

FAROOK COLLEGE (AUTONOMOUS)

Farook College PO, Kozhikode-673632

P.G Programme in Psychology

Under

Choice Based Credit Semester System

SYLLABUS

(2022 Admission Onwards)



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.Sc. Psychology programme to be effective from 2022 admission onwards.

Date:

Place: Farook College

Principal

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FAROOK COLLEGE (Autonomous)
M.Sc. PSYCHOLOGY PROGRAMME
SYLLABUS
CORE COURSES
&
ELECTIVE COURSES
With effect from 2022-23
admission onwards

MSc Psychology
2022 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.

COURSE OUTLINE

Scheme and syllabus

Semester I

No.	Name	Core/Optional	Credits
MPS1 C01	Cognitive Psychology I	Core	4
MPS1 C02	Personality and Personal Growth	Core	4
MPS1 C03	Physiological Psychology	Core	4
MPS1 C04	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
MPS2 C05	Psychopathology	Core	4
MPS2 C06	Applied Psychology	Core	4
MPS2 C07	Counselling 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
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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
MPS4L05	Practical 4 (Self-development techniques)	Core	2
MPS4 P01	Dissertation	Core	8
Optional 2		Optional	4
Optional 3 (Any two)			4
MPS4E 05/	Psycho therapeutics-I (E05)/		
MPS4E 06/	Psycho therapeutics-II (E06)/		
MPS4E 07/	Consumer/ Marketing		
MPS4E 08	Psychology (E07)/ Industrial Clinical Psychology(E08)		
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 -I MPS 4E 05
2. Psycho therapeutics -II MPS 4E 06
3. Consumer/ Marketing Psychology 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

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	A+	GRADE				
			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 [MPS4L05]

	Components	GRADE				
		A	B	C	D	E
1	Introduction					
2	Administration					
3	Procedure and demonstration					
4	Test Paper					
5	Attendance					

Table 4: Components for Semester End Examination [MPS4L05]

	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 detail various theoretical perspectives put forth in attention, perception, language and learning.
- Ability to review classic and recent research work in the field of attention, perception, language 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, PERCEPTION & LANGUAGE

- 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)
- Language : reading and speech perception, language comprehension, language production

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

Activity: Student should review articles in the area of cognitive psychology and make a presentation on one article reviewed.

REFERENCES

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.
- Shows skill in personality assessment process and research methods
- Express scientific attitude and ability of reflection in understanding behaviour/ personality

UNIT I: CONCEPTS & PERSONALITY ASSESSMENT

- Personality: Definitions & nature.
- Personality assessment: History, Purpose, Process- Preparation, conduction, interpretation and reporting.
- Assessment: self report inventories, projective techniques, behavioral assessment, clinical interviews, computerized test administration. Ethical issues in assessment
- Personality research and applications : clinical method, experimental, virtual research, Correlational

UNIT I: CONCEPTS & PERSONALITY ASESSMENT

- Personality : Definitions . Nature: functionalistic v/s differential, Specific v/s generalized, Unique v/s common, Idiographic v/s nomothetic.
- Personality assessment: History, Purpose, Process- Preparation, conduction, interpretation and reporting.
- Assessment: self report inventories, projective techniques, behavioral assessment, clinical interviews, computerized test administration. Ethical issues in assessment
- Personality research and applications : clinical method, experimental, virtual research, Correlational

UNIT II: THEORIES OF PERSONALITY I

- Personality on Psychodynamics' perspectives – Sigmund Freud, Carl Jung.
- Social Psychological – Adler, Fromm, Horney, Sullivan and Erick Erickson.
- Emphasis of Personality Structure/traits – Murrays, Gordon, Allport, Catell, Eysenk.

