M.SC IN PSYCHOLOGY

Subjects	Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
				IA	Exam	Total	
a) I Semester of the Postgraduate Program							
Core Subject	101 - Theoretical Perspectives of Psychology 102 - Cognitive Psychology 103 - Biopsychology 104 - Research Methods	4x4	4x3	4x30	4x70	4x100	4x4
	105 - Experimental Psychology (Practical 1) 106 - Computer Applications (Practical 2)	2x8	2x6	2x30	2x70	2x100	2x4
Soft Core	107 - Psychometry	1x3	1x3	1x30	1x70	1x100	1x2
						Semester Total of Credits	26

Subjects	Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
				IA	Exam	Total	
b) II Semester of the Postgraduate Program							
Core Subject	201 – Personality Psychology 202 – Counselling and guidance 203 – Child Psychopathology 204 - Qualitative Research Methods	4x4	4x3	4x30	4x70	4x100	4x4
	205 - Child assessment and intervention. (Practical1)	1x8	1x6	1x30	1x70	1x100	1x4
	206 - Project Work (Practical 2)	8	Report Evaluation	1x30	1x70	1x100	1x4
Soft Core	207 – Theories of Learning	1x3	1x3	1x30	1x70	1x100	1x2
						Semester Total of Credits	26

Subjects	Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
				IA	Exam	Total	
c) III Semester of the PG Program							
Core Subject	301 - OrganiationalBehavior I –A micro perspective. 302 – Psychopathology 303- Psychological Therapies	3x4	3x3	3x30	3x70	3x100	3x4
	305 - Clinical assessment and intervention.(Practical1) 306 - Assessment and Intervention in Organisations (Practical 2)	2x8	2x6	2x30	2x70	2x100	2x4
Open Elective	304 - Foundations and Application of psychology	1x4	1x3	1x30	1x70	1x100	1x4
						Semester Total of Credits	**24**

Subjects	Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
				IA	Exam	Total	
d) IV Semester of the PG Program							
Core Subject and Electives	401 - Organizational behaviour II -A Macro perspective. 402 - Social and Community Psychology 403 - Rehabilitation Psychology 404 - Positive psychology	4x4	4X4	4x30	4x70	4x100	4x4
	405 - Alternative healing techniques. (Practical1)	1x8	1x6	1x30	1x70	1x100	1x4
	406 - Dissertation (Practical 2)	8	Report Evaluation	1x30	1x70	1x100	1x4
						Semester Total of Credits	**24**
						Program Grand Total of Credits	**100**

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M.Sc
I SEMESTER

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Preamble:

Masters Degree in psychology has been of great demand in the recent years. The need for psychological assistance and guidance has been recognized by all the sections of the society and there is a dearth of professionals in the field. Keeping this in mind the present curricula has been framed to provide theoretical as well as practical training in a wide range of specializations that would help the post graduate to be eligible to be employed in the field of education, clinical/hospital setup as well as in organizations in the capacity of counsellor, clinical psychologist, psychometrician, trainer and as a facilitator in organizational development process. Students would also be equipped to prepare and fare well in competitive examinations conducted by UGC/ICSSR/State and Central Civil Services Boards etc.

The course has been redesigned with emphasis not only on the syllabi but also on co-curricular activities such as book reviews/seminars/ presentations/assignments that would be out of the syllabi and constitute a part of the internal assessment.

Project work in the second semester:

Since the students would study psychometry as a soft core paper field work could be thought of as a group/team work with each group working on designing/developing a psychological test. The evaluation of the same would constitute presentation by the batch/team followed by viva voce examination(the procedure is being followed in the professional courses like engineering).

Project work in the fourth semester:

This would also be team/batch wise and topics could be chosen from any of the field of their interest.

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101: THEORETICAL PERSPECTIVES OF PSYCHOLOGY

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Learning objective: Students would get a historical perspective about the development of psychology as an independent body of knowledge. The emphasis is on understanding human behaviour from each school's perspective in respect of human motivation, development and

functioning of human personality and the application of principles of each school to the development of mankind as well as its therapeutic value.

Unit 1- Psychoanalytical perspective:
History, Sigmund Freud's approach, Carl Jung, Adler, and other Neo-freudian approach to motivation, personality, therapy and applications.

Unit 2 - Behaviouristic perspective:
- Learning- Classical Conditioning (Pavlov) and Operant Conditioning (Skinner);
- Motivation – Drive and incentive theories (Hull), (Miller and Dollard, Rotter);
- Personality – Mowrer; therapeutic techniques and applications.

Unit 3 - Humanistic & Existential perspectives:
- Motivation : Hierarchy of motives (Maslow), ERG Theory (Alderfer), Theory of needs (McClelland);
- Personality : Personal construct (Kelly), Self-theory of personality (Rogers); Existential approaches; therapies and application.

Unit 4 - Cognitive and Social Perspectives:
- Motivation: Cognitive balance and dissonance theory (Hieder, Festinger);
- Personality: Dissonance (Brehm), Social learning theory (Bandura); therapy and application.

Unit 5 -Indigenous Perspectives:
- Motivation: Advaita, Buddhist and Jaina perspectives;
- Personality: Advaita, Upanishads, Buddhist and Jaina perspectives;
- Therapy (healing techniques), Applications.

