



SAFI INSTITUTE OF ADVANCED STUDY (AUTONOMOUS)

Arts and Science College | Affiliated to the University of Calicut
Accredited by NAAC with A++ Grade (3.54) | ISO 9001:2015 Certified Institution

+91 483 2880000 | mail@sias.edu.in | www.sias.edu.in

M.Sc. PSYCHOLOGY



CURRICULUM

(w.e.f. 2025 Admission Onwards)

Under Choice Based Credit & Semester System

(CBCSS)





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EVALUATION AND GRADING

The evaluation scheme for each course will contain two parts; (a) Internal/Continuous Assessment (CA) and (b) External / End Semester Evaluation (ESE). Of the total, 20% weightage will be given to Internal evaluation/Continuous assessment and the remaining 80% to External/ESE and the ratio and weightage between Internal and External is 1:4.

a) Internal/Continuous Assessment (CA) : 20 marks

b) External / End Semester Evaluation (ESE) : 80 marks

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

Evaluation of Audit Courses:

The college will conduct and evaluate Audit Course examinations internally, either in the traditional format or using the MCQ model, based on the Question Bank and guidelines provided by the BoS. The question paper shall carry a minimum weightage of 20 and the examination duration shall be at least 2 hours. Evaluation is 100% internal. Marks for Audit Courses 1 and 2 must be submitted to the Controller of Examinations by the end of the respective semesters. The results are to be uploaded to the University during the third semester.

Phases for Evaluation:

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

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

II Phase - GPA Calculation - To be done by COE, SAFI Institute of Advanced Study (Autonomous)

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

III Phase - SGPA Calculation - To be done by COE, SAFI Institute of Advanced Study (Autonomous)

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

IV Phase - CGPA Calculation - To be done COE, SAFI Institute of Advanced Study (Autonomous)

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

Internal Evaluation / Continuous Assessment (CA)

Continuous Assessment will be based on a predetermined transparent system involving periodic two written tests, assignments, seminars, viva voice and attendance in respect of theory courses and based on tests, lab skill and records/viva in respect of practical courses. The criteria and percentage of weightage assigned to various components for internal evaluation are as follows:

(a) Theory:			
Sl. No	Component	Percentage	Weightage
1	Examination /Test	40%	2
2	Seminars / Presentation / viva-voce	20%	1
3	Assignment	20%	1
4	Attendance	20%	1

(b) Practical:			
1	Lab Skill	40%	4
2	Records/viva	30%	3
3	Practical Test	30%	3

Attendance weightage 1 can be distributed as follows

Attendance	Internal weightage	Marks
Above :90 Hours%	1	5
85–89%	0.8	4
80–84%	0.6	3
76–79%	0.4	2
75%	0.2	1

Grades given for the internal evaluation are based on the grades A+, A, B, C, D & E with grade points 5, 4, 3, 2, 1 & 0 respectively. The overall grades will be as per the Ten Point scale. There shall be no separate minimum Grade Point for internal evaluation. To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester will be published on the notice board before 5 days of commencement of external examination. There will not be any chance for improvement of internal marks. The course teacher will maintain the academic record of each student registered for the course.

Examination/Test: Each course will include class tests throughout the semester. Grades will be displayed on the notice board, and the evaluated answer scripts will be made available to students for review.

Seminars/Presentations: Every student is required to deliver a Seminar/Presentation as part of the curriculum for each course. The presentation will be evaluated by the respective course teacher based on structure, content, delivery, and interaction. Either soft/ hard copies of the seminar report must be submitted to the course teacher.

Assignments: Each student must complete assignments as part of the internal curriculum for each course. Once graded, the assignments will be returned to the students. The teacher will specify the expected quality in terms of structure, content, presentation, etc., and communicate these expectations to the students. Punctuality in submission will also be considered.

Lab Skills: Science stream students are expected to integrate classroom learning with practical sessions in laboratories. The teacher will evaluate students on their practical skills and the effective application of theoretical knowledge.

Records/Viva: Science students are required to submit records documenting their theoretical and practical lab skills. The evaluation will focus on neatness, accuracy, and precision. A viva voce will also be conducted to assess the depth of the student's knowledge and communication skills in conveying that knowledge.