UNIT III: THEORIES OF PERSONALITY II

- 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.
- Advancement in personality theories – Seligman, Rotter, Zuckerman

UNIT IV: PERSONAL GROWTH

- Approaches – Individuation of Jung, Self-actualization of Maslow, Psycho-synthesis of Assagioli, Eco Psychology, Holistic approach
- Transpersonal Psychology-approach to counseling and psychotherapy.
- Altered states of consciousness, methods of altering consciousness.
- Eastern perspectives: characteristics and concepts in Zen Buddhism, Sufism and yoga

Activity: Critically evaluate psychodynamic theories (Debate /group discussion/ symposium)

REFERENCES

Fadiman, J. and Grager, R. Personality and Personal Growth. Harper & Row.

Hall and Lindsey, G. Theories of Personality. (4th ed.). John Wiley and Sons.

Lamberth. J. Rappaport, H. & Rappaport, M. (2017) Personality – An introduction. New York: Alfred A. Knopf.

Hjelle.L.A. and Ziegler, D.J. (2014) Personality Theories. New York: Mc Graw Hill.

Bugental, J.F.T.(2011) Challenges of Humanistic Psychology. New York: Mc Graw-Hill

Ornstein, R.E.(2013) The Psychology of consciousness. New York: Harcourt Brace & Jovanovich.

Weiner, I.B., & Greene, R.L. (2017) Handbook of Personality Assessment, John Willey and Sons

Schultz, P.D., & Schultz, S.E. (2005) Theories of personality (8th ed.). USA: Wadsworth

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. Neurotransmitters: an overview
- Actions of Psychoactive drugs
- Individual variation in anatomical asymmetry – Sex differences and Environmental effects.
- Concept of cerebral dominance: Visual, visuospatial, tactile and auditing perception, language and memory.
- Agenesis of the Corpus Callosum.
- Split brain studies.
- **UNIT II: SENSORY PROCESSING**
 - Transduction and receptors : an overview
 - Properties of the receptors.
 - Visual pathways and visual coding.
 - Visual acuity, colour blindness and colour vision.
 - Auditory pathways and auditory coding
 - Theories of audition.

- Chemoreceptor- functions and theories.
- Kinesthetics and pain receptors.
- Physiological basis of pain, Pain perception theories.

UNIT III: PHYSIOLOGICAL BASIS OF EMOTION AND MOTIVATION

- Neural basis of emotion.
- Limbic system, amygdala, 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, PSYCHOLOGICAL DISORDERS

- 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.
- Stress: an overview, physiological perspectives of mental illness: affective disorders, anxiety disorders, and schizophrenia.

Activity: Review the recent neurocognitive studies.

REFERENCES

Carlson, N. R. (2013). Physiology of behaviour. (11th ed.). India: PEARSON.

Schneider,A.M. and Tarshi.B. (2000) Psychology (3rd ed.), New Delhi:
Random Book.

Leuka.F. (2001) Introduction to Physiological Psychology (3rd ed.), New Delhi:
CBS Publishers and Distributors.

Resonzweig.M.R., Breedlove.S.M. and Leiman (2002). Biological Psychology.
Sunderland: Sinner Associates, Inc.

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/criteria of scientific research – goals of research in psychology, steps or stages in research. Research method and research methodology.
- Types of Research – Pure research, Applied research, Experimental, Non experimental, Quantitative and Qualitative Research, Conceptual, Empirical research.
- Problems encountered by researchers in India.
- Ethical guidelines for research with human beings..

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.

- 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, DATA COLLECTION, RESEARCH DESIGNS

- Review of literature – Purpose, source and preparation of Index Card.
- Data collection – Observation, Interview, Questionnaires and Psychological tests and Scales.
- Sampling- Types of sampling
- 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.

UNIT IV: ANALYSIS AND REPORT WRITING

- 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.

Activity: Write a research proposal in APA format.

REFERENCES

Breakwell.G.M. et al.(2002) Research Methods in Psychology. London: Sage Publications.

Broota.K.D. (2001) Experimental Designs in Behavioural Research. New Delhi: Wiley Eastern Ltd.

Goodwin.C.J.(2003) Research in Psychology: Methods and Designs. New York: John Wiley and Sons, Inc.