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

102: COGNITIVE PSYCHOLOGY

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

Unit 1.Fundamentals & Current areas of research in cognitive psychology.
- Definition, Emergence of cognitive psychology, nature of cognitive psychology, Current areas of research in cognitive psychology, (Educational application, marketing and advertisement,)
- Research methods in cognitive psychology- goals of research. Distinctive research method.
- Attention and consciousness. Theories models of attention.
- Consciousness – history, function, consciousness of mental process, modern theories of consciousness. Memory- types, determinates models of memory.

Unit 2. Higher Cognitive processes – Reasoning, Creativity.
- Reasoning definition, types, influencing factors, moral reasoning,
- creativity- definition, steps involved in creative process, obstacles involved in creativity, enhancing techniques of creativity.

Unit 3.Psycholinguistics
- Language origin, Definition, theories - Chomsky.
- Semantics, pragmatics, syntax, characteristics of language.

Unit 5.Meta cognition
- Problem solving, steps in problem solving, types, methods, obstacles and aids of problem solving, Meta-cognitive strategies.
- Artificial intelligence, Robotics, Models on Information processing, Consciousness.

Unit 4. Cognitive neuroscience
- Definition, Emergence of cognitive neuroscience, Scope,
- Perspectives on Examining the Architecture and Function of the Human Brain as a Complex System.
- The Landscape of Cognitive Neuroscience: Challenges, Rewards, and New Perspectives. Development of the Primate Cerebral Cortex. Early Development of Neuronal Circuitry of the Human Prefrontal Cortex.Unraveling the Role of Neuronal Activity in the Formation of Eye-Specific. Connections. Brain Changes Underlying the Development of Cognitive Control and Reasoning.

- Plasticity : Mechanisms of Selective Attention in the Human Visual System: Evidence from Neuroimaging. The Frontoparietal Attention Network. Spatial Deficits and Selective Attention. Selective Attention Through Selective Neuronal Synchronization

References:

- Kathy Pazdek, Applied psychology, Lawrence Erlbaum associates publishers, 2006 New Jersey.
- Matlin. M. W. (2012). Cognitive psychology.(8thed). Wiley John and Sons.
- Carroll. D. W. (2007). Psychology of language.(5thed). Brooks Cole.
- Jay T (2003) The psychology of language Prentice Hall.
- Goldstein E. (2009). Sensation and perception (8thed).Cengage Learning.
- Solso. R. L., Maclin. H. O., Maclin. M. K. (2008). Cognitive psychology.(8thed) Pearson.
- Galotti. K. M. (2008) Cognitive psychology in and out of the laboratory. (8thed). CengageLearning 2012 .
- Rabort J. Stenberg congnitive psychology 6th edition words worth cenga
- Steven J. Luck and George R. Mangun.

103: BIOPSYCHOLOGY

Learning objective: Students would get an orientation towards the dynamics of brain behaviour complexity. Each unit would deliberate on psycho physiological correlates accounting for general phenomena, individual differences, and abnormal functions of human behaviour.

Unit 1 - Brain behaviour dynamics
- Bio psychology- Nature and Scope. Methods of studying the brain – Ablation, Recording and Stimulation methods, Neurochemical methods.
- Nervous systems. – Structure and functions. Divisions - Central and Peripheral NS.
- Brain and cognitive functions – intelligence, memory, learning,
- Endocrine system – functions and effects of endocrine glands.

Unit 2 – Neuro psychology
- Neurons - Structure, types and functions of neuron. Neuronal conduction – communication between neurons, synaptic conduction
- Neurotransmitters – categories and functions.
- Neurological disorders- Tumors, Seizures, Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis.

Unit 3 - Behaviour genetics
- Behaviour genetics: Nature and scope,
- Methods of study and research techniques,

- Chromosomal functions,
- Hereditary determinants of behaviour.
- Eugenics, genetic engineering.

Unit 4 - Evolutionary perspectives-
- Principles of Evolution – human behaviour - Reflexes, Instincts
- Environmental influences on behaviour – human and non-human species.
- Current researches in evolutionary biopsychology
- Controversial issues in evolutionary bio-psychology

Unit 5 - Psycho pharmacology
- Basic principles of psychopharocology
- Classification of Psychotropic Medications - Antipsychotics, Antidepressants , Anxiolytics and sedatives , Mood stabilizers , Stimulants , Sedatives / Hypnotics , Miscellaneous drugs.
- Adverse Effects of Psychotropic Medications - Drug-drug interactions , Side effects , Orthostatic Hypotension , Sexual dysfunction and hyper prolactinemia , Liver/Kidney dysfunction
- Ethical issues in Psycho-pharmocology.

References:

- Neil . R. Carlson (2005) Foundations of Physiological Psychology. 6[th]ed . Pearson.

- David.M.Buss (2005) The Handbook of Evolutiovary psychology, John Wiley and Sons.

- Handbook of Biological Psychology – Sage publications.

- http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/ - principles of psychopharmocology

- http://nursece4less.com/tests/materials/n075materials.pdf - classification , effects

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

Unit 1 - Research Process   (12 hours)
- Definitions of research, science and scientific methods, limitations of scientific research. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, Collecting data, Data analysis, Report writing/ thesis writing).
- Research problem-source, selection criteria, defining, statement, delimitation
- Ethical issues for research.