Practical Test: Conducted for science students, this test assesses their scientific reasoning and ability to apply theoretical knowledge. The evaluation will also consider precision and accuracy.

External / End Semester Evaluation (ESE)

The semester-end examinations for theory courses will be conducted by the Controller of Examinations at SAFI Institute of Advanced Study (Autonomous), with question papers set by external experts. The evaluation of answer scripts will be carried out by examiners following a clearly defined scheme of valuation. External evaluation will take place immediately after the internal evaluation. The examination must be written in English.

Pattern of Questions for External/ESE:

The questions will be designed to assess the student's acquired knowledge, understanding, application of knowledge in new contexts, critical evaluation, and ability to synthesize information. Due weightage will be assigned to each module according to the content and teaching hours allocated. The questions will be structured to allow grading on a scale of A+, A, B, C, D, and E. Different types of questions will carry varying weightages, which will be quantified according to the following model:

SI No.	Type of Questions	Individual weightage	Total Weightage	Number of questions to be answered
1	Short Answer type questions	2	$2 \times 4 = 8$	4 out of 7
2	Short essay/ problem solving type	3	$3 \times 4 = 12$	4 out of 7

3	Long Essay type questions	5	5 x 2 = 10	2 out of 4
Total			30	10

Sl. No.	Criteria	Marks
1.	Introduction	20
3.	Administration	40
4.	Result & Discussion	30
5.	Viva voice	40
6.	Record	20
Total		150

External Evaluation of Practical Courses will be conducted annually under the supervision of both Internal and External Examiners. Total marks for each practical external examination will be 150 and duration will be 6 hours for 2 days. There will be one external examiner and one internal examiner for the conduct of the examination. Records will also be evaluated by the examiners.

Evaluation of project work / dissertation

Both External and Internal evaluations will be conducted for the Project Work, following the same criteria, and the grading system will be applied accordingly. One component of the evaluation will be the Viva-voce (Project Work-related), which will carry a weightage of 40%. The Consolidated Grade for the Project Work will be calculated by combining the External and Internal evaluations in a 4:1 ratio (80% for External and 20% for Internal). To pass the Project Work, a student must secure a minimum P Grade in the combined External and Internal examinations. If a student does not achieve the minimum P Grade, they will be considered failed in that attempt. The student may be allowed to rework and resubmit the Project Work in accordance with the University's examination guidelines. However, there will be no

opportunity for improving the Project Work grade. The External and Internal evaluations of the Project Work will be based on the following criteria and weightages:

Sl. No	Criteria	% of weightage	Weightage External	Weightage Internal
1	Relevance of the topic and Statement of problem	20%	8	2
2	Methodology & Result Analysis	20%	8	2
3	Quality of Report & Presentation	20%	8	2
4	Viva-Voce	40%	16	4
Total Weightage		100%	40	10

Conduct of comprehensive viva-voce

There will be both External and Internal Comprehensive Viva-voce, and participation in both the External and Internal Viva-voce is mandatory. The Comprehensive Viva-voce will be conducted by the external and internal examiners after the practical examination. To pass the Comprehensive Viva-voce, a student must secure a minimum P Grade in the combined External and Internal examinations. If a student fails to achieve the minimum P Grade, they will be considered failed in that attempt. The student may reappear for the Viva-voce during the next opportunity, following the University's exam regulations. There will be no opportunity for improving the Comprehensive Viva-voce grade.

DIRECT GRADING SYSTEM

Direct Grading System based on a 10 – Point scale is used to evaluate the performance (External and Internal Examination of students). For all courses (Theory & Practical)/Semester/Overall Programme, Letter grades and **GPA/SGPA/CGPA** are given on the following way:

- a) First Stage Evaluation for both Internal and External done by the Teachers concerned in the following Scale :

Grade	Grade Points
A+	5
A	4
B	3
C	2
D	1
E	0

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

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

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

No separate minimum is required for internal evaluation for a pass, but a minimum P Grade is required for a pass in the external evaluation. However, a minimum P grade is required for pass in a course. A student who fails to secure a minimum grade for a pass in a course will be permitted to write the examination along with the next batch.

