understanding of the basic concepts of counseling, in terms of underlying theory as well as application.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:
- Understand and familiarize themselves with the different techniques of counselling used across different psychological conditions.
- Empathize and relate in more humanistic ways through systematic approaches leading to more meaningful and positive outcome.
- Imbibe the skills to build the fragile everchanging social systems and bridge the gap much needed between the individual and the group for maintaining social harmony in regional, national and global level.

UNIT 1: HUMANISTIC APPROACH
- Introduction
- The Person -centered view of the person
- Fear, Sadness and Incongruence
- Person -centered therapy
- The core conditions
- Conclusions.

UNIT 2: MINDFULNESS APPROACH
- Introduction
- Origin of mindfulness
- Mindfulness today
- Mindfulness, fear and sadness
- Mindfulness, counseling and psychotherapy.

UNIT 3: BEYOND THE INDIVIDUAL: SYSTEMATIC APPROACHES
- Introduction
- Development and fundamentals of systemic counseling and psychotherapy
- Systematic counseling and psychotherapy today.
- A systematic understanding of fear and sadness
- Working systemically with fear and sadness
- Conclusions

UNIT 4: THE THERAPEUTIC RELATIONSHIP

- Introduction
- Importance of the therapeutic relationship
- A relationship typology
- Ways of understanding and working with relationship
- Conclusions.

ORGANIZATIONAL BEHAVIOUR

The purpose of this course is to introduce the student to concepts of behavior in organizational setting to gain a comprehensive understanding of the basic concepts of human behavior in an organization, in terms of underlying theory as well as application.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:

- Understand the nature of organization and its behavior in importance and fundamental assumptions. It also gives an insight to the historical background, evolution and diversity of organizational behavior in terms of globalization technology and employee changing expectations.
- Inculcate skills to grow in various areas of an organization, and enables the skills in effective handling human resources.
- Bring about qualities needed to adjust oneself in an organization through understanding of individual difference in the development behavior, corporate ethics, social responsibility commitment and discrimination and satisfaction in one's job.
- Imbibe the various workrelated aspects such as personality achievement motivation, physical abilities social skills stressors in the organization, overcome work place prejudice, setting goals and structuring oneself for better job production.

UNIT – 1: INTRODUCTION TO ORGANIZATIONALBEHAVIOUR

- Nature of organizational behaviour, importance and fundamental assumptions. Historical background, OB to Globalization and Diversity. OB to Technology. OB to people's Changing Expectations.
- Organizational Justice: Nature and Strategies. Ethical Behaviour in Organizations: Nature, Meaning. Individual Differences in Cognitive Moral Development, Situational Determinants of Unethical Behaviour, corporate ethics. Beyond Ethics: corporate Social Responsibility.

UNIT –2: INDIVIDUAL DIFFERENCES: PERSONALITY, SKILLS AND ABILITIES, STRESS

- PERSONALITY: Nature and Measurement. Big Five dimension. Work related aspects of Personality- Achievement motivation.
- ABILITIES AND SKILLS: Intelligence, physical abilities, social skills.
- STRESS: Nature, Stressors in organizations, Cognitive appraisal, Bodily responses. Causes and Effects of stress. Reducing Stress.

UNIT – 3: WORK - RELATED ATTITUDES: PREJUDICE, JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

- ATTITUDES: Nature and Definitions, essential components.
- PREJUDICE AND DISCRIMINATION: Meaning Stereotypes, strategies to overcome workplace prejudice.

- JOB SATISFACTION: Nature and Theories. Consequences of Job Satisfaction, Reduction of job dissatisfaction.

- ORGANIZATIONAL COMMITMENT: Attitude towards Companies, varieties of organizational commitment.

UNIT – 4: MOTIVATION IN ORGANIZATIONS

- Nature, Components, motivates by enhancing fit with an organization. Motivating by Setting Goals, by Equitable, by Altering Expectations, by structuring jobs.
- Personality and values: values and ethical behaviour at work place
- Emotions and moods

References:

Jerald Greenberg: Behaviour in Organisations. 10th ed. PHI Learning Pvt Ltd. ND 2012

Jerald Greenberg and Robert A. Baron: Behaviour in Organisations. 9th ed. PHI Learning Pvt Ltd. ND 2009

Fred Luthans: Organisational Behaviour. 12th ed. McGraw-Hill International ed.

