

FAROOK COLLEGE (AUTONOMOUS)
Farook College P.O. Kozhikode - 673632



CREDIT SEMESTER PROGRAMME FOR
M.Sc.PSYCHOLOGY
(with effect from 2019 Admission onwards)

REGULATIONS

&

SYLLABI

Prepared by:

BOARD OF STUDIES IN PSYCHOLOGY
Farook College (Autonomous)

CERTIFICATE

I hereby certify that the documents attached are the bona fide copies of the syllabus of M.A.Arabic Programme to be effective from the academic year 2019-20 onwards.

Date:

Place:

PRINCIPAL

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FAROOK COLLEGE (AUTONOMOUS)

**CHOICE BASED CREDIT SEMESTER SYSTEM-PG
(FCCBCSS PG – 2019)**

REGULATIONS

**FOR THE POST GRADUATE PROGRAMMES OF FAROOK
COLLEGE (AUTONOMOUS)**

Regulations for the Post-Graduate Choice Based Credit Semester System - 2019

1. SHORT TITLE

These regulations shall be called “**Farook College Regulations for Choice Based Credit Semester System for Post-Graduate Curriculum - 2019 (FCCBCSS-PG) 2019.**”

2. SCOPE, APPLICATION & COMMENCEMENT

- 21 The regulations provided herein shall apply to all the regular Post Graduate programmes offered by the college with effect from the 2019 batch admission.
- 22 These regulations shall supersede all the previous regulations for the regular Post-graduate programmes offered by the college.

3. DEFINITIONS

- 31 ‘**Academic Committee**’ means the Committee constituted by the Principal under this regulation to manage and monitor the running of the Post Graduate programmes, under FCCBCSSPG-2019.
- 32 ‘**Programme**’ means the entire course of study and Examinations (traditionally referred to as course).
- 33 ‘**Duration of Programme**’ means the period of time required for the conduct of the programme. The duration of post-graduate programme shall be four semesters.
- 34 ‘**Semester**’ means a term consisting of a minimum of 90 working days including examination days distributed over a minimum of 18 weeks each of 5 working days.
- 35 ‘**Course**’ means a segment of the subject matter to be covered in a semester (traditionally referred to as paper). All the courses need not carry the same weightage. A course may be designed in such a way that it consists of lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

- 36 **'Core course'** means a compulsory course in a subject related to a particular PG Programme, which shall be successfully completed by a student to receive the degree.
- 37 **'Elective course'** means a course, which can be substituted, by equivalent course from the same subject and a minimum number of courses are required to complete the programme.
- 38 **Audit Course: These** courses are mandatory for which the student can register without earning credits.
- 39 **Ability Enhancement Course:** This is one among the Audit courses which is mandatory for all programmes but not counted for the calculation of SGPA or CGPA. The object is to enhance the ability and skill in the concerned core area.
- 310 **Professional competency Course: This** is one among the Audit courses which is mandatory for a programme but not counted for the calculation of SGPA or CGPA. The object is to get professional competency and exposure in the concerned core area.
- 311 **'Readmission'** is the act of admitting a student again after leaving the institution.
- 312 **'Improvement course'** is a course registered by a student for improving his/her performance in that particular course.
- 313 **'Department'** means any teaching Department offering a course of study approved by the college.
- 314 **'Parent Department'** means the Department which offers a particular postgraduate programme.
- 315 **'Department Council'** means the body of all teachers of a Department in a College.
- 316 **'Department Coordinator'** is a teacher nominated by Department Council to coordinate the continuous evaluation undertaken in that Department.
- 317 **'Student Advisor'** means a teacher/coordinator from the college nominated by the College Council / to look into the matters relating to FCCBSSPG-2019.
- 318 **'Credit' (C)** of a course is a measure of the weekly unit of work assigned for that course.
- 319 **'Letter Grade'** or simply **'Grade'** in a course is a letter symbol (e.g., A+,A,B+,B, etc. (as mentioned in Clause 20.2 of this Regulation) which indicates a particular range of grade points which indicates the broad level performance of a student.
- 320 **Grade Point (G):** It is a numerical weightage allotted to each letter grade on a Grading Scale.
- 321 **'Credit point' (P)** of a course is the value obtained by multiplying the grade point (G) by the Credit (C) of the course **$P=G \times C$** .

322 'Semester Grade point average' (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in various courses taken in a semester by the total number of credits taken by him/her in that semester. The grade points shall be rounded off to two

3.23 Cumulative Grade point average' (CGPA) it is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

323 Words and expressions used and not defined in these regulations but defined in the Calicut University Act and Statutes shall have the meaning assigned to them in the Act and Statute.

4. DURATION OF THE PROGRAMME

- 41** The minimum duration for completion of a four semester PG Programme is **two years**. The maximum period for completion is 4years.
- 42** The duration of each semester shall be 90 working days, inclusive of examinations, spread over five months.
- 43** Odd semesters shall be held from June to October and even semesters from November to March subject to the academic calendar of the College.

5. SCHEME AND SYLLABUS

- 5.1** The detailed scheme and syllabus for each course shall be framed by the Board of Studies concerned and approved by Academic Council based on this Regulation.

6. PROGRAMME STRUCTURE

- 6.1** Students shall be admitted to post graduate programme offered by the College.
- 6.2** The programme shall include three types of courses: **Core courses, Elective courses and Audit Courses**.
- 6.3** Comprehensive Viva-voce and Project Work / Dissertation shall be treated as Core Courses and these shall be done in the final semester.
- 6.4** Total credit for the programme shall be 80 (eighty), this describes the weightage of the course concerned and the pattern of distribution is as detailed below:
- i) Total Credit for Core Courses shall not be less than 60 (sixty) and not more than 68 (sixty eight).
 - ii) Total Credit for Elective Course shall not be less than 12 (twelve) and not more than 20(Twenty).
 - iii) Total Credits for Comprehensive Viva-voce and Project Work combined together shall be 8 (eight) subject to a minimum of 4 (four) credit for Project Work.

- iv) Total credit in each semester shall vary between 18 to 22.
- v) No course shall have less than 2 credits and more than 5 credits.

6.5 Elective courses shall be spread over either in the Third & Fourth Semesters combined or in any one of these Semesters subject to the stipulations of the BoS concerned.

6.6 Study Tour / Field visit / Industrial visit / Trip for specimen collection may be conducted as a part of the Programme as per the stipulations of the BoS concerned.

6.7 Audit Courses: In addition to the above courses there will be two Audit Courses (**Ability Enhancement Course & Professional Competency Course**) with 4 credits each. These have to be done one each in the first two semesters. The credits will not be counted for evaluating the overall SGPA & CGPA. Students have to obtain only minimum pass requirements in the Audit Courses. The details of Audit courses are given below.

| Semester | Course Title | Suggested Area | Details |
|----------|--------------------------------------|--|---|
| I | Ability Enhancement Course (AEC) | Internship / Seminar presentation / Publications / Case study analysis / Industrial or Practical Training /Community linkage programme / Book reviews etc. | Concerned BoS can design appropriate AEC & PCC and evaluation criteria by considering the relevant aspects in the core area of the faculty under study. |
| II | Professional Competency Course (PCC) | To test the skill level of students like testing the application level of different softwares such as SPSS/R/ Econometrics / Pythan/Any software relevant to the programme of study /Translations etc. | |

6.8 The required number of credits as specified in the syllabus/regulations must be acquired by the student to qualify for the degree. A student shall accumulate a minimum of **80** credits for the successful completion of the programmes.

6.9 For uniform identification a common guideline for coding various courses are given in the last part of the Appendix. Courses and Credit distribution summary:

| Semester | Course | Teaching Hours | Credit | Total Credit |
|----------|---------------------------------|----------------|-------------------|--------------|
| I | Core Courses (Theory/Practical) | | • For Core course | |
| II | Core Courses (Theory/Practical) | | | |

| | | | | |
|------------------------------|--|--|--|---|
| III | <p>(i) Core Courses (Theory/Practical)</p> <p>(ii) Elective Courses(Theory/Practical)</p> | | <p><i>total credit can vary from 60 to68.</i></p> | |
| IV | <p>(i) Core Courses (Theory /Practical) Including:</p> <p style="padding-left: 40px;">(a) Comprehensive Viva-voce (Optional)</p> <p style="padding-left: 40px;">(b) Project Work/ Dissertation</p> <p>(ii) Elective Courses (Theory/Practical)</p> | <p><i>Teaching hours can be fixed by the concerned BoS for various courses and shall not exceed 25 hours per week @ 5 hours per day.</i></p> | <ul style="list-style-type: none"> • <i>For Elective Course total credit can vary from 12 to20</i> • <i>Minimum Credit for one course shall not be less than 2 (two)and shall not exceed 5 (five).</i> • <i>The maximum credit for comprehensiveViv a-voce and Project Work combined together shall be 8 (eight) subject to a minimum credit of4 (four) for Project Work.</i> | <p><i>Vary from 18 to 22 in each Semester</i></p> |
| Total credit shall be | | | 80 | |

| | | | | |
|----|---|---|----------------------------------|---|
| I | Audit Course I : Ability Enhancement Course(AEC) | Not coming in the normal work load | 4 (Not added for SGPA / CGPA) | 4 |
| II | Audit Course II : Professional Competency Course (PCC) | | 4 (Not added for SGPA / CGPA) | 4 |

7. PROJECT WORK / DISSERTATION & COMPREHENSIVE VIVA-VOCE

- 7.1 There shall be a **Project work** with dissertation and **Comprehensive Viva-voce** as separate courses relating to the core area under study in the end Semester and included in the Core Courses.
- 7.2 For Regular students, **Project work is mandatory** for all faculties but **Comprehensive Viva-voce is optional**. Viva-voce related to Project work shall be one of the criteria for Project Work evaluation provided as per 18.6 of this regulation.
- 7.3 The combined Credit for the Project Work and Comprehensive Viva-voce **shall not be more than 8 (eight) credits** subject to a minimum of **4 (four) credit** for Project Work.
- 7.4 All students have to submit a Project Report/Dissertation in the prescribed structure and format as a part of the Project Work undertaken as per the stipulations of the concerned BoS.
- 7.5 There shall be **External and internal evaluation for Project Work** and these shall be combined in the proportion of 4:1. In the case of Comprehensive Viva-voce, the conduct of **External Viva-voce is mandatory** but internal is optional, subject to the decision and stipulations of the BoS concerned.
- 7.6 Detailed course structure on Project work to be done, Viva-voce and Project Report preparation can be designed by integrating relevant aspects by the concerned Board of Studies of the Programme.
- 7.7 Details of evaluation of Project Work/Dissertation and Comprehensive Viva-voce are given under clause 18 of this regulation.

8. BOARD OF STUDIES AND COURSES

- 8.1 The PG Boards of Studies concerned shall design all the courses offered in the post-graduate programmes. The Boards shall design and introduce new courses, modify or re-design existing courses and replace any existing courses with new/modified/re-designed courses to facilitate better exposure and training for the students.

- 82** **The Syllabus** of a course shall include course code, the title of the course, the number of credits, maximum grade for external and internal evaluation, duration of examination hours, distribution of internal grade, model question paper and reference materials. The Board of Studies concerned has the liberty to decide whether the questions can be answered in Malayalam or not. Maximum efforts shall be made to maintain a uniform pattern while designing the courses, project, viva, practical etc. in the scheme and syllabus of various programmes coming under same faculty.
- 83** Code numbers for the courses can be given as per the general guidelines given in the 'Appendix' for a uniform identification.

9. ADMISSION

- 9.1** The admission to all PG programmes shall be as per the rules and regulations of the College.
- 9.2** The eligibility criteria for admission shall be as announced by the College from time to time.
- 9.3** Separate rank lists shall be drawn up for reserved seats as per the existing rules.
- 9.4** The college shall make available to all the admitted students the information regarding all the courses including electives offered with syllabus and credit for the entire course.
- 9.5** There shall be a uniform calendar prepared by the College for the conduct of the programmes.
- 9.6** There shall be provision for inter-collegiate and inter-university transfer in the 3rd Semester within a period of two weeks from the date of commencement of the semesters.
- 9.7** There shall be provision for credit transfer subject to the conditions specified by the Board of Studies concerned.
- 9.8** There shall be provision for transfer from Regular stream to SDE/Private registration and SDE/Private Registration to Regular (under the same scheme and syllabus) in the third Semester within a period of two weeks or the period fixed by the University from the date of commencement of the academic year as per the existing rules and regulations for inter college transfer. Transfer of students from Autonomous colleges to SDE and SDE to Autonomous Colleges is also permitted.
- 9.9** There shall be a uniform **calendar** prepared by the College for the registration, Conduct/schedule of the courses, examinations and publication of results. The College shall ensure that the calendar is strictly followed.

10. RE-ADMISSION

- 10.1** There shall be provision for re-admission of students.
- 10.2** For readmission, the vacancy should be within the sanctioned strength in the college. If

there is no vacancy in the junior batch of the college, readmission can be taken in another college with the junior batch, if there is vacancy within the sanctioned strength in the concerned college.

- 10.3** This readmission is not to be treated as college transfer.
- 10.4** There should be a gap of at least one semester for readmission.
- 10.5** The candidate seeking readmission to a particular semester should have registered for the previous semester examination.
- 10.6** Readmission shall be taken within two weeks from the date of commencement of the Semester concerned.
- 10.7** The Principal can grant readmission to the student, subject to the above conditions.
- 10.8** If change in scheme occurs while readmission, provision for credit transfer will be subject to the common guidelines prepared by Board of Studies concerned.

11. REGISTRATION

- 11.1** - A student shall be permitted to register for a programme at the time of admission.
- 11.2** - A student who registers for a programme shall complete it within 4years.
- 11.3** -The college shall send a list of students registered for each programme in each semester giving the details of courses registered, to the university in the prescribed form within 45days of the commencement of the semester.
- 11.4** - Students shall be normally permitted to register for the examination if they have required minimum attendance as per clause 12 of this regulation. If the student has a shortageofattendanceinasemester, thestudentshallbepermittedtomovetothenext semester and can write the examination for the entire courses of the semester in which shortage of attendance occurs as supplementary examination only after the completion of the entire programme. In such cases, a request from the student may be considered within two weeks of the commencement of the semester. There will not be any Repeat semester in FCCBCSSPG 2019.
- 11.5** - The students who have attendance within the limit prescribed as per clause 12 of this regulation, but could not register for the semester examinations, have to apply for token registration, within two weeks of the commencement of the next semester.

