M. SC. PSYCHOLOGY REVISED SYLLABUS (2022 – 23) (REGULAR STREAM)

M. Sc. PSYCHOLOGY

Revised regulation to be implemented from 2021-22 academic year.

Pattern: Semester system
Duration: 4 Semesters in two academic years

Course pattern:
- All the papers in all four semesters are compulsory.
- The student will study a total of twenty papers with five papers per semester.

Scheme of evaluation:
- Double valuation by internal and external examiners
- Two Mid-term examinations will be conducted for 30 marks and average will be calculated
- Maximum marks for each paper – 100 (70 marks for semester end examinations + 30 marks for mid exams).
- Pass mark in theory papers – 40 marks
- Pass mark in Practical, practicum, project reports and case studies – 40 marks
- An aggregate of 40% in each semester is required for the student to be declaredas passed in that semester.
- Grading system is followed which is given below:

A student will be given for each paper on the basis of the marks obtained in the respective papers. The grades will be given as follows

S. No.	Range of Marks	Grade	Grade Points
1.	> 90%	O	10
2.	>81% - 90%	A+	9
3.	>71% - 80%	A	8
4.	>61% - 70%	B+	7
5.	>56% - 60%	B	6
6.	>51% - 55%	C	5
7.	>40% - 50%	P	4
8.	<40%	F	0
9.	ABSENT	Ab	-

Calculation of SGPA as given by the Office. A copy is enclosed.

Semester Grade point Average (SGPA) will be calculated for each semester and the candidate has to secure a minimum of 5.0 SGPA for a pass in each semester.

The candidate will be declared to have passed in the course only if he/she secures 5.0CGPA (Course Grade point Average)

Classification of successful candidates is based on CGPA as follows.

Distinction	CGPA	8.0 or more
I Class	CGPA	6.5 or more but less than 8.0
II Class	CGPA	5.5 or more but less than 6.5
Pass	CGPA	5.0 or more but less than 5.5

Paper No.	Title	Credit	Max Marks	Double valuation (Internal & External)	Internal Assessment
	I Semester				
101	Emergence of Psychology and Personality	4	100	70	30
102	Life Span Development	4	100	70	30
103	Physiological Psychology	4	100	70	30
104	Psychometrics	4	100	70	30
105	Psychometrics Practicals	6	100	70	30
	Total	22	500	350	150
	II Semester				
201	Social Psychology	4	100	70	30
202	Clinical Psychology	4	100	70	30
203	Research Methodology	4	100	70	30
204	Cognitive Psychology	4	100	70	30
205	Cognitive Psychology Practicals	6	100	70	30
	Total	22	500	350	150

III Semester

301	Positive Psychology	4	100	70	30
302	Community Psychology	4	100	70	30
303	Counseling Psychology	4	100	70	30
304	Health Psychology	4	100	70	30
305	Case Studies	6	100	70	30
	Total	22	500	350	150

IV Semester

401	Forensic Psychology	4	100	70	30
402	Industrial &Organizational Psychology	4	100	70	30
403	Educational Psychology	6	100	70	30
404	Disability and Rehabilitation Psychology	4	100	70	30
405	Project	4	100	70	30
	Total	22	500	350	150

Note: Records/Case studies/Project reports have to be submitted one week before the commencement of the examination failing which the student shall forfeit the allotted marks.

Program Specific Outcomes (PEO) of Master of Science in Psychology:

PSO1: To create a strong research oriented theoretical foundation in consonance with recent advances in the discipline of psychology.

PSO 2: To enable students to take a creative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions.

PSO 3: To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

PSO 4: Characterize the nature of psychology in science and applied settings.

PSO 5: Demonstrate psychological literacy and incorporate theoretical, statistical and experimental methods in scientific inquiry.

PSO 6: Deepen comprehensive knowledge of psychology's core foundation content domains, especially of cognitive, social, developmental psychology, and the biological bases of behavior.

PSO 7: Formulate plausible psychological explanations for behavioral phenomena and develop scientific hypotheses.

PSO 8: Produce innovative and integrative applications to solve problems.

PSO 9: Behave and conduct research in accordance with the ethical standards of the discipline.

PSO 10: Strengthen personal integrity and developing soft skills such asscientific writing and speaking, effective communication, teamwork, flexibility, and leadership.

PSO 11: Exercise values that reflect a commitment to diversity and contribute to society.

PSO 12: Apply psychological knowledge and scientific thinking, writing, and speaking skills in professional settings

PSO 13: Develop advanced research designs and apply advanced statistical analyses.

I SEMESTER

101: EMERGENCE OF PSYCHOLOGY AND PERSONALITY

Course Outcomes:

CO1. To acquaint the student with a wider (global) history of psychology

CO2. To highlight the dominant concerns of mainstream Euro-American psychology

CO3. To familiarize the student with the basic pre-requisites of any knowledge-seeking endeavor

CO4. To elucidate the major paradigms of psychological knowledge

CO5. Understand the philosophical roots and historical events that have shaped the field of psychology.

CO6. This course will help the learner to gain a familiarity with the theoretical aspects of how ones personality develops and how personality disorders emerge.

Course Specific Outcomes:

CSO1. To highlight the contribution of Indian knowledge systems in generating a comprehensive system of psychology, one which is contemporary in its concerns, and global in its outlook

Learning Outcomes:

• To introduce students to the basic concepts of the field of psychology with an emphasis on

Applications of psychology in everyday life

• Appreciation of the scope and the field of psychology

• Developing familiarity with basic concepts related to some foundational themes of study in

Psychology such as learning, memory, perception, and thinking

Unit I

Module 1: Introduction to psychology

Nature and scope of psychology

Origin and development of psychology

Sub fields in Psychology

Module 2: History of psychology

Greek heritage, Medieval and Modern period

Structuralism, Functionalism, Psychoanalytical, Gestalt, Behaviorism, Humanistic-Existential, Transpersonal, Cognitive revolution, Multiculturalism

Historical origins of psychology as a science – Wundt, Freud, James

Unit II

Module 1: Indian perspective

Psychological thought in some major Eastern Systems: Bhagavad Gita, Buddhism, Sufism and Integral Yoga

Science and Spirituality (Avidya and Vidya)

The primacy of self-knowledge in Indian psychology

Development of Psychology in India

Module 2: Recent trends in Psychology

Development of Applied Psychology

Imaging and Computer modelling

20th Century Psychology in India

Unit III

Module 1: Motivation

Definition and Nature of Motivation (Motivation Cycles)

Measurement of Motives

Primary Motives (Hunger, Thirst and Sex drive)

Social Motives (Affection and Affiliation, Social approval and Esteem, Achievement motivation)

Module 2: Theories of motivation

Freud's unconscious motivation theory

Maslow's Hierarchy of Needs

McClelland's Human motivation theory

Module 3: Emotions

Definition and Nature of Emotions

Psychological changes during Emotion

Expression of Emotion

Module 4: Theories of Emotions

James-Lange Theory

Cannon-Bard theory

Schechter-Singer theory

The Facial Feedback hypothesis

Cognitive-Mediational theory

Opponent-Process theory

Unit IV

Module 1: Personality

The organization of Personality

Scope and Concept of the study of personality

Module 2: Determinants of Personality

Biological-Physiological and Genetic

Environmental – Socialization, society and culture

Module 3: Various approaches of personality

Freud's Psychoanalytic approach

Neo-Freudian theories – Jung, Adler, Mahler

Dispositional aspects of personality – Eysenck, Allport, Cattell, Big five factor theory

Phenomenological approach – Kelly, Carl Rogers

Behavioral and Cognitive approach – Skinner, Miller and Dollard, Rotter, Michel

Unit V

Module 1: Applied Personality Psychology

Personality in cross-cultural perspectives, culture, personality and politics

Personality in the educational context

Personality in work context

Personality and personnel selection

Personality and social support process

Reference:

Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India.

Chaplin, P., &Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.

Marx, M.H. &Hillix, W.A. (1987). Systems and Theories in Psychology. New York: McGraw Hill.

Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.

Wolman, B.H. (1973). Handbook of Psychology. New Jersey: Prentice Hall.

Woodworth, R., & Schlosberg, (1976). Experimental Psychology. New York: Holt and Rinehart.

Liebert, R. M. &Spiegler, M.D. Personality: Strategies and issues. Pacific Grove California: Brooks/Cole Publishing Company.

Biscoff, L. J. (1970). Interpreting Personality theories. New York: Harper &Roe.

Hall, C. S. &Lindzey, G. (1978). Theories of Personality, 3rd Ed. New York: J. Wiley & Sons.

Hjelle, L. A. & Zeigler, D. J. (19910. Personality Theories: Basic assumptions, research & applications. 2nd Ed. International Student Edition. McGraw Hill, International Book Co.

Pervin, L.A. (1975). Personality: Theory, assessment and research. 2nd Ed. New York: Wiley International ed.

Sahakian, w. s. (1965). Psychology of personality: Readings in theory. Chicago: Rand Mc-Nally College Publication Co.

Magnusson, D., &Endler, N. S. (1977). Personality at crossroads, New Jersy, Hillsdale: Lawrence Erlbaum Associates.

Friedman, H. S. &Schstack, M.W. (2011) Personality: Classic Theories and Modern Research (5th Ed.). Needham Heights, M. A.Allyn and Bacon.

John, O.P., Robins, R.W. &Perwin, L.A. (Eds.) (2008). Handbook of personality theory and Research (3rd ed) New York. Guilford Publications.

Schultz, D. P. & Schultz, S. E. (2009). Theories of Personality (9th ed.). Belmont, CA: Wadsworth/congage Learning

Mayer, J. D. (2007). Personality: A Systems Approach. Boston, M. A.: Allyn & Bacon

101: Emergence of Psychology and Personality

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Explain the historical development of psychology. Give a detailed account of philosophical antecedents in the field of psychology.

   (or)

   Explain in detail about various schools of psychology.

2. Explain Perennial eastern philosophy.

   (or)

   Discuss Indian psychology literature. What are its relation to other fields?

3. Define Emotion and Write the differences between James-Lange and Cannon-Band theories.

   (or)

   What is Motivation? Explain various types of motivation. Give detailed account of Freud's unconscious motivation theory.

4. Define Personality. Explain Erick Erickson developmental approach of personality.

   (or)

   Describe Carl Roger's theory.

Section – B

Answer any Three of the following.

(3x6=18)

5. The consistent high level traits associated with the way an individual interacts with other individuals and groups in educational settings. Explain.
6. Describe Maslow hierarchy of Motivation.
7. Briefly write about Personality in work context.
8. What is the association between Personality and personnel selection?
9. Discuss Facial Feedback Hypothesis.

SEMESTER I

102: LIFESPAN DEVELOPMENT

Course Outcomes:

CO1. Understand the developmental patterns and issues associated with age

CO2. Apply psychological skills in promoting career planning, higher education and positive development

CO3. Identify the several facets of successful ageing- psychological, socio-emotional and legal

CO4. To create awareness of the linkages between theoretical issues and their application in the area of human development.

Course Specific Outcomes:

CSO1. Envisage the developmental patterns from pre natal to old age

CSO2. To understand Assisted Reproductive Technology and its association to developmental psychology

Learning Outcomes:

- Identify the major issues, tasks and milestones of human development, such as physical, cognitive, social and emotional development throughout the lifespan.
- Evaluate core concepts, strengths, and weaknesses of the major theories of lifespan development.
- Evaluate how ethnicity, culture, class, and gender influence lifespan development.
- Explain the impact of biological/genetic influences on physical growth, cognition and behavior.