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

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

Semester Grade Point Average (SGPA) – Calculation

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses taken by a student. After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below.

$$\text{Semester Grade Point Average - SGPA (S}_j\text{)} = \frac{\sum(C_i \times G_i)}{\text{Cr}} \text{ (SGPA= Total Credit Points awarded in a semester / Total credits of the semester)}$$

Where 'S_j' is the jth semester, 'G_i' is the grade point scored by the student in the ith course 'c_i' is the credit of the ith course, 'Cr' is the total credits of the semester.

Cumulative Grade Point Average (CGPA) – Calculation

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

Where C₁ is the credit of the 1st semester S_i is the SGPA of the ith semester (i may vary from 1 to 4 according to the semester 1 to 4) and Cr is the total number of credits in the programme. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over

all the semesters of a programme. The SGPA and CGPA shall be rounded off to 2 decimal points. For the successful completion of a semester, a student should pass all courses and score a minimum SGPA of 2.0. However, the students are permitted to move to the next semester irrespective of their SGPA.

CONSOLIDATED SCHEME FOR I TO IV SEMESTERS

PROGRAMME STRUCTURE

SEMESTER I

COURSE CODE	COURSE TITLE	CREDIT
PSY 1C 01	Cognitive Psychology I	4
PSY 1C 02	Research Methodology	4
PSY 1C 03	Personality and Personal Growth	4
PSY 1C 04	Physiological Psychology	4
PSY 1L 01	Practical I (Psychological Testing and Assessment)	4
PSY1A 01	Community extension Work	4

SEMESTER II

COURSE CODE	COURSE TITLE	CREDIT
PSY 2C 05	Psychopathology	4
PSY 2C 06	Counselling Psychology	4
PSY 2C 07	Cognitive Psychology	4
PSY 2C 08	Applied Psychology	4
	Practical 2	
PSY 2L 02	Field Work & Journal Report	4
PSY2A 02	Life Skill Training	4

SEMESTER III

COURSE CODE	COURSE TITLE	CREDIT
PSY 3C 09	Advanced Social Psychology	4
PSY 3C 10	Organizational Behaviour	4
PSY 3L 03	Practical 3 (Experimental Psychology)	4
PSY 3L 04	Practicum/Internship	2
PSY 3E I	Elective - I	4

Elective- I- PSY 3E I

4 Elective papers are offered in 3rd Semester. Among them, one is compulsory

- Clinical Neuro Psychology PSY 3E I- 01
- Clinical Psychology PSY 3E I- 02
- Industrial management PSY 3E I-03
- Human Resource Development PSY 3E I- 04

SEMESTER IV

COURSE CODE	COURSE TITLE	CREDIT
PSY 4C 11	Current trends in Psychology	4
PSY 4C 12	Self-development techniques	2
PSY 4P 01	Dissertation	5
PSY 4V 01	Viva- voce	3
PSY 4E II	Elective II	4
PSY 4E III	Elective III	4

Elective- II : PSY 4E II

- Psychotherapeutics- I PSY 4E II – 05
- Consumer/ Marketing PSY 4E II – 06

Elective III : PSY 4E III

- Psychotherapeutics - II PSY 4E III -07
- Industrial Clinical Psychology PSY 4E III -08

4 Elective papers are offered in 4th Semester. Among them, two is compulsory

Total Credits = 24 + 24 + 18 + 22 = 88

DETAILED SYLLABUS

PSY 1C 01- COGNITIVE PSYCHOLOGY I

Learning outcomes:

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

UNIT I: Introduction to Cognitive Psychology

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

Psychology, Cognitive Neuropsychology, Cognitive Science, Cognitive Neuroscience)

UNIT II: Attention and Perception

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

UNIT III: Learning I

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

UNIT IV - Learning II

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

References

- Eysenck, M. W. (2006). *Fundamentals of Cognition*. New York: Psychology Press.
- Groome, D. (2004). *An introduction to cognitive psychology: Processes and disorders*. New York: Psychology Press.
- Hergenhahn, B. R., & Olson, M. H. (2008). *An introduction to theories of learning*. N. Delhi: Pearson Education.
- Kellogg, R. T. (2003), *Cognitive psychology*, (2nd ed.). N. Delhi: Sage.
- Mazur, J. E. (2002). *Learning and behavior*, (5th ed.). New Jersey: Prentice Hall. Sternberg, R. J. (2007), *Cognitive psychology*. N. Delhi: Thomson Wadsworth