12. ATTENDANCE

- 12.1** - The students admitted in the PG programmes in the college shall be required to attend at least 75 percent of the total number of classes (theory/practical) held during each semester. The students having less than prescribed percentage of attendance shall not be allowed to appear for the examination.
- 12.2** - Condonation of shortage of attendance for a maximum of 9 days (10% of the working days in a semester) in the case of single condonation and 18 days (20% of the working days in a semester) in the case of double condonation in a semester subject to a maximum of two times (for single condonation only) during the whole period of Post Graduate programme may be granted by the College as per the existing procedures. In

the case of double condonation, only one condonation shall be allowed during the entire programme.

- 12.3** - Benefit of condonation of attendance will be granted to the students on health grounds, for participating in University Union activities, meeting of the University bodies /Govt. bodies and participation in other extracurricular activities on production of genuine supporting documents, with the recommendation of the Head of the Department.

A student who is not eligible for such condonation **shall be observed the provisions as per clause 11.4** of this regulation. The Head of the Department should intimate the details of these candidates at the commencement of the next semester.

- 12.4** - Women students can avail maternity leave as per the existing rules.

13. EXAMINATION

- 13.1** - There shall be examination at the end of each semester.

- 13.2** - Practical examinations shall be conducted by the College at the end of each semester or at the end of even semesters as prescribed in the curriculum of the particular Programme. The number of examiners and other aspects of the practical examination shall be prescribed by the concerned Boards of Studies of the programmes.

- 13.3** - **Project Work / Dissertation** shall be evaluated at the end of the programme. There shall be both Internal and External evaluation for the Project Work. The details of internal evaluation shall be framed by the concerned Boards of Studies.

- 13.4** - **Comprehensive Viva–Voce** shall be conducted at the end of the programme only. There shall be only External Comprehensive Viva–Voce conducted by the examiners appointed by the College. The details of evaluation shall be framed by the concerned Boards of Studies.

- 13.5** - There shall be one end-semester examination of 3 hours duration for each theory course and the duration of practical course can be decided by the concerned BoS.

14. SCHEME AND SYLLABUS

- 141** - Distribution of courses/weightage for theory/practical among the semesters shall be equal as far as possible and the aggregate weightage for each semester shall be stipulated by the Boards of studies concerned.

- 142** - The detailed scheme and syllabus for each course shall be framed by the respective Boards of Studies concerned and approved by the Academic Council.

15. EVALUATION AND GRADING

- 15.1** **Evaluation:** The evaluation scheme for each course shall contain two parts; (a) Internal / Continuous Assessment (CA) and (b) External / End Semester Evaluation (ESE).

- 15.2** Of the total, 20% weightage shall be given to internal evaluation / Continuous assessment and the remaining 80% to External/ESE and the ratio and weightage between Internal and External is **1:4**.

- 15.3** Primary evaluation for Internal and External shall be based on 6 letter grades (**A+, A, B, C, D and E**) with numerical values (Grade Points) of **5, 4, 3, 2, 1 & 0** respectively.
- 15.4** **Grade Point Average:** Internal and External components are separately graded and the combined grade point with weightage **1** for Internal and **4** for external shall be applied to calculate the **Grade Point Average (GPA)** of each course. Letter grade shall be assigned to each course based on the categorization based on Ten point Scale provided in clause **20.2** of this regulation.

16. INTERNAL EVALUATION / CONTINUOUS ASSESSMENT (CA)

15.5 Evaluation of Audit Courses: The examination and evaluation shall be conducted by the college itself either in the normal structure or MCQ model from the Question Bank and other guidelines. The Question paper shall be for minimum 20 weightage and a minimum of 2 hour duration for the examination. The result has to be intimated / uploaded to the Controller of Examinations during the Third Semester as per the notification.

16.1 This assessment shall be based on a predetermined transparent system involving periodic written tests, assignments, seminars and viva-voce in respect of theory courses and based on tests, lab skill and records/viva in respect of practical courses.

16.2 The criteria and percentage of weightage assigned to various components for internal evaluation are as follows:

| (a) Theory : | | | |
|------------------------|-------------------------|-------------------|------------------|
| Sl.No | Component | Percentage | Weightage |
| 1 | Examination /Test | 40% | 2 |
| 2 | Seminars / Presentation | 20% | 1 |
| 3 | Assignment | 20% | 1 |
| 4 | Attendance | 20% | 1 |
| (b) Practical : | | | |
| 1 | Lab Skill | 40% | 4 |
| 2 | Records/viva | 30% | 3 |
| 3 | Practical Test | 30% | 3 |

(The components and the weightage of the components of the practical (Internal) can be modified by the concerned BOS without changing the total weightage 10.)

16.3 Grades given for the internal evaluation are based on the grades A+, A, B,C,D&E with grade points 5,4,3,2, 1 & 0 respectively. The overall grades shall be as per the Ten Point scale provided in clause **20.2** of this regulation.

16.4 There shall be no separate minimum Grade Point for internal evaluation.

16.5 To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be published on the notice board before 5 days of commencement of external examination.

16.6 There shall not be any chance for improvement of internal marks.

16.7 For each course there shall be class **test/s** during a semester. Grades should be displayed on the notice board. Valued answer scripts shall be made available to the students for perusal.

16.8 Each student shall be required to do **assignment/s** for each course. Assignments after

valuation must be returned to the students. The teacher shall define the expected quality

of the above in terms of structure, content, presentation etc. and inform the same to the students. Punctuality in submission is to be considered.

- 16.9** Every student shall deliver **Seminar / Presentation** as an internal component for every course and must be evaluated by the respective course teacher in terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the course teacher.
- 16.10** All the records of Continuous Assessment (CA) must be kept in the department and must be made available if asked for.

17. EXTERNAL / END SEMESTER EVALUATION (ESE)

- 17.1** The semester-end examinations in theory courses shall be conducted with question papers set by external experts. The double evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation.
- 17.2** After the external evaluation, only Grades are to be entered in the space provided in the answer script for individual questions and calculations need to be done only up to the Cumulative Grade Point (CGP) and all other calculations including grades are to be done by the University.
- 17.3** Photocopies of the answer scripts of the external examination shall be made available to the students for scrutiny on request by them as per rules.
- 17.4** The external evaluation shall be done immediately after the examination preferably in a Centralized Valuation Camp.
- 17.5** The language of writing the examination shall be specified in the separate regulations for the programme by the concerned BoS.
- 17.6 PATTERN OF QUESTIONS FOR EXTERNAL / ESE:**
- 17.6.1** Questions shall be set to assess the knowledge acquired, standard, and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. Due weightage shall be given to each module based on content/teaching hours allotted to each module.
- 17.6.2** It has to be ensured that questions covering all skills are set. The setter shall also submit a detailed scheme of evaluation along with the question paper.
- 17.6.3** A question paper shall be a judicious mix of short answer type, short essay type /problem solving type and long essay type questions.
- 17.6.4** The question shall be prepared in such a way that the answers can be awarded A+, A, B, C, D, E Grades.

- 17.6.5** Weightage: Different types of questions shall be given different weightages to quantify their range given in the following model:

| Sl. No. | Type of Questions | Individual weightage | Total Weightage | Number of questions to be answered |
|--------------|-----------------------------------|----------------------|-------------------|------------------------------------|
| 1 | Short Answer type questions | 2 | $2 \times 4 = 8$ | 4 out of 7 |
| 2 | Short essay/ problem solving type | 3 | $3 \times 4 = 12$ | 4 out of 7 |
| 3 | Long Essay type questions | 5 | $5 \times 2 = 10$ | 2 out of 4 |
| Total | | | 30 | 18 |

- 17.6.6** Questions should be asked as far as possible from all modules following a uniform distribution. However concerned BoS can change the pattern and type of questions subject to the condition that total weightage should be 30.

- 17.7** End Semester Evaluation in Practical Courses shall be conducted and evaluated by both Internal and External Examiners as per the stipulations of the concerned BoS. Duration and other aspects of practical external examinations shall be decided by the Boards of Studies concerned.

18. EVALUATION OF PROJECT WORK / DISSERTATION

- 181** There shall be External and Internal evaluation with the same criteria for Project Work done and the grading system shall be followed as per the specific guidelines and stipulations of the concerned BoS.
- 182** One component among the Project Work evaluation criteria shall be Viva-voce (Project Work related) and the respective weightage shall be 40%.
- 183** Consolidated Grade for Project Work is calculated by combining both the External and Internal in the Ratio of 4:1 (80% & 20%).
- 184** Details regarding the conduct of external and internal evaluation, criteria for evaluation and other aspects relating to the same can be taken by the concerned Boards of Studies and shall be specified in the Programme curriculum.
- 185** For a pass in Project Work, a student has to secure a minimum of **P** Grade in External and Internal examination combined. If the students could not secure minimum **P** Grade in the Project work, they will be treated as failed in that attempt and the students may be allowed to rework and resubmit the same in accordance with the University exam stipulations. **There shall be no improvement chance for Project Work.**
- 186** The External and Internal evaluation of the Project Work shall be done based on the following criteria and weightages as detailed below:

| Sl. No | Criteria | % of weightage | Weightage External | Weightage Internal | Remarks |
|------------------------|---|----------------|--------------------|--------------------|--|
| 1 | Relevance of the topic and Statement of problem | 60% | 8 | 2 | Concerned Boards of Studies may conveniently divide this criteria in to various relevant categories and can assign suitable titles provided that the total weightage should be 24 and 6 for External and Internal. |
| 2 | Methodology & Analysis | | 8 | 2 | |
| 3 | Quality of Report & Presentation | | 8 | 2 | |
| 4 | Viva-voce | (40%) | 16 | 4 | Mandatory criteria |
| Total Weightage | | 100% | 40 | 10 | |

19 - CONDUCT OF COMPREHENSIVE VIVA-VOCE

- 191** The External Conduct of the Viva-voce is mandatory and the internal conduct of the viva-voce will be optional subject to the decision and stipulation of the concerned BoS.
- 192** The concerned Boards of Studies shall design the structure, criteria, details of appointment of Board of examiners (both external and internal) and other relevant aspects of its evaluation.
- 193** For a pass in Comprehensive viva-voce, a student has to secure a minimum of **D** Grade in External and Internal examination combined. If the students could not secure minimum **D** Grade in the Project work, they will be treated as failed in that attempt and the student may re appear for the same next time in accordance with the exam stipulations. **There shall be no improvement chance for Comprehensive viva-voce.**

20 - DIRECT GRADING SYSTEM

- 20.1** Direct Grading System based on a 10 – Point scale is used to evaluate the performance (External and Internal Examination of students)
- 20.2** For all courses (Theory & Practical) / Semester / Overall Programme, Letter grades and **GPA/SGPA/CGPA** are given on the following way:
- a) First Stage Evaluation for both Internal and External done by the Teachers concerned in the following Scale:

| Grade | Grade Points |
|-----------|--------------|
| A+ | 5 |
| A | 4 |
| B | 3 |
| C | 2 |
| D | 1 |

| | |
|----------|----------|
| E | 0 |
|----------|----------|

b) The Grade Range for both Internal & External shall be:

| Letter Grade | Grade Range | Range of Percentage (%) | Merit / Indicator |
|--------------|-------------|-------------------------|-------------------|
| O | 4.25 – 5.00 | 85.00 – 100.00 | Outstanding |
| A+ | 3.75 – 4.24 | 75.00 – 84.99 | Excellent |
| A | 3.25 – 3.74 | 65.00 – 74.99 | Very Good |
| B+ | 2.75 – 3.24 | 55.00 – 64.99 | Good |
| B | 2.50 – 2.74 | 50.00 – 54.99 | Above Average |
| C | 2.25 – 2.49 | 45.00 – 49.99 | Average |
| P | 2.00 -2.24 | 40.00 – 44.99 | Pass |
| F | < 2.00 | Below 40 | Fail |
| I | 0 | - | Incomplete |
| Ab | 0 | - | Absent |

'B' Grade lower limit is 50% and 'B+' Grade lower limit is 55%

20.3 No separate minimum is required for internal evaluation for a pass, but a minimum **P** Grade is required for a pass in the external evaluation. However, a minimum **P grade** is required for pass in a course.

20.4 A student who fails to secure a minimum grade for a pass in a course will be permitted to write the examination along with the next batch.

20.4.1 Improvement of Course- The candidates who wish to improve the grade / grade point of the external examination of a course/s they have passed already can do the same by appearing in the external examination of the concerned semester along with the immediate junior batch.

20.4.2 Betterment Programme One time- A candidate will be permitted to improve the **CGPA** of the Programme within a continuous period of four semesters immediately following the completion of the programme allowing only once for a particular semester. The **CGPA** for the betterment appearance will be computed based on the **SGPA** secured in the original or betterment appearance of each semester whichever is higher.

20.5 Semester Grade Point Average (SGPA) –Calculation

The **SGPA** is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses taken by a student.

After the successful completion of a semester, **Semester Grade Point Average (SGPA)** of a student in that semester is calculated using the formula given below.

Semester Grade Point Average - SGPA (S_j) = $\Sigma(C_i \times G_i) / Cr$
(SGPA= Total Credit Points awarded in a semester / Total credits of the semester)

Where ' S_j ' is the j^{th} semester, ' G_i ' is the grade point scored by the student in the i^{th} course ' C_i ' is the credit of the i^{th} course, ' Cr ' is the total credits of the semester.

Model calculation is given in the Annexure :

20.6 Cumulative Grade Point Average (CGPA) -Calculation

Cumulative Grade Point Average (CGPA) = $\Sigma(C_i \times S_i) / Cr$ (CGPA= Total Credit points awarded in all semesters/Total credits of the programme)

Where C_1 is the credit of the 1st semester S_1 is the **SGPA** of the 1st semester and Cr is the total number of credits in the programme. The **CGPA** is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme. The **SGPA** and **CGPA** shall be rounded off to 2 decimal points.

For the successful completion of a semester, a student should pass all courses and score a minimum **SGPA** of 2.0. However, the students are permitted to move to the next semester irrespective of their **SGPA**.