Kerlinger.F.N. (2007) Foundations of Behavioural Research. New York: Holt, Rinehart and

Winston.

Kothari, C.R.. (2004). Research methodology: Methods and techniques (2nd revised edition).
New Delhi: New Age International (P) Limited, Publishers.

PRACTICAL – 1
PSYCHOLOGICAL TESTING

MPS1 L01

Core Paper

Credit – 4

Learning outcomes:

- Carry out Psychological assessments/tests and interpret the results

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, Panchayat, 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 conceptualize mental health issues.
- To describe the risk factors of various psychological disorder.
- To familiarize the various concepts, assessment tools and classification techniques of Psychopathology

UNIT 1: ASSESSMENT OF MALADAPTIVE BEHAVIOURS

- Approaches to classification- Differing models, DSM,ICD
- Assessment and diagnosis of Abnormal Behaviours – Assessment of the physical organism, Psychosocial assessment,
- Case history taking – Identifying data, Source and reliability, chief complaint, present illness, past psychiatric history, substance use/abuse, past medical history, family history, developmental and social history, review of systems, Mental status examination, physical examination, formulation, diagnosis, treatment plan.
- Computer in assessments.

UNITS II: CAUSAL AND RISK FACTORS OF MALADAPTIVE BEHAVIOURS

- Biological, Psychological and Sociocultural factors.
- Schizophrenia- Epidemiology, Causal factors
- Bipolar and related disorders- Prevalence, Causal factors.
- Substance -related and addictive disorders- Prevalence, comorbidity and demographics of alcohol abuse and dependence; Causal factors.

UNIT III: EATING DISORDER,SEXUAL DYSFUNCTIONS AND NEUROCOGNITIVE DISORDERS

- Clinical aspects of eating disorder.
- Paraphilias and gender identity disorder, Sexual abuse.
- Brain impairment and adult behaviour, Delirium, Dementia, Amnestic Disorder.

UNIT IV : DISORDERS IN CHILDHOOD AND ADOLESCENCE

- Psychological Vulnerabilities of Young Children
- Anxiety and depression in children and adolescence.
- Disruptive, Impulse-Control, and Conduct Disorder
- Elimination Disorders
- Neurodevelopmental Disorders
- Specific learning disorders.
- Intellectual Disability

Fieldwork: Submit a detailed plan for enhancing 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.

Activity: 1. Visit any applied settings mentioned and explore the role of psychologist.

2. Collect information on prominent institutions offering courses in different applied areas and make a presentation.

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- Kidd, J. M. (2006). *Understanding Career Counselling. Theory, Research and Practice*. Sage Publication Ltd.

COUNSELLING PSYCHOLOGY

MPS2 C07

Core

Credit – 4

Learning Outcome:

- To gain knowledge about various aspects of counselling and psychotherapy.
- To appraise the contributions of psychological theories in counselling.
- To develop different skills used in counselling process.
- To design a detailed counselling process in different setting.

UNIT 1: INTRODUCTION TO COUNSELLING

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

UNIT II: THEORETICAL APPROACHES TO COUNSELING

- Foundations of Counselling-Philosophical, Sociological, Psychological and Developmental.
- Behaviouristic approaches to counselling – Behavioural counselling and Reality Therapy Feminist therapy; key concepts, therapeutic process, therapeutic techniques.
- Post-modern approach; solution focused therapy, narrative therapy

- .Object-Relations Theory, Self-Psychology.

UNIT III: COUNSELLING IN DIFFERENT SETTING

- Family setting
- Education setting
- Vocational setting.
- Hospital setting.
- Community setting.
- Special population – women, the handicapped, gender stereotypes, and the Aged.
- Special problem in Counselling – Human Sexuality, Divorce and uncoupling process, Drug use and Abuse.
- Personal therapy for the counsellor.

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 counselling.

Activity: 1.Undertake brief counselling cases in the extension centre of the college under supervision.