Unit 2- Variables, Probability and Hypothesis testing   (14 hours)
- Variables: IV, DV, control and extraneous variables.
- Hypothesis- definition, characteristics, types; Hypothesis testing
- Concept of Probability, Normal Probability Curve, Characteristics of the Curve,: probabilistic estimation and limitations (Type I & type II errors).
- Concept of Statistics: parametric and non-parametric, descriptive, inferential, correlational, tests of significance, effect size, power of tests, tests for homogeneity of variance, regression, data reduction

Unit 3 Sampling and Data Collection   (10 hours)
- Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.
- Data collection methods: Observation: naturalistic, laboratory, participant and non-participant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

Unit 4- Research designs   (16 hours)
- Part A: Experimental Designs: True Experimental (Between group, within groups, factorial),
- Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes)
- Part C: Non-experimental (Observational, survey, correlational) ,
- Other ways of classifying Research Designs: Designs based on the purpose of the study-Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Designs classified by their intended use- Interventions designs, Evaluation designs, Action research designs; Designs indicating the effects of time- Cross sectional research designs, Longitudinal research designs

Unit 5- Report Writing   (8 hours)

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

References:

- Best,J.W. & Kahn, J.V (2005). Research in education. Prentice-Hall of India.(9th ed, EEE).
- Bordens,K.S. &Abbot,B.B. (2002) Research designs and methods: A process approach. McGraw-Hill(5th ed).
- Cozby,P.C. (1997) Methods in behavioral research. Mayfield Publishing company.(6th ed).
- Creswell, J.W. (2007) Qualitative inquiry & research design. Sage publications (2nd ed)
- Compilation of articles for qualitative research.
- Heppner,P.P, Wampold,B.E. &Kivilighan,D.M. (2008). Counselingresearch.Brooks-Cole.
- Kothari,C.R. (2003) Research methodology: Methods and techniques. WishwaPrakashan(2nd ed).
- McBurney, D.H. (2001) Research methods. Thomson Wadsworth (5th ed).
- Publication Manual of the American Psychological Association (6thed).

PRACTICALS 1: Experimental Psychology.

a. Experiments on sensation and perception.
b. Experiments on learning and memory.
c. Experiments on higher cognitive functions.

PRACTICALS 2: Computer Applications.

- Using MS Word to create and edit documents:

Opening MS Word, Font, centring, justification, right and left alignment, cut, copy, paste, bold, italics, underline, all caps, small caps, strike through, upper case, lower case, sentence case, title case, subscript, superscript, headings and levels, running head and header, page numbers and footer, inserting pictures, smart art and shapes, margins, new page, new section, inserting symbols, inserting tables, inserting charts, views (print view, outline view), importing and exporting to MS Excel, printing documents; renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

- Using MS Excel to create and edit spread sheets

Rows and columns, entering data, copying and auto fill of data, formulae, creating charts, formatting cells, creating tables, views (print view) importing and exporting to MS Word and SPSS, printing spread sheets, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

- Using MS Power point to create and edit presentations

New slides, title slide, body slide, two column slides etc, creating backgrounds, inserting pictures, charts, drawing objects, and smart art; inserting simple animations, inserting slide transitions, outline view and slide sorter view, merging two presentations, creating handouts, creating .rtf files to export to MS Word, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

- Using any one statistical package SPSS

Data entry and coding, Importing data to SPSS from MS Excel, Calculating Mean, Median and Mode, and, Standard Deviation, Scatter-plot, Pearson's Product Moment Method, Spearman's Rank order Method, t-test (independent & paired), ANOVA, MANOVA, Chi-square, Mann Whitney U test, Median test, Wilcoxon test, Sign test, Kruskal-Wallis test, Friedman test, Interpreting the output generated by SPSS, Exporting to MS Word, MS power point, and creating PDF and html formats.

- Interpretation of output drawn from the statistical package.

SOFT CORE PAPER

105: PSYCHOMETRY

Learning objective: To orient the students to the concept of measurement and test construction, to enable students to create tests that are reliable and valid and develop norms, to enable students to use appropriate tests in various situations.

Unit 1 – Measurement and Testing Basics (12 hours)
- Part A: Measurement: meaning, differences between psychological and physical, properties of scales and measures, Levels of measurement, Likert scale; Uses of scales
- Part B: Testing: Nature, meaning and use of psychological tests. Characteristics of a good Psychological test.Ethical issues in use of tests.

Unit 2 – Test Construction (12 hours)
- Item response theories, Item writing, item difficulty, item discrimination, item validity, item analysis.
- Development of norms, interpreting test scores.
- Reliability and validity of tests – types and methods.