21. GRADE CARD

21.1 The College shall issue to the students grade card on completion of each semester, which shall contain the following information:

- ☐ Name of University
- ☐ Name of College
- ☐ Title of PG Programme
- ☐ Semester concerned
- ☐ Name and Register Number of student
- ☐ Code number, Title and Credits of each Course opted in the semester including Audit Courses
- ☐ Letter grade in each course in the semester
- ☐ The total credits, total credit points and SGPA in the Semester (corrected to three decimal places)

21.2 The final Grade card issued at the end of the final semester shall contain the details of all courses taken during the entire programme, including those taken over and above the prescribed minimum credits for obtaining the degree. The final grade card shall show CGPA (corrected to three decimal places), percentage of marks (corrected to two decimal places) and the overall letter grade of a student for the entire programme. The final Grade card will also contain the list of Audit Courses.

22. AWARD OF DEGREE

22.1 The successful completion of all the courses with **P** Grade shall be the minimum requirement for the award of the degree

23. POSITION CERTIFICATE

- 23.1** The College publishes list of top 3 positions for each programme after the publication of the programme results. Position certificates shall be issued to candidates who secure positions from 1st to 3rd in the list. The position list shall be finalized after the result of reevaluation.
- 23.2** The position list shall be prepared in the order of merit based on the CGPA scored by the Students. Grace Grade points awarded to the students shall not be counted for fixing the position.

24. GRIEVANCE REDRESSAL COMMITTEE

- 24.1 Department Level Committee:** The College shall form a Grievance Redressal Committee in each department comprising of course teacher, one senior teacher and elected representative of Students (Association Secretary) as members and the Head of the Department as Chairman. The committee shall have initial jurisdiction over complaints against Continuous Assessment.
- 24.2 College Level Committee:** There shall be a college level Grievance Redressal Committee comprising of student adviser, two senior teachers, two staff council members (one shall be elected member) and elected representative of students (College Union Chairperson) as members and the Principal as Chairman. This committee shall address all grievances relating to the internal assessment grades of the students.

25. TRANSITORY PROVISION

- 25.1** Notwithstanding anything contained in these regulations, the Academic Council shall, for a period of three years from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

26. REPEAL

- 26.1** The Regulations now in force in so far as they are applicable to programmes offered by the College and to the extent they are inconsistent with these regulations are hereby repealed. In the case of any inconsistency between the existing regulations and these regulations relating to the Credit Semester System in their application to any course offered in a College, the latter shall prevail.
-

APPENDIX

1. *First Phase Evaluation can be done at 6 point scale by assigning the respective Grade Points as detailed below (done by the concerned teacher/examiner)*

| | | | | | | |
|--------------------|-----------|----------|----------|----------|----------|----------|
| Grade | A+ | A | B | C | D | E |
| Grade Point | 5 | 4 | 3 | 2 | 1 | 0 |

2. Calculation of GPA, SGPA & CGPA based on the Direct Grading system using 10 Point

Scale as detailed below:

| Letter Grade | Grade Range | Range of Percentage (%) | Merit / Indicator |
|--------------|-------------|-------------------------|-------------------|
| O | 4.25 – 5.00 | 85.00 – 100.00 | Outstanding |
| A+ | 3.75 – 4.24 | 75.00 – 84.99 | Excellent |
| A | 3.25 – 3.74 | 65.00 – 74.99 | Very Good |
| B+ | 2.75 – 3.24 | 55.00 – 64.99 | Good |
| B | 2.50 – 2.74 | 50.00 – 54.99 | Above Average |
| C | 2.25 – 2.49 | 45.00 – 49.99 | Average |
| P | 2.00 -2.24 | 40.00 – 44.99 | Pass |
| F | < 2.00 | Below 40 | Fail |
| I | 0 | 0 | Incomplete |
| Ab | 0 | - | Absent |

Phases for Evaluation:

I Phase : To be done by the concerned Teacher /Examiner based on 6 Point Scale

1. Evaluation of all individual External Theory courses and Internal evaluation
2. Evaluation of Project Work External and Internal
3. Evaluation of External and Internal Practical Courses
4. Evaluation of External and Internal Comprehensive Viva-voce

II Phase - GPA Calculation - To be done by the College

1. Consolidation of External and Internal for Theory Courses(Calculation of GPA)
2. Consolidation of External and Internal for Project Work (Calculation of GPA)
3. Consolidation of External and Internal for Practical Courses (Calculation of GPA)
4. Consolidation of External and Internal for Comprehensive Viva-voce (Calculation of GPA)

III Phase - SGPA Calculation - To be done by the College

Calculation of Semester Grade Point Average. This is the consolidated net result (Grade) in a particular Semester.

III Phase - CGPA Calculation - To be done by the College

Calculation of Consolidated Grade Point Average. This is the consolidated net result (Grade) of a Programme

Model Calculation of Grade :

Calculation of overall Grade for one Course (GPA) - Theory External

First Phase Evaluation (Done by the concerned Teacher/Examiner) :

I - Theory - External:

| Type of Question | Qn. No | Grade Awarded | Grade Point | Weightage | Weighted Grade Point | Calculation | |
|-------------------|--------|---------------|-------------|-----------|----------------------|--|--|
| Short Answer type | 1 | A+ | 5 | 2 | 10 | Overall Grade of the theory paper = Sum of Weighted Grade Points / Sum of the weightage 115/30 = 3.83 = Grade A+ | |
| | 2 | - | - | - | - | | |
| | 3 | A | 4 | 2 | 8 | | |
| | 4 | C | 2 | 2 | 4 | | |
| | 5 | - | - | - | - | | |
| | 6 | A | 4 | 2 | 8 | | |
| | 7 | - | - | - | - | | |
| Medium Essay type | 8 | B | 3 | 3 | 9 | | |
| | 9 | A+ | 5 | 3 | 15 | | |
| | 10 | - | - | - | - | | |
| | 11 | - | - | - | - | | |
| | 12 | - | - | - | - | | |
| | 13 | A | 4 | 3 | 12 | | |
| | 14 | B | 3 | 3 | 9 | | |
| Long Essay type | 20 | A+ | 5 | 5 | 25 | | |
| | 21 | - | - | - | - | | |
| | 22 | - | - | - | - | | |
| | 23 | B | 3 | 5 | 15 | | |
| | 24 | - | - | - | - | | |
| TOTAL | | | | 30 | 115 | | |

Note : 1) The total weightage for external evaluation is **30**, (2) Maximum Weighted Grade Point (WGP) is **150 (30 X 5)**, (3) Same way all theory courses can be evaluated.

II - Theory-Internal:

| Components | Weightage (W) | Grade Awarded | Grade Point(GP) | WGP=W *GP | Overall Grade of the course |
|-------------------------|---------------|---------------|-----------------|-----------|-----------------------------|
| Examination /Test | 2 | A | 4 | 8 | WGP/Total |
| Seminars / Presentation | 1 | A+ | 5 | 5 | |

| | | | | | |
|--------------|----------|----|---|-----------|--------------------------------|
| Assignments | 1 | A | 4 | 4 | weight = 21/5 =4.40 |
| Viva-voce | 1 | A+ | 5 | 5 | |
| Total | 5 | | | 22 | O |

Maximum weight for internal evaluation is **5**. Therefore Maximum Weighted Grade Point (WGP) is **25 (5 X 5)**.

III - Project - External:

| Components | Weightage (W) | Grade Awarded | Grade Point(GP) | WGP=W *GP | Overall Grade of the course |
|---|---------------|---------------|-----------------|------------|---|
| Relevance of the topic and Statement of problem | 8 | A | 4 | 32 | WGP/Total weight = 160/40 =4 |
| Methodology & Analysis | 8 | B | 3 | 24 | |
| Quality of Report & Presentation | 8 | A+ | 5 | 40 | |
| Viva-voce | 16 | A | 4 | 64 | |
| Total | 40 | | | 160 | A+ - Grade |

IV - Project - Internal:

| Components | Weightage (W) | Grade Awarded | Grade Point(GP) | WGP=W *GP | Overall Grade of the course |
|---|---------------|---------------|-----------------|-----------|---|
| Relevance of the topic and Statement of problem | 2 | A | 4 | 8 | WGP/Total weight = 38/10 = 3.8 |
| Methodology & Analysis | 2 | B | 3 | 6 | |
| Quality of Report & Presentation | 2 | A | 4 | 8 | |
| Viva-voce | 4 | A | 4 | 16 | |
| Total | 10 | | | 38 | A+ - Grade |

Second Phase Evaluation :

V - Theory - Consolidation of Grade (GPA) (Internal + External):

The external grade awarded for the Course 1 is 'A' with a Grade point of 3.83 and its internal is 'O' with a Grade Point of 4.6. The consolidated grade for the course Course 1 is as follows.

| Exam | Weightage | Grade awarded | Grade Points (WGP / TOTAL WEIGHTAGE) | Weighted Grade Point |
|----------|-----------|---------------|--------------------------------------|----------------------|
| External | 4 | A+ | 3.83 | 15.32 |

| | | | | |
|-------------------------|---|---|------|--------------|
| Internal | 1 | O | 4.40 | 4.40 |
| Total | 5 | | | 19.72 |
| Grade of a course (GPA) | GPA=Total weighted Grade Points/Total weight 19.72/5 =3.94 = Grade A+ | | | |

VI - Project Work - Consolidation of Grade (GPA) (Internal + External):

| | | | | |
|-------------------------|--|---------------|---|----------------------|
| Exam | Weightage | Grade awarded | Grade Points (WGP / TOTAL WEIGHTAGE) | Weighted Grade Point |
| External | 4 | A+ | 4 | 16 |
| Internal | 1 | A+ | 3.8 | 3.80 |
| Total | 5 | | | 19.8 |
| Grade of a course (GPA) | GPA=Total weighted Grade Points/Total weight 19.8/5 =3.96 = A+ Grade | | | |

Third Stage Evaluation :

CALCULATION OF SGPA :

| Course code | Title of the course | Credits (C) | Grade Awarded | Course Grade Points (G) | Credit Points (CP=C X G) | SGPA |
|----------------------|---------------------|-------------|---------------|-------------------------|--------------------------|--|
| I - SEMESTER | | | | | | |
| 001 | Course 1 | 4 | O | 4.25 | 17 | SGPA = Total Credit Points /Total Credits = 80.16/20 = 4.01 Grade - A+ |
| 002 | Course 2 | 4 | A+ | 3.9 | 15.6 | |
| 003 | Course 3 | 4 | A | 3.45 | 13.8 | |
| 004 | Course 4 | 4 | A | 3.64 | 14.56 | |
| 005 | Course 5 | 4 | O | 4.8 | 19.2 | |
| TOTAL | | 20 | | | 80.16 | |
| II - SEMESTER | | | | | | |
| 006 | Course 6 | 4 | A+ | 3.88 | 15.52 | SGPA = Total Credit Points /Total Credits = 73.08/20 = 3.65 Grade - A |
| 007 | Course 7 | 4 | A+ | 3.75 | 15 | |
| 008 | Course 8 | 4 | A | 3.3 | 13.2 | |
| 009 | Course 9 | 4 | A | 3.56 | 14.24 | |
| 010 | Course 10 | 4 | A+ | 3.78 | 15.12 | |
| TOTAL | | 20 | | | 73.08 | |

| III - SEMESTER | | | | | | |
|----------------|-----------|-----------|----|------|--------------|---|
| 011 | Course 11 | 4 | A | 3.45 | 13.8 | SGPA = Total Credit Points /Total Credits = 74.04/20 = 3.70 Grade – A |
| 012 | Course 12 | 4 | A+ | 3.8 | 15.2 | |
| 013 | Course 13 | 4 | O | 4.8 | 19.2 | |
| 014 | Course 14 | 4 | A | 3.58 | 14.32 | |
| 015 | Course 15 | 4 | B+ | 2.88 | 11.52 | |
| TOTAL | | 20 | | | 74.04 | |
| IV - SEMESTER | | | | | | |
| 016 | Course 16 | 4 | A+ | 3.85 | 15.4 | SGPA = Total Credit Points /Total Credits = 76.08/20 = 3.80 Grade - A+ |
| 017 | Course 17 | 4 | A | 3.6 | 14.4 | |
| 018 | Course 18 | 4 | A | 3.47 | 13.88 | |
| 019 | Course 19 | 4 | A+ | 3.8 | 15.2 | |
| 020 | Course 20 | 4 | O | 4.3 | 17.2 | |
| TOTAL | | 20 | | | 76.08 | |

Fourth Stage Evaluation :

CALCULATION OF CGPA (To be done as per the format by the University) :

CGPA for the above case :

| Semester | Credit of the Semesters | Grade Awarded | Grade point (SGPA) | Credit points |
|---|-------------------------|---------------|--------------------|---------------|
| I | 20 | A+ | 4.01 | 80.2 |
| II | 20 | A | 3.65 | 73 |
| III | 20 | A | 3.70 | 74 |
| IV | 20 | A+ | 3.80 | 76 |
| TOTAL | 80 | | | 303.2 |
| CGPA (Total credit points awarded / Total credit of all semesters) = 303.2 / 80 = 3.79 (Which is in between 3.50 and 3.99 in 10-point scale) Therefore the overall Grade awarded in the programme is - 'A+' | | | | |

GUIDELINES FOR CODING VARIOUS COURSES:

The following are the common guidelines for coding various courses in order to get a uniform identification. It is advisable to assign a Seven Digit Code (combination of Alpha Numerical) for various courses as detailed below:

1. **First three digits** indicate the Programme/discipline code (ENG for English, MCM for M.Com, CHE for chemistry, PHY for physics, MLM for Malayalam, SKT for Sanskrit, HTY for History etc)
2. **Fourth digit** is the Semester indicator which can be given as 1, 2, 3&4 respectively for I,II, ,III& IV Semester (MCM1, CHE2 Etc).
3. **Fifth digit** will be the Course Category indicator as detailed below:

| SI No | Nature of Course | Course Code |
|-------|--------------------|-------------|
| 1 | Core Courses | C |
| 2 | Elective Courses | E |
| 3 | Project | P |
| 4 | Comprehensive Viva | V |
| 5 | Practical / Lab | L |
| 6 | Audit Courses | A |