3. Understand the process of Group counselling by visiting appropriate centres.

REFERENCES

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Psycho therapy. New Jersey: Prentice Hall Inc. Englewood and Cliffs.

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California: Brooks/ Cole Publishing Comapany.

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COGNITIVE PSYCHOLOGY – 2

MPS2 C08

Core

4 Credits

Learning Outcomes:

- To demonstrate knowledge regarding the various theoretical perspectives in Memory, thinking, and intelligence
- To detail emotion and consciousness within the scope of cognition
- Ability to review 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-Shiffin 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.

Activity: Explore the implications of Artificial Intelligence in the field of cognition.

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.

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Neath, I., & Suprenant, A. M. (2003). *Human memory*, (2nd ed.). Australia: Thomson Wadsworth.

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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 conceptualise 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.
- Describe 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

- Applied social Psychology- History, Theories- cognitive dissonance theory and groupthink theory
- Research Methods

UNIT II : APPLYING SOCIAL PSYCHOLOGY TO ARENAS OF LIFE- 1:

- Clinical and Counselling- The Social Psychological Roots of Social Anxiety and Depression, Treatment and Prevention.
- Health- Health psychology; Promoting health and preventing illness; Changing health behaviour; Stress, Coping and social support.
- Media- Media Violence, Fear and Aggressive thoughts, Effects of exposure to violent pornography and Embedded Violent Sexual Material, Reducing the Harmful Effects of Exposure to Violent Sexual Material.
- Environment- Resource dilemmas, Social design.
- Community- Community psychology, Diversity versus prejudice and stigmatization, Social change.

UNIT III –: APPLYING SOCIAL PSYCHOLOGY TO ARENAS OF LIFE- 11:

- Sports Teams- Team Dynamics, Team Building.
- Education- Intrapersonal processes: increasing success, reducing failure; Interpersonal processes: teachers and students interacting.
- Organizations- The individual in an organizational context; Interpersonal processes in organizations.
- Criminal Justice System- The crime and the criminal; The response of the criminal justice system.
- Diversity- Cultural and personal diversity; Diversity-Opportunities and challenges.

UNIT IV : INTERVENTION AND EVALUATION

- Design of intervention- Nature and Key tasks.
- Evaluation of evaluation – Types of evaluation, Evidence based intervention
- Influencing social policy- Process issues and Ethical issues.

Activity: Critically explore the influence of media on developing public consciousness about various groups and social events (Video, documentary, symposium).

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 organizational Behaviour.
- Organizational Environment.
- Theoretical foundations of Organizational behavior.
- Foundation competencies for Individual and Managerial effectiveness.

UNIT II: INDIVIDUAL PROCESSES IN ORGANIZATION

- Personality and Organization
- Attitudes in Organization
- Motivation in Organization: Need-Based Perspectives, Process-Based and Learning Based Perspectives.
- Motivating performance: Work Design. 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 IV. ORGANISATIONAL PROCESSES

- Decision in Organization
- Organization Structure and Design
- Organizational culture.
- Organizational change and development.

Activity: Visit an organization to understand the structure and culture.

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

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

Luthans,F,(2011), *Organizational Behavior-An Evidence-Based Approach* (12th Edition).New York, McGraw-Hill/Irwin.

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)
- Effect of Rest interval in fatigue
- Trail and Error learning
- Transference of learning
- Speed of Imagery.
- PGI Memory Test
- Pro-active and Retro-active inhibition.

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

Research Designs:

- Randomized group Design – Bilateral Transfer
- Randomized Block Design – Masses v/s spaced practice
- Factorial Design – Reaction time

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 acquire knowledge about various perspectives in clinical psychology
- To familiarize the various concepts and assessment tools in clinical psychology

UNIT 1

- Nature of Clinical Psychology; History of clinical Psychology; Legal, Educational, and Ethical Requirements to Be a Clinical Psychologist; 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

- Purpose and characteristics of Psychological assessment, Stages in assessment process.
- Clinical interview- Kinds of interview, Process of interview. Clinical Observation,

Behavioural assessment, Multicultural assessment, Non-verbal communication, Differential diagnosis, Patient history and Mental Status Examination, Formulation and Treatment plan.