Stephen P. Robbins: Organisational Behaviour: Concepts, Controversies, Applications. PHI

Human Resource Management

The purpose of this course is to introduce the student to concepts of management of human resource, its effectiveness, performance, analyzing works and designs jobs, changed and developments and interventions to gain a comprehensive understanding of the basic concepts of human resource, in terms of underlying theory as well as application.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:

- Understand the effective and efficient organizational functioning in a competitive environment base upon various level such as different departments of the organization and between the various branches of organization.

- Understand the role of training as a tool for Human Resource Development and Engagement and the nature of Organizational Development as a tool for effectiveness in the globalized world today.

- Acquire the skills of analyzing and evaluating the process of recruitment, training developing employees, work flow in organization, managing performance, designing of jobs, separating and retaining of employees, formulating employee benefit programs, career stages, matching career process and career mentoring program

Unit-I: Managing HR: HR and organizational performance:

- Responsibilities of HR department
- Personnel policies and Ethics in HRM;
- Skills in HRM;
- Trends in HRM (Change in labor force, high performance work systems, changing economy, technological change in HRM).

Unit-II: Analysing Work and Designing Jobs:

- Recruitment and hiring people, training and developing employees, Work flow in organizations, Managing performance,

- Job designing (Efficient jobs and Ergonomics), Separating and Retaining Employees, Employee Benefit Programs.

- Career and Competency: Career stages, organizational perspective on careers, Career matching process and Career Mentoring program;

- Competency: introduction, models, value addition to employees and organizations, application in HRM and competency mapping.

- New Challenges and Directions: Collective Bargaining, Negotiation and Labor relations.

- HR as a competitive advantage, Reinventing HR functions, managing people in Global Markets, Cross cultural preparations, E-HRM.

Unit III: Organizational Change and Organization Development

- **Organizational Change:** Forces of Change - Managing Planned Change, The Change Process Evaluating the Change, Resistance to Change, Overcoming Resistance to Change - Lewin's Three-Step Model - Innovation: Sources of Innovation - The Learning Organization

- **Fundamentals of Organization Development:** Nature and Concept of Organization Development - History of Organization Development; Foundations of Organization Development; The OD Process - Client-Consultant Relationship.

- **Organization Development Interventions:** Meaning of OD Interventions - Types of OD Interventions: Sensitivity Training; Survey Feedback; Process Consultation Interventions; Team Interventions; Force-field Analysis; Intergroup Team-Building Interventions; Third-Party Peacemaking Interventions; Structural Interventions

Unit-IV: Learning Organizations

- Learning Organization: Nature and Concept.
- Change and Implementing Change
- Future of Organizational Development - The Future of OD: Leadership and Values; Knowledge about OD
- Diffusion of OD Techniques; Integrative Practice; Rediscovering and Recording History - Possible Changes in OD Processes and Practices.
- Future issues- building learning organizations, downsizing, mergers & acquisitions, behavioral aspects of managing across cultures.

References:

- Burke, R.J., Cooper, C.L. (Ed.). (2005). Reinventing Human Resource management: Challenges and New Directions. New York: Routledge.

- Raymond, A.N, Hollenbeck, J.R., Gerhart, B., Wright, P.M. (2004). Fundamentals of Human Resource Management. China: McGraw Hill.

- Sanghi, S.(2004). Handbook of Competency Mapping: Understanding, designing and implementing competency models in organizations. New Delhi: Sage.

- Buckley, R. & Caple, J. (1995). The Theory and Practice of Training. London: Kogan and Page.

- Lynton , T & P, U (1990). Training for Development, 2nd edition. New Delhi: Vistaar

- French and Bell (2006). Organizational Development-A Behaviour Science Approach (8th Ed.).New Delhi: Prentice hall of India

- Seijts, G. H. (2006). Cases in Organizational Behaviour. New Delhi: Sage.