4. **Last two digits** indicate the serial number of the respective courses. If there is one digit it should be prefixed by '0'(Zero). (01, 02,etc)
5. If the number of courses in one category is only one (eg : Viva, Project etc.), assign the course serial number as 01.
6. Examples:

| SI No | Code | Details |
|-------|------------|--------------------------------------|
| 1 | MCM1C01 | M.Com I Sem Core Course No1 |
| 2 | CHE 2 A 02 | Chemistry II Sem Audit Course No.2 |
| 3 | ENG 4 V 01 | English IV Sem Viva No. 1 |
| 4 | MLM 3 E 02 | Malayalam III Sem Elective No. 2 |
| 5 | PHY 4 P 01 | Physics IV Sem Project Work No. 1 |
| 6 | BGY 2 L 02 | Biology II Sem Practical No. 2 |
| 7 | PSY 3 C 02 | Psychology III Sem Core Course No. 2 |
| 8 | HTR 2 E 01 | History II Sem Elective Course No. 1 |

FAROOK COLLEGE (Autonomous)
M.Sc. PSYCHOLOGY PROGRAMME
SYLLABUS
CORE COURSES
&
ELECTIVE COURSES
With effect from 2019-20
admission onwards

M. Sc Psychology
2019 Admission onwards

In a changing and challenging new era, application of research in psychological principles to deal with, manage and solve human and environmental issues has acquired new dimensions. By giving insight into the behaviour and thoughts of individuals, groups and the environmental factors as a discipline, this post graduate programme is covering many areas and theories. Shaping social and cultural concerns of individuals, groups and collectives with a deep sense of rootedness in our own culture, with a global outlook could be considered as a critical goal of higher education in social sciences in general, and psychology in particular. To this end, educational institutions have the prime responsibility of shaping the cognitive, affective and behavioral ability of the student and build responsible and responsive citizenry. Psychology is a broad subject, and the course structure and teaching methods of Masters in Psychology programs are likely to vary significantly, depending on your chosen specialization. Here it is two year continuous regular programme. The eligibility criteria for undergoing this programme is B.A. or B.Sc. in Psychology (that means, the students should first need to complete an undergraduate degree in Psychology). The courses are designed as higher levels of courses offered for under graduation. This include a rigorous curriculum, covering the theoretical aspects of the field, extensive training in how to conduct studies and analyze research, and clinical skills for work with clients. This programme requires students to complete an internship or practicum as part of their course of study and a dissertation work in behaviour. Nowadays, psychologists work on different levels, doing research on mental

functions, social behaviour and cognitive processes, as well as trying to understand the neurobiological nature of the mind. Professionals with a Master in Psychology, have to extend their arena to different areas of life, so as to apply Psychology. This syllabus also provide opportunities to get exposed to such applications too. This syllabus is planned with an aim of developing sound theoretical backing and skill development in areas like, cognition, personality, Health, social, clinical, organizational, counselling, research and so on in the successfully completing students.

Vision

- To create a healthy interface between society, culture and higher education in the context of psychology teaching, learning and research.
- To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.
- To help develop professional skills that empower the students to gain employment, as well as contribute towards the well-being of other individuals and small groups and promote harmony in the society.
- To foster and nurture the strengths of Indian society such as diversity, secularism, and accessibility to all thereby ensuring the potential for growth for individuals and the social system.

Mission

To create, evolve and demonstrate the knowledge systems in the discipline of psychology that would promote, facilitate subjective strengths and individual specific potentials, as well as egalitarian concerns for maintaining collective existence. And developing professionalism of Psychology in India.

Programme outcome

- To understand the psychological meaning of different life events, to utilize them for the benefit of personal, social, community and national development

- To produce students with effective interpersonal skills who can work in a variety of practical settings.
- To enable students to obtain the knowledge and skills necessary for immediate employment and attain higher studies in psychology and related areas.
- To work for the communal harmony integration, through personal contributions in practicing professional Psychology and persuade or motivate others to join with
- Practice as psychologist in different applied areas of life

Programme Objectives

- To develop sound theoretical back up for the application of psychology in different areas of life.

To understand and get sensitized to the variety of issues around that need psychological intervention

To get motivated to develop skills in psychological intervention.

To develop an attitude for peace, national integration and universal brotherhood, through a profession in Psychology.

Professional skill development, in different applied areas of Psychology

Programme – Detail – Introduction

The syllabus is arranged course wise, in semester sequence. Credit is awarded for the successful completion of the course. There are core courses and Elective courses offered in the programme where as electives course are offered from the III semester onwards. The first and second semester include core courses only. The courses include activities related to different areas of application of Psychology, like field visits and observations, conducting elite interviews, minor studies, discussing case studies, working out examples of theoretical principles. The Department has to announce the elective courses offered in a semester, two weeks before the end of the previous semester. I and III semester provides audit courses. These are two courses named Ability Enhancement Course and Professional Competency Course, in the first and second semesters of the programme. It include community extension programme and Life skill training respectively.

These courses are of four credits each, where as their scores/grades won't be included into the final marks/grading of the programme.

In the second semester, data collection methods from natural settings can be trained, by conducting minor studies, using the methods of systematic observation, interview, content analysis etc. These are expected to be conducted individually whereas, test construction- forming a psychological test/ scale/ questionnaire can be done as a group work.

In the first summer vacation after the onset of the programme, (Month of April/May), students are expected to undergo a practical training under the guidance of a psychologist/expert, in their area of interest, continuously for 30 days, with posting as an intern. The skill developed, total learning experience as an intern, objective of the institution and the application of Psychology over there, have to be submitted as a practicum report, which will be valued, by an external examiner, with viva-voce examination, in the third end semester examinations. The organization/ institution may be selected from the area of interest of the student, rather the presence and consent of a supervisor from the institution has to be assured. The department faculty members may support the students in finding out the supervisors. The orientation for the supervisor can be given by the teachers. A field study can be done in the III semester and it may be used as pilot study for dissertation if interested. The dissertation is in the IV semester, with eight credits.

Scheme and syllabus

Semester I

| No. | Name | Core/Optional | Credits |
|-----------|---|---------------|---------|
| MPS1 C01 | Cognitive Psychology I | Core | 4 |
| MPS1CO2 | Personality and Personal Growth | Core | 4 |
| MPS1 C03 | Physiological Psychology | Core | 4 |
| MPS 1C04 | Research Methodology | Core | 4 |
| MPS1 L01 | Practical I (Psychological testing and assessment) | Core | 4 |
| Total | | | 20 |
| MPS1 A 01 | Community Extension Programme(Ability Enhancement Course) | AEC | 4 |

Semester II

| No. | Name | Core/Optional | Credits |
|-----------|---|---------------|---------|
| MPS2CO5 | Psychopathology | Core | 4 |
| MPS2 C06 | Applied Psychology | Core | 4 |
| MPS2 C07 | Counseling Psychology | Core | 4 |
| MPS2 C08 | Cognitive Psychology II | Core | 4 |
| MPS2 L02 | Practical 2 Field Work (Journal work) | Core | 4 |
| Total | | | 20 |
| MPS2 A 02 | Life Skill Training (Professional Competency Course) | PCC | 4 |

Semester III

| No. | Name | Core/Optional | Credits |
|-------------------------|---------------------------------------|---------------|---------|
| MPS3 C09 | Advanced Social Psychology | Core | 4 |
| MPS3 C10 | Organizational Psychology | Core | 4 |
| Optional 1 (Any one) | | Optional | 4 |
| MPS3E01/ | Clinical Psychology/ | | |
| MPS3E02/ | Clinical Neuro Psychology/ | | |
| MPS3E03/ | Industrial management/ | | |
| MPS3E04 | Human Resource Development | | |
| MPS3 L03 | Practical 3 (Experimental Psychology) | Core | 4 |
| MPS3 L04 | Practicum/Internship | Core | 2 |
| Total | | | 18 |

Semester IV

| No. | Name | Core/Optional | Credits |
|------------|---|---------------|---------|
| MPS4 C11 | Current trends in Psychology | Core | 4 |
| MPS4L04 | Practical 4 (Self-development techniques) | Core | 2 |
| MPS4 P01 | Dissertation | Core | 8 |
| Optional 2 | MPS4E 05 Psycho therapeutics-I/ | Optional | 4 |
| Optional 3 | MPS4E06 Psycho therapeutics-II/ | | |

| | | | |
|--------------------|--|--|--------------------|
| (Any two) | MPS4E 07 Consumer/ Marketing Psychology/ MPS4E08 Industrial Clinical Psychology | | 4 |
| Total | | | 22 |
| Grant Total | | | 80 Credits. |

OPTIONAL PAPERS

As per the current relevance of Psychology in different field/areas, 4 Optional papers are offered in 3rd and 4th Semester. Among them, one is compulsory in 3rd and 2 is compulsory in 4th semester.

3 Semester

1. Clinical Psychology MPS 3E 01
2. Clinical Neuro Psychology MPS 3E 02
3. Industrial management MPS 3E 03
4. Human Resource Development MPS 3E 04

4 Semester

1. Psycho therapeutics MPS 4E 05
2. Psycho therapeutics MPS 4E 06
3. Consumer/ Marketing MPS 4E 07
4. Industrial Clinical Psychology MPS 4E 08

CORE COURSE THEORY: EVALUATION SCHEME

The evaluation scheme for each course contains two parts: *viz.*, Continuous evaluation and Semester End Examination

1. Continuous Assessment

Table 1: Components of Evaluation

| | Component | Percentage | Weightage |
|----------|----------------------------|-------------------|------------------|
| 1 | Examination /Test | 40% | 2 |
| 2 | Seminars / Presentation | 20% | 1 |
| 3 | Assignment | 20% | 1 |
| 4 | Attendance | 20% | 1 |

Grades given for the internal evaluation are based on the grades A+, A, B, C, D&E with grade points 5,4,3,2, 1 &0 respectively.

There shall be no separate minimum Grade Point for internal evaluation.

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be published on the notice board before 5 days of commencement of external examination.

For each course there shall be class **test/s** during a semester. Grades should be displayed on the notice board. Valued answer scripts shall be made available to the students for perusal

Assignment*

1st sem-Field visit report.

2nd sem-journal review

3rd sem-review of the topic selected for test construction

4th sem-presentstion of dissertation work as a paper.

2.Semester End Examinations

Semester End Examination will be conducted at the end of each semester.

Pattern of Questions for Semester End Examination

| Sl. No. | Type of Questions | Individual weightage | Total Weightage | Number of questions to be answered |
|--------------|-----------------------------------|----------------------|-------------------|------------------------------------|
| 1 | Short Answer type questions | 2 | $2 \times 4 = 8$ | 4 out of 7 |
| 2 | Short essay/ problem solving type | 3 | $3 \times 4 = 12$ | 4 out of 7 |
| 3 | Long Essay type questions | 5 | $5 \times 2 = 10$ | 2 out of 4 |
| Total | | | 30 | 18 |

Model Question Paper

FIRST SEMESTER M.Sc. PSYCHOLOGY EXAMINATION, NOVEMBER 2019 MPS1C03- PHYSIOLOGICAL PSYCHOLOGY

Time: 3 hours

Total Weightage: 30

SECTION A

Short answer questions.

Answer any four questions. Each question carries 2 weightage

1. Thalamic radiation
2. Somnambulism
3. Graded potential
4. Paradoxical cold
5. Colour blindness
6. Primary odors
7. Blood brain barrier

(4 x 2 =8)

SECTION B

Answer any four paragraph questions

Each question carries three weightage

8. How will we study the brain behavior relationship using neuro anatomical research?
9. Name any five neuro transmitters and its function.
10. Explain briefly the theory and functions of chemoreceptors.
11. Explain briefly the properties of receptors.
12. Elucidate the neural mechanism of sleep and sleep disorders.
13. Explain obesity and anorexia? Mention the cause and effect of these.
14. Write a short note on split brain studies.

(4 x 3 = 12)

SECTION C

Answer any two essay questions

Each question carries five weightage

15. Explain the process of intracellular communication of a neuron.
16. What and how does biofeedback technique work? Explain the endocrine correlates of stress.
17. Elucidate the theories of colour vision. Explain colour blindness and its classifications
18. Elucidate the theory of memory consolidation.

(2x5=10)

CORE COURSE PRACTICAL: EVALUATION SCHEME

Table 1: Components for Continuous Assessment [MPS1L01, MPS3L03]

| | Component | Percentage | Weightage |
|----------|---|-------------------|------------------|
| 1 | Administration,scoring and interpretation | 40% | 4 |
| 2 | Record | 30% | 3 |
| 3 | Test Paper | 30% | 3 |

Table 2: Components for Semester End Examination [MPS1L01, MPS3L03]

| | Components | GRADE | | | | | |
|----------------------|-----------------------------|--------------|----------|----------|----------|----------|----------|
| | | A+ | A | B | C | D | E |
| Experiment I | Administration (20%) | | | | | | |
| | Result and Discussion (20%) | | | | | | |
| | Record (10%) | | | | | | |
| | Viva (20%) | | | | | | |
| Experiment II | Scoring (10%) | | | | | | |
| | Interpretation (20%) | | | | | | |

Table 3: Components for Continuous Assessment [MPSL04]

| | Components | GRADE | | | | |
|----------|-----------------------------|--------------|----------|----------|----------|----------|
| 1 | Introduction | A | B | C | D | E |
| 2 | Administration | | | | | |
| 3 | Procedure and demonstration | | | | | |

| | | | | | | |
|----------|------------|--|--|--|--|--|
| 4 | Test Paper | | | | | |
| 5 | Attendance | | | | | |

Table 4: Components for Semester End Examination [MPS4L04]

| | Components | GRADE | | | | |
|----------|------------------------------|----------|----------|----------|----------|----------|
| 1 | Administration (20%) | A | B | C | D | E |
| 2 | Procedure (20%) | | | | | |
| 3 | Demonstration (20%) | | | | | |
| 4 | Evaluation and viva (30%) | | | | | |
| 5 | Report (10%) | | | | | |

PROJECT WORK: EVALUATION SCHEME

Project evaluation will be conducted at the end of fourth semester.

| Sl. No | Criteria | % of weightage | Weightage External | Weightage Internal |
|------------------------|---|-----------------------|---------------------------|---------------------------|
| 1 | Relevance of the topic and Statement of problem | 60% | 8 | 2 |
| 2 | Methodology & Analysis | | 8 | 2 |
| 3 | Quality of Report & Presentation | | 8 | 2 |
| 4 | Viva-voce | (40%) | 16 | 4 |
| Total Weightage | | 100% | 40 | 10 |