Unit 3 – Application of Tests (12 hours)
- Types of tests. Individual tests, tests for special populations, group testing; self-report, projective testing and behavioural measures; speed and power tests, verbal, nonverbal and performance tests; culture fair and culture free tests
- Using tests in Educational, occupational and clinical-counselling settings

References:

- AnastasiA&Urbina S (2005).Psychological testing. (7th ed)
- Cohen. R. J., Swerdlik. M. E., Phillips. S. M. (1996) Psychological testsing and assessment: an introduction to tests and measurements (3rd ed)
- Cozby. P. C. (1997) Methods in behavioural research (6th ed)
- Cronbach. L. J. (1990) Essentials of psychological testing (5th ed)
- Heiman. G. W. (1999) Research Methods in Psychology 2nd ed)
- Kaplan. R. M. &Saccuzzo. D. P. (2005) Psychological testing: principles, applications, and issues (6th ed).

M.Sc- II SEMESTER

201: PERSONALITY PSYCHOLOGY

Learning objective : The primary objective of the study of psychology is to understand individual differences. Personality is one of the variable that accounts for individual differences in the manner in which people understand and react to the various life experiences. Understanding of personality is essential across the stages of development in shaping the personality for its optimal functioning.

Unit 1 – Nature, Dimensions and measurement of personality
- Definition and Approaches to study personality, The trait approach to personality,
- Methods of personality assessment,
- Structural models of personality,
- The Five-Factor Model of personality traits.

Unit 2 – Personality in the social and cultural context
- The storied construction of personality,
- Personality and social support processes, Social pain and hurt feelings
- Personality in cross-cultural perspective, Culture and personality
- Personality and politics

Unit 3 – Personality in the educational context,
- Personality development of students,
- Factors influencing personality development

Unit 4 – Personality in the work context,
- Personality and personnel selection,
- Personality correlates of job performance ,

Unit 5 – Personality and Criminal psychology: Crime and Personality, Personality Modification in the criminal justice system.

References:
- Cambridge Handbook of Personality.
- Personality Psychology. Domains of knowledge about Human Nature, Randy.J.Larsen, David M Buss.2nd edition
- Theories of Personality, Hall and Lindsey.

202: COUNSELLING AND GUIDANCE

Learning objective: The professional services of a psychologist in the modern era has undergone a paradigm shift from clinical orientation to enhancing quality of life. Professional counselling approach and guidance based on objective, scientific guidelines would ensure the quality of life. The paper highlights on the principles, theories and the requirements for an effective counselling psychologist.

Unit 1. Basic concepts, types and scope, principles of guidance and counselling

Unit 2. Theories of guidance and counselling – Roger, Erikson, Adler, Skinner

Unit 3. Qualities of a counsellor – personal and professional, ethical considerations

Unit 4. Counselling process – steps and procedures of counselling

Unit 5. Areas of counselling – educational, vocational, avocational, social, health, personal and moral

References:

- Nayak A.K. 2007 Guidance and counselling APH Publishing New Delhi
- Barki B.G. &Mukhyopadhay B 2008 Guidance and counselling A Manual 10th reprint Sterling
- Corey G 2008 Theory and practice of group counselling 7th edition Stanford :Cengage Learning.

203: CHILD PSYCHOPATHOLOGY

Learning Objective: The paper provides the student with a thorough understanding of the causes, features and therapeutic intervention on developmental psychopathology.

Unit 1: Introduction to Developmental Psychopathology
- Models of child psychopathology; Development and Expression of psychopathology;
- DSM criteria of child psychopathology;
- Assessment, Diagnosis and Treatment strategies;
- Research on child Psychopathology;
- An overview of child psychopathology in India

Unit 2: Developmental disorders diagnosed first in infancy, childhood, and adolescence

- Mental retardation; Learning disorders
- Motor skills disorder: Developmental Coordination disorder
- Communication disorders: Expressive language disorder; Mixed Receptive-Expressive language Disorder; Phonological disorder; Stuttering

Unit 3
- **Pervasive Developmental Disorders**: Autistic disorder; Rett's disorder; Childhood Disintegrative disorder, Asperger's disorder; Pervasive Developmental Disorder Not Otherwise Specified.
- **Attention-Deficit and Disruptive Behaviour Disorders**: Attention-Deficit/Hyperactivity Disorder; Conduct disorder; Oppositional Deviant Disorder; Attention-Deficit/Hyperactivity Disorder Not Otherwise Specified; Disruptive Behaviour Disorder Not Otherwise Specified
- **Feeding and Eating Disorders of Infancy or Early Childhood**: Pica; Rumination Disorder; Feeding Disorder of Infancy or Early Childhood.

Unit 4
- **Tic Disorders**: Tourette's disorder; Chronic Motor or Vocal Tic Disorder, Transient Tic Disorder.
- **Elimination disorders:** Encopresis, Enuresis,
- **Other disorders of Infancy, childhood and adolescence:** Separation Anxiety disorder, Selective mutism, Reactive Attachment Disorder of Infancy or Early childhood; Stereotypic Movement Disorder

Unit 5
- Mood disorders and Suicide; Schizophrenia; Anxiety disorders
- **Special Areas**: pathological aspects of Day care, Foster care and adoption; Physical abuse, Sexual abuse and Neglect of the child; Identity problem and Borderline disorders in adolescence