PSY 1C 02- RESEARCH METHODOLOGY

Learning outcomes:

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

UNIT 1 : Research

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

UNIT II : Problem, Hypothesis and Variables

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

UNIT III : Review of Literature and Data Collection

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

UNIT IV : Designs, Analysis and Report Writing

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

References

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

PSY 1C 03- PERSONALITY AND PERSONAL GROWTH

Learning outcomes:

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

UNIT I. Concepts & Approaches

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

UNIT II. Theories of Personality and Personality Development

Emphasis on Psychodynamics – Sigmund Freud, Carl Jung.

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

UNIT III: Personality Assessment

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

UNIT IV: Personal Growth

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

References

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

PSY 1C 04- PHYSIOLOGICAL PSYCHOLOGY

Learning Outcome:

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

UNIT I: Basic Knowledge of Nervous System

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

UNIT II: Sensory Processing

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

UNIT III: Physiological Basis of Emotion and Motivation

- Physiological correlates of emotion.

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

UNIT IV: Physiological Basis of Learning and Cognition

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

References

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

PSY 1L 01 -PRACTICAL – 1
PSYCHOLOGICAL TESTING AND ASSESSMENT

1. Seguin Form Board
2. Draw a man test
3. Weschler Adult Intelligence scale
4. Bender Gestalt Test
5. Edward Personal Preference Schedule
6. Rorchah Ink Blot Test (Introducing)
7. Advanced Progressive Matrices (APM)
8. Eysenck Personality Questionnaire
9. Sixteen Personality Factor questionnaire
10. Test of Creativity
11. Thematic Apperception Test
12. Locus of Control assessment
13. M.M.P.I.
14. Aptitude Testing
15. Study of Values and Interest

Any 12 experiments from the above list is compulsory

PSY1A 01 – Community extension Work

- Students has to visit a minimum of 3 reputed institutes offering counseling services as part of the practical. Faculty members should also accompany the students while visiting the institutes. A detailed report of the visit should also be attached along with the report on Organisation objectives, Vision & Mission
- Students has to visit, interact and engage inmates of an old age home, orphanage, a Differently abled students school & a de addiction center and has to submit detailed report which should include details of activities imparted for engaging the inmates and its expected outcome along with an introspection report
- .Internal evaluation of the report has to be conducted.

Semester-2

PSY 2C 05 - PSYCHOPATHOLOGY

Learning Outcome

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

UNIT I: Classification, Assessment and Causal Factors of Maladaptive Behaviours

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

UNITS II: Patterns Of Maladaptive Behaviours

- Stress and Adjustment disorders.
- Anxiety disorders.
- Mood disorders.
- Somatoform disorders and Dissociative disorders.
- Personality disorders.
- Substance use disorders.

- Sexual Dysfunctions and Deviations.
- Schizophrenic and Delusional disorders.

UNIT 3: Brain Disorders and other Cognitive Impairment

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

UNIT 4 : Disorders in Childhood and Adolescence

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

References

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

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

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

PSY 2C 06 - COUNSELLING PSYCHOLOGY

Learning Outcome:

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

UNIT I: Introduction to Counselling

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

UNIT II: Theoretical Approaches to Counselling

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

UNIT III. Counselling in Different Setting

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

UNIT IV: Role of Relaxation in Counselling.

- Guided Somato psychic Relaxation (GSPR).
- Jacobson's Progressive Muscular Relaxation.
- Yogarelaxation.
- EEG, EMG, Bio-feed back relaxation.
- Transcendental Meditation (TM)
- Professional Issues in counselling.
- Evaluation of counselling – purpose, Difficulties and criteria

References

- Korchin. J.S., Modern Clinical Psychology (1986). Delhi: IBS. Publishers and Distributors.
- Kottler.J.A. and Brown.R.W.(2000). In introduction to therapeutic counselling (4th edition) California Brooks/Cole publishing Company.
- George. L.R., and Crisiani.T. (1981) Theory, Methods of processes of Counselling and Psycho therapy. New Jersey: Prentice Hall Inc. Englewood and Cliffs.
- Patterson.E.L., and Welfel.E.R. (1999). The Counselling Process (5th edition) California: Brooks/ Cole Publishing Comapany.
- Sreedhar.K.P. (1996) Guided Somato-Psychic Relaxation: Trivandrum: LIFE.