SEMESTER I

COGNITIVE PSYCHOLOGY 1

MPS1 C01

Core paper

4 Credits

Learning outcomes:

- To demonstrate understanding about cognitive psychology and its development
- To gain knowledge regarding the various theoretical perspectives put forth in attention, perception and learning
- Increased confidence in critiquing approaches
- Exposure to classic and recent research work in the field of attention, perception and learning (Research articles will be given for review)

UNIT I: Introduction to Cognitive Psychology

- What is cognitive psychology and its historical antecedents (Philosophical – Rationalism and Empiricism, Psychological, Cognitive revolution)
- Perspectives of how cognition is viewed (Information processing, connectionist, ecological and evolutionary)
- Methods for investigating cognition (Experimental Cognitive Psychology, Cognitive Neuropsychology, Cognitive Science, Cognitive Neuroscience)

UNIT II: Attention and Perception

- Theoretical approaches to perception: Bottom up approach (Direct perception, Template and Prototype theory, Feature theory – Pandemonium model, Recognition By Components theory); Top down approach (Navon, Effect of context, Configural-superiority effect); Integration (Computational theory)
- Attention: Selective, Sustained, Divided, and Alternating attention; Selection models of attention (Broadbent model, Triesman model), Capacity model (Kahneman's model), Multiple resource model (Wicken's model)

UNIT III: Learning I

- Concept of learning: Reflex, Sequence of behaviour, Habituation

- Classical conditioning: Basic concepts (Acquisition, Extinction, Spontaneous recovery, Disinhibition, Rapid reacquisition, Conditioned inhibition, Generalization, Discrimination); Recent concepts (Blocking effect, Overshadowing, CS pre exposure effect, Higher order, Sensory pre conditioning, Contributions of McKintosh and Rescorla); Applications
- Operant conditioning: Basic concepts (Schedules of reinforcement, Positive and Negative reinforcement, Punishment, Shaping, Contingencies of reinforcement, Escape and avoidance learning, learned helplessness, Biofeedback); Different concepts of reinforcement (Need reduction, Premacks principle, response deprivation theory); Application

UNIT IV - Learning II

- Other Behavioural theorists: Thorndike, Guthrie, Hull and Gagne
- Cognitive theorists: Kohler, Tolman and Bandura
- Comparing cognitive and behaviorist approaches

Reference

Eysenck, M. W. (2006). *Fundamentals of Cognition*. New York: Psychology Press.

Groome, D. (2004). *An introduction to cognitive psychology: Processes and disorders*. New York: Psychology Press.

Hergenhahn, B. R., & Olson, M. H. (2008). *An introduction to theories of learning*. N. Delhi: Pearson Education.

Kellogg, R. T. (2003), *Cognitive psychology*, (2nd ed.). N. Delhi: Sage.

Mazur, J. E. (2002). *Learning and behavior*, (5th ed.). New Jersey: Prentice Hall.

Sternberg, R. J. (2007), *Cognitive psychology*. N. Delhi: Thomson Wadsworth

PERSONALITY AND PERSONAL GROWTH

MPS1 C02

Core paper

Credit 4

Learning outcomes:

- Demonstrate knowledge and understanding of Personality theories to explain uniqueness in human behaviour and trend.
- Appreciate theories that explain personality
- Develop a scientific attitude and ability of reflection and logical reasoning in understanding behaviour/ personality
-

UNIT I: CONCEPTS & APPROACHES

- Definitions – approaches to the study of personality – traits/Modalities and types.
- Perspective on Personality – Psycho-dynamic, ego Psychology, Dispositional learning, Behavioural, Social, Cognitive, Humanistic, Phenomenological and hormic.
- Assessment Techniques.
- Personality research and applications.

UNIT II: THEORIES OF PERSONALITY AND PERSONALITY DEVELOPMENT

- Emphasis on Psychodynamics – Sigmund Freud, Carl Jung.
- Social Psychological – Adler, Fromm, Horney, Sullivan and Erick Erickson.
- Emphasis of Personality Structure/traits – Murrays, Gordon, Allport, Catell, Eysenk.
- Emphasis on perceived reality – Kelly's Personal Construct, Carl Rogers Person Centered theory, Albert Bandura's Social learning theories.
- Emphasis on Learning – Skinner's operant conditioning, Dollard's & Miller's S.R.Theory, Albert Bandura's Social learning theories.

UNIT III: PERSONALITY ASSESSMENT

- History of Personality Assessment- Trends over Time: Shrinkage and Growth- The Personality Assessment Process
- Purposes of Personality Assessment- Preparing for Personality Assessments- Conducting

Personality Assessments- Interpreting Personality Assessment Data-Reporting
Personality Assessment Findings

UNIT IV: PERSONAL GROWTH

- Approaches – Humanistic, Individuation of Jung, Psycho-synthesis of Assagioli, Self-actualization of Malsow, Holistic approaches and its relationship to Eco Psychology.
- Transpersonal Psychology-approach to counseling and psychotherapy.
- Altered states of consciousness- Physical, social and psychological bases of consciousness; Deautomatisation and methods of altering consciousness Oriental psychology- characteristics, concept and psychological elements in Buddhism, Zen, Sufism and Yoga psychology.

REFERENCES

1. Fadiman, J. and Grager, R. Personality and Personal Growth. Harper & Row.
2. Hall and Lindsey, G. Theories of Personality. (4th ed.). John Wiley and Sons.
3. Lamberth. J. Rappaport, H. & Rappaport, M. (2017) Personality – An introduction. New York: Alfred A. Knopf.
4. Hjelle.L.A. and Ziegler, D.J. (2014) Personality Theories. New York: Mc Graw Hill.
5. Bugental, J.F.T.(2011) Challenges of Humanistic Psychology. New York: Mc Grew-Hill
6. Ornstein, R.E.(2013) The Psychology of consciousness. New Yourk: Harcount Brace & Jovanovich.
7. Weiner,I.B.,& Greene, R.L. (2017) Handbook of Personality Assessment, John Willey and Sons

PHYSIOLOGICAL PSYCHOLOGY

MPS1 C03

Core paper

Credit -4

Learning Outcome:

- Understand the neurobiological and biological basis of Behaviour
- To identify the biological or neurological reason behind functional anomalies
- Conduct neuropsychological testing
- To work for behavioural interventions along with multidisciplinary team

UNIT 1: BASIC KNOWLEDGE OF NERVOUS SYSTEM

- Central and Peripheral – Nervous system., Methods of neuro-anatomical research
- Hormones and Neural Transmission.
- Individual variation in anatomical asymmetry – Sex differences and Environmental effects.
- Concept of cerebral dominance: Visual, visuospatial, tactile and auditing perception, language and memory.
- Agencies of the Corpus Callosum.
- Functional asymmetry in Normal subjects.

▪ UNIT II: SENSORY PROCESSING

- Properties of the receptors.
- Visual pathways and visual coding.
- Visual acuity, colour zones, colour blindness and colour vision.
- Theories of colour vision.
- Auditory pathways and auditory coding
- Theories of audition.
- Chemoreceptor- functions and theories.
- Paradoxical cold and synthetic heat.
- Kinesthetics and pain receptors. Pain perception theories.

UNIT III: PHYSIOLOGICAL BASIS OF EMOTION AND MOTIVATION

- Physiological correlates of emotion.
- Lymbic system, peripheral and intermediate mechanisms of emotion.
- Autonomic responses in emotional states.
- Endocrine correlates of stress – Biofeed back studies.
- Feeding centres in the brain and eating signals – obesity and anorexia.
- Thirst receptors.
- Neural mechanism of sleep and sleep disorders.
- Dynamics of sexual behaviours.

UNIT IV: PHYSIOLOGICAL BASIS OF LEARNING AND COGNITION

- Cortex and learning, hippocampus and learning and synaptic basis of behaviour.
- The theory of memory consolidation – memory in brain damaged individuals.
- Cortical localization language and perception.
- Levels in consciousness formation.
- Split brain studies.

REFERENCES

1. Schneider,A.M. and Tarshi.B. (2000) Psychology (3rd ed.), New Delhi: Random Book.
2. Leuka.F. (2001) Introduction to Physiological Psychology (3rd ed.), New Delhi: CBS Publishers and Distributors.
3. Resonzweig.M.R., Breedlove.S.M. and Leiman (2002). Biological Psychology. Sunderland: Sinner Associates, Inc.
4. Walsh. K. (1994).Neuropsychology (Lt), London :Churchill Livingstone, Edinburgh.

RESEARCH METHODOLOGY

MPS1 C04

Core paper

Credit 4

Learning outcomes:

- Develop skills in understanding and analyzing the scientific basis/validation of a research
- Develop ethic in doing researches on behaviour
- Demonstrate ethically sound behaviour in practices and research in Psychology
- Demonstrate scientific temper in researches in Psychology
- Develop skills in understanding and analyzing the scientific basis/validation of a research
- To understand the scientific basis of conducting research works in psychology, like conducting scientific enquiry, pilot study, derive research problem and selecting appropriate method.

UNITS I : RESEARCH

- Basic concepts – meaning and characteristics of scientific research – factors affecting, steps or stages in research.
- Types of Research – Experimental and Non experimental, Laboratory experiments and Field experiments and quasi experiment, Quantitative and Qualitative Research, Expost Facto research, Survey research and Types of experiments.
- Ethical Problems in Research.

UNIT II : PROBLEM, HYPOTHESIS AND VARIABLES

- Meaning and characteristics of a problem, sources of stating a problem, considerations in selecting the problem, formulation of the problem and types of problems.
- Meaning and characteristics of a good hypothesis, Types of hypothesis, Errors in Hypothesis testing and formulation of Hypothesis.
- Meaning and types of variable, Consideration in the selection of variables, Control of extraneous variables – Techniques.

UNIT III : REVIEW OF LITERATURE AND DATA COLLECTION

- Review of literature – Purpose, source and preparation of Index Card.

- Data collection – Observation, Interview, Questionnaires and Psychological tests and Scales.
- Sampling- Types of sampling

UNIT IV : DESIGNS, ANALYSIS AND REPORT WRITING

- Meaning, purpose and criteria of research design; basic principles in Experimental designs – Types and their analysis techniques; Single subject and small N designs – Pre, True and Quasi experimental designs and Expos Facto design.
- Analysis of data: Qualitative and quantitative analysis of the data – purpose, conditions and interpretation of major parametric and non parametric statistical techniques.
- General purpose of writing a report, structure and format of a report (API), Style of writing, Typing, Evaluating a report and Preparing a research proposal.
- Computer Applications, Personal computers, Computer language, Data bases, Computer simulations, Laboratory experiments using computers.

REFERENCES

1. Breakwell.G.M. et al.(2002) Research Methods in Psychology. London: Sage Publications.
2. Broota.K.D. (2001) Experimental Designs in Behavioural Research. New Delhi: Wiley Eastern Ltd.
3. Goodwin.C.J.(2003) Research in Psychology: Methods and Designs. New York: John Wiley and Sons, Inc.
4. Kerlinger.F.N. (2007) Foundations of Behavioural Research.

PRACTICAL – 1
PSYCHOLOGICAL TESTING

MPS1 L01

Core Paper

Credit – 4

1. Seguin Form Board
2. Draw a man test
3. Colored Progressive Matrices
4. Standard Progressive Matrices
5. Weschler Adult Intelligence scale
6. Mathew Test of Mental Abilities
7. Bender Gestalt Scale
8. Edward Personal Preference Schedule
9. Rorchah Ink Blot Test (Introducing)
10. Advanced Progressive Matrices (APM)
11. Eysenck Personality Questionnaire
12. Sixteen Personality Factor questionnaire
13. Test of Creativity
14. Thematic Apperception Test
15. Locus of Control assessment
16. Somatic Ink Blot Test
17. I A S Rating Scale
18. Neuro-Psychological test
19. M.M.P.I.
20. Aptitude Testing.
21. Study of Values and Interest

Community Extension work

Semester-I

Ability Enhancement Course

Credit- 4

Learning Outcome

- Conduct reach out programmes to community for extension of psychological support in group level.

The students can do the community extension work as a reach out programme. This can be extension of Psychological service, to a needy group in the nearby locality. Students, individually or in group, has to visit the place, meet local people to study the need, Plan an intervention/ support with the support of any faculty member, make all necessary arrangements and implement it. Local support may be generated from arts and sports club, Panchayath, Kudumbasree, NGOs, school PTA, or other voluntary organizations. A written report of the plan, procedure, implementation, skill attained, further scope and limitations experienced can be submitted, while appearing for the viva voce.

Semester-2

PSYCHOPATHOLOGY

MPS2 C05

Core

Credit - 4

Learning Outcome:

- To understand mental health issues and Etiology
- To understand about the development and clinical picture of various psychological disorder
- To familiarize the various concepts, assessment tools and classification techniques of Psychopathology

UNIT 1: CLASSIFICATION, ASSESSMENT AND CAUSAL FACTORS OF MALADAPTIVE BEHAVIOURS

- Approaches to classification – Categorical, dimensional and hierarchical models.
- Systems in classification – ICD – 10, DSM – IV classifications.
- Assessment of Abnormal Behaviours – Case history taking – Mental status examination, Psychometry and Computer in assessments.
- Causal factors of Maladaptive behaviours – Biological and Psychosocial factors.

UNITS II: PATTERNS OF MALADAPTIVE BEHAVIOURS

- Stress and Adjustment disorders.
- Anxiety disorders.
- Mood disorders.
- Somatoform disorders and Dissociative disorders.
- Personality disorders.
- Substance use disorders.
- Sexual Dysfunctions and Deviations.
- Schizophrenic and Delusional disorders.

UNIT III: BRAIN DISORDERS AND OTHER COGNITIVE IMPAIRMENT

- Brain impairment and adult behaviour.
- Acute Organic disorders.
- Chronic organic disorders.
- Organic disorders due to substance use and other toxic substance.

UNIT IV : DISORDERS IN CHILDHOOD AND ADOLESCENCE

- Maladaptive behaviour in different life periods.
- The classification of childhood and adolescent disorders.
- Behavioural and Emotional disorders in childhood.
- Mental Retardation.
- Specific learning disorders.
- Pervasive Developmental Disorders.
- Planning for child and adolescent mental health.