- Snell & Bohlander (2007) Human Resource Management, Thomson South Western

- Cascio (1998) Managing Human Resources. Delhi: Tata McGraw Hill.

- Cascio W.F. & Aguinis H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
- Johnson G. & Scholes K. (1996) Exploring Corporate Strategy, 3rd Edition, Prentice-Hall, New Delhi

PROJECT WORK

The purpose of this course is to introduce the student to concepts of case studies in various clinical and organizational settings to gain a comprehensive understanding of the basic concepts of effective handling of cases, report writing in terms of underlying theory as well as application.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:

- Apply their theoretical knowledge into actual working in the field and analyze their own shortcomings, limitations and approach in day to day clinical setting.

- Know the importance of case study, evaluation, designs, nature of various characteristics involved in case writing and research.

- Imbibe the skills of handling of various clinical cases in similar and across conditions, differentiate, design accordingly.

- Inculcate the skills of unbiased assumptions, ethical values and empathy in order to bring out a positive outcome.

Part I: Theory

Unit 1. Research in clinical Psychology:

- characteristics of research in clinical Psychology
- case study: nature of case study, limitations of case study
- single case experimental designs; Major experimental design strategies
- Data evaluation in single -case study.

Unit 2. Counseling Research:

- Meaning of counseling research, importance of research in counseling.
- Research processes in counseling - Stages, Tasks and Traps.

- The research cycle, Question-finding, Research plan, Research design, Sampling, selecting instruments, Ethical issues, Completing the plan, Data gathering, Data Analysis, Writing up, Dissemination of results, Conclusions.

Unit 3- Report writing (8 hours)

- General Guidelines, Need for a report, Types of Writing, Purpose of writing,
- Avoiding plagiarism, Organizing information,
- Report writing in APA format, references in APA format

Part II: Field Visit

Field Visits (............ hours)

Objectives:

Students tend to learn about the practice in real world situations when they encounter such situations. The objective of the field visits is to familiarize students with the various settings in which psychologists work to enable them to transfer theory to practice.

Field Work:

Students will be required to carry out field visits to organizations, hospitals, special schools, rehabilitation centers, and half-way homes, and NGOs and write a report on each visit.

For this paper, the students will be given an orientation and a field-work supervisor. They have to work with the supervisor in determining the visits and have to submit the reports after each visit to the supervisor which will be added to the record for this paper.

OPEN ELECTIVE

LIFE SKILLS PSYCHOLOGY

This course aims at introduce the theoretical basics of life skills in terms of personal, interpersonal and with the environment.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:

- Relate the area of their studies in a more humanistic and socialistic approach. It gives an insight in better understanding of the individual self-awareness which intern helps in personal development and how to build self-esteem in one and others.
- Bring change in one's own-self in terms of interpersonal skills, coping with emotions and stress, being assertive.
- Bring the change in perception of one's own attitude towards the society and bridge the gap between their field of occupation and their contribution to the field and society as a whole.

UNIT I: INTRODUCTION

a) Definition and Importance of Life Skills

b) Types of life skills - Thinking skills and Social skills.

c) Life Skills Training - Models.

d) Life Skills Education in the Indian Context.

UNIT II: SKILLS FOR PERSONAL DEVELOPMENT

a) Self-Awareness - Definition, Types of Self - Self Concept, Body Image, Self Esteem
- b)Techniques used for Self Awareness: Johari Window, SWOT Analysis.

(Explain how self awareness helps in Personal development and how to build self esteem in one self and others).

UNIT III: SKILLS FOR SOCIAL DEVELOPMENT

a) Communication Skill, Listening Skills, Writing Skills, Technical Writing, Letter Writing, Job Application, Report Writing.

b) Non-verbal Communication and Body Language, Interview Skills, Group Discussion, Presentation Skills.

(Explain how Communication skills, Listening Skills, being assertive is important and how to develop these skills)

UNIT IV: INTERPERSONEL RELATIONSHIP SKILLS

Meaning of Interpersonal skills, Components of Interpersonal skills, Need to develop Interpersonal skills, Techniques of improving Interpersonal skills, and Benefits of effective Interpersonal skills.