References
- American Psychiatric Association (2000).*Diagnostic and Statistical Manual of
- *Mental Disorders: -IV-TR*. Washington, DC: APA Press.
- Mash, E.J. & Wolfe, D.A. (2007).*Abnormal Child Psychology* (4th edition).
- Achenbach, Thomas, M. (1982).Developmental Psychopathology. 3rded. New York: Wiley.John B Sons, Inc
- Heward W L (1996). Exceptional children. 5th Ed. Ohio: Prentice Hall
- Kaplan, H.I. &Sadock, M.D. (1995).*Comprehensive Textbook of Psychiatry*/VI (Vol I & II, 6th Ed) (edited) .Baltimore: Williams & Wilkins.
- Mask E. & Wolfe, D. A, (1998), Abnormal Child Psychology, New York; Addison, Wesley
- Reinchmidt, Helmut *&* Schmidt, Martin.H.(1992).Developmental psychopathology. New York: Hogrefe& Huber Publishers
- Wenar, Charles. (1994). Developmental Psychopathology from Infancy through Adolescence. McGraw-Hill -International Ed

- Wiener J M (1999) (Ed) Textbook of Child and Adolescent Psychiatry.American Psychiatric Press.

204: QUALITATIVE RESEARCH METHODS

Learning objective: This paper provides students with a critical understanding of qualitative research methods in Psychology. The focus of this paper is also to use qualitative methods in conjunction with quantitative methods and independently. The hands on experiences will help the students to design qualitative studies and the importance of qualitative research in Psychology.

Unit 1 - Nature of qualitative research:
- The history of qualitative research; The Philosophy of qualitative research; Characteristics of qualitative research; The main steps in qualitative research;
- Reliability and validity in qualitative research;
- Critique of qualitative research: Application of qualitative research methodology to research in Psychology

Unit 2 - Designing Qualitative Research:
- Theory and concepts; Conceptual mapping; research questions; Defining the case;
- Sampling and Instrumentation. Mixed methods;
- Design a qualitative study to suit a Psychology research

Unit 3 –Paradigms of Qualitative research:
The Paradigm of Qualitative research methods – Ethnography; Participant Observation; Interviews in qualitative research

Unit 4 – Qualitative Research Techniques:
Focus Group Discussion; Conversation Analysis; Discourse Analysis; Life history method; Document based methods

Unit 5 - Data Analysis:
- Strategies of qualitative data analysis: Analytic induction; Grounded theory. Steps in qualitative data analysis - Coding, Within-case analysis, Cross-case analysis, Matrix displays; Triangulation;
- Ethical issues in Analysis;
- Computers in qualitative data analysis

References:
- Banister, P., Burman, E., Parker, I., Taylor, M., &Tindall, C. (1998).*Qualitative Methods in Psychology: A Research Guide.* Buckingham: Open University Press.
- Bryman, A. (2004). *Social Research Methods* (2 ed.). Oxford: Oxford University Press.
- Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin& Y. S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand oaks, Califf:: Sage Publications.

- Denzin, N. K., & Lincoln, Y. S. (2003). Introduction: The discipline and practice of qualitative research. In N.K.Denzin&Y.S.Lincoln (Eds.), *Strategies of Qualitative Inquiry*. Thousand oaks: Sage Publications.
- Frost, N. (2012). Qualitative Research Methods in Psychology: Combining Core Approaches. Middlesex: Open University Press.
- Glaser, B. G., & Strauss, A. L. (1967).*The Discovery of Grounded Theory*. Chicago: Aldine Publishing Company.
- King, G., Keohane, R., &Verba, S. (1994). *Designing Social Iinquiry*. Princeton: Princeton university press.
- Miles, M.B &Huberman, A. M. (1994). Qualitative Data Analysis(2nd Ed). Sage Publications: Thousand Oaks.
- Pidgeon, N., &Henwood, K. L. (1996). Grounded theory: practical implication. In J. T. E. Richardson (Ed.), *Handbook of Qualitative Research Methods For Psychology and Social Sciences.* United Kingdom: The British Psychological Society.
- Silverman, D. (2001). *Interpreting Qualitative Data: Methods for Analysing Talk, Text, and Interaction* (2 ed.). London: Sage Publications.
- Travers, M. (2001).*Qualitative Research Through Case Studies*. London: Sage Publications.

PRACTICALS 205 : Child Assessment and Intervention.

- Assessment of cognitive abilities
- Assessment of personality
- Screening and diagnostic tools
- Intervention strategies

PRACTICALS 206: Project Work.

SOFT CORE PAPER

207: THEORIES OF LEARNING

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

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

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

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

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

Unit 5– Learning in the educational context- learning styles, academic achievement, determinants of academic performance.

References:
- Contemporary Theories of Learning- Learning theorists … in their own words Edited by KnudIlleris, routledge
- Accelerated learning handbook Dave Meier 2000McGrawHill
- Introduction to theories of learning Sahakian
- Theories of learning Herganhan 9th Edition PearsonPrentice Hall
- Theories of learning Hilgard and Bower 5th Edition
- Educational Psychology books.

M.Sc -III SEMESTER

301: ORGANIZATIONAL BEHAVIOUR I -   A MICRO PERSPECTIVE

Learning objective: Organisational behaviour is one of the branches of psychology with an objective of understanding people at work place. The factors related to individual differences like perception, learning, personality, motivation, etc., would contribute to satisfaction and effectiveness at both individual and organisational level. The dynamics of these factors are introduced to the students through this paper.