REFERENCES

Carson.R.C, Butcher.J.N & Mineka.S. (1995). Abnormal Psychology and Modern Life (11th edition).

Kaplan, Sadock, Grebb (1994). Synopsis of Psychiatry (8th edition).

Comer. R.J.(1996). Fundamentals of Abnormal Psychology, N.Y. , W.H. Freeman & Co.

APPLIED PSYCHOLOGY

MPS 2C06

Core

4 Credits

Learning outcomes:

- Practice as a consultant or practising psychologist in community, organization, sports, child meaning and development, schools, colleges, advertising, Media, Arts, Defence, Politics, Career, guidance, counselling and health
- Get motivated to apply the theories learnt to explain human behaviors.

UNIT I: APPLIED PSYCHOLOGY

- What is applied psychology?
- Applying Psychology in everyday life
- Values, ethics and Issues in applying psychology

UNIT II: PROFESSIONAL PSYCHOLOGY I

▪ **Educational Psychology**

Educational Psychology, History and Overview, Problems and interventions, Professional issues

▪ **Forensic Psychology**

Introduction: working with organizations and offenders; Working with child and adult victims; Violence Assessment and Intervention

▪ **Health Psychology**

Introduction: What is Health Psychology, A Biopsychosocial Approach to Health Psychology, Training and working as a Health Psychologist

▪ **Rehabilitation Psychology**

History context & Development; Disability; Issues & problem; Future direction in practice and research.

UNIT III– PROFESSIONAL PSYCHOLOGY II

- **Sports Psychology**

Define sports psychology, main areas of application, Personality, attitude and motivation in sports.

- **Environmental Psychology**

Human-environment relationship; Salient features of environmental psychology; Recent trends and future directions; Personal space, territoriality, crowding; Indian research on crowding and personal space.

- **Career Counselling**

Introduction, Historical Development, Counselor Roles and Settings, Conducting Career Counselling, Ethical Issues in career counseling, Different approaches- Feminist – Cultural

- **Personnel Psychology, Work Psychology, Vocational Psychology**

Introduction, Role Professional Development, Training and Practice; Goals, Practice and Issues

UNIT IV– OTHER APPLIED AREAS

- **Community Psychology**

Core values in community psychology: a) Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths. b) Community functions – learning, socialization, and supportive functions.

- **Positive Psychology**

Core values, goals and practices of Positive psychology; and other settings that influence individuals, groups, and organizations

- **Cross-Cultural Psychology** in Applied Settings: Passages to Differences
- **Psychology of Peace** : Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.

References:

- Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.
- Jain, U. (1987). The psychological consequences on crowding. New Delhi, India: Sage.
- Rath, J. F. (2011). Rehabilitation Psychology. Oxford Handbook of Counseling Psychology.
- Elliott, Timothy & Uswatte, Gitendra. (2009). Rehabilitation psychology.
- Wrightsmann, L. S. & Fulero, S. M. (2008). Forensic psychology (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
- Davey, G. (2011) *Applied Psychology*. UK: BPS Blackwell
- Rawen, B and Harton (2003) *Applied Psychology: Current Issues And New Directions*. Boston: Sage Publishers.
- Weiten, W & Lloyd, A. M (2007) *Psychology Applied to Modern Life*. USA: Thomson and Woodworth
- Blustein, David & Murphy, Kerri & T. N. Coutinho, Maria & Catraio, Christine & Backus Dagirmanjian, Faedra. (2011). IAAP Handbook of Applied Psychology. 10.1002/9781444395150.
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). *Community Psychology: Linking Individuals and Communities*, Wadsworth Cengage Learning.
- Kidd, J. M. (2006). *Understanding Career Counselling. Theory, Research and Practice*. Sage Publication Ltd.

COUNSELLING PSYCHOLOGY

MPS2 C07

Core

Credit – 4

Learning Outcome:

- Can have conceptual understanding of counseling process and practice counseling
- Can do group counseling for awareness and premarital counseling.

UNIT 1: INTRODUCTION TO COUNSELLING

- Definition of Counseling.
- Distinction between Counseling and Psychotherapy.
- Goals of counselling
- Historical Development of the Counseling Profession.
- Counseling process and methods – characteristics of helping relationship characteristics of an Effective Counseling relationships.
- Counseling Procedure/Skills-I-Initial procedures, the Initial Counseling Interviews, and Counseling skills.
- Counseling Procedures/Skills-II. Advanced Empathy, theme identification, self-disclosure and Interpretation; Action strategies-Role playing, Behavioural techniques, Decision-making Methodologies and problem-solving strategies.
- Principles and procedures of Group Counseling.

UNIT II: THEORETICAL APPROACHES TO COUNSELING

- Foundations of Counseling-Philosophical, Sociological, Psychological and Developmental.
- Affective approaches to counseling-Psychology names-client-centered therapy, Gestalt therapy and Existential Therapy.
- Cognitive Approaches to Counseling-Rational-Emotive therapy, Transactional Analysis and Trait- factor counseling.
- Behaviouristic approaches to counseling – Behavioural counseling and Reality Therapy.
- Comparison of the major counseling approaches.

UNIT III: COUNSELLING IN DIFFERENT SETTING

- Family setting
- Education setting
- Vocational setting.
- Hospital setting.

- Community setting.
- Special population – women, the handicapped and the Aged.
- Special problem in Counseling – Human Sexuality, Divorce and uncoupling process, Drug use and Abuse.
- Working with clients in crisis.

UNIT IV: ROLE OF RELAXATION IN COUNSELLING.

- Guided Somato psychic Relaxation (GSPR).
- Jacobson’s Progressive Muscular Relaxation.
- Yoga relaxation.
- EEG, EMG, Bio-feedback relaxation.
- Transcendental Meditation (TM)
- Professional Issues in counseling.
- Evaluation of counseling – purpose, Difficulties and criteria.

REFERENCES

Korchin. J.S., Modern Clinical Psychology (1986). Delhi: IBS. Publishers and Distributors.

Kottler.J.A. and Brown.R.W.(2000). In introduction to therapeutic counseling (4th edition) California Brooks/Cole publishing Company.

George. L.R., and Crisiani.T. (1981) Theory, Methods of processes of Counseling and Psychotherapy. New Jersey: Prentice Hall Inc. Englewood and Cliffs.

Patterson.E.L., and Welfel.E.R. (1999). The Counseling Process (5th edition) California: Brooks/ Cole Publishing Comapany.

Sreedhar.K.P. (1996) Guided Somato-Psychic Relaxation: Trivandrum: LIFE.

Assignment

Submit a Verbatim report of a counselling session that depicts most of the skills . Identify and mention the skills used in each response of the counsellor.

COGNITIVE PSYCHOLOGY – 2

MPS2 C08

Core

4 Credits

Learning Outcomes:

- To gain knowledge regarding the various theoretical perspectives in Memory, thinking, and intelligence
- To explore emotion and consciousness within the scope of cognition
- Increased confidence in critiquing approaches
- Exposure to classic and recent research work in the field of memory, thinking, and intelligence (Research articles will be provided for review)

UNIT I: MEMORY

- Store models: Atkinson-Shiffrin model (Differential capacity of the stores – Iconic store, Magic number 7, Encoding differences of the stores – Acoustic versus Semantic, Retrieval differences of the stores – Serial exhaustive versus Parallel self-terminating, Flow of information and serial position curve)
- Levels of processing model and self-referencing effect
- Nature of memory model (Episodic, Semantic and Procedural memory)
- Working Memory model (As a modification of the store model; Central executive, Phonological loop, Visuo-Spatial sketch pad and Episodic buffer)
- PDP or connectionist model
- Forgetting (Consolidation theory, Interference theory, Decay theory, Discrimination)

UNIT II: THINKING

- Problem solving: Problem and its type (What is a problem, Well defined and ill defined problem); Approaches to problem solving (Systematic search versus heuristics, Types of heuristics – Means end analysis, Working forward, Working Backward, Generate and test), Problem solving behaviour (Reproductive – Analogy and transfer, Productive - Insight); Obstacles (Mental set or Entrenchment, Functional fixedness, Transfer)
- Decision making : Classical Theory and its critique – Satisficing, Elimination by aspect, naturalistic decision making; Biases and heuristics, Process of group thinking
- Reasoning: Deductive (Conditional – Types or Propositional calculus and Errors, Syllogistic – Linear, Conditional and Errors); Inductive reasoning – (casual

inferences, categorical inferences and reasoning by analogy)

UNIT III : INTELLIGENCE & CREATIVITY

- Intelligence- The concept; Relationship between cognition and intelligence; Measuring intelligence.
- Theories- Modern perspectives on intelligence: Sternberg, Goleman, Gardner and JP Das
- Cognitive development (Classical approaches): Piaget, Vygotsky and Bruner
- Artificial intelligence; Creativity and intelligence

UNIT IV: EXPANDING HORIZONS OF COGNITIVE PSYCHOLOGY

- Cognition and emotion- structure of emotions, bottom up and top down process; appraisal theories of emotion; emotion generation and emotion regulation; the relationship of affect with attention, memory, judgment, decision making; the cognitive biases associated with anxiety and depression
- Cognition and consciousness- Functions of consciousness; Assessing consciousness and conscious experience; Global workspace theoretical approach; Unitary consciousness VS separate consciousness.

REFERENCES

- Chomsky, N. (1959). A review of BF Skinner's Verbal Behavior. *Language*, 35(1), 26-58.
- Berk, L. E. (2009). *Cognitive development*. (8th ed.). Boston: Pearson Publishing.
- Eysenck, M. W. (2006). *Fundamentals of Cognition*. New York: Psychology Press.
- Groome, D. (2004). *An introduction to cognitive psychology: Processes and disorders*. New York: Psychology Press.
- Kellogg, R. T. (2003), *Cognitive psychology*, (2nd ed.). N. Delhi: Sage.
- Neath, I., & Suprenant, A. M. (2003). *Human memory*, (2nd ed.). Australia: Thomson Wadsworth.
- Skinner, B.F. (1977), 'Why I am not a cognitive psychologist', *Behaviorism*, 5, 1–10.
- Skinner, B. F. (1986). The evolution of verbal behavior. *Journal of the Experimental analysis of Behavior*, 45(1), 115-122.
- Sternberg, R. J. (2007), *Cognitive psychology*. N. Delhi: Thomson Wadsworth .

FIELD WORK (JOURNAL WORK)

MPS2 L02

Core

Credit – 4

During the second semester, students have to conduct field experiments in psychology namely, systematic observation, Interview, Content Analysis, Case Histories and Test construction. Though this provides practical application of their understanding in scientific methodology, it includes specific objectives like conducting observation among clients background collecting and analyzing data from a wide range of sample, systematically planning their research methodology, developing skills needed to be an interviews or trainer of interviewers, Analyzing a descriptive data, conducting various kinds of case studies and case analysis and developing and standardization of tests, questionnaires and inventories. All the above field works have to be done by the students individually except test construction under the guidance of respective faculty members.

- **Systematic Observation**

In this the students have to conduct a minor study in which systematic observation should be adopted as the method of data collection. The samples are of the behavioural variables have to be observed by the student and the data be discussed. The Method of observation, and its practical application among the sample have to be studied to develop a skill in scientific observation.

- **Interview**

A psychologist should possess skill in interviewing. In this field experiment, the student have to conduct a minor level study in which interview should be adopted as the

method of data collection. Any of the relevant behavioral variables have to be studied through this method. Different kinds of interview, its practical applications etc. should be known to the student along with their skill development in interviewing and to be a trainer of interviewing.

- **Content Analysis**

In this students should develop a skill in analyzing content of data collected. For this the students have to do practical sessions of analyzing contents of written, printed, vocal, or picturized data. A minor level study can be planned with this purpose and analysis can be conducted. This can be with a purpose of identifying a particular psychological factor/variable or with a general analysis aim.

- **Case History**

Different kinds of cases namely clinical, vocational, Educational, personal, organizational etc, can be studied by the student, with a thorough analysis of the background precipitating factors, onset treatments undergone, consequences and efficiency, follow up and rehabilitation procedures. This may be done in maximum of 5 numbers, from different areas. The cases can be collected from the consultancy services available in the department, nearby mental health care institutions, organizations, nearby locality or during the educational trips of institutions.

- **Test Construction:**

This is a group work. The student group have to develop a test in Psychology and standardize with the help of a supervising teacher. The selection of the variable can be according to the areas of interest of the students. Reliability and validity testing may be attempted. The mode of preparation of the test has to be studied and reported.

All the field experiments have to be presented in the class and it has to be

submitted as a written record to the Head of the Department, in double copy, before 2nd semester written examination. One copy will be returned to the student after valuation, whereas the other copy will be retained in the department library, as the academic work conducted there. [Students may publish the study with the guide, if publishable, when the course is over]

Life Skill Training

MPS PCC 01

Professional Competency Course

Credit- 4

Learning outcome

- To conduct life skill training for small group of participants.

The students in group has to learn life skills and life skill training and undergo life skill training with the support of a faculty member. It may to be implemented to a group of students, if the trainer approves the skill. The group of students has to organize the programme for a team of 30 members, conduct it and report their observations. A written report has to be submitted, which includes, the core life skills, the methods of training, and pre requisites and necessary arrangements done etc. There will be an evaluative viva voice, at the college level.

Semester 3

ADVANCED SOCIAL PSYCHOLOGY

MPS3 C 09

Core

Credits 4

Learning Outcomes:

- To understand different psychosocial reasons behind social issues and scientifically plan and execute psychosocial interventions
- Conduct work on minor research projects, based on behaviour to contribute for a positive social change
- Explain how basic social psychological findings can be used to bring about desired changes
- Compare different explanations for a social psychological phenomenon

UNIT I : DEFINING THE FIELD OF APPLIED SOCIAL PSYCHOLOGY

- Social Psychology, Applied social Psychology- History, Theories, Research Methods, Intervention and Evaluation.

UNIT II : APPLYING SOCIAL PSYCHOLOGY TO ARENAS OF LIFE:

- Clinical and Counselling, Sports Teams, Media, Health, Education, Organizations, Criminal Justice system and Environment

UNIT III –: APPLYING SOCIAL PSYCHOLOGY TO ONE’S OWN LIFE:

- Personal Relationships – Attraction, Attachment, Selection process. Classroom settings: cognitive Errors and student-Teacher Relations, self-perception and their academic consequences. Positive well-being-focus on optimism

UNIT IV : INTERVENTION AND EVALUATION

- Design of intervention- Nature and Key tasks. Types. Evidence based intervention-Evaluation.
- Goal setting- Influencing social policy. Process issues and Ethical issues.