UNIT V: COPING SKILLS

a) Coping with Emotions - Definition, Characteristics, Types - Classification: Wheel Model, Two-Dimensional Approach - Coping

b) Coping with Stress - Definition, Stressors - Sources of Stress - The General Adaptive Syndrome Model of Stress.

SEMESTER IV

REHABILITATION PSYCHOLOGY

Disability sector is one of the areas that has been especially overlooked by Social scientists. Professional issues regarding understanding the disabled, its causes, concerns, management and intervention need a scientific approach. The present paper aims at providing the same.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:
- Relate in a better way towards the individuals with disabilities with more emphatic and scientific manner.
- Develop the skills of handling individuals with disability in more sensitize manner.
- Reduction of systematic discrimination and opening more doors for equality among the disabled towards the mainstream society

Unit I- Nature and Scope of Rehabilitation psychology
- Definition, historical perspective, scope and methods, Functions of Rehabilitation Psychology: General functions and special functions, History and Philosophy of Disability Rehabilitation
- Goals and objectives of rehabilitation, Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects.

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

Unit III- Personality Development of Disabled Persons and intervention
- Factors influencing personality development of disabled individuals, Life span development of people with disabilities, Assessment of personality of disabled individuals, Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology.
- Early intervention: definition, assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India
- Special education: – aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled

Unit IV - Psychological Intervention

- Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies.Therapeutic services & Restorative techniques. Designing Training Programmes for Professionals: Training Need

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

References:

Diverse Populations, Volume 9. Elsevier Science, Pergamon.

Alan Hilton &RavicRinglaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.

Ali Baquer& Anjali Sharma, 1997. Disability: Challenges Vs Responses.Concerned Action Now, New Delhi.

Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society.SAGE Publications, New Delhi.

John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers – Enabling Environments. SAGE Publications, New Delhi.

Jose Murickan&Georgekutty, 1995. Persons with Disabilities in Society.

Kerala Federation of the Blind, Trivandrum.

Kundu, C.L., 2000. Status of Disability in India – 2000.

Rehabilitation Council of India, New Delhi.

COUNSELLING SKILLS

This course aims at introducing the theoretical basis of counseling skills, Counseling models, counselors' personal and professional issues and growth and ethical and Legal issues from a multi-cultural perspective.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:
- Put forward their theatrical knowledge into practical use in terms of way of organizing, communicating interviewing the client across various situations, issues.
- Inculcate the awareness of one's own body language, importance of attention, effective communication framework, responding to client's feelings, working with it and conceptualizing and collaborating for a better positive outcome.
- Extend the helping hand to the psychologically deprived class and expand open communication in terms of ethical and multicultural aspects through active listening to facilitate on larger setting.

UNIT 1: HEARING CLIENT STORIES:
- How to organize an Interview
- questions: opening communication
- questioning questions
- key issues around questions
- open and closed questions
- ethical and multicultural competence
- Active listening.

UNIT 2: EFFECTIVE COMMUNICATION
- The communication framework
- the importance of attention
- awareness of body language
- using verbal communication
- Responding to client's feelings.

UNIT 3: SKILLS FOR COGNITIVE AWARENESS IN PSYCHOTHERAPY AND COUNSELLING

- Working with Thought and cognition - overview and basic skills
- a model for conceptualizing working with thought and cognition
- Basic strategies foe working with thought and cognition - imparting information.

UNIT 4: TRAITS OF SUCCESSFUL THERAPISTS AND COUNSELLOR

- Issues in choosing a career in mental health disciplines
- degrees and related credentials relevant to a career in mental health
- Motivation underlying the choice of a career in mental health
- Personal traits relevant to the practice of psychotherapy and counseling
- Facilitating traits of mental health care providers.

REFERENCE:

Jennie Lindon & Lance Lindon, *Mastering counseling skills*, Mac Millan Publication.