UNIT – 1: INTRODUCTION TO ORGANIZATIONALBEHAVIOUR
- Nature of organizational behaviour, importance and fundamental assumptions. Historical background, OB to Globalization and Diversity. OB to Technology. OB to people's Changing Expectations.
- Organizational Justice: Nature and Strategies.   Ethical Behaviour in Organizations: Nature, Meaning. Individual Differences in Cognitive Moral Development, Situational Determinants of Unethical Behaviour, corporate ethics programmes. Beyond Ethics: corporate Social Responsibility.

UNIT – 2: PERCEPTION AND LEARNING:
- Social Perception and Social Identity. Attribution Process. Perceptual Biases: Systematic Errors, Stereotyping. Perceiving others: Organizational Applications- Performance appraisal.
- Learning: Operational Conditioning- Learning through Rewards and Punishments. Training-varieties of training, principles of learning. Orgnizational behaviour Management.

UNIT –3: INDIVIDUAL DIFFERENCES: PERSONALITY, SKILLS AND ABILITIES, STRESS
- PERSONALITY: Nature and Measurement. Big Five dimension. Work related aspects of Personality- Achievement motivation.
- ABILITIES AND SKILLS: Intelligence, physical abilities, social skills.
- STRESS: Nature, Stressors in organizations, Cognitive appraisal, Bodily responses. Causes and Effects of stress. Reducing Stress.

UNIT – 4: WORK - RELATED ATTITUDES: PREJUDICE, JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT
- ATTITUDES: Nature and Definitions, essential components.
- PREJUDICE AND DISCRIMINATION: Meaning Stereotypes, strategies to overcome workplace prejudice.
- JOB SATISFACTION: Nature and Theories. Consequences of Job Satisfaction, Reduction of job dissatisfaction.

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

UNIT – 5: MOTIVATION IN ORGANIZATIONS
- Nature, Components, motivates by enhancing fit with an organization. Motivating by setting Goals, by Equitable, by Altering Expectations, by structuring jobs.

- Personality and values: values and ethical behaviour at work place
- Emotions and moods

   References:

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

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

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

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

302: PSYCHOPATHOLOGY

LEARNING OBJECTIVE: This paper aims to give a broad idea of the field of clinical psychology and to familiarize the student with the psychopathological aspects of human behavior.

Unit 1: Introduction. Definition, historical review.Changing attitudes and concepts of mental health and illness.Current views.Models for understanding psychopathology.Psychoanalytical, behavioral, interpersonal and humanistic. Need for and types of classification of mental disorders. DSM and ICD systems of classification.

Unit 2: Anxiety and stress related disorders: Causes, types and clinical features of anxiety disorders. GAD, panic, phobic disorders. Obsessive compulsive disorders.
Stress related disorders. Causes, types and clinical features of acute and PTSD.

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

Unit 4: Somatoform and dissociative disorders. Causes, types and clinical features of somatisation disorder, hypochondriac disorders.
Personality disorders, Causes, types and clinical features of paranoid, schizoid personality, antisocial.

Unit 5: Substance abuse - Causes, types and clinical features of alcohol and substance abuse.
Brain impairment.Dementia, Amnestic syndromes.Pervasive developmental disorders.Causes, types and clinical features of mental retardation and Autism.

References:

- Carson, R. C. Pincka, S., & Butcher, I N. (1999). Abnormal Psychology and Modern Life. 11[th]ed. New York: Addison Wesley Longman Inc
- Comer., R. J. (1999). Abnormal Psychology. New Jersey: W. H. Freeman Co.
- Davison, G. C. & Neale, J. M. (1998). Abnormal Psychology, 7th ed. New York: John Wiley & Sons.

303: PSYCHOLOGICAL THERAPIES

LEARNING OBJECTIVE: This paper aims at providing adequate information regarding the psycho therapeutic techniques for enhancing the psychological well-being of individuals.

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

Unit 2. Psychoanalytical therapies, Brief dynamic therapies, Indications and evaluation.

B: Neo Freudian approach, Ego analytical therapies. Current status and evaluation.

Unit 3. Humanistic approaches- Rogerian and Gestalt therapy

B: Group approaches. Nature of group therapy.Utility evaluation.Family therapy, general types, need and application.

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

Unit 5. Community based intervention. Difference between therapeutic and community health models. Concepts of Prevention, Crisis Intervention and Rehabilitation.

B: Special issues- Intervention in Mental retardation, Learning disability, Autism, school problems of children.

References:

- Aveline. M. & Shapiro. D.A. (1995) Eds, Research for psychotherapy practice. Wiley.
- Bellack, A.S., Hersen M. &Kazdin, A.E. (1983). International handbook of behavioural modification and therapy. New York: Plenum Press.
- Bergin, A.E. & Garfield, S.L. (1994). Eds. Handbook of psychotherapy &behavioural change. 4ed. NY: Wiley.
- Jones, C. C. (1993). Family Systems therapy: Wiley.
- Lane, D & Miller, A (1992). Eds. Child & Adolescent therapy. A handbook. Milton Keynes Open Uni. Press.
- Norcross. J.C (1980). Handbook of psychotherapy integration (Ed.) New York: Basis books
- Spiegler.M.D. (1997). Contemporary Behaviour Therapy. New Delhi, Sage Publications.
- Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. Community mental health-proceedings of the Indo-US symposium. Bangalore: NIMHANS
- Steven Jay Lynn & John P, G. (1985). Contemporary psychotherapeutic models and methods, Ohio, Charles E. Merritt.