PSY 2C 07 -COGNITIVE PSYCHOLOGY – II

Learning Outcomes:

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

UNIT I: Memory

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

UNIT II: Thinking

- Problem solving: Problem and its type (What is a problem, Well defined and ill defined problem); Approaches to problem solving (Systematic search versus heuristics, Types of heuristics – Means end analysis, Working forward, Working Backward, Generate and test), Problem solving behaviour (Reproductive – Analogy and transfer, Productive -

Insight); Obstacles (Mental set or Entrenchment, Functional fixedness, Transfer)

- Decision making: Classical Theory and its critique – Satisficing, Elimination by aspect, naturalistic decision making; Biases and heuristics, Process of group thinking
- Reasoning: Deductive (Conditional – Types or Propositional calculus and Errors, Syllogistic – Linear, Conditional and Errors); Inductive reasoning – (casual inferences, categorical inferences and reasoning by analogy)

UNIT III : Intelligence & Creativity

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

UNIT IV: Expanding horizons of cognitive psychology

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

References

Chomsky, N. (1959). A review of BF Skinner's Verbal Behavior. *Language*, 35(1), 26-58. Berk, L. E. (2009). *Cognitive development*. (8th ed.). Boston:

Pearson Publishing.

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

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

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

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

Skinner, B.F. (1977), 'Why I am not a cognitive psychologist', *Behaviorism*, 5, 1–10.

Skinner, B. F. (1986). The evolution of verbal behavior. *Journal of the
Experimental analysis of Behavior*, 45(1), 115-122.

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

PSY 2C 08 - APPLIED PSYCHOLOGY

Learning outcomes:

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

UNIT I: Applied Psychology

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

UNIT II: Professional Psychology I

- Educational Psychology

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

- Forensic Psychology

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

- Health Psychology

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

- Rehabilitation Psychology

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

UNIT III: Professional Psychology II

- Sports Psychology

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

- Environmental Psychology

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

- Career Counselling

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

- Personnel Psychology, Work Psychology, Vocational Psychology

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

UNIT IV: Other Applied Areas

- Community Psychology

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

Community functions – learning, socialization, and supportive functions.

- Positive Psychology

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

- Cross-Cultural Psychology in Applied Settings: Passages to Differences

- Psychology of Peace : Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation.

References:

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

PRACTICAL 2

PSY 2L 02 - FIELD WORK AND JOURNAL REPORT

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

- **Systematic Observation**

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

- **Interview**

A psychologist should possess skill in interviewing. In this field experiment, the student have to conduct a minor level study in which interview should be adopted as the method of data collection. Any of the relevant behavioral variables have to be studied through this method. Different kinds of interview, its practical applications etc. should be known to the student along with their skill development in interviewing and to be a trainer of interviewing.

- **Content Analysis**

In this students should develop a skill in analysing content of data collected. For this the students have to practical sessions of analysing contents of written, printed, vocal, or 5picturized data. A minor level study can be planned with this purpose and analysis can be conducted. This can be with a purpose of identifying a particular psychological

factor/variable or with a general analysis aim.

- **Test Construction:**

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

All the field experiments have to be presented in the class and it has to be submitted as a written record to the Head of the Department, in double copy, before 2rd semester written examination. One copy will be returned to the student after valuation, where as the other copy will be retained in the department library, as the academic work conducted there. [Students may publish the study with the guide, if publishable, when the course is over]

PSY 2A 02 - LIFE SKILL TRAINING

Learning outcome

- To conduct life skill training for community as extension of psychological support in group level.

The students in group has to learn life skills and life skill training and undergo life skill training with the support of a faculty member. Students has to visit any specific community analyze their need , plan the training modulr. A written report has to be submitted, which includes, the core life skills, the methods of training, and pre requisites and necessary arrangements done etc. There will be an evaluative viva voice, at the college level.