1. Bond, Tim (1997). Standards and Ethics for Counsellors in Action. New Delhi: Sage.

2. Brammer, L., M. & MacDonald, G. (1996). The helping relationship Process and Skills.Boston: Allan & Bacon.

3. Carkhuff. Robert, R., (2000) the Art of Helping in the 21st Century. (8th Ed.) New York: HRD Press.

4. Colin Felthman & Ian Horton. (2000) (Ed.) Handbook of Counselling & psychotherapy. Delhi; Sage

5. Corey, M., S. & Corey, G. (1998). Becoming a helper (3rdEdi.) Pacific Grove CA: Brooks/Cole.

6. Corey, G. (2001) Student video & work book for the art of integrative counselling. Pacific Grove,CA: Brooks/Cole.

7. Corey, G. (2001). Manual for theory and practice of counseling and psychotherapy. (6th ed.). Pacific

8. Corey, Gerald (2000). Theory and Practice of Group Counselling. (5thEdition) Belmont– CA: Brooks/Cole.

9. Dave Capuzzi. (2002) Approaches to Group Work: A Handbook for Practitioners. (Edi) London: PrenticeHall.

10. Edward E., Jacobs; Robert L., Masson & Riley L., Harvill. (2001) Group Counseling: Strategies and Skills. (4th edi) London: Wadsworth.

TRAINING AND DEVELOPMENT

The purpose of this course is to introduce the student to concepts of Training and development to gain a comprehensive understanding of the basic concepts of training needs assessment, mapping objectives, effective learning and implementation, in terms of underlying theory as well as application.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:
- Understand the basic purpose of training, functions, benefits and needs for assessment.

- Approach training and development based on the principles, methods and learning outcomes, and its impact on programs purpose, maximizing effectiveness of the trainer in development of various programs, and analysis of the program outcome.

- Bring maximum effectiveness through measurement, mapping of various training programs and their utilization accordingly.

Unit 1: Introduction
- Meaning, Definition and Scope of Training
- Basic purpose of training
- Functions of Training
- Benefits of Training
- Training and Development

Unit 2: Training and Training Needs Assessment
- Training Needs Assessment and Reasons for assessment
- Levels of Training Needs Assessment – Organizational analysis, Task analysis and Individual analysis.
- Steps in Need Assessment process
- Advantages of Training Needs Assessment
- Competency Mapping – Competency Model and Implementing the Competency Model

Unit 3: Training Methods and Techniques
- Objectives of Training methods
- Approaches to Training
- Principles of Effective learning and Training Methods
- Training Methods- on-the-job training, off-the-job training, Exercise method, Experiential Learning Method, Outward Bound Learning Method (OBL).

Unit 4: Training and Development Effectiveness
- Need for Effective Training
- Factors for Effective Training
- Measurement of Effectiveness (Impact) of Training program and it's purpose

- Steps to maximize the Effectiveness of Training.

DISSERTATION

The Master's Degree in Psychology ends with the Dissertation. This paper will enable a student to carry out research on a topic of their choice, analyze and comment upon the information gleaned and how it relates to the particular subject matter at hand. It will enhance ability to think critically about a topic and to knowledgeably discuss the information in-depth. Also, it gives an opportunity to expand upon a subject that is most relevant to a specialty area a student wish to pursue in future with a complete understanding of the process involved in carrying out research work.

COURSE OUTCOME:

Upon successful completion of this course, the student will be able to:
- Understand one's own short comings in terms of basic foundation of the subject or area of research and also an insight to interests of the individual, their purpose and to peruse the same in future.

- Develop the skills of carrying out a research and gives an opportunity to expand skills needed to understand the in depth area of chosen specialty and critically examine their stand in the process.

- Get acquainted with the types of research, designs and the ways and means of analyzing the data. Undertake an empirical study, testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests.

- Develop scientific temperament, analytical ability.

- acquire publication skills, scientific report writing skills and skills of gathering information from various resources.
- Every student will carry out research under the guidance of a Supervisor/Guide
- The guides will be allotted based on the concept note submitted by the student.
- The student has to develop a research proposal in consultation with the guide and present the same for approval.
- Once approved, data collection, data analysis and report writing process will be carried out.

Evaluation:
- Internal Assessment marks will be awarded by the supervisor
- Semester end evaluation- dissertation evaluation and Viva voce