UNIT I   INTRODUCTION

MODULE 1: LIFESPAN PSYCHOLOGY

INTRODUCTION TO LIFESAN, GROWTH AND DEVELOPMENT

DEFINITION, NATURE AND EVOLUTION OF FIELD

PERIODS OF DEVELOPMENT

MODULE 2: DEVELOPMENTAL THEORIES

FREUD'S PSYCHOSEXUAL THEORY

BOWLBY'S ATTACHMENT THEORY

ERIK ERIKSON'S PSYCHOSOCIAL DEVELOPMENT THEORY

ALBERT BANDURA'S SOCIAL LEARNING THEORY

JEAN PIAGET'S COGNITIVE DEVELOPMENT THEORY

LEV VYGOTSKY SOCIOCULTURAL THEORY

MORAL DEVELOPMENT THEORIES [LAWRENCE KOHLBERG AND CAROL GILLIGAN]

LANGUAGE DEVELOPMENT THEORY [CHOMSKY]

UNIT II   PRENATAL DEVELOPMENT

MODULE 1

MECHANISM OF HERIDATORY

THE GENETIC CODE

WHAT DETERMINES SEX?

GENETIC AND CHROMOSOMAL ABNORMALITIES

GENETIC TESTING

MODULE 2

INTRODUCTION TO PRENATAL DEVELOPMENT AND BIRTH

PRENATAL DEVELOPMENT

ENVIRONMENTAL RISKS

PREGNANCY

CHILDBIRTH

MATERNAL MORTALITY

MODULE 3

ARTIFICIAL INSEMINATION [AI]

- TYPES: INTRACERVICAL INSEMINATION, INTRAUTERINE INSEMINATION, INTRAUTERINE TUBOPERITONEAL INSEMINATION, INTRATUBAL INSEMINATION.

ASSISTED REPRODUCTIVE TECHNOLOGY [ART]

- TYPES: IN VITRO FERTILIZATION, GAMETE INTRAFALLOPIAN TRANSFER, PRONUCLEAR STAGE TUBAL TRANSFER, TUBAL EMBRYO TRANSFER, AND ZYGOTE INTRAFALLOPIAN TRANSFER.

SURROGACY

- TRADITIONAL AND GESTATIONAL

UNIT 3   **CHILDHOOD**

MODULE 1   INFANCY AND TODDLERHOOD

INTRODUCTION TO INFANCY AND TODDLERHOOD

PHYSICAL DEVELOPMENT

NUTRITION

COGNITIVE DEVELOPMENT

LANGUAGE DEVELOPMENT

PSYCHOSOCIAL DEVELOPMENT AND ATTACHMENT

TEMPERAMENT

MODULE 2   EARLY CHILDHOOD

INTRODUCTION TO EARLY CHILDHOOD

PHYSICAL DEVELOPMENT

COGNITIVE DEVELOPMENT

PSYCHOSOCIAL DEVELOPMENT

FAMILY LIFE

CHILHOOD STRESS AND DEVELOPMENT

MODULE 3 MIDDLE CHILDHOOD

INTRODUCTION TO MIDDLE CHILDHOOD

PHYSICAL DEVELOPMENT

COGNITIVE DEVELOPMENT

MORAL DEVELOPMENT

DEVELOPMENTAL PROBLEMS

LEARNING AND INTELLIGENCE

PSYCHOSOCIAL DEVELOPMENT

UNIT 4   ADOLESCENCE AND EARLY ADULTHOOD

MODULE 1ADOLESCENCE

INTRODUCTION TO ADOLESCENCE

PHYSICAL DEVELOPMENT

COGNITIVE DEVELOPMENT

SOCIAL DEVELOPMENT

MODULE 2   EARLY ADULTHOOD

INTRODUCTION TO EARLY ADULTHOOD

PHYSICAL DEVELOPMENT

COGNITIVE DEVELOPMENT

PSYCHOSOCIAL DEVELOPMENT

TYPES OF LOVE

INTIMATE RELATIONSHIPS OF MARRIAGE, PARENTHOOD

VOCATIONAL DEVELOPMENT

UNIT 5   MIDDLE AND LATE ADULTHOOD

MODULE 1 MIDDLE ADULTHOOD

INTRODUCTION TO MIDDLE ADULTHOOD

PHYSICAL DEVELOPMENT

COGNITIVE DEVELOPMENT

PSYCHOSOCIAL DEVELOPMENT

RELATIONSHIPS

WORK AND PERSONALITY

ISSUES RELATED TO OCCUPATION

MODULE 2 LATE ADULTHOOD

INTRODUCTION TO LATE ADULTHOOD

PHYSICAL DEVELOPMENT

COGNITIVE DEVELOPMENT

PSYCHOSOCIAL DEVELOPMENT

RELATIONSHIPS

MODULE 3   DEATH AND DYING

INTRODUCTION TO DEATH AND DYING

MOST COMMON CAUSES OF DEATH

FIVE STAGES OF LOSS

PALLIATIVE CARE AND HOSPICE

EUTHANASIA

BEREAVEMENT AND GRIEF

Reference:

Hurlock, E.B. (1980). Developmental Psychology: A life span Approach. New Delhi: Tata McGraw-Hill.

Papalia, D.E. &Olds, S.W. (1992). Human Development. New Delhi: Tata McGraw-Hill

Beck, L. (2003). Child Development. New Delhi: Pearson

102: LIFESPAN DEVELOPMENT

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Give detail explanation about Jean Piaget's cognitive development theory.

(or)

Explain personality and social development with contribution of Freud and Erickson.

2. Explain in detail about ART and it's affects on psychological development.

(or)

What is the mechanism of Hereditary? Describe about the deciding gender chromosome.

3. Both infants and caregivers are biologically predisposed to form attachments. Elaborate.

(or)

What are the developmental tasks in middle childhood?

4. What type of factors influence in adolescence stage?

(or)

Discuss about types of love and intimate relationships.

Section – B

Answer any Three of the following.

(3x6=18)

5. Elucidate issues related to family adjustment during middle adulthood.
6. Explain Noam Chomsky language development theory.
7. What are the most common causes of death?
8. Write briefly about the importance of relationships in late adulthood.
9. Elucidate about bereavement and grief.

Semester I

103: Physiology Psychology

Course Outcomes:

CO1. To provide knowledge and understanding of brain, mind and behaviour relationship with the help of current developments in the field of neuroscience, scientific theories, clinical and real-life examples

CO2. To facilitate a dynamic understanding of the field by discussing neuroimaging techniques, methods of assessment, current researches

CO3. Challenging the students to examine the field of physiological psychology as a framework for understanding behaviour and mental processes

Course Specific Outcome:

CSO1. Understand the principles findings and theories related to **Integration of Neuroscience and Behavior**

CSO2. Demonstrate laboratory skills relevant to behavioral neuroscience research

Learning Outcomes:

• Understanding the biological bases of human behavior, its nature and scope

• Developing critical thinking to use scientific techniques for biological psychology and

developing an awareness of ethical issues accompanying them

• Having basic knowledge about the structures of human brain, their functions and impact on human behavior

• Realizing the importance of hormones in behavior, cognition and emotions

Unit I

Introduction to physiological psychology

Evolution of nervous system

Organization and functions of the CNS, spinal cord.

- Basic features of the nervous system
- Meninges
- Ventricular system
- Blood brain Barrier

- Autonomic and peripheral nervous system

Understanding the units and communication within CNS, PNS and ANS.

Neural conduction and transmission: resting membrane potential, action potential, synaptic - transmission, neuro muscular transmission: Information process

Learning and memory: Locus of memory and trace, changes and synapse in learning, neural structures involved in learning and memory, biological basis of memory

Unit II

Evolution of Brain.

Organization and functions of the brain (hind brain, mid brain and fore brain); cerebral cortex and its lobes, hemispheres and related structures

Methods of physiological psychology; invasive physiological methods, methods of visualizing the living human brain, recording human psychophysiological activity

Brain and higher mental process

Unit III

Endocrine system and neurotransmitters in relation to cognition, affect and behavior and its relation to stress.

Muscular and Glandular system: Types and functions

- Biological basis of motivation: Hunger, Thirst, Sleep and Sex
- Biological basis of emotion: The Limbic system, Hormonal regulation of behavior
- Genetics and Behavior: Chromosomal anomalies; Nature-nurture controversy (Twin studies and adoption Studies)
- Hormones of growth, sexual behavior and reproduction

Unit IV

Neurophysiological diseases, causes of brain damage and effects

Drugs and behavior:

- Principles of drug action
- Characteristics of psychoactive drugs- Alcohol, marijuana, nicotine, caffeine, cocaine, amphetamine, opiates, barbiturates
- Neural mechanism of addiction

Unit V

Cognitive neuro psychology

Neurological basis of attention and consciousness, vigilance and cortical arousal

Methods of assessment:

- Psychological assessment methods
- Measurement of brain activity; EEG, QEEG, ERP, EMG, SPECT, FNR, CT scan, MRI, PET, fMRI, biofeedback; Neurological assessment (Luria Nebraska Neurological Battery, Halstead-Reitan Test)

Reference:

Brodal P. (1992). The central nervous system: Structure and function. New York: Oxford University Press.

Carlson, N.R. (2000). Physiology of behavior. Boston: Allyn & Bacon. Ganong, W.F. (2002). Review of medical physiology. Norwalk, C.T: Appleton & Lange. Guyton, A. C. (2000). Text book of medical physiology.

Philadelphia: W.B. Saunders. Kalat, J. W. (2001). Biological psychology. C.A.: Wadsworth. Nicholls, J.G., Martin, A.R., Wallace, B.G. & Fuchs, P.A. (2000) From neuron to brain. Sunderland, MA: Sinauer.

Beatty, J. (2001). The human brain: Essentials of behavioural neuroscience. Thousand Oaks: Sage Publication, Inc. Boller, F., & Grafman, J. (1998). Handbook of neuropsychology. New York: Elsevier.

Chalupa, L.M. & Werner, J.S. (2004). The visual neurosciences. London: MIT Press. Gazzaniga, M.S. (2002). Cognitive neuroscience: The biology of mind (2nd Ed.). New York: W.W. Norton and Company.

Kolb, B., Whisaw, I.Q. (1990). Fundamentals of neuropsychology. New York: Freeman, W.H. Naatanen, R. (1992). Attention and brain function. Hillsdale: LEA. Parsuraman, R. (1998). Attentive brain. London:

MIT Press. Rapp, B. (Ed.) (2001). The handbook of cognitive neuropsychology. Chestnut Street: Psychology Press.

103: Physiology Psychology

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Explain in detail the structure of Nervous system.

   (or)

   Explain in detail the pre and post synaptic influence on Neural activity and functions.

2. Discuss the stages in evolution of Brain.

   (or)

   Explain the role of brain in psychological functions like learning and emotions.

3. Give an account of major endocrine glands and explain their functions.

   (or)

   Explain about the association of stress to endocrine system.

4. Absorption, distribution, metabolism, and elimination are the factors influencing and determining the course of a drug after it is introduced to the body. Elucidate

   (or)

   Give a detailed note on different causes of brain damage and its effects on behavior.