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

PRACTICALS 305: Clinical assessment and intervention.
- Assessment of cognitive abilities
- Assessment of personality
- Screening and diagnostic tools
- Intervention strategies

PRACTICALS 306: Assessment and intervention in organisations.

- Assessment of cognitive abilities
- Assessment of personality
- Screening
- Job analysis, case studies, management games

OPEN ELECTIVE

304: FOUNDATIONS AND APPLICATION OF PSYCHOLOGY.

Learning objective: Psychology is one of the popular subjects having wide range of applications. However, myths and misconceptions related to individual differences are common that need to be addressed. The objective of the paper is to alleviate these and also towards application of psychological principles in understanding and enhancing self efficacy.

1. An Introduction to Psychology: Meaning, Branches of Psychology; Myths and Misconceptions of Psychology; Role of a Psychologist.

2. Psychology applied to the Social World: Interpersonal Communication- Non-verbal communication, effective communication, developing an assertive communication style; the problem of prejudice, forming impressions about others; the impact of Social Pressure.

3. Psychology applied to Education: Learning- Principles of Learning and Memory; Types of learning and Memory; Techniques to enhance learning and memory.

4. Psychology applied to the field of Work and Health: Facing an Interview; Choosing the right person to the right job, Occupational Stress- Coping; Health issues related to stress, Work-life Balance.

References:

- WeyneWeiten and Margaret A.Lloyd, "Psychology Applied to Modern Life-Adjustment in the 21st Century". 7th Edition, Thomson Wadsworth.
- Robert.S.Feldman, "Understanding Psychology",6th edition.
- Atkinson and Atkinson, "Introduction to Psychology".

M.Sc - IV SEMESTER

401: ORGANIZATIONAL BEHAVIOUR   II -   A MACRO PERSPECTIVE

Learning objective: The paper emphasises on understanding the interpersonal dynamics at the workplace contributing to organisational performance and effectiveness.

UNIT – 1: COMMUNICATION IN ORGANIZATION
- Nature of communication. Process, Purpose and levels of organizational communication. Verbal and non-verbal communication,
- Computer mediated communication, formal and informal communication. Individual differences in communication.
- Improving communication.

UNIT – 2: Decision Making
- Meaning and Model of Decision-making process, Organizational decisions, factors affecting Decisions in organizations.
- Individual decisions – imperfect nature of individual decisions.
- Group decisions: techniques for improving effectiveness of decisions.

UNIT – 3: LEADERSHIP
- Nature and characteristics. Trait approach, Leadership behaviour.
- Contingency theories- LPC theory, situational and path-goal theory.
- Leadership development.

UNIT – 4: ORGANIZATIONAL CULTURE
- Nature and characteristics. Creating, Transmitting and changing organizational culture.

UNIT –5: ORGANIZATIONAL STRUCTURE AND DESIGN
- Basics dimensions. Departmentalization, organizational designs. Inter-organizational designs.
- Understanding work teams groups and teams, types of teams, team building, high performance teams importance of interpersonal skills
- Organizational Change and Development
- Organizational Effectiveness

References:

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

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

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

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

402: SOCIAL AND COMMUNITY PSYCHOLOGY

Learning Objective: This course enables students to understand the concepts and theories of social behavior and think more about social phenomenon. The students learn about social systems and individual well-being in the community contexts. This also helps the students to learn more about Indian community behavior.

Unit 1
a) Social Psychology: Introduction to social psychology; Process of socialization; Group influence; Group dynamics; Social perception; Attitudes
b) Community Psychology: Introduction to community psychology; factors underlying emergence of Community psychology, Principles of Community psychology. Concept of prevention. Theory and research in Community psychology - ecology, epidemiology, general systems theory, evaluation research.
c) Social behavior in communities: Socialization processes, Internalization of social norms and values, Role of institutions (ascriptive institutions such as Family, Caste, Class and Religion; role based institutions such as School, political parties and market mechanisms) in reinforcing societal values.

Unit 2
a) Aggression: Theories of aggression; Types of aggression; Consequences of aggression; Controlling aggression
b) Violence: Theoretical models for understanding violence; Categories of violence; self-directed violence (Suicide); domestic violence, sexual violence, collective violence
c) Aggression and violence in India: Extent, Variation across social groups and communities.
d) Psychological interventions for aggression and violence.