Semester 3

PSY 3C 09 - ADVANCED SOCIAL PSYCHOLOGY

Learning Outcomes:

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

Unit I: Defining the field of Applied Social Psychology

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

Unit II: Applying Social Psychology to Arenas of Life:

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

Unit III: Applying social Psychology to One's Own Life:

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

Unit IV: Intervention and Evaluation

Design of intervention- Nature and Key tasks. Types. Evidence based intervention- Evaluation.

Goal setting- Influencing social policy. Process issues and Ethical issues.

References

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

PSY 3 C 10 - ORGANIZATIONAL BEHAVIOUR

Learning Outcome:

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

UNIT I: Introduction To Organizational Behaviour

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

UNIT II: Individual Process

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

UNIT III: Group and Interpersonal Processes

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

UNIT IV: Organizational Processes

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

References

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

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

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

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

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

PSY 3L 03 - EXPERIMENTAL PSYCHOLOGY

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

Psycho Physical Methods.

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

Any 12 experiments from the above are compulsory, including experiments from psychophysical methods

PSY 3L 04 - PRACTICUM/INTERNSHIP

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

PSY 3E I- 01- CLINICAL NEUROPSYCHOLOGY

Learning outcome

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

UNIT I: Introduction

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

UNITIII: Brain Damage and Functional Impairment

- Aphasia – Classification, Examination, Varieties of Aphasias and their location; Disturbance of single language modality.
- Alexia-Classification, Syndromes of alexia, assessment, treatment and prognosis.
- Agraphia - Classification, Assessment, Relationship of Linguistic and Motor a graphics to other neuropsychological disorders.
- Acalculia – Varieties of acalculia, localization of acalculias, hemispheric specialization for calculation; Developmental Dyscalculis – clinical assessment and recent formulation of calculation disorder.
- Body Scheme Disturbances-
- Finger Agnosia – Developmental aspects, Behavioural correlates, Anatomical correlates, Finger agnosia and reading disability.
- Right – Left Disorientation – Developmental aspects, Basis of right – left orientation,

impairment in patient with brain disease.

- Apraxia – Definition, Examining and testing varieties of apraxia, Neuropathology, Treatment and Recovery.
- Visuo Perceptual, Visuo spatial and Visuo constructive disorders – Visual analysis and synthesis
- Agnosia - Nature of recognition, Visual agnosia, Auditory Agnosia, Somato sensory agnosia.
- Neglect and related disorders – Definition, Testing for neglect and related disorders.
- Emotional disorders associates with neurological disease – Hemispheric Dysfunction, limbic system, Dysfunction, basal ganglia disorders.
- Amnesia Disorders - General symptoms of permanent amnesia, Amnesia following bilateral lesion, Antereograde amnesia.

UNIT III: Disconnection Syndromes

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

UNIT IV: Neurological Examination and Assessment

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

References

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

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

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

Schneider and Torshes (1986). Introduction to Physiological Psychology

PSY 3E I-02 - CLINICAL PSYCHOLOGY

Learning outcome

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

Unit I:

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

Unit II:

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

Units III:

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

Units IV:

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

References

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

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

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

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

PSY 3E I- 03 -INDUSTRIAL MANAGEMENT

Pre requisite:

For the students of PG Psychology/MBA/Personnel Management

Learning Outcome:

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

UNIT I: Industrial Psychology

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

UNIT II: Management Concept

- **Introduction.**
- Definition and difference between Management, Administration and Organization.
- Industrial Management
- Functions of Management
- Types of Management
- Management Structure
- Principles of Management
- Levels of Management
- Scientific Management

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

UNIT III: Job Evaluation & Wage Plans

- **Job Evaluation and Merit Rating.**
- Introduction, Concept, Objectives and Procedure of Job evaluation.
- Methods of Job evaluation.
- Merit Rating –Introduction, objectives, methods (Rating Scale, check list and employee Compensation)
- Advantages and Disadvantages of Merit Rating.
- **Wage Payment Plans.**
- Introduction and Classification of Wage Payment Plans.
- Incentive – Financial and Non-financial.
- Wage Incentive plans –Introduction, Requirements, Objectives, Drawbacks.
- Types Wage Incentive Plans – Straight Piece Rate System, Straight Piece Rate with a Guaranteed Boat Wage, Differential Piece Rate System, Halsey Plan, Rowan Plan, Gantt Plan, Bedaux Plan, Emerson's Efficiency Plan and Group Incentive Plan.
- Profit Sharing – Objectives, Methods, Advantages, Limitations and Applications.