Section – B

Answer any Three of the following.

(3x6=18)

5. Write about the nature and scope of cognitive neuro psychology.
6. Explain brain lobes and functions.
7. What does pituitary gland secrete?
8. Explain in brief about EEG, QEEG and Biofeedback.
9. Write a short note on psychological assessment methods.

Semester I
104: Psychometrics

Course Outcomes:

CO1. To create critical understanding of measurement issues and techniques in psychological inquiry

CO2. Enable students to develop skills and competencies in test construction and standardization

CO3. To learn the application and contextual interpretation of data from psychological measurement

CO4. To create critical understanding of quantitative techniques

CO5. To understanding the nature of the data distribution

CO6. To learn the usefulness of different methods to analyze psychological data

Course Specific Outcome:

CSO1. Learn about Computer based psychological testing.

Learning Outcomes:

- To help students learn the scientific approach to assessment of Individual differences through   psychological testing.

- Develop Competence in Test Construction in a scientific manner and taking appropriate decisions based on test scores.

Unit I: Basics of psychological testing

History of testing and psychological measurements

Meaning, purpose and scope of psychological testing

Differentiating between psychological testing and psychological assessment

Factors effecting testing: Examiner and situational variables, Test-takers perspective

Unit II: Types and domains of testing

Types of tests: Individual and group testing, tests for special populations; self-report, projective testing and behavioral measures; speed and power tests, verbal, nonverbal and performance tests; culture fair and culture free tests

Intelligence, creativity, neuropsychological tests, aptitude, interest inventories and Personality assessment.

Unit III: Test Construction

Item writing - Meaning and types of items and their differences, guidelines for item writing. Response sets – Meaning, types and implications.

Item analysis – Meaning and purpose

Item difficulty, Item discrimination and factors influencing them

Unit IV: Test Standardization

Reliability and Validity of tests – Meaning, types, methods and factors influencing them, Relation of validity to reliability

Norms – Development and types of norms, Interpreting test scores

Unit V: Ethical and social consideration in testing

Ethical issues in psychological testing and assessment

User qualifications and professional competence; Protection of privacy; Confidentiality; Testing diverse populations.

Computer based Psychological testing

Reference:

Singh A.K. (2017). Tests measurements and Research Methods in Behavioural sciences. Patna: Bharati Bhavan Publishers and Distributors.

Anastasi, A., Urbina, S. (2009). Psychological Testing. India: Pearson College Division.

Hogan, T. P., Cannon, B. (2003). Psychological   Testing: A   Practical Introduction. United Kingdom: Wiley.

Cronbach, L. J. (1990). Essentials of Psychological Testing. United Kingdom: Harper & Row.

D.Amato, M.R.(1979) *Experimental Psychology, Methodology, Psychophysics and Learning.* New Delhi:Tata Mc Graw-Hill.

Freeman, F.B. (1971) *Theory and Practice of Psychological Testing,* New Delhi: Oxford and IBH publishing Company.

Gronbach, I.J. (1960) *Essentials of Psychological Testing.* New york: Harper.

Guilford J.P. (1954). *Psychometric methods.* New Delhi: Tata Mc Graw-Hill Publishing company Ltd.

Gulliksen, H (1965) *Theory Mental tests.* New york: John Wiley.

Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.

Kerlinger, H (1978) *Foundations of Behavioural Research* New Delhi: Subject Publications.

Nunnally, J. (1967) *Psychological Measurement.* New York: Mc Graw Hill.

104: Psychometrics

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Discuss the nature, scope and uses of psychometrics.
   (or)
   Explain the origins of psychometrics.

2. Explain in detail about different types of psychometric tests.
   (or)
   What are the different domains of psychometrics.

3. Explain item analysis. Give detail account of item difficulty and index of discrimination.
   (or)
   Define item writing. Explain its guidelines.

4. What is validity? Explain various types of validity.
   (or)
   What are norms? Why are they important? Describe various types of norms.

Section – B

Answer any Three of the following.

(3x6=18)

5. Protection of privacy
6. Confidentiality
7. Ethical issues
8. Response sets
9. Computer based testing

105: Psychometrics Practicals

Course Outcomes:

CO1. To help students learn the scientific approach to assessment of Individual differences through psychological
testing.

CO2. Develop Competence in Test Construction scientific manner and taking appropriate decisions based on test scores

Course Specific Outcomes:

CSO1. To develop competence in Various types of Psychometric tests

Learning Outcomes:

1. Understand the various psychometric tests which are available
2. Administer psychometric tests in accordance with BPS guidelines
3. Interpret test scores
4. Calculate the utility of test use
5. Demonstrate a wide knowledge of ethical and legal issues surrounding psychometric test usage

Part-A: At least 10 tests have to be conducted and written with a minimum of two from each unit.

I. Ability tests:
1. Ravens progressive matrices tests
2. Weschler's Adult Intelligence test
3. Weschler's Intelligence scale for children
4. Mallin's Intelligence Test

II. Aptitude and Interest tests:
1. Differential Aptitude tests
2. Adolescent Interest scale
3. David's Battery of Differential aptitude test

III. Personality and adjustment scales:

1. Myers Briggs Type Indicator (MBTI)

2. Cattell's 16 Personality Factor Questionnaire (16PF)

3. Adjustment Inventory - Sexena.

4. Multiple Anxiety Inventory

5. Beck Depression Scale

6. ASEBA Problem checklist.

IV. Projective tests:

1. Thematic Apperception Test (TAT).

2. Rorschach Ink Blot test.

3. Rosenweig Picture Frustration test.

4. Rotter incomplete sentence blank.

Part-B: At least two practicals have to be conducted and written.

1. Educational guidance.
On the basis of scores obtained on an intelligence test, an interest test, an aptitude test, school marks and socio economic status assess the educational options of student.

2. Estimation of Deterioration Quotient.
Using WAIS determine the deterioration quotient of a person above 60 years of age. Administer PGI or Weschler memory scale on the same person and compare the results.

3. Assessing abilities of a child.
Assess abilities of a child by administering the WISC, CFIT and SPM and compare the results of the three tests.

4. Assessing the personality of a child.
Assess the personality of a child by administering a personality inventory and CAT. Compare the results of the two tests.

5. Assessing the personality of an adult.
Evaluate the personality of an adult by administering a personality inventory and TAT. Compare the results of the two tests.

6. Assessing the adjustment and problems of an adolescent.
Identify the adjustment problems of an adolescent by administering ASEBA's Youth Self Report (11-18) and Bell's adjustment inventory.

Scheme of examination

Mid Semester examinations	:	30 Marks
Record	:	40 Marks
Administration of test and Interpretation of test results	:	10 Marks
Viva voce	:	20 Marks
Total	**:**	**100 Marks**

Note: *The student is required to administer a test on a subject.
The student is given an answered test which he/she has to score and interpret.

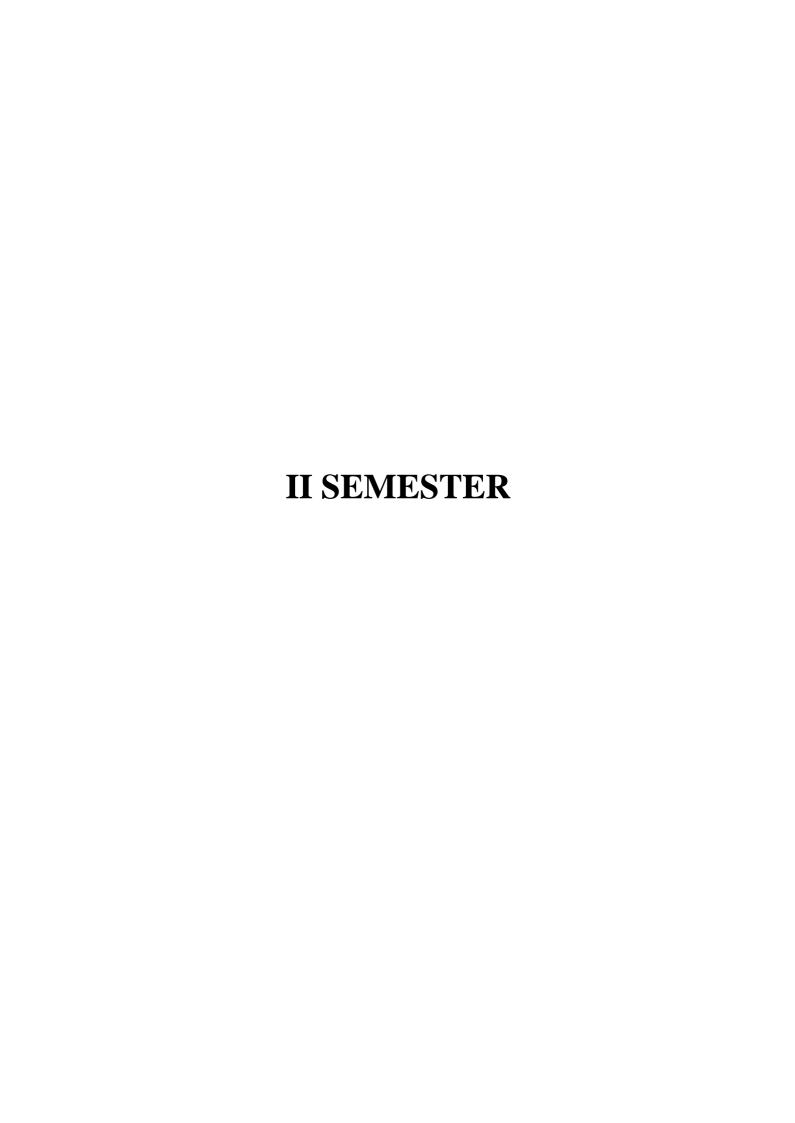**Reference:**

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II SEMESTER

201: Social Psychology

Course Outcomes:

CO1. Informing students of changing nature of concerns in social psychology in terms of basic unit of analysis.

CO2. The relationship and its significance in influencing the making of self and behavior in social spaces facilitating development of relevant social skills to be observer, facilitator and participant in group processes

CO3. To familiarize students with some of the major theoretical perspectives in social psychology

CO4. To appreciate interpersonal and group

Course Specific Outcome:

CSO1. Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.

Learning Outcomes:

• Understanding the basic social psychological concepts and familiarize with relevant methods.

• Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.

• Develop an understanding of the individual in relation to the social world

Unit I: Basics of social psychology

Nature and Scope of Social Psychology
History of Social Psychology in India
Traditional theoretical perspectives
Research methods in social psychology

Unit II: Social perception

Social Perception, Communication
Attribution theories
Impression formation – Asch's experiments
Social cognition – Effect of schemas and stereotypes
Interpersonal attraction – Friendship, Love and relationships

Social learning theories – Bandura & Rotter
Social Reinforcement theory – Newcomb

Unit III: Attitudes and Social influence

Attitudes – Definition, formation and Change
Theories of Attitude Change
Prejudice, Stereotypes and Discrimination: Development, prevention and control
Social influence [Conformity, Peer Pressure, Persuasion, Compliance, Obedience, Social Power, Reactance]

Unit IV: Pro-social behaviour, Aggression and Group processes

Pro-social Behaviour – Helping and Intervening; Altruism
The Bystander effects
Causes and influences of pro-social behaviour and its benefits
Aggression – Nature, causes and control
Aggression and violence in India
Extent, Variation across social groups and communities
Group dynamics, leadership style and effectiveness
Theories of intergroup relations

Unit V: Social Psychology in action

Social Change: Definition and dynamics of social change; role of social movements in bringing changes; Mob and community behaviour in response to social problems

Population Psychology – personal space, crowding and territoriality

Environmental issues: Noise, pollution and atmospheric condition, Response to environmental challenges, Intervention for environmental management.