REFERENCES

- Schneider, Gruman & Coutts (2012) Applied *Social Psychology*. London: Sage Publications.
- Steg, L., Keizer, K., Bunk, A.P. & Rothengather, T. (2017). **Applied Psychology- Understanding and Managing Social Problems**. Cambridge University Press.
- Paines, A.M. & Maslach, C. (2002). **Experiencing social Psychology**. MC Graw Hill Publishers: New York.
- Sansone, C., Morf, C.C. & Panter, A. T. (2004). **Handbook of Methods in Social Psychology**. New Delhi: Sage Publications.

ORGANISATIONAL BEHAVIOUR

MPS 3C 10

Core

Credits 4

Learning Outcome:

- To apply psychological theories and training for the welfare of individual and organization, so as to contribute for the personal and organizational effectiveness.
- To work as an Organizational/ Consultant/ Industrial Psychologist, to support Human resource Development and Management.

UNIT 1: INTRODUCTION TO ORGANISATIONAL BEHAVIOUR

- The concept of organization.
- Organization and its External Environment.
- Organizational Goals.
- Organizational theories.
- Internal organizational
- Foundation competencies for Individual and Managerial effectiveness.

UNIT II: INDIVIDUAL PROCESS

- Job attitudes
- Motivation in the work setting
- Motivating performance: Goal setting and Reward systems.
- Work stress.

UNIT III: GROUP AND INTERPERSONAL PROCESSES

- Group and Team Behaviour.
- Power and Political Behaviour.
- Conflict and negotiation.
- Leaderships: Foundations of contemporary development.
- Interpersonal communication

UNIT 4. ORGANISATIONAL PROCESSES

- Decision in Organization
- Organization Design
- Organizational culture.
- Organizational change and development.
- Control and Effectiveness.

REFERENCES

Hellriegel, D, Slocum, J.W.& Woodnan, R.W.(2001). *Organizational Behavioural* (9th Edn) singapore: South-Western College Publishing.

Griffin (2005). *Organizational Behaviour, Managing people and Organization*. New Delhi, Biztantrs.

Parikh, M & Grepts, R (2010) *Organizational Behaviour*. New Delhi: Tats McGraw Hill

Pettinger, R (2010) *Organizational Behaviour - Performance Management in Practice*. London: Sage Publications

Spector, e. P. (2003) *Industrial Organizational Psychology: Research and Practice*. USA: John Wiley & sons. Inc

Practical 3
Experimental Psychology

MPS3 L03

Core

Credit 4

- Critical fusion frequency
- After Images
- Auditory localization
- Apparent movement (Phi- Phenomena)
- Gestalt grouping principle
- Judging Emotions using facial expressions
- Color preference (Ranking and Paired comparison method)
- Reaction time (Simple and choice)
- Effect of Rest interval in fatigue
- Trail and Error learning
- Transference of learning
- Massed Verses spaced learning
- Speed of Imagery.

Psycho Physical Methods.

- Method of limits (AL and DL)
- Method of Constant stimuli (AL and DL)
- Method of average ever(AL and DL)
- Brightness Discrimination
- PGI Memory Test
- Pro-active and Retro-active inhibition.

PRACTICUM/INTERNSHIP – PRACTICAL 4

MPS 3L04

Core

Credits 2

Students are expected to visit any organization that apply Psychology in practice in any of one month (30 days' time with minimum 20 day's full time attendance) during the first 2 months summer vacation. There the student has to study under the supervision of a guide to understand and develop skill in the application of psychological principles in the organization. It can be anywhere in or outside India, where the student has to bring a written report about the functioning of the organization, objectives, vision/mission and the experience during internship to develop their understanding and skills in the tenure. The internship can be done through day visits, postings or residential mode, as per the strategy of the organization. The supervisor from the organization has to see the report prepared and attest, but no valuation of performance is being done, whereas the report will be assessed by the external expert during the viva-voce, in connection with the practical examination. It is advisable to be a supervising guide from the organization with master's degree, M. Phil/PhD in Psychology, or related fields.

CLINICAL PSYCHOLOGY

M PS 3E 01

Elective

Credit – 4

Learning outcome

- To understand about the development and clinical picture of various psychological disorder
- To familiarize the various concepts, assessment tools and classification techniques of Clinical psychology

UNIT 1

- Clinical Psychology and the Philosophy of science – History of clinical Psychology – methods and measurements in clinical research.
- Clinical Psychology as a profession. The Clinical Psychologist at work, relation with other professionals – Ethics in Clinical Psychology.

UNIT II

- Theories applied in Clinical Psychology – Psychodynamic – Behavioristic – Phenomenological – Interpersonal – Biological – Mental Health.

UNIT III

- Determinants of Abnormal Behaviour: Genetic features – Brain mechanism of innate and emotional behaviour. Biochemical factors in mental disorders Psycho-social and Cultural Determents, Ecological and Anthropological determinants of mental disorders.

UNIT IV

- Diagnostic Methods

Differential diagnosis – Interview, Personality inventories – (Diagnostic use of Intelligence tests). The Rorarshach Inkbolt Method – Thematic Apperception method, Psychiatric diagnosis and nomenclature and classification.

REFERENCES

Carson and Butcher (1998) . Abnormal Psychology andd Modern Life. New Delhi: Haper colliness College Publishers.

Kaplan & Sadock (1998). Comprehensive Text Book of Psychiatry. New Delhi: Warerly Art Ltd.

Korchin S.J.(1986). Modern Clinical Psychology. Delhi: CBS Publishers and Distributers.

Wolman.B.B.(1965). Handbook of Clinical Psychology. New Delhi: McGrew Hil

CLINICAL NEUROPSYCHOLOGY

MPS 3E 02

Elective

Credit – 4

Learning outcome

- To understand about the development and neuropsychological picture of various psychological disorder
- To familiarize the various concepts, assessment tools and classification techniques of Clinical Neuro Psychology

▪

UNIT 1: INTRODUCTION

- The Brain Hypothesis, The Neuron Hypothesis, Modern Development.
- Methods and Concepts – The Black Box approach; Ablation; Stimulation; Neurochemical Manipulations; Electro-psycho-logical studies; and Introspection and Conceptual analysis.

UNIT.II: BRAIN DAMAGE AND FUNCTIONAL IMPAIRMENT

- Aphasia – Classification, Examination, Varieties of Aphasias and their location; Disturbance of single language modality.
- Alexia-Classification, Syndromes of alexia, assessment, treatment and prognosis.
- Agraphia - Classification, Assessment, Relationship of Linguistic and Motor a graphics to other neuropsychological disorders.
- Acalculia – Varieties of acalculia, localization of acalculias, hemispheric specialization for calculation; Developmental Dyscalculis – clinical assessment and recent formulation of calculation disorder.
- Body Scheme Disturbances-
- Finger Agnosia – Developmental aspects, Behavioural correlates, Anatomical correlates, Finger agnosia and reading disability.
- Right – Left Disorientation – Developmental aspects, Basis of right – left orientation, impairment in patient with brain disease.
- Apraxia – Definition, Examining and testing varieties of apraxia, Neuropathology, Treatment and Recovery.
- Visuo Perceptual, Visuo spatial and Visuo constructive disorders – Visual analysis and synthesis
- Agnosia - Nature of recognition, Visual agnosia, Auditory Agnosia, Somato sensory agnosia.
- Neglect and related disorders – Definition, Testing for neglect and related disorders.

- Emotional disorders associates with neurological disease – Hemispheric Dysfunction, limbic system, Dysfunction, basal ganglia disorders.
- Amnesia Disorders - General symptoms of permanent amnesia, Amnesia following bilateral lesion, Anterograde amnesia.

UNIT.3. DISCONNECTION SYNDROMES

- The Behavioural effects of disconnection
- Hemispheric disconnection systems.
- Lesion effects reinterpreted as disconnection syndromes.
- Experimental verification of disconnection effects.

UNITS.4. NEUROLOGICAL EXAMINATION AND ASSESSMENT

- Objectives and approaches of Neurological assessment.
- Neuropsychological examination – Computer based assessment, radiological imaging and electrical investigations.
- Assessment of intelligence and cognitive abilities, deficits in visual function, sensory motor impairment, visuo perceptual impairment, impaired language written, memory etc.

REFERENCE

Kevin Walsh (1994). Neuropsychology, 3rd Edn. Churchill Livingston. Edinburgh, London.

Kenneith M. Heilman and Edward Valensation (1985). Clinical Neuro Psychology, New York: Oxford University Press.

Bryan Kolb and Ian Q Whishaw (1996). Fundamentals of Human Neuro- Psychology. New York: W.H. Freeman and Co.

Schneider and Torshes (1986). Introduction to Physiological Psychology

INDUSTRIAL MANAGEMENT

MPS 3E 03

Elective

Credit – 4

Pre requisite:

For the students of PG Psychology/MBA/Personnel Management

Learning Outcome:

- To develop interpersonal and management skills necessary in industrial relations.
- To develop leadership and decision making skills in industrial and labour legislation.

UNIT 1: INDUSTRIAL PSYCHOLOGY

- Concept, Aims, Objectives and Scope of Industrial Psychology.
- Individual and Group.
- Individual Differences in Behaviour.
- Taylorism – Time study. Motion Study – work study and Fatigue study.
- Hawthorne experiment.
- Industrial Morale.
- Working Environmental Conditions.
- Industrial Fatigue – Nature, Effect, Causes and elimination of fatigue.

UNIT II: MANAGEMENT CONCEPT.

- **Introduction.**
 - a) Definition and difference between Management, Administration and Organization.
 - b) Industrial Management
 - c) Functions of Management
 - d) Types of Management
 - e) Management Structure

- f) Principles of Management
- g) Levels of Management
- h) Scientific Management
- **Industrial Ownership**
 - a) Introduction and Types of Ownership
 - b) Single Ownership – Concept, Advantage, disadvantage and Application.
 - c) Partnership – Concept, Kinds, Duties of Partners, their Advantages and application.
 - d) Joint Stock Company – Concept, types of private limited, Public Limited, Advantages, disadvantages and Application.
 - e) Co-operative Organizations.
 - f) State and General Government Owned.
- **Supervision and Leadership**
 - a) Introduction, duties and Responsibilities of a foreman/Supervisor's job
 - b) Qualities of Foreman.
 - c) Leadership – Definition and concept.
 - d) Approaches of Leadership.
 - e) Qualities of Leadership

UNIT III: JOB EVALUATION & WAGE PLANS

- **Job Evaluation and Merit Rating.**
 - a) Introduction, Concept, Objectives and Procedure of Job evaluation.
 - b) Methods of Job evaluation.
 - c) Merit Rating –Introduction, objectives, methods (Rating Scale, check list and employee Compensation)
 - d) Advantages and Disadvantages of Merit Rating.

▪ **Wage Payment Plans.**

- a) Introduction and Classification of Wage Payment Plans.
- b) Incentive – Financial and Non-financial.
- c) Wage Incentive plans –Introduction, Requirements, Objectives, Drawbacks.
- d) Types Wage Incentive Plans – Straight Piece Rate System, Straight Piece Rate with a Guaranteed Boat Wage, Differential Piece Rate System, Halsey Plan, Rowan Plan, Gantt Plan, Bedaux Plan, Emerson’s Efficiency Plan and Group Incentive Plan.
- e) Profit Sharing – Objectives, Methods, Advantages, Limitations and Applications.

UNIT IV:INDUSTRIAL RELATIONS AND LEGISLATION

▪ **Industrial Relations**

- a) Concept, Types and Objective and Functions.
- b) Trade Unions – Origin, functions and Objectives.
- c) Industrial Disputes – Introduction causes and effect.
- d) Strikes – Causes, Effects and Forms.
- e) Lockout Gherao and Picketing.
- f) Settlement of Industrial Disputes.
- g) Collective Bargaining
- h) Handling Grievances and Grievance Procedure
- i) Worker’s participation in Management
- j) Union Management Relations.

REFERENCE:

1. Khann, O.P. (2005). Industrial Engineering and Management. Achhi Dhanpat Rai and Sons.
2. Ivancevich, J.M. (1995). Human Resource Management, Chicago, IRWIN, Inc.

HUMAN RESORCE DEVELOPMENT (HRD)

MPS 3E 04

Elective

Credit – 4

Learning Outcome

- To impart wider knowledge base in HRD
- To improve skills of students to become HR professionals

UNIT.1: HUMAN REDOURCE MANAGEMENT

- Introduction-importance of HRD-functions and Activities of HRM-HRM department.
- HRM in Dynamic Environment – Globalisation and it's HRM implications – Re-engineering work force for improved productivity.
- Legal consideration and Employee rights – Equal employment opportunity – Employee right and Ethical issues.

UNIT II: ACQUISITION OF HUMAN RESOURCES

- Man power Planning: Uses and benefits of man power planning problems and limitations – Anticipating manpower needs – Man power inventory – Man power planning steps and methods.
- Designing and Anlysing Jobs: Critical issues in analyzing and designing jobs. Job design; qualifies, approaches and Activities – Job redeisign: Job analysis – need for information – structured procedures and methods – steps.
- Man power selection processes and steps – sources and methods of obtaining job applicants – increasing the pool of potentially qualified applicant selection devices. Recruiting Sources – Activities – selection and placement decisions single predictor, multiple predictor and Assessment Centre approach

UNIT III: DEVELOPMENT AND MOTIVATION OF HUMAN RESOURCES

- Man power training and development – Employee orientation and training – Management development programmes – Training formulae career development techniques.
- Job changes, promotions, Transfers, and dislocations – promotion and transfer policies.
Term-nations and other dislocations. Job enlargement, enrichment policies.
- Personal productivity through motivation strategies. Incentives – financial – Non financial. Employee rights – rights to job – rights on job. Working scheduling and motivation and rewarding the productive Employee.

- Performance Appraisal – concepts – Characteristics – Objective. Validation of Tests – Types of tests and appraisal techniques and performance management.

UNIT IV: MAINTENANCE OF HUMAN RESOURCES.