UNIT IV : Industrial Relations and Legislation

- **Industrial Relations**
- Concept, Types and Objective and Functions.
- Trade Unions – Origin, functions and Objectives.
- Industrial Disputes – Introduction causes and effect.
- Strikes – Causes, Effects and Forms.
- Lockout Gherao and Picketing.
- Settlement of Industrial Disputes.
- Collective Bargaining
- Handling Grievances and Grievance Procedure
- Worker’s participation in Management
- Union Management Relations.

References:

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

PSY 3E I-04 -HUMAN RESOURCE DEVELOPMENT (HRD)

Learning Outcome

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

UNIT I: Human Resource Management

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

UNIT II: Acquisition of Human Resources

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

UNIT III: Development and Motivation of Human Resources

- Man power training and development – Employee orientation and training – Management development programmes – Training formulae career development techniques.

- Job changes, promotions, Transfers, and dislocations – promotion and transfer policies
- Term-nations and other dislocations. Job enlargement, enrichment policies.
- Personal productivity through motivation strategies. Incentives – financial – Non financial. Employee rights – rights to job – rights on job. Working scheduling and motivation and rewarding the productive Employee.
- Performance Appraisal – concepts – Characteristics – Objective. Validation of Tests – Types of tests and appraisal techniques and performance management.

UNIT IV: Maintenance of Human Resources.

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

Reference

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

Semester 4

PSY 4C 11- CURRENT TRENDS IN PSYCHOLOGY

Learning Outcomes:

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

UNIT I: Psychology Applied in Society

Cyber Psychology - An Introduction to Human-Computer Interaction; Cyberspace & psychological space, Virtual reality and Human. Goals, practice and research

Media and Consumer Psychology

Media influence of Consumer behavior; Advertising and promotion; buying decision making, recent researches

Psychology of Sexual Orientation and Gender Diversity

Scope, Understanding research, or practice in the psychology of sexual orientation and gender diversity, critically looking at the psychological practices within existing corpus in psychological knowledge

Addiction Psychology

Theories of addiction: Causes and maintenance of addiction, Addiction Counselling and scope

UNIT II: Emerging Areas in Applied Psychology

- Human Factors and Ergonomics
- Psychology Applied to Terrorism: Psychological Treatment for Victims of Terrorist Attacks

- A Century of Psychology and Law: Successes, Challenges, and Future Opportunities.
- Psychometrics and assessment of cognition, intelligence, personality and their application.
- Psychology and Societal Development

UNIT III - Critical Psychology – An Introduction

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

UNIT IV : Critical Perspectives in Psychology

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

References

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

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

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

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

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

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

Gonsiorek, J. C. (2013). Introducing Psychology of Sexual Orientation and Gender Diversity. *Psychology of Sexual Orientation and Gender Diversity*, 1(S), 1-2. <http://dx.doi.org/10.1037/h0095935>

PSY 4 C 12 -SELF DEVELOPMENT TECHNIQUES

Outcome:

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

UNIT I: Relaxation

- Meditation
- Yoga
- Deep breathing relaxation exercise.
- Jacobsons progressive Relaxation
- Hypnosis induced Relaxation.

UNIT II: Bio-Feed Back Training

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

UNIT III: Self awareness

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

PSY 4 P 01 - DISSERTATION

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

Dissertation report should include the need and significance of the study, review of literature, details of sample, tools and procedure, result and discussion and summary with the references included. The research work may be done in quantitative or qualitative mode, as per the research problem; considering the originality of the problem, review chapters can be theoretical justification or arguments. The findings derived can be stated in the final chapter.