Reference:

Social Psychology: Sociological Perspectives. (2017). United Kingdom: Taylor & Francis.

Applied Social Psychology: Understanding and Addressing Social and Practical Problems. (2016). United States: SAGE Publications.

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Desai, N. &Krishnaraj, M. (1987). Women and Society in India. Delhi: Ajantha Publications.

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201: Social Psychology

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Explain the historical development of social psychology.

(or)

Explain experimental and non experimental methods used to study issues related to social psychology.

2. Write about any two social learning theories.

(or)

"Individuals form impressions of one another involved a primacy effect". Elucidate.

3. Summarize the conditions under which intergroup contact does or does not reduce *prejudice and discrimination.*

(or)

Explain Social influence. What are its forms?

4. What is prosocial behaviour vs altruism? What are the factors of prosocial behaviour? How to develop it?

(or)

Forceful and hostile behaviour toward another person that can result in emotional or physical harm. Elaborate.

Section – B

Answer any Three of the following.

(3x6=18)

5. Schemas and Stereotypes
6. Dynamics of Social change
7. Population psychology
8. Social Reinforcement theory
9. Environmental challenges

202: Clinical Psychology

Course Outcomes:

CO1. To develop a general orientation towards abnormal behavior and disease process through various models of psychopathology.

CO2. To understand causes of pathological behavior and its psychodiagnostic assessment.

CO3. To develop skills for diagnosis and classification of mental disorders.

Course Specific Outcomes:

CSO1. To understand views on mental health in India and around the globe

Learning Outcomes:

• Acquiring knowledge and skills for distinguishing normal and abnormal behavior and learn the criteria of determining abnormality.

• Developing familiarity with the current diagnostic systems (current edition of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorder section).

• Acquiring knowledge about anxiety disorders and Trauma & Stressor-related, Dissociative and Personality Disorders.

• Developing sensitivity towards individual and cultural diversity.

Unit I

Introduction to clinical psychology

Nature and Scope of psychology

Traces of Clinical psychology

Theoretical perspectives: Psychodynamic, Behavioral, Cognitive and Humanistic

Classification system: DSM V, ICD 10

Unit II

Biological influence: Genetic defects, Chemical imbalances and Brain abnormalities

Psychosocial influence: Early deprivation or trauma institutionalization, Neglect and abuse in home, Separation

Socio-culture influence: Group prejudice and discrimination, Poverty and unemployment, social change, Urban stressors - Violence and Homelessness

Unit III

Clinical picture of Disorders

Module 1: Developmental disorders

Intellectual disability

Attention-Deficit/Hyperactivity Disorder (ADHD) - Predominantly inattentive, predominantly hyperactive-impulsive, combination

Communication disorders - Language disorder, Speech Sound disorder, Childhood onset fluency disorder

Autism Spectrum disorder - Asperger's syndrome, Rett syndrome, childhood disintegrative disorder, Kanner's syndrome, Pervasive developmental disorder

Specific learning disorder – Dyslexia, Dyscalculia, Dysgraphia

Module 2: Disorders at various stages of life

Adolescent problems and disorders – Persistent anti-social behavior, Delinquency

Adulthood problems and disorders – Neurosis, Psychosis, Anxiety, Depression, Psychosomatic

Old age problems and disorders – Alzheimer's, Dementia

Module 3: Behavioral disorders

Psychoactive substance abuse – Alcohol, stimulants, depressants, narcotics (opioids), hallucinogens, and marijuana (cannabis)

Sleep and impulse control disorder

Personality disorders

Sexual disorders

Suicide

Unit IV

Clinical neuro sciences

Training models – Scientist practitioner, Scholar practitioner, Clinical scientist

Differential Diagnosis using Decision tree

Clinical interview

Mental status examination

Unit V

Ethical and professional issues

Policies related to mental health in India and outside India

Psychological assessment – Verbatim and practice

Reference:

Altrocchi, J. (1980) Abnormal Behaviour. New York: Hartcount brace Jovanovich

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Moustkas, C.E. *Psychotherapy with children*. New York: Harper and Row.

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Rimm, D.C & Masters, J.C. (1963) *Behaviour therapy: Techniques and empirical findings*. New York: Academic Press.

Rubin, J.A. *Child art therapy*. New York: Van Nostrand.

Stewart, L. (1992). *Eric Berne*. Thousand Oaks: Sage.

Thompson, T & Dockers III, W.S. (1975) *Application of behavioural modification*. New York: Academic Press.

Thorne, B. (1992). Carl Rogers. Thousand Oaks: Sage.

202: Clinical Psychology

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. What are the theoretical perspectives of clinical psychology? Explain in detail.
   (or)
   What is the relation and differences between DSM V and ICD 10?

2. What do you understand about human poverty and unemployment? Elaborate.
   (or)
   Discuss the biological factors effecting mental health.

3. Explain in detail about disorders and problems related to adulthood.
   (or)
   Give an account on personality disorders.

4. Give a detailed explanation on Differential Diagnosis.
   (or)
   Write about the nature and scope of clinical neuro sciences.

Section – B

Answer any Three of the following.

(3x6=18)

5. Swiss Mental Health Care Systems
6. The Mental Health Act (1987)
7. Protection of Women from Domestic Violence Act (2005)
8. Mental Status Examination
9. Suicide

203: Research Methodology

Course Outcomes:

CO1. To create awareness about the critical aspects of psychological research

CO2. To appreciate the descriptive methods and their applications

CO3. To facilitate appreciations of differential interpretation of psychological realities

CO4. To create in-depth understanding of quantitative designs and techniques in psychological research.

CO5. To analyze quantitative psychological data and learn the usefulness and application of different statistical methods.

Course Specific Outcome:

CSO1. To develop the knowledge of writing skills in a research report.

Learning Outcomes:

- Demonstrate knowledge of research designs in research and the scientific process of research
- Design an experiment with manipulation can control of the variables.
- Differentiate various data collection and sampling methods employed in research
- Write a research proposal in the domain of Psychology.
- Understand the philosophical foundations on which research methods are based
- Gain familiarity with the conceptual foundations of research methods in Psychology
- Understand various traditions of research methodologies in psychology.
- Learn different methods of data collection.
- Understand different methods of data analysis in research methods.

Unit I: Basic concepts of experimental method
Module 1: Variable
Qualitative and quantitative variables
Independent variables
Dependent variables
Extraneous variables
Confounding variable
Mediate variable
Intervening variable

Module 2: Experimental control
Independent variable control
Extraneous variable control

Module 3: Sampling
Probability sampling methods
Non probability sampling methods

Module 4: Problem and hypothesis

Unit II. Methods of data collection
Module 1: Qualitative methods
a) Observation
Purpose of observation
Types of observation
b) Interview
Types of interview
Major functions of interview
Factors affecting the uses of interviews
Advantages and disadvantages of interview
Important sources of errors in interview
c) Content analysis
Purposes of content analysis
Methods of content analysis
Evaluation of content analysis

Module 2: Quantitative methods
a) Questionnaires
Types of questionnaires
Functions and applicability of questionnaires
b) Rating scales
Types of rating scales
(Numerical, graphical, standard, Q sort, Semantic differential, sociometry)
Errors in ratings
Methods of improving effectiveness of rating scales

Module 3: Types of research
a) Experimental research
Laboratory experiments
Field experiments
b) Non – Experimental research:
 Ex-post facto research
Field study
Survey research
Case studies
Ethnographic studies
Cross cultural studies
Grounded Theory
Focus groups
Narratives

Unit III: Statistics
a) Types of scales (Ordinal, Nominal, Interval and ratio scales)

b) Graphic representation of data
c) Measures of central tendency and variability
d) Characteristics, deviations and applications of
Normal probability curve
e) Standard error for measures of central tendency and variability, Hypothesis testing – null
hypothesis, statistical significance -type I error,
Type II error, one tailed and two tailed hypothesis
f) Correlations -
Pearson Product moment correlation
Rank order correlation
Biserial correlation
Point Biserial correlation
Tetra choric correlation
Phi coefficient
Partial correlation
Multiple correlations
g) Regression analysis: simple linear regression, multiple regressions
h) Factor analysis: Assumptions, Methods, Rotation and Interpretation
i) Multivariate statistics
j) Non parametric statistics
Chi-square
Sign test
Median test
Sign rank test
U test
Kruskal-Wallis H test
Friedman test
k) Power analysis
L) Effect size

Unit IV: Designs
Module 1:
Between subject designs
Two randomized group designs
More than two randomized group designs
Factorial design

Matched group design
Statistical analysis – t test, F test.
Within subject designs
Two conditions
Several conditions
Evaluation
Statistical analysis – t test, F test

Module 2: Single subject designs
Paradigm of single subject experimental research
With draw designs

Reversal design
Multiple base line designs
Changing criterion designs
Data analysis
Evaluation
Quasi-experimental designs, Latin square, Cohort studies, Time series

Unit V: Writing a research report
Structure and format
Style of writing
Evaluating a research report
Ethics in Research: Reporting research

Reference:

Kothari C.R&Gaurav Garg (2019) Research Methodology, New age International publications.

Amit kumar(2011)Methods in psychological research, Anmol publications.

A.K singh(2019) Tests measurement and research methods in behavioral science, Bharti Bhawan publications.

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Herson, M. & Barlow, and D.H. (1980) *Single – Case Experimental Designs* New Delhi: Prentice – Hall of India Limited.

Kerlinger, F.N. (1978) *Foundations of Behavioural Research,* New Delhi : Subject Publications.

Kurtz, A.K. & Mayo, S.T. (1980). *Statistical methods in Education and Psychology.* New Delhi : Narosa Publishing House.

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203: Research Methodology

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Describe fully the techniques of defining a research problem.

   (or)

   What is problem? Describe hypothesis.

2. Discuss methods of improving effectiveness of rating scales.

   (or)

   Describe experimental and non experimental methods used in research.

3. Pearson product movement correlation. Explain.

   (or)

   Explain Factor Analysis. How does it simplify research? What are the principle components of Analysis?

4. Discuss in detail about Matched group design.

   (or)

   Give an account on between the subject design.

Section – B

Answer any Three of the following.

(3x6=18)

5. Style if writing
6. Chi-square
7. Ethics in research
8. Kruskal-Wallis H test
9. Format of Research report

204: COGNITIVE PSYCHOLOGY

Course Outcomes:

CO1. Recognize, understand and define the basic concepts of Cognition

CO2. Understand and Analyze the use of models and experiments to study cognition

CO3. Apply that knowledge to critically evaluate functional cognitive processes

CO4. Develop scientific mindedness, self awareness and self regulation

Course Specific Outcome:

CSO1. To understand-brain-behaviour relationship in day-to-day life.

Learning Outcomes:

- To explore the practical implications of cognitive processes in human performance.
- To facilitate the learning of traditional and emergent fields of applied cognitive psychology.