UNIT 1V

- Assessment of Intelligence: Weschler Scales, Stanford- Binet Intelligence test, Binet Kamat test, MISIC, Seguin Form Board test.
- Assessment of Personality: Self report tests and Projective tests. MMPI, EPQ, The Rorschach Inkblot Test, Thematic Apperception Test, NEO-PI-R, MCMI
- Neuropsychological testing- BGT, Wisconsin Card sorting test, Boston Naming Test(BNT), Weschler Memory Scale, PGIMS.

Activity: Visit a mental health center and observe different assessment techniques used.

Submit the report.

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
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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 RESOURCE 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.

Activity: Document the recent development in the field of 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

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<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
- Counselling 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 acquire knowledge about various therapeutic models
- To make use of therapies for enhancement of interpersonal relationship
- To plan interventions for community mental health

UNIT.1.NATURE OF PSYCHOTHERAPY

- Psychotherapy: definition , developmental history- General conditions of psychotherapy- differences among psychotherapeutic approaches
- Process of psychotherapy-starting, essential processes, action, termination
- The Evaluation of psychotherapy: Issues of Research.

UNIT II. PSYCHOANALYSIS AND HUMANISTIC – EXISTENTIAL PSYCHOTHERAPY

- Basic concept, aim and process of psychodynamics.
- Client-centred psycho therapy.
- Logo therapy.
- Gestalt therapy.
- Transactional Analysis and Rational Emotive therapy – Salient features.

UNIT III. THERAPY FOR INTERPERSONAL RELATIONSHIPS

- 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.

UNIT IV. COMMUNITY PSYCHOLOGY AND CRISIS INTERVENTION

- Community psychology: field and principle of community psychology, emergence of community psychology
- Concept of prevention: primary, secondary, tertiary.
- Crisis intervention; concept, necessary conditions for crisis intervention program, techniques of crisis intervention, anticipatory crisis intervention.
- Non- professionals in community psychology-critical evaluation of the contributions.

Activity: Visit a psychotherapeutic institute and submit a report on various psychotherapeutic techniques practiced.

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

- Classical and operant conditioning, and Vicarious conditioning.
- Techniques of reinforcement, Extinction and response elimination – contingency management, graded exposure, covert sensitization Negative practice, stimulus satiation.
- Relaxation Based techniques-JPMR – systematic – Desensitization – In vitro – invivo flooding and implosion Yoga based techniques.
- Aversion therapy – chemical aversion and verbal aversion.
- Modelling and Assertiveness Training
- Biofeed back

UNIT II. COGNITIVE BEHAVIOUR THERAPY

- Rationale and techniques of CBT
- Beck's Cognitive Behaviour Therapy.
- Stress inoculation therapy
- Self-control Techniques.
- Dialectical Behavior Therapy
- Acceptance and Commitment Therapy
- Solution Focussed Therapy
- Mindfulness based cognitive therapy(MBCT)
- Gender role Therapy

UNIT III. REHABILITATION THERAPY

- .SocialSkill Training
- Play Therapy
- Hydrotherapy
- Narrative Therapy
- Occupational Therapy
- Family Therapy

UNIT IV. 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.

Activity: Attend a workshop or training program on any one of the therapeutic technique.

REFERENCES

- Rimm, D.C. and Masters, J.C. (1979). Behaviour Therapy. New York. Academic Press.
- Jones, R. N. (2006). Theory and practice of counselling and therapy (fourth Edn.). Sage Publications, New Delhi.
- Dobson, K. S., Dozois, D., Allan, T, Arntz, A & Balderas, J. (2021). Handbook of Cognitive-Behavioural Therapies (fourth Edn). Guilford press, UK
- 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.
- 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, Mediation, 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.

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