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

PSY 4 V 01 - VIVA- VOCE

In the end semester examinations of 4th semester, the students have to appear for an oral examination, where they may get questions about dissertation works, general skills attained as a psychologist, methods trained, or content knowledge in the total syllabus. This can be of 15 minutes duration. The department teachers also may conduct a similar viva for model or internal assessment marks of the same if any.

PSY 4E II -05 - PSYCHOTHERAPEUTICS – I

Learning outcome

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

UNIT 1: Nature of Psychotherapy

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

UNIT II: Psychoanalysis

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

UNIT III: Humanistic – Existential Therapy

- Client-centred psycho therapy.
- Logo therapy.
- Gestalt therapy.
- Transactional Analysis and Rational Emotive therapy – Salient features.

UNIT IV: Therapy for Interpersonal Relationships

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

References

Korchin, S.J. Modern Clinical Psychology. Delhi: CBS. Publishers and Distributors.

Kalpan H.et al. (eds) (1980) Comprehensive Text Book of Psychiatry. London: Williams and Wilk

PSY 4 E II- 06- CONSUMER/MARKETING PSYCHOLOGY

Learning Outcome

To develop skills and to sensitize oneself to market changes and consumer behaviour .

To enhance learning and problem solving skills in the area of Marketing Psychology.

UNIT I: Study of Consumer Behaviour

Diversity of Consumer Behaviour and Ethics in Marketing.

Consumer Research – History and conducting.

Market segmentation – Bases, criteria and implementation.

UNIT II: Consumer as an Individual

Motivation – Nature, Types, Measurement and Research.

Personality – Theories, Consumer diversity and self and self-image.

Perception- Dynamics, Consumer. Imagery and perceived Risk.

Learning and Consumer involvement – Theories, reinforcement and Brand loyalty.

Attitudes – Model, formation and change, and theories.

Communication – Components, process and designing persuasive communication.

UNIT III. The Consumers Decision-Making Process.

Personal influence and the Opinion Leadership process – Opinion leadership, measurement and profile and firm's promotion strategy.

Diffusion of Innovation – The diffusion process and the Adoption process. A profile of the consumer innovator.

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

UNIT IV. Consumer Behaviour and Society.

Consumer Behaviour Applications to profit and not-for-profit Marketing – Health care Marketing, Political Marketing, the marketing of social causes and Environmental Marketing.

Public policy and consumer protection – Deceptive Advertising and Consumer Research.

References

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

PSY 4 E III- 07 - PSYCHO THERAPEUTICS II

Learning outcome

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

UNIT I: Behaviour Modification, Techniques and Rationale - 1

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

UNIT II: Behaviour Modification Techniques and Rationale – Ii

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

UNIT III: Cognitive Behaviour Therapy

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

- Cognitive Therapy in Psychosis.

UNIT IV: Evaluation of Behavioural Interventions and Current Trends in Behaviour Therapy.

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

References

Carson, C.R. Butcher, J.N. & Mineka, S. (1998). Abnormal psychology and Modern Life (10th edn). London: Harper Collins College Publishers.

Garfield, S.L. and Bergin, A.E. (1986) Handbook of psycho therapy and Behaviour change (Edn) New York. John Willey and Wilkins.

Kaplan, H. et al (Eds) (1990). Comprehensive Text Book of Psychiatry. London: Williams and Wilkins.

Korchin, S.J. Modern Clinical Psychology. Delhi: CBS Publishers and Distributors.

Rimm, D.C. and Masters, J.C. (1979). Behaviour Therapy. New York. Academic Press.

Sreedhar, K.P. (1996). Guided Somato Psychic Relaxation: Thiruvananthapuram Life.

PSY 4 E III- 08- INDUSTRIAL CLINICAL PSYCHOLOGY.

Learning outcome

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

UNIT I:

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

UNIT II: Stress and Work

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

UNIT III: Effect of Psychopathology on Work

- Depression in the work place.

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

UNIT IV: Effects Disruptive Behaviour at Work.

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

UNIT V: Special Groups in Organizational Counselling

- Chronic absentees.
- Accident proneness.
- Employee with family problems.
- Employees with alcoholism and drug addiction.
- Maladjusted employees.
- Counselling the indisciplined.
- Setting up the counselling cell in organization.

UNIT VI: Relaxation Techniques in I.C Setting

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

References

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