Unit I: Fundamentals of Cognitive psychology

Definition, nature and scope of cognitive psychology
History of cognitive psychology
Alternative approaches to cognitive psychology - Experimental Cognitive Psychology, Computational Cognitive Science, Cognitive Neuropsychology, Cognitive Neuroscience

Unit II: Perception and Attention

Sensation and Perception, Principles of perceptual organization,Perceptual Constancy, Perception of Depth and Movement
Signal detection theory
Subliminal perception
Pattern recognition: Top-down and bottom-up processing
Extra sensory perception
Attention and its types

Unit III: Learning

Fundamental theories: Thorndike, Guthrie and Hull
Classical Conditioning and operant conditioning: Procedure and phenomena

Schedules of reinforcement
Cognitive approaches in learning: Latent learning, observational learning
Verbal learning

Unit IV: Memory and Forgetting

Memory processes: Encoding, Storage, Retrieval
Types of Memory:Sensory Memory**,** Short-term (Working Memory model)**,**Long-Term Memory**,** Explicit & Implicit**,** Declarative & Procedural**,** Episodic & Semantic**,** Retrospective & Prospective
Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated forgetting

Unit V: Thinking, Problem Solving and Language

Thinking, Higher Cognitive processes – Reasoning, Creativity.
Problem solving, steps in problem solving, obstacles and aids of problem solving.

Psycholinguistics - Language origin, Definition, Theories - Chomsky.
Semantics, pragmatics, syntax, characteristics of language

References:

Eysenck, M. W., Keane, M. T. (2020). Cognitive Psychology: A Student's Handbook. United Kingdom: Psychology Press.

MANGAL, S. K. (2020). General Psychology. India: Sterling Publishers Pvt. Limited.

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Schultz, D. (1985). A History of Modern Psychology. New York: Academic Press.

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204: COGNITIVE PSYCHOLOGY

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. What disciplines contribute to cognitive science?
   (or)
   Define Cognitive Psychology. Explain the nature and scope.

2. What do we mean when we talk about "Processing Capacity" and "Selective Attention"?
   (or)
   How do illnesses help us understand perception?

3. Write any two fundamental theories of learning.
   (or)
   Explain Pavlov's theory and how it works?

4. Describe work of Ebbinghaus.
   (or)
   Explain stages of memory process. How much information coded and retrieved from STM?

Section – B

Answer any Three of the following.

(3x6=18)

5. Whole Vs Part Method
6. Characteristics of Language
7. Depth Perception
8. Problem Solving
9. Incubation

Semester II
205: Cognitive Psychology Practicals

Course Outcomes:

CO1. To facilitate the learning of traditional and emergent fields of cognitive neuropsychology.

CO2. To understand-brain-behaviour relationship in day to day life.

CO3. To explore the practical implications of cognitive processes in human performance.

Course Specific Outcome:

CSO1.To develop inference based on the verbal reports and behavioral manifestation.

Learning Outcomes:

- Demonstrate an ability to apply theories and research findings to specific issues and problems.
- Build on theoretical knowledge acquired in prerequisite modules and apply it to more specific issues and problems.

Part-A: Experimental Psychology Practicals

At least 8 experiments have to be conducted and detailed reports of the same have to be written.

1. Perceptual constancy of size as a function of distance cues using the method of average error.

2. Effect of practice on space perception using Wiggly Blocks.

3. Assessment of extrasensory perception by telepathic, clairvoyant and precognition tests.

4. Comparison of speed for discriminative and choice reaction time.

5. Effect of muscular tension on mental work.

6. Fluctuation in efficiency of continuous work.

7. Transfer of learning and interference effects (P1 & R1) in verbal paired associated material.

8. Span of attention for unconnected letters and words vs connected letters and words

9. Retention for completed and interrupted tasks

10. Types of errors identifiable in learning tests using Peterson's Tests of Rational learning

11. Assessment of memory using recall, recognition and relearning tests, serial position effects in free immediate and delayed recall.

12. Verbal concept formation using geometrical designs.

13. Assessment of abstract concept formation using Hanfmann-Kasanin Blocks.

14. Effect of set in solving verbal and numerical problems

15. Trial and error vs insightful learning

* Experiment 3 is compulsory

Part B: Case Reports

The student has to choose at least three cases with different psychological problems and study them and write a comprehensive report of the same.

Case – study includes:
(a) Collecting personal information.
(b) Conducting interviews
(c) Gathering the background factors leading to the present problem
(d) Making valid observations with respect to grooming, speech, non-verbal communication etc.
(e) Inference based on the verbal reports and behavioral manifestation. The above information is integrated and written in the form of a report.

Marks:

Mid Semester examination	:	30 Marks
Record	:	20 Marks
Case Reports	:	10 Marks
Practical conduction and writing the report	:	20 Marks
Viva /Record and case report	:	20 Marks
Total :		100 Marks

III SEMESTER

301: Positive Psychology

Course Outcomes:

CO1: To bring an experience marked by preponderance of positive emotions and informing them about emerging paradigm of Positive Psychology

CO2: Build relevant competencies for experiencing and sharing happiness as lived experience and its implications.

Course Specific Outcome:

CSO1: To understand religion and spirituality of India and it's relation to positive psychology

Learning Outcomes:

- To bring an experience marked by predominance of positive emotions and informing them about emerging paradigm of Positive Psychology
- Build relevant competencies for experiencing and sharing happiness as lived experience and its implications

Unit I

Positive Psychology: Concept, History, Nature, Dimension and Scope

Western and Eastern views of Positive Psychology

Positive Psychology in India

Theories: PERMA model, Self-determination theory, Hope theory, Broaden and Build theory

Unit II

Introduction to Psychology of happiness, well-being and scope

Types of happiness – Eudemonic and Hedonic

History of Happiness

Traits associated with Happiness

Happiness across the life span; gender and happiness; marriage and happiness; other facts of life

Measurement of Happiness (The Steen Happiness Index, Subjective Happiness Scale, Happiness Scale)

Unit III

Positive emotions, positive relationships and wellbeing

Hope and optimism, love and belongingness, love and kindness.

Gratitude, forgiveness, empathy and altruism

positive emotions and health resources

Cultivating positive emotions

Influence of positive emotions

Positive traits, personality, emotions and biology, positive beliefs.

Unit IV

Religion, spirituality and wellbeing: role of religion and spirituality to maintain subjective wellbeing

A special focus to Indian spirituality and well being

Virtues in Indian culture

Resilience in Indian culture

Unit V

Life above zero: positive psychology revisited, interconnection of the good and the bad, contours of a positive life, meaning and means, mindfulness and wellbeing.

References:

Argyle, M. 1987. The psychology of happiness. London: Methuen.

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Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strengths, New York:Brunner – Routledge.

Linley, P.A. and Joseph, S. (2004), Positive Psychology in Practice, New York : John Wiley andSons.

Peterson, C. (2006), Positive Psychology, New York: Oxford University Press. Goleman & Daniel,Emotional Intelligence

Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011): Positive Psychology: The Scientific and Practical

Explorations Of Human Strengths (2nd Ed). Sage Publication, Inc.

Tal Ben-Shahar (2007) Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment.

301: Positive Psychology

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Differentiate between eastern and western views of positive psychology.

   (or)

   Write about the role of positive psychology in India.

2. Explain happiness & subjective wellbeing and living a pleasurable life.

   (or)

   21st Century definitions of happiness.

3. Understanding positive effect, positive emotions, happiness and wellbeing.

   (or)

   Write your views on finding wisdom and courage in daily life.

4. Differentiate between religion and spirituality.

   (or)

   Elucidate about Life above zero.

Section – B

Answer any Three of the following.

(3x6=18)

5. Write short note on mindfulness.
6. What is the interconnection of the good and the bad?
7. Write about virtues in Indian Culture.
8. Discuss about gratitude and forgiveness.
9. Briefly explain PERMA model.

302: Community Psychology

Course Outcomes:

CO1: To acquaint the students about the history & present status of community mental health services.

CO2: To develop a community based orientation towards mental health.

Course Specific Outcome:

CSO: Understand in detail about the community, based on interrelation to mental health

Learning Outcomes:

- To acquaint students with the history & current status of community psychology and community mental health services.
- To develop a community-based orientation towards mental health.

Unit I - Introduction

Introduction to community psychology

Nature and scope of community psychology.

Historical overview

Structural perspectives and first-order and second-order change

Ecological levels of analysis in Community Psychology – Individuals, Microsystems, Organizations, Localities, Macrosystems, Levels of intervention

Seven core values in Community psychology

Role of community psychologist

The development and practice of Community psychology

Unit II – Community Research

Module 1: The Aims of community research

Three Philosophies of science for community psychology research

Problem definition in Research

Promote Community participation and collaboration in Research design

Cultural and Social context of research

Module 2: Methods of Community Psychology Research

Qualitative Methods – Participant Observation, Qualitative interview, Focus group, Case studies. Two concluding issues

Quantitative Methods – Quantitative description, Experimental social innovation and dissemination, Randomized field experiments, Nonequivalent comparison group designs, Interrupted Time-series Design

Unit III

Module 1: Understanding Community

Definition, Types and Levels of community

Sense of community – Four elements of sense of community, Issues and concept

The importance of community

The complex realities of communities

Building communities – Physical, Natural, Spirituality, Religion and Online

Module 2: Understanding Human diversity in Context

Key dimensions of human diversity – Culture, Race/Ethnicity, Gender, Social class, social inequalities and dimensions of diversity receiving greater attention in community psychology

Attending to diversity in the practice of community psychology

Unit IV

Module 1: Prevention and promotion: Key Concepts

Definition of prevention

Caplan – Primary, Secondary and Tertiary

The IOM Report – Universal, Selective, and Indicated measures

Prevention of disorder and Promotion of wellness and competence

Promotion – Risk and Resiliency

Prevention – Risk factors and Protective factors

Some of the successful Prevention and Promotion programs

The implementation and Sustainability of programs

Module 2: Prevention and Promotion: Implementing Programs

Issues in Implementation

Successful Dissemination – Social-Emotional Learning Programs, Home Visiting Programs

Participatory Action Research in Program Implementation

Cultural diversity in Program Implementation

Module 3: Program Evaluation and Development

The logic of program evaluation

A four-step Model of Program Evaluation

Unit V

Module 1: Social behavior in Communities

Socialization process

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

Module 2: Vulnerable population

Unemployment – Problems of unemployment, defining unemployment, causes and types, effects of unemployment, role of psychologist in solving the problem

Poverty and deprivation – Definition, types, causes and measuring poverty, Poverty alleviation programmes

Problems of women – Inequality, Dowry, Sexual harassment

Module 3: Social Change and Looking Ahead

Socio-psychological origins of law

Access to justice through psychological interventions

Human rights

Emerging Trend in Community Psychology

Promoting Community and Social Change

Community Psychology and Intervention in India – Past, Present and Future

Reference:

Koos,B., Hill,J., Thomas,E., Wandersman, A., Elias,M.J., & Dalton, J.H.,(2011) *Community Psychology: Linking Individuals & Communities(3RD ed)*. Belmont, CA: Wadsworth/Cengage Learning.

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Rudkin, J, K. (2003). *Community Psychology: Guiding Principles and Orientation Concepts.* Upper Saddle River, NJ: Prentice Hall.

302: Community Psychology

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Write about the nature and scope of community psychology.
   (or)
   Elucidate the seven core values of community.