Unit 3
a) Crime: Theories of criminal behavior; Prevention of crime, rehabilitation of criminals, role of psychologists; Juvenile delinquents
b) Problem of alcoholism, Definition, types, theories of alcoholism, effects, methods of treatment, prevention and rehabilitation.
c) Gender: Difference between sex and gender, gendered patterns of institutions

d) Emerging challenges: Trans-gender issues, prostitution, same-sex marriage,

Unit 4
   a) Unemployment: Problem of unemployment; defining unemployment, causes and types, effects of unemployment, role of psychologists in solving the problem
   b) Poverty and deprivation: - definition, types, causes; Measuring poverty: Absolute and relative poverty, human development index; psychological studies of effects of poverty, Social exclusion, Culture of poverty; poverty alleviation programmes

Unit 5
   a) Social Change: Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behavior in response to social problems
   b) Law and Psychology: Socio-psychological origins of law; Access to justice through psychological interventions; Human rights

References:

- Alcock, P. (1997). Understanding Poverty (2nd Ed). Great Britan: Palgrave
- Bloom, B. (1984).Community mental health: A general introduction. Belmont, CA: Wadsworth.
- Davar B (1999). Mental health of Indian Women.New Delhi, Sage Publications.
- Dalal, A. K. &Misra, G. (2001) New Directions in Indian Psychology. New Delhi: Sage publications.
- Kakar, S. (1978) The Inner world: A psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.
- Kakar, S. (1996) Indian Identity. New Delhi: Penguine.
- Jai Prakash, I and Bhogle S (1998). (Eds.) Psychology and changing world.Bangalore, prasaranga, Bangalore University.

- Mathew, L. (2010) "Coping with shame of poverty: Analysis of farmers in distress", Psychology and Developing Societies, 22 (2), pp.385-408.

- Misra G. and Nagpal A (Eds).(1999). Psychology of poverty and disadvantages. New Delhi. Concept Publishing Co.
- Roland, A. (1988) In search of self in India and Japan: Towards cross-cultural psychology. Princeton: Princeton University Press.
- Sinha G. Tripathi R C and Misra G (Eds). (1998). Deprivation: Its Social roots and psychological consequences, New Delhi. Concept publishing company.
- Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. Community mental health-proceedings of the Indo-US symposium. Bangalore: NIMHANS.

403: REHABILITATION PSYCHOLOGY

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

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

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

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

Unit IV - Psychological Intervention
- Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies.Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need
- Analysis, Implementation of Training Programmes Monitory and Impact Studies.

Unit V - Organization & Management
Evolution of Non-Government Organizations Background Characteristics of Organization Capacity Building of Non-Government Organizations

References:

- Diverse Populations, Volume 9. Elsevier Science, Pergamon.
- Alan Hilton &RavicRinglaben, 1998. Best and Promising Practices in
- Developmental Disabilities. Pro-Ed, Texas.
- Ali Baquer& Anjali Sharma, 1997. Disability: Challenges Vs Responses.
- Concerned Action Now, New Delhi.
- Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society.
- SAGE Publications, New Delhi.
- John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling
- Barriers – Enabling Environments. SAGE Publications, New Delhi.
- Jose Murickan&Georgekutty, 1995. Persons with Disabilities in Society.
- Kerala Federation of the Blind, Trivandrum.
- Kundu, C.L., 2000. Status of Disability in India – 2000. Rehabilitation
- Council of India, New Delhi.

404: POSITIVE PSYCHOLOGY

Learning Objective: The course enables the students to look at the strength-based part of psychology. The paper helps the students to explore what makes people happy. The overall focus of the course is to equip students to enhance subjective well-being. The course also equips students to be familiar with research that supports the concepts and application of positive psychology, especially in the Indian context.

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

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

Unit 3 -Positive relationships and well-being:

Meaningful relationships; Love and belongingness; Love and kindness; gratitude, forgiveness and altruism

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

Unit 5
- Resilience, Trauma and Subjective well-being:
- Resiliency applications; Resiliency skills; Resiliency factors; Positive parenting and resiliency factors. Resilience in Indian culture.
- Future trends in Positive psychology.

References:

- Argyle, M. (1999). Causes and correlates of happiness. In D. Kahneman, E. Diener& N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 353-373). New York: Russell Sage Foundation.
- Argyle, M. (2001).*The Psychology of Happiness*. East Sussex: Routledge.

- Argyle, M., & Martin, M. (1990).The psychological causes of happiness. In F. Strack, M. Argyle & N. Schwarz (Eds.), *Subjective Well-being: An Interdisciplinary Perspective* (pp. 77-100). Oxford: Pergamon Press.
- Kahneman, D. (1999). Objective happiness. In D. Kahneman, E. Diener& N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 3-25). New York: Russell Sage Foundation.
- Myers, D. G. (1999). Close relationships and quality of life. In D. Kahneman, E. Diener& N. Schwarz (Eds.), *Well-Being: The foundations of Hedonic Psychology* (pp. 374-391). New York: Russell Sage Foundation.
- Seligman, M (1990). Learned Optimism.
- Seligman, M. (2002) *Authentic Happiness*. New York, Free Press
- *Handbook of Positive Psychology,* 2002 Snyder & Lopez (Eds.): Oxford
- Peterson, C. (2006) *A Primer in Positive Psychology.*New York, Oxford University Press
- Myers, D. G. (1992).*The pursuit of happiness: Discovering the pathway to fulfillment, wellbeing,*
- *and enduring personal joy*. New York: Avon.

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PRACTICALS 405:ALTERNATIVE HEALING TECHNIQUES.
Meditation
Acupressure
Acupuncture
Indigenous relaxation techniques

PRACTICALS 406: DISSERTATION