- Compensation and Administration: Total compensation – Wages, salary, Bonus, and performance based pay. Types of incentive plans. Indirect compensation – Legal and environmental impact on in direct compensation – Protection procedures – Administrative issues – benefits of indirect compensation. Employee fringe benefits and social security – Employee benefits – types and objectives. Quality of work life. Workers participation in Management.
- Labour relation and collective Bargaining Effective Human relations, industrial relations, Industrial disputes. Collective bargaining – negotiation Arbitration and Industrial discipline.
- Organizational counseling – Psychological Testing and diagnostic in organizations – Types of tests, factors effecting psychological tests results, use of tests in counseling, tests interpretation in counseling and diagnosis with tests, scope and limitation of testing and diagnosis in organizational settings. Employee Assistance programmes.

REFERECES

TAPOMOY DEB (2006). Strategic Approach to Human Resources Management; concepts, Tools Application. New Delhi; Atlantic Publishers and Distributors.

Semester 4

Current Trends in Psychology

MPS 4C 11

Core

Credits 4

Learning Outcomes:

- Analyze and evaluate research articles in the different fields of psychology
- Analyze and evaluate the effect of current trends and social transition on psychological processes.
- Demonstrate an ability to apply knowledge from psychology to a contemporary topic in multicultural societies

UNIT I: PSYCHOLOGY APPLIED IN SOCIETY

- **Cyber Psychology** - An Introduction to Human-Computer Interaction; Cyberspace & psychological space, Virtual reality and Human. Goals, practice and research.
- **Media and Consumer Psychology**- Media influence of Consumer behavior; Advertising and promotion; buying decision making, recent researches.
- **Psychology of Sexual Orientation and Gender Diversity**-Scope, Understanding research, or practice in the psychology of sexual orientation and gender diversity, critically looking at the psychological practices within existing corpus in psychological knowledge.
- **Addiction Psychology**- Theories of addiction: Causes and maintenance of addiction, Addiction Counselling and scope.

UNIT II: EMERGING AREAS IN APPLIED PSYCHOLOGY

- Human Factors and Ergonomics
- Psychology Applied to Terrorism: Psychological Treatment for Victims of Terrorist Attacks
- A Century of Psychology and Law: Successes, Challenges, and Future Opportunities.
- Psychometrics and assessment of cognition, intelligence, personality and their

application.

- Psychology and Societal Development.

UNIT III - CRITICAL PSYCHOLOGY – AN INTRODUCTION

- Mainstream psychology and critical concerns.
- Issues of colonization, globalization, gender, class and culture.
- The psychology of colonialism: The Indian experience.

UNIT – IV : CRITICAL PERSPECTIVES IN PSYCHOLOGY

- Critical analysis on personality, intelligence, research methods and ethical principles
- Critical perspectives on abnormal and clinical psychology – concept of normality and abnormality – critique on classification systems like DSM
- Critical perspectives on industrial/organizational psychology

REFERENCES

Fox, D., Prilleltensky, I., & Austin, S. (1997) *Critical psychology: An Introduction*

Nandy, Ashis (2009) *The Intimate Enemy*. New Delhi: Oxford University Press

O' Donohue, W. & Kitchener, R. F (Ed. 1996) *The Philosophy of Psychology*.
London: Sage Publication.

Rawen, B and Harton (2003) *Applied Psychology: Current Issues And New Directions*. Boston: Sage Publishers

Davey, G. (2011) *Applied Psychology*. UK: BPS Blackwell

Rawen, B and Harton (2003) *Applied Psychology: Current Issues And New Directions*. Boston: Sage Publishers

Gonsiorek, J. C. (2013). Introducing Psychology of Sexual Orientation and Gender Diversity. *Psychology of Sexual Orientation and Gender Diversity*, 1(S), 1-2.

<http://dx.doi.org/10.1037/h0095935>

SELF DEVELOPMENT PRACTICALS

MPS 4 L 04

Core

Credit - 2

Outcome:

- To practice and train different self development techniques for relaxation, meditation, skill enhancement and therapy
- Introduction Regarding the scope and application of Eastern and Western Psychological Techniques and their practical application. (Holistic Health Psychological Aspects.)

1. Techniques of Meditation.

- Transcendental Meditation
- Yogic Meditation

2. Relaxation

- Yoga nidra
- Yoga (Patajali)
- Deep breathing relaxation exercise.
- Jacobsons progressive Relaxation
- Hypnosis induced Relaxation.

3. Bio-feed back training

- Using Brain waves – EEG, E M G
- G S R

4. Self awareness through

- Social Skill Development
- Stress management Techniques
- Counseling skills.

DISSERTAION

MPS4 P01

Core

8 Credits

This is minor level research in behavior, mainly intended to train in research methodology, logical thinking and report writing. The student can fix the topic and proceed the work with the help of a supervisor. A review of literature can be done and fix method before, actively collecting data. After analysis of the data, results may be derived. A detailed discussion, with support of theoretical argument may be done.

Dissertation report should include the need and significance of the study, review of literature, details of sample, tools and procedure, result and discussion and summary with the references included.

The research work may be done in quantitative or qualitative mode, as per the research problem; considering the originality of the problem, review chapters can be theoretical justification or arguments. The findings derived can be stated in the final chapter.

The student can also do a pilot study in the third semester and present it like a classroom seminar, so that it can be criticized by their peer. If interested the study can be extended to research work, so that more time can be utilized for the review phase. The final report can be printed on both sides of the paper in A4 size, and may include 80 to 150 pages. Two copies will be submitted for examination. A personal copy in Diary size can be kept by the student, which may be finalized after the external examination.

PSYCHOTHERAPEUTICS – I

MPS 4E 05

Elective

Credit-4

Learning outcome

- To get knowledge about the development of therapeutic models
- To import knowledge and skills toward therapies
- To Familiarize with therapeutic procedures of helping the behaviorally impaired

UNIT.1.NATURE OF PSYCHOTHERAPY

- General and specific factors promoting change in psychotherapy.
- Course of psychotherapy-Initial phase, Middle phase and terminal phase
- Therapeutic perspectives – Dynamic, Behaviouristic, Humanistic and Interpersonal.
- The Evaluation of psychotherapy: Issues of Research.

UNIT II. PSYCHOANALYSIS

- Basic concepts
- The aim of psychoanalytic therapy.
- The Process of Psychoanalytic therapy.
- Current status of psychoanalysis

UNIT III. HUMANISTIC – EXISTENTIAL THERAPY

- Client-centred psychotherapy.
- Logo therapy.
- Gestalt therapy.

- Transactional Analysis and Rational Emotive therapy – Salient features.

UNIT III. THERAPY FOR INTERPERSONAL RELATIONSHIPS

- Family therapy; Pathology and Communication in families, indications and contradictions for family therapy, goals and process of family therapy.
- Group psychotherapy – Models and process of group therapy.
- Encounter groups – T-Groups and sensitivity training, forms of encounter groups.
- Psycho drama – Principles, process and salient features.

REFERENCES

- Korchin, S.J. Modern Clinical Psychology. Delhi: CBS. Publishers and Distributors.
- Kalpan H.et al. (eds) (1980) Comprehensive Text Book of Psychiatry. London: Williams and Wilk

PSYCHO THERAPEUTICS II

MPS 4E 06

Elective

Credit-4

Learning outcome

- To get knowledge about the development of therapeutic models
- To import knowledge and skills toward therapies
- To Familiarize with therapeutic procedures of helping the behaviorally impaired

UNIT 1. BEHAVIOUR MODIFICATION, TECHNIQUES AND RATIONALE - 1

- Classical and operant conditioning, and Vicarious conditioning.
- Radical and Neo-behaviouristic perspective.
- Techniques of reinforcement, Extinction and response elimination – contingency management, graded exposure, covert sensitization Negative practice, stimulus satiation.
- Aversion therapy – Paretic and chemical aversion, verbal aversion.

UNIT II. BEHAVIOUR MODIFICATION TECHNIQUES AND RATIONALE – II

- Relaxation Based techniques-JPMR – systematic – Desensitization – In vitro – invivo flooding and implosion Yoga based techniques.
- Biofeed back EMG, GSR, EEG etc.
- Modelling Techniques and clinical conditions.
- Assertiveness training and social skills training.

UNIT III. COGNITIVE BEHAVIOUR THERAPY

- Rationale and techniques of CBT.
- Rational Emotive Therapy.
- Stress inoculation therapy.
- Beck's Cognitive Behaviour Therapy.

- Self-control Techniques.
- Cognitive Therapy in Psychosis.

UNIT V. EVALUATION OF BEHAVIOURAL INTERVENTIONS AND CURRENT TRENDS IN BEHAVIOUR THERAPY.

- Current Practices – Future trends.
- Evaluation of Process and Outcome.
- Ethics and Professional issue in Behaviour Modification.

REFERENCES

- Carson, C.R. Butcher, J.N. & Mineka, S. (1998). Abnormal psychology and Modern Life (10th edn). London: Harper Collins College Publishers.
- Garfield, S.L. and Bergin, A.E. (1986) Handbook of psychotherapy and Behaviour change (Edn) New York. John Willey and Wilkins.
- Kaplan, H. et al (Eds) (1990). Comprehensive Text Book of Psychiatry. London: Williams and Wilkins.
- Korchin, S.J. Modern Clinical Psychology. Delhi: CBS Publishers and Distributors.
- Rimm, D.C. and Masters, J.C. (1979). Behaviour Therapy. New York. Academic Press.
- Sreedhar, K.P. (1996). Guided Somato Psychic Relaxation: Thiruvananthapuram Life.

CONSUMER/MARKETING PSYCHOLOGY

MPS 4 E 07

Elective

Credit-4

Learning Outcome

- To develop skills and to sensitize oneself to market changes and consumer behaviour.
- To enhance learning and problem solving skills in the area of Marketing Psychology.

UNIT 1. STUDY OF CONSUMER BEHAVIOUR

- Diversity of Consumer Behaviour and Ethics in Marketing.
- Consumer Research – History and conducting.
- Market segmentation – Bases, criteria and implementation.

UNIT II. CONSUMER AS AN INDIVIDUAL

- Motivation – Nature, Types, Measurement and Research.
- Personality – Theories, Consumer diversity and self and self-image.
- Perception- Dynamics, Consumer. Imagery and perceived Risk.
- Learning and Consumer involvement – Theories, reinforcement and Brand loyalty.
- Attitudes – Model, formation and change, and theories.
- Communication – Components, process and designing persuasive communication.

UNIT III. THE CONSUMERS DECISION-MAKING PROCESS.

- Personal influence and the Opinion Leadership process – Opinion leadership, measurement and profile and firm's promotion strategy.
- Diffusion of Innovation – The diffusion process and the Adoption process. A profile of the consumer innovator.

- Consumer Decision Making: Choosing and consuming – Decision, levels of consumer decision making, views and model, and consumer Gifting Behaviour.

UNIT IV. CONSUMER BEHAVIOUR AND SOCIETY.

- Consumer Behaviour Applications to profit and not-for-profit Marketing – Health care Marketing, Political Marketing, the marketing of social causes and Environmental Marketing.
- Public policy and consumer protection – Deceptive Advertising and Consumer Research.

REFERECES

Schiffmen, L.G. & Kanuk, L.L. (1998). Consumer Behaviour. New Delhi: Prentice Hall of India.

INDUSTRIAL CLINICAL PSYCHOLOGY.

MPS 4 E 08

Elective

Credit-4

Learning outcome

- Knowledge about the organizational behavior and psychopathology
- Knowledge about the various predictors of Work Life balance
- Develop skills in diagnosing and helping the behaviorally disturbed in Organizational settings.

UNIT 1 INTRODUCTION

- Industrial clinical psychology – Model, Control, Causes, Treatment and correction action.
- Mental Health in the workplace: Toward an integration of organizational and Clinical Theory.
- Mental Health and Disabilities, the Employer and the Law.

UNIT II. STRESS AND WORK

- Models of work stress.
- Effects of job stress on Mental and Physical Health.
- The unbalanced Life: Work and family conflict
- Safety and Health.
- Maintaining a healthy work environment.
- Occupational Hazards and risks.
- Accident process.
- Interventions in Occupational Stress.

UNIT III.

a) EFFECT OF PSYCHOPATHOLOGY ON WORK

- Depression in the work place.
- Bipolar disorders.
- Generalized Anxiety disorder.
- Social anxiety disorder, specific phobias and panic order.
- PTSD in the workplace
- Seizophrensis
- Anti social personality disorder.
- Borderline personality disorder.
- Eating disorders.
- Traumatic Brain Injury in the workplace.
- Insomnia.

b) EFFECTS DISRUPTIVE BEHAVIOUR AT WORK.

- Alcohol and Drug.
- Social Dysfunction.
- Anger, Hostility and Violence.
- Harassment and discrimination.
- Absenteeism
- Passive – Aggressive Behaviour.

UNIT IV.

a) SPECIAL GROUPS IN ORGANISATIONAL COUNSELLING

- Chronic absentees.
- Accident proneness.
- Employee with family problems.
- Employees with alcoholism and drug addiction.

- Maladjusted employees.
- Counselling the indisciplined.
- Setting up the counseling cell in organization.

b) RELAXATION TECHNIQUES IN I.C SETTING

- Theoretical background.
- General aspects of relaxation Training.
- Physical methods of relaxation – progressive relaxation, progressive relaxation training, A tense – release script, passive Muscular relaxation, Applied relaxation, Behavioural relaxation training, The Mitchell method, The Alexander method, differential relaxation stretching, physical exercise, Breathing.
- Mental approaches to relaxation – self – awareness, Imagery, Goal-directed visualization, Autogenic training, Meditation, The relaxation response.
- Miscellaneous topics – ‘On-the-spot’ techniques, Assessment and research.

REFERENCES

- Adrian Furnham (2005). The Psychology of behaviour at work. The individual in the organization. New York: Psychology press.
- Rose Mary . A. Payne (1995). Relaxation Techniques. A Practical Handbook for the Health care Professional Edinburgh. Churchill Livingston.
- Neil Anderson, et al (2002). Handbook of Industrial, Work and Organisational Psychology (Vol. 1 & Vol. 2). London: Sage publications.
- Jay C. Thomas and Michel Hersen (2002). Handbook of Mental Health in the workplace. London Sage Publications.
- Miner, J.B. (1992). Industrial Organisational Psychology, New York: Mc Graw Hill Inc.