2. Explain different methods of community research.
   (or)
   How can we understand the cultural and social context of research?

3. Describe the importance of sense of community.
   (or)
   Explain the dimensions of human diversity in community psychology.

4. Explain different types of problems faced by women.
   (or)
   Explain present status and future scope of community interventions in India.

Section – B

Answer any Three of the following.

(3x6=18)

5. Problems of unemployment
6. Four ecological principles
7. Caste and Class
8. An integrative model
9. Prevention - Caplan

Semester III

303: Counselling Psychology

Course Outcomes:

CO1: The main objective is to help the students develop awareness, knowledge and skills in the discipline of Counselling Psychology.

CO2: In specific, it's to acquire the requisite competencies in the following areas: a) Assessment skills b) Personal development c) Research skills d) Counselling/therapy skills e) Development of ethical behavior in counselling settings.

Course Specific Outcome:

CSO: To develops practical interviewing and counselling skills.

Learning Outcomes:

- Identify systemic clinical concerns based on both client presentations as well as consider issues like trauma, crises, and substance abuse as motivators to begin marriage and family therapy treatment.
- Utilize a relational understanding of psychopathological and incorporate relational assessment to develop an accurate diagnostic framework upon which to base therapy treatment.
- Develop evidence-based treatment plans tailored to address client concerns as well as incorporate clinical assessment and diagnosis in treatment.
- Evaluate a variety of foundational and contemporary family theories and therapy models and interventions.
- Apply current laws and ethical issues affecting marriage and family therapists.
- Apply worldview framework and its application to the practice of counselling.
- Integrate foundational and contemporary models of counselling into treatment plans and case conceptualization.

UNIT I - INTRODUCTION

Definition and Concept of counseling
Nature and Scope of Counseling psychology
Historical origin
Characteristics of counselling
Types of Counseling
Process of counselling
Role of counselor
Personality characteristics of counselor
Personal qualities of an effective counselor
Factors that help in maintaining effectiveness
Credentialing of counsellors: Inspection, Registration, Certification,Licensure, RCI regulations
Counseling movement in India
SOLAR Model of Counseling

Unit II - COUNSELLING SKILLS, RELATIONSHIP AND ETHICAL GUIDELINES

MODULE1- COUNSELLING SKILLS
- Observation skills, Activelistening, Questioning, Communication skills (Listening, feedback, non-verbal), Making notes and reflections.

MODULE2- COUNSELING RELATIONSHIP
Factors influencing the counseling process
Initial interview
Types of Initial interview:Client versus counsellor-initiatedinterview, Information oriented first interview, Relationship oriented first interview.
Conducting the initial interview
- Empathy, Verbal and nonverbal behaviour
Working through the counseling relationship
- Changing perceptions, Leading, Multifocused Responding, Accurate empathy, self disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal, Dealing with resistance and reluctance.
- Transference and countertransference.
Termination of the counseling relationship
Need for termination, Timing of termination, Issues of termination (Termination of individual sessions, Termination of counseling Relationship, Resistance to termination.)

MODULE 3 - ETHICAL GUIDELINES
Ethics and counselling
Need for Ethical codes
Ethical codes and guidelines- Rights of client
Dual relationship in counselling practices
Ethical issues in the assessment process.

Limitations of ethical codes, making an ethical decision, Implementing ethical decisions, Ethics in specific counsellingsituations, Schoolcounselling and ethics, Marriage/Family counseling and Ethics, Career counseling and ethics.

UNIT III - SPECIALITIES IN COUNSELING

Career counseling

Importance & need in the present scenario

Career counseling with diverse population (children, adolescents, college Students)

Marriage, couple and Family counseling

Changing form of family life, Recent trends in marriage, family and couple counseling

The process of family, marriage and couple counselling

- Planning
- Initial session
- Termination

Community counseling

Importance & need in the present scenario

Psycho education of families

Promotion of mental health

Areas of practice

UNIT IV - APPROACHES TO COUNSELLING THERAPY

- Psychoanalytic Psychotherapy
- Adlerian Psychotherapy
- Jung Psychotherapy
- Behavioural Psychotherapy:Operant Conditioning Techniques, Progressive Muscle Relaxation, Systematic, Desensitization, In Vivo Exposure and Flooding, Social Skill Training.
- Cognitive Behavioural psychotherapy:Introduction to Albert Ellis Rational Emotive, Behavioural (REBT) Theory
- Cognitive Psychotherapy:Introduction to Aaron Beck's Cognitive Theory (CT)
- Person Centered Psychotherapy
- Existential Psychotherapy
- Gestalt Approach
- Psychodrama
- Action Oriented Approach
- Multimodal Therapy
- Reality Therapy/Approach and Choice Theory
- Feminist and Systemic Therapy
- Brief Counseling and Therapy, Crises counseling
- Developing an Electric Approach to understanding personality

UNIT V - Counselling practice

Counselling practice: Case studies, case vignettes, verbatim writing, and verbatim Analysis.

1) Therapeutic skills
2) Group counselling skills
3) Co-counselling, and counselling role play.
4) Case analysis

References:

1. Bond, T., (1997). Standards and Ethics for counsellors in action. New Delhi: Sage Publications.

2. Charles, G.J., & Bruce, F.R., (1995). Counselling Psychology. USA: Harcourt Brace Publishers.

3. Felthman, C., & Horton, I., (2000). Handbook of Counselling and Psychotherapy, New Delhi: Sage Publication.

4. Gelso, C., &Fretz, B., (2001). Counseling psychology: Practices, Issues and Interventions. Harcourt, In.

5. Gladding, S.T., (2011). Counselling: A Comprehensive Profession. Pearson education, Inc.

6. Robert, G. L., & Marianne, M.H., (2003). Introduction to Counselling and Guidance. Pearson Education, Inc.

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8. Ellis A. & Dryden N. (1977). The Practice Rational Emotional Behaviour Therapy.New York: Springer

9. Gilland, B.E., & James, R.K. (1998). Theories and Strategies in Counselling and Psychotherapy. Singapore: Allyn and Bacon

10. Kottler, J. A. & Brown R. W. (2000). Introduction to Therapeutic Counselling. Australia: Brooks/Cole

11. Scharf, R.S. (2000). Theories of psychotherapy and counselling: Concepts and cases (2nd Edition.). Singapore: Brooks/Cole.

303: Counselling Psychology

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Explain roles and functions of a counsellor.
   (or)
   Elucidate SOLAR method of counselling.

2. Describe the process of counselling.
   (or)
   Discuss ethical issues in counselling process.

3. Discuss the importance of career counselling.
   (or)
   Explain the recent trends in family and marriage counselling.

4. What are the functions and characteristics of the Behavioural interview?
   (or)
   Elucidate Psychoanalytic therapy.

Section – B
Answer any Three of the following.

(3x6=18)

5. Sharing Experiences
6. Case Analysis
7. Empathy
8. Feminist and Systemic Therapy
9. Personality characteristics of counsellor

Semester III

304: Health Psychology

Course Outcomes:

CO1: This course will further expand your knowledge of the importance and significance of psychology in health, illnesses, and chronic health conditions.

CO2: It will provide a theoretical foundation (i.e., bio-psycho-social) for exploring the relationship/interaction between biology, social, cognitions, emotions, and behaviors within the reviewed topics, areas, and/or persons.

CO3: This course will examine various medical conditions from the etiology, prevention, and treatment but through a Health Psychology perspective.

CO4: To provide the students an opportunity to learn the concept of Crisis and Trauma Counseling - skills training, case management and family education

CO5: To educate the students on crisis and trauma assessments and legislations related to it

Course Specific Outcome:

CSO: Understand the concepts and application of interventions in dealing with trauma.

Learning Outcomes:

- Acquire an understanding of the components of the field of health psychology.
- Develop an understanding and appreciation of the complex interplay between one's physical well-being and a variety of biological, psychological, social, and cultural factors.
- Learn how psychological research methods, theories, and principles can be applied to enhance biomedical approaches for promoting health and treating illness.
- Learn the nature of the stress response and its impact in the etiology and course of many health problems.
- Discover how behavioral and cognitive methods can help individuals cope with stress.
- Develop skills for designing programs to improve one's own and others' personal health habits and lifestyles.
- Become aware of the impact that disabling or life-threatening illnesses have on patients and their families.
- Discover how psychological methods and principles can be applied to help patients manage and cope with illness.
- Identify key components of trauma-informed care and their application in clinical and community settings.
- Understand the concepts and stages of crisis and trauma
- Evaluate the trauma using Assessment strategies useful in the area of crisis and trauma counseling
- Create a model of intervention using crisis and trauma theories and approaches

Unit I

Module 1

Definition and Concept; Nature and scope of Health Psychology

Role of Health Psychologist

Historical view

Psychology's role in health

Current perspectives on health and illness

Module 2: The Body's Physical Systems

The Nervous system

The endocrine system

The digestive system

The respiratory system

The cardiovascular system

The immune system

Unit II

Module 1: Models of Health

Models of Health psychology

Biomedical model

Social model of health

Biopsychosocial model

Health locus of control model

Cognition models

- Health belief model
- Protection motivation theory

Social cognition models

- Theory of planned behavior
- Health Action processes approach

Transtheoretical model of behavior change.

Ottawa charter health promotion

Unit III

Module 1: **Stress - It's Meaning, Impact, and Sources**

Definition and types of stress

Biopsychosocial Aspects of Stress - Biological aspects, Psychosocial aspects

Sources of Stress

Measuring Stress

Module 2: **Models of Stress**

Person-Environment Fit Theory

Diathesis – Stress Model

Life events and daily hassles theory

Tend and befriend theory

Conservation of resources theory

The stimulus-based model of stress

The Response-based model of stress

General adaptation syndrome theory

Transactional model of stress model.

Unit IV

Module 1: Stress and illness

Psychosocial modifiers of stress

Effects of stress on health

Psychophysiological disorders–Digestive system diseases (Ulcers, Irritable bowl syndrome), Asthma, Headache, Rheumatoid Arthritis, Dysmenorrhea, Skin disorders, Diabetes, Obesity

Stress and cardiovascular – Hypertension, Coronary heart disease

Stress and cancer

Module 2: Coping with stress

Coping with stress – What is coping?

Functions and methods of coping

Stress Management

Unit V

Module 1: **Trauma**

Introduction to trauma

Types of traumas – Natural disasters, Mass interpersonal violence, large scale transportation accidents, House or other domestic fires, Motor vehicle accidents, Rape and sexual assault, Stranger physical assaults, Partner battery, Torture, War, Child abuse, Emergency worker exposure to trauma

The problem of combined and cumulative traumas

The effect of trauma

Reference:

Bakhtaveer, M.S., Rajyadaksha, M.S. (1999). New Biology and Genetic Diseases. Oxford: Oxford University Press.

Dimatteo, M. R. & Martin, L.R. (2007). Health Psychology. New Delhi, Pearson Education Inc., & Dorling Kindersley Publishing, Inc.

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Pomerlau, O.V. & Brady, J.P. Behavioral Medicine Theory and Practice. Baltimore: Williams & Wilkin's Company.

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van der Kolk, B. A., McFarlane, A. C., &Weisaeth, L. (Eds.). (1996). *Traumatic stress: The effects of overwhelming experience on mind, body, and society.* The Guilford Press.

Wilson, J. P., Friedman, M. J., & Lindy, J. D. (Eds.). (2001). *Treating psychological trauma and PTSD.* The Guilford Press.

304: Health Psychology

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Nature and scope of health psychology?

(or)

Role of health psychologist in India

2. Effects of stress on our immune system in coping with covid-19.

(or)

Explain the influence of the nervous system on human behavior.

3. What is Diathesis? Explain stress and cardiovascular disorders?

(or)

Discuss person - environment fit theory.

4. What is illness? Explain psycho physiological disorders?

(or)

What is trauma? Explain types of traumas?

Section – B

Answer any Three of the following.

(3x6=18)

5. Stress management
6. Psychosocial modifiers of stress
7. Conservation of resources theory
8. Explain Ottawa Charter health promotion
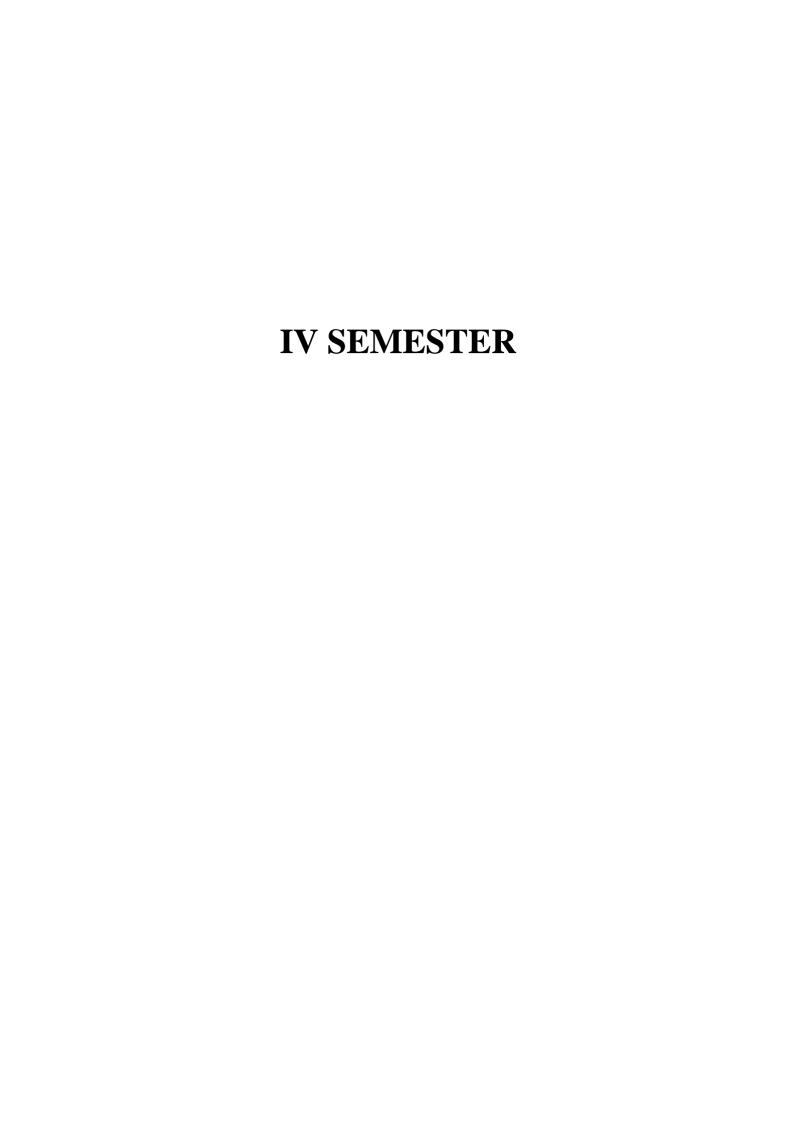9. Bio-psycho social model

Paper- 305 : Case studies

Individual case studies. Five clients with problems (children, adolescents or adults) have to be diagnosed and the necessary counseling should be provided. The case report should include a description of the diagnosis and the intervention. Observation reports, verbatim and psychological test results are also to be included in the report. One of the five cases should compulsorily deal with community psychology.

SCHEME OF EVALUATION

Internal Assessment : 30 marks
Record :   50 Marks
Viva voce :   20 Marks

Total :100 Marks

IV SEMESTER

Semester IV
401: Forensic Psychology

Course Outcomes:

CO1: Helping students understand scope of forensic psychology in terms of its role in determining criminal behavior and jurisdiction

CO2: Learning assessment of criminal and delinquent behavior

CO3: Understanding psychology of criminal behavior and learning intervention based correction and rehabilitation

Course Specific Outcome:

CSO: To understand the principles and application of forensic psychology.

Learning Outcomes:

- To develop a general orientation towards different field of forensic psychology and Criminal behavior.
- To learn different techniques used in forensic investigation.

Unit I - Introduction to Forensic Psychology and Criminal Behavior

Definition, Description and Concept of Criminal Psychology and Forensic Psychology

Historical perspectives of Forensic psychology

Forensic psychology and related fields

Roles and functions of forensic psychology

Unit II – Forensic Psychology: Issues and Controversies in Crime and Justice

Courts and legal systems

Adult forensic

Juvenile/Family forensic

International Criminal forensic

Civil forensic

Unit III - Approaches to Understanding Criminal Behavior

Young and Adult Offenders

Causes Underlying Criminal Behavior

Theories of Crime

Criminal Responsibility

Unit IV - Forensic Psychology Assessment and Evaluation

Mental Disability, Malingering, Mental Illness, Substance Abuse Evaluation (Forensic Perspective)

Competency to Stand Trial in the Court and Waiver of Miranda Rights and Death Penalty Mitigation

Forensic Psychological Assessment of Criminal Behavior

Civil Proceedings and Commitment

Unit V - Forensic Psychology: Police and the Law

Police Psychology

Assessment of Eyewitness and Their Statements

Forensic Psychology in Civil and Criminal Legal Proceedings and Juvenile Crimes

Assessment of Risk, Dangerousness, Recidivism, Criminal Profile

References:

Bartol, C.R. and Bartol, A.M. (2008). *Introduction to Forensic Psychology: Research and Applications*. (2nd edition) Sage Publications, New Delhi

Veeraraghavan, Vimala (Ed) (2009) *Handbook of Forensicc Psychology*. Select Scientific Publishers, New Delhi.

Rieber, R.W. and Vetter,Harold J (Eds) (1978). *The Psychological Foundations of Criminal Justice: Historical Perspectives on Forensic Psychology.* John Jay Pr. NY

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in court: a review. *Mental Retardation*, 37(3), 179-87.

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Carey, K. B. (1989), Emerging treatment guidelines for mentally ill chemical abusers, *Hospital and Community Psychiatry*, 40(4), 341-342, 349.

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401: Forensic Psychology

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Who is called the first forensic psychologist? What led to a rapid increase in pornographic material?

   (or)

   In your opinion what are the 2 most significant functions of the forensic psychologist in the subspecialty; victimology and victim services?

2. What do you understand by offenders? Describe the characteristics of offenders.

   (or)

   How do traditional and modern theories differ from the classical theories? Discuss critically.

3. What are the methods of assessment of a defendant's ability to understand and comprehend the MIRANDA warning?

   (or)

   Describe MSE, Interview and Cognitive testing.

4. Is there something called as police personality? Describe and explain.

   (or)

   What is assessment? Elucidate forensic psychology assessment in educational and counseling settings.

Section – B

Answer any Three

(3x6=18)

5. Juvenile crimes
6. Criminal Profile
7. Malingering
8. Assessment of Eyewitness
9. Criminal Responsibility

402: Industrial and Organizational Psychology

Course Outcomes:

CO1: To sensitize students to the need for managing differently in diverse cultural environments, and

CO2: To develop skills for diagnosing and understanding heterogeneity of cultures, and to function effectively in them.

CO3: To provide an understanding of concepts and approaches of leadership, competency, capability and its linkages at various work levels in organizations.

CO4: To help develop the sensitivity to development of orientation to HR, effective and efficient organizational functioning in a competitive environment.

CO5: To give an exposure to current issues, concerns, dilemmas in dealing with the human dimensions in organizations

CO6: To acquaint students with the staffing processes of the employer and employees overall performance assessments.

CO7: To make them understand the dynamics of the various determinants in attaining the quality of work life with various principles and techniques of motivation and learning.

CO8: To develop an understanding of structure and processes of the organization as a whole and the unit of analysis

CO9: To understand the interaction of individual and Group level of analysis within the organization.

Course Specific Outcome:

CSO: To analyze and evaluate concepts and issues in industrial/organizational psychology.

Learning Outcomes:

- Understand and apply the different concepts in industrial/organizational psychology.
- Demonstrate comprehension of the quantitative and qualitative research techniques used by industrial/organizational psychologists.
- The application of psychological theory, knowledge, and methods to human behavior in industry and organizations.

Unit I: Introduction

Definition, Nature and Scope of I/O Psychology

The Role and Function of an I/O Psychologist

Historical Observations

Industrial and Organizational Psychology Today and in the Future

Ethical Issues in Practice of I/O Psychology

Indian Perspective of Industrial and Organizational Psychology

Unit II: Personnel Issues

Module 1 – Job Analysis

Define Job Analysis

Specific Job Analysis Techniques (Job Element Method, Critical Incidents Technique, Position Analysis Questionnaire, Functional Job Analysis)

Module 2 – Employee Recruitment, Selection and Placement

Human Resource Planning

Steps in the Employee Selection Process

Employee Recruitment

Employee Screening

- Definition
- Methods for Assessing and Selecting Employees
- Types of Employee Screening Tests
- Assessment Centers
- Hiring Interviews

Employee Selection and Placement

Module 3 – Evaluating Employee Performance

Job Performance and Performance Appraisals

The Measurement of Job Performance – Objective vs. Subjective Performance Criteria, Sources of Performance Ratings

Methods of Rating Performance – Comparative Methods, Individual Methods

Problems in Performance Appraisals

Legal Concerns

Module 4 – Employee Training and Development

Areas of Employee Training

Issues in Employee Training

A Model for Successful Training Programs

Unit III: Worker Issues

Module 1 – Motivation

Defining Motivation

Need Theories of Motivation – Basic Need Theories, McClelland's Achievement Motivation Theory

Behavior-Based Theories of Motivation – Reinforcement Theory, Extrinsic vs. Intrinsic Motivation, Goal Setting Theory

Job Design Theories of Motivation – Herzberg's Two-Factor Theory, Job Characteristics Model

Cognitive Theories of Motivation – Equity theory, Expectancy (VIE) Theory

Job Satisfaction – Definition and Measures

Increasing Job Satisfaction, Employee Engagement and Organizational Commitment

Module 2 – Worker Stress, Negative Employee Attitudes and Behavior

Defining Worker Stress

Sources of Worker Stress

Measurement of Worker Stress

Effects of Worker Stress

Coping with Worker Stress

Negative Employee Attitudes and Behavior – Alcohol and Drug Use in Workplace

Unit IV: Work Group

Module 1 – Communication in the Workplace

The Communication Process – A Definition and Model

The Flow of Communication in Work Settings

Organizational Communication and Work Outcomes

Module 2 – Group Processes in Work

Define Work Groups and Teams

Basic Group Process

Group Decision-Making Processes

Teams and Teamwork

Module 3 – Leadership

Defining Leadership, Types of Leadership, Characteristics of Leader

Universalist Theories of Leadership – Great Man/Woman Theory, Trait Theory

Behavioral Theories of Leadership – Ohio State Leadership Studies, University of Michigan Leadership Studies

Contingency Theories of Leadership – Fielder's Contingency Model, The Path-Goal Theory, The Decision-Making Model, The Leader-Member Exchange Model

Charismatic and Transformational Theories – Charismatic Leadership Theory, Transformational Leadership Theory

Applications of Leadership Theories

Indian Context of Leadership in Organization

Unit V – Organizational Issues

Module 1 – Influence, Power and Politics

Defining Influence, Power and Politics

Influence: The Use of Social Control

Power: A Major Force in Work Organizations – Power Sources, Power Dynamics

Organizational Politics – Definition, Employee Perceptions, Types, Causes, Consequences and Managing Organizational Politics

Government Policies for Promotion of Entrepreneurship.

Module 2 – Organizational Structure, Culture, and Development

Organizational Structure

Dimensions of Organizational Structure – Traditional vs. Nontraditional, Chain of Command and Span of Control, Functional vs Divisional, Centralized vs. Decentralized

Organizational Culture – Societal Influence on Organizational Culture, Measuring Organizational Culture

Organizational Development – Techniques, Effectiveness

Module 3 – Organizational Change

Significance of Change

Resistance to Change – Individual, Organizational

Overcoming Resistance

Approaches to Managing Organizational Change

References:

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Kavita Singh (2007) Counselling Skills for Managers Prentice –Hall of India Pvt Ltd New Delhi

Ronald E. Riggio (2017) Introduction to Industrial/Organizational Psychology, Pearson Education, Inc. United States

402: Industrial and Organizational Psychology

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Explain Indian perspectives of Industrial & Organizational Psychology.
   (or)
   Describe the role and functions of an I/O Psychology.

2. What are the motivation benefits of intrinsic rewards?
   (or)
   What are the individual and organizational approaches to managing stress?

3. What are the key parts of the communication process, how do you distinguish formal and informal communication?
   (or)
   What are the main limitations of behavioral theories of leadership?

4. What forces act as stimulants to change and what is the difference between plan and unplanned change?
   (or)
   What is power? What is the role of dependence in power relationship?

Section – B

Answer any Three of the following.

(3x6=18)

5. Describe functional job analysis.
6. Types of employees screening test
7. The measurement of job performance
8. Issues in employee training
9. Basic group process

Semester IV

403: Educational Psychology

Course Outcomes:

CO1: Understand the Educational Psychology field, Interventions and Research Models.

CO2: Gain knowledge of Educational Psychology theories and conceptual frameworks.

CO3: Develop skills on various models and strategies of Educational Psychology assessment and intervention with students, parents, teachers, educators and other professionals.

CO4: Develop a critical, creative and intended approach regarding psychological intervention in different educational settings.

Course Specific Outcome:

CSO: To examine and understand the influence of students' individual characteristics on their learning and performance, including cultural differences and student exceptionality.

Learning Outcomes:

- To become familiar with several prominent theories of human development, intelligence and learning and how each influences educational processes.
- To know how to establish a learning community in which individual differences are respected.
- To recognize the impact of a variety of instructional strategies on learning outcomes.
- To know the most effective ways to design instruction to meet students' levels of development and learning needs.
- To understand basic assessment concepts for use in educational settings.

Unit I: Educational Psychology

Definition and Historical Background

Theories of development and the Educational Process – Overview of theories of Piaget, Vygotsky, Erikson, UrieBronfenbrenner, Kohlberg

Implications for Educational Process

Unit II: Children with Special Needs

Impairment, Disability, and Handicap – Definition of Exceptional Children

Implications of Exceptionality on the Learning Process – Special Needs of Such Children

Some examples – Children with Learning Disabilities, ADHD, Autism spectrum Disorders, Children with Sensory impairments such as Visual and Hearing impairment and Physical Impairment

Unit III: School Counselling:

School counselling: Theory and techniques

Counselling and interviewing skills

Career Counselling

Liaison work with Regular Teachers, Parents and Administrators, Resource-room Teachers

Group counselling, Psycho education with Parents Guidance and counselling programs in regular schools

Building Human relationship skills in the classroom – Life Skills Training Use of Creative therapies – Play, Art, Music and Dance

Crisis Intervention – Suicide attempts, Sexual Abuse and Domestic Violence

Unit IV: Use of Behaviour Modification in School setting

Rewarding

Principles of Differential reinforcement

Modeling

Shaping

Contingency management, Contracting

Unit V: Role of the College Counsellor

Career Counselling

Individual Counselling for Personal Growth, Adjustment Problems at home or college, Interpersonal

Relationship Issues, Love Failures, Attempted Suicide, Substance-Abuse

Training for Life skills and Study Skills, Overall Personality Development

References:

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1. Karmel, L.J. (1970). Measurement and evaluation in the schools. London: The Macmillan Company.
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5. Kottler, J. A., &Kottler,E. (2007). Counseling Skills for Teachers, 2/E. Corwin Press.
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7. Rogers,B. (2007). Behaviour Management- A Whole School Approach, 2/E. Paul Chapman Publishing.
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10. Lee, C. (2007). Resolving Behaviour Problems in your School: A Practical Guide for Teachers and Support Staff. Paul Chapman Publishing
11. Santrock, J.W. (2006). Educational Psychology, 2nd Edition. New Delhi: Tata McGraw-Hill.
12. Woolfolk, A. (2004). Educational Psychology, 9th Edition. Delhi: Pearson Education.
13. Fontana, D. (1995). Psychology for teachers, 3rd Edition. U.K: MacMillan Press Ltd.Lindgren, H.C. (1989). Eductional psychology in the classroom, 2nd ed. New YorclassrooWilley & Sons.
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403: EDUCATIONAL PSYCHOLOGY

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. How do the learners, the learning process, learning situation clarify the need for psychological foundations of education?

(or)

Give a brief account of basic elements of behaviorism and Erikson theory?

2. What are the cause's individual differences in children in acquiring motor skills? What should we do to meet these differences?

(or)

What is the meaning of development of understanding children? Explain learning disabilities?

3. What is school counseling? Explain behavior modification techniques?

(or)

What are the types of backward children? What are the cause of their backwardness? How will you provide for them counseling?

4. What are the precautions that we would observe in developing creativity in children through education?

(or)

How is classroom a social situation where the students happen to acquire a no of traits? What should be the teacher do for enabling the students to develop positive and constructive life skills?

Section – B

Answer any Three

(3x6=18)

5. Explain career counseling.
6. How to quit substance abuse?
7. Explain autism spectrum disorders.
8. Role of counselor in classroom situation.
9. Explain crisis intervention.

SEMESTER IV

404: DISABILITY AND REHABILITATION PSYCHOLOGY

Course Outcomes:

CO1: Understand different etiologies of disability.

CO2: Analyze psycho-social and legal aspects of disability.

CO3: Plan interventions for psycho-social issues faced by individuals with disabilities.

Course Specific Outcome:

CSO1: To understand in detail Gifted children.

CSO2: To know about the policies and acts concerning disability.

Learning Outcomes:

- Understand the challenges and issues that individuals with disabilities face.
- Debate policy and legal provisions for the individuals in disabilities in the Indian context.
- Understand different intervention strategies and explore the ideology behind inclusion, in principle and practice.

UNIT I: Overview

Module 1

Concept of Ability and Disability

Psychosocial Perspectives of Disability

Biological Perspective of Disability

Module 2

Concept of Rehabilitation: History, Growth and Scope.

Evolution of Rehabilitation and Paradigm Shift in Rehabilitation

Professional Role and Functions

Current Issues and Trends

UNIT II:

MODULE 1

Impairment, Disability and Handicap

Types and causes of impairments

Realms of Impairments

Disability through Life – Cycle - Specific Problems Pertaining to Each stage of Life - Childhood, Adolescence, Young adulthood, Middle age, and Older adulthood

MODULE 2

A) Physical Disability
   Acquired brain injury, Spinal cord injury, Cerebral palsy, Epilepsy, Dwarfism
B) Intellectual Disability

   Fragile X Syndrome, Down Syndrome, Developmental Delay, Cretinism, Microcephaly, Hydrocephaly

C) ADHD – Attention Deficiency Syndrome
D) Autism
E) Learning Disorders - Dyscalculia, Dyslexia, Dysgraphia

MODULE 3 - Gifted Children

View regarding giftedness

Types of gifted and their character giftedness

Methods for identification of gifted

Models for nurturing giftedness

Status of gifted education in India

UNIT III

MODULE 1 – Adjustment and Well-being

Personality variables in PwD

Mediators and Moderators of Psychosocial adjustment and Wellbeing

Promotion of Wellbeing

MODULE 2 - Family and Disability

Impact of disability on family

Family care and Burden

Role of Family on Coping

Adaptation and Integration

Needs of families and their assessment

Strengthening family to support and care of PwD

MODULE 3 – Society and Disability

Societal Attitudes towards disabilities

Strategies for Attitude change

Social Competence

Participation and Integration

Social Network and Support

Disabling factors in Social Environment

Prejudice, Stigma, Discrimination, Marginalization, Gender disparity

UNIT IV: Rehabilitation Techniques

Individual Therapy

Cognitive Therapy

Family Therapy

Behavior Modification

Social Skill Training

Activity Therapy

Physiotherapy

Occupational Therapy

Assistive Technology

Assertive Training

Mechanical Aids

Play Therapy and Game Therapy

Speech Therapy

Dance Therapy

Physio – Neuro Therapy

Electroconvulsive Therapy

Light and Colour Therapy

Dolphin Assisted Therapy (DAT)

UNIT V: Ethics and Policy Issues

Rehabilitation Ethics

Rehabilitation policies and Acts (Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD)

Indian Laws and Regulations related to Rehabilitation

Disability and Rehabilitation in India [Scheme of National Scholarship for persons with disabilities, District Rehabilitation Centre (DRC) Project, National Information Centre on Disability and Rehabilitation, Mental Health Act (1987)]

Rules of Equal opportunities for Disabled Persons (UN General Assembly)

National Policy for Persons with Disabilities (2005)

Contemporary challenges

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404: Disability And Rehabilitation Psychology

Model Question Paper

Time: 3 hrs   Max. Marks: 70

Section – A

Answer Four of the following

(4x13=52)

1. Evolution rehabilitation and paradigm shift in rehabilitation.

(or)

   Explain psychosocial perspective of disability.

2. The role of school and teachers in identification of impairments.

(or)

   Identification and labeling as learning disabled.

3. Explain strengthening family to support and care of Pwd.

(or)

   Illustrate the societal attitudes towards disability.

4. Differentiate between assertive technology and assertive training.

(or)

   Rules on the equal opportunities for persons with disability (UN General Assembly).

Section – B

Answer any Three

(3x6=18)

5. Mental Health Care Act

6. Contemporary Challenges

7. Role of Family in coping

8. Speech therapy

9. Gifted children Identification

Paper – 403 : Project

The student shall have to undertake a research project with a sample of at least 50 subjects. The project report should include an introduction to the topic, review of related literature, the methodology adopted (sample, tools, design and analysis of data) and the results of the project.

Scheme of evaluation:

Internal assessment
            20 marks
Project report
            60 marks
Viva-voce

            25 marks
            Total
            